Chowchilla Union High School
Agriculture Department
Comprehensive Program Plan
Quality Criteria One
Curriculum and Instruction

Within the Chowchilla Union High School Agriculture Department we strive to offer a comprehensive agriculture experience for students enrolled in the program at Chowchilla Union High School. Currently, we are working diligently to reconstruct our course offerings in order to develop relevant agriculture career pathways that will allow students to select a pathway that may relate to their career goal. The Pathways that we are currently creating and hope to offer for our students are: Agriculture Mechanics and Engineering, Power Mechanics, Animal Science, Horticulture and Business. Our biggest challenge currently is having enough teachers to offer the classes we need to complete all 5 of the pathways and our biggest weakness is insuring that all of the counselors are informed about our program and how the pathways operate.

Once a student is enrolled in an agriculture course they will be exposed to career opportunities in agriculture either by career instruction being integrated into the curriculum or by experiencing hands on learning either at our agriculture laboratory (school farm) or by working with agriculture professionals within the community. As we increase the integration of common core standards within the classroom the time we have as instructors to incorporate hands-on project based learning increases. This allows us to further develop career based standards that help us insure that our students are career ready.

To help with this, we also offer several ROP courses within our curriculum which is run through Merced ROP. ROP courses require students to create a professional portfolio that can be used as a tool to seek job placement in the community. Students at CUHS that do not take ROP courses are also required to create a similar portfolio for a graduation requirement. These portfolios give students the tools they need to market themselves within the career industry areas that they strive to work in.
Guest speakers are also used in class to help link the community professionals to the students and to spark student interest in agricultural careers. Having these professionals in the classroom helps the students understand the need for the skills taught within our agriculture courses. Our department currently needs to improve career education in the core science classes. This has been recognized by our department as a current weakness and it is a challenge due to the standards based assessments, benchmarks, and pacing guides that must be followed within these classes. We are hoping that by implementing our new pathways that this problem will be solved.

All students enrolled in Agriculture Education at CUHS will receive a grade for participation in FFA and SAE. This will be evidenced by the completion of the FFA Record Book and by completing 3 FFA activities per semester. Participation in FFA will count as 10% of the overall grade and SAE will count as 10% of the overall grade in their Ag Classes. This results in a total of 20% of the student’s grade being assigned to FFA and SAE. FFA participation is currently kept track of via sign-in sheets and an excel spreadsheet that adds up each and every student's’ total points per semester. We are currently working on improving consistency, expectations, and scoring methods for the 10% SAE portion of a student's grade. This did improve over the past year as a result of every single student in the department having an IRecordbook. These IRecordbooks allow all the teachers to check any student’s record book at any time and has helped our department in developing a standardized rubric for grading participation and the record books. This has been even easier with the implementation of 1:1 technology classrooms.

Technology is extensively used throughout our agriculture program and facility. Two of the four teachers currently have 1:1 Chromebook classrooms which allows each student in every class to have their own Chromebook while in that classroom. The other two teachers have full access to the Agriculture Department Computer Lab. Our district is completely GOOGLE based and uses GOOGLE Apps for Education. Every teacher is required to have a GOOGLE site and every students is given a GOOGLE account when they enroll. Two of the
teachers in the department are on the GOOGLE team for the district and run teacher trainings on the applications being used.

We currently have four courses that receive A-G credit for the University Admission: Ag Earth Science, Ag Biology, Ag Government and Econ and ROP Art and History of Floral Design. We are currently working to submit Veterinary Science which will receive elective credit. We will continue to try and build up this courses and hope to submit it for lab science credit. We also provide articulation through Merced College for our Ag Communications course and our Advanced Welding course. This allows students to receive college credit while taking these two courses within our department.
# Career Pathways Offered

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<th>Year in School</th>
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**Agriculture Business**

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**Horticulture / Floriculture**

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**Agriculture Mechanics**

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**Power Mechanics**

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<td>Power Mechanics III</td>
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Classes italicized are proposed to be added for 2015-16 school year.
Below you will find all of the courses currently offered within our department and description for each course.

Agriculture Science I

10 Credits  Elective Course
Grade Level:  9th grade
Length of Course:  One year
Prerequisite:  None

This is a yearlong course that covers units of study on California Agriculture, Biotechnology, FFA Leadership Development, Parliamentary Procedure, Plant Science, Animal Science, Record Books, and Careers in Agriculture. Students are encouraged to have a supervised Agricultural Experience Program. Students are also encouraged to develop leadership through the Chowchilla FFA Chapter. Teaching Techniques include: Hands on learning, Power point presentations, Teamwork, Group Presentations, Group Activities, Note taking and Bookwork.

Agriculture Science II (Proposed new course for 2015-16)

10 Credits  Elective Course
Grade Level:  10th grade
Length of Course:  One year
Prerequisite:  Agricultural Science I

Students will develop knowledge and skills in a wide range of basic animal and plant science principles, such as genetics, anatomy, physiology/nutrition, disease, pests, and
management practices. Basic agribusiness principles as they relate to plant and animal production will also be covered. Career opportunities and educational preparation are examined. Learning activities are varied, with classroom, laboratory, and field experiences emphasized.

Agricultural Biology (College Prep)

10 Credits
Required course (Life Science)

Grade Level: 10th grade
Length of Course: One year

Prerequisite: Agricultural Earth Science (P), Agricultural Earth Science (H), Earth Science (P), or Earth Science (H)

Agricultural Biology (P) is a laboratory science course. The course emphasizes knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity, principles of biological classification, ecological relationships, and animal behavior.

Agricultural Biology (Honors)

10 Credits
Required course (Life Science)

Grade Level: 10th grade
Length of Course: One year

Prerequisites: Agricultural Earth Science (P) or Earth Science (P) with “A” grades in both semesters, or Agricultural Earth Science (H) or Earth Science (H) with grades of “A”, “B”, or “C” in both semesters; Geometry (concurrent enrollment is acceptable).

Agricultural Biology (H) is a project- and laboratory-based course designed to challenge the accelerated learner, while using agriculture as a learning vehicle. This course
curriculum is selected to meet state and district content and performance standards. The course emphasizes an in-depth study of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity, principles of biological classification, ecological relationships, and animal behavior.

Agricultural Civics (College Prep)
5 Credits Required course
Grade Level: 12th
Length of Course: One semester
Prerequisite: None

In this course, students draw on their study of American history and that of other societies to compare and contrast different systems of government in the world today. This course is the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Students will focus on: the Constitution, with emphasis on the Bill of Rights; the courts and the governmental process; the legislative, executive, and judicial branches of American government; federalism with emphasis on the changing relationships between federal, state, and local governments; comparative governments, with emphasis on communism in the world; and contemporary issues in the world today. This course also focuses on how the American agricultural community is affected by governmental actions.
Agricultural Earth Science (College Prep)

10 Credits Required course (Physical Science)

Grade Level: 9th grade
Length of Course: One year
Prerequisite: None

Agricultural Earth Science (P) is a one-year laboratory science course, designed for the student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student’s life and environment. Topics include exploring the universe, earth’s atmosphere, dynamic earth processes, and earth’s natural resources.

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Agricultural Earth Science (Honors)

10 Credits Required course (Physical Science)

Grade Level: 9th grade
Length of Course: One year

Prerequisites: Concurrent enrollment in Geometry (or higher) and English 9(H); recommended grade of “A” in 8th grade science and English courses; Advanced score on 8th grade CST in science and English; teacher recommendation.

Agricultural Earth Science (H) is a laboratory science course designed for the university-bound accelerated learner. The course emphasizes in-depth detailed knowledge about earth science, using agriculture as a learning vehicle. The course focuses on the following earth science principles: earth’s materials, sculpturing earth’s surface, geological forces within, historical geology, oceanography, meteorology, and astronomy.
Agricultural Economics
5 Credits                  Required course
Grade Level:              12th
Length of Course:         One semester
Prerequisite:             None

Students in this course deepen their understanding of the economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers, and members of civic groups. This course enriches students’ understanding of the operations and institutions of economic systems. Students must use graphs and understand the mathematical equations they represent. Students first study basic economic concepts—scarcity, needs vs. wants, circular flow of economic activity—then begin to master how the market economy spurs innovation and growth, and distributes income and wealth. Students then begin mastering cost-benefit analysis. The course focuses on comparative studies of different economic systems, microeconomic principles, macroeconomic principles, and international economic concepts. This course places a strong emphasis on economic issues facing the American agricultural industry today.
Art & History of Floral Design I (ROP)

10 Credits  Elective course
Grade Level:  11th-12th
Length of Course:  One year
Prerequisite:  None

(Meets UC requirement for Visual & Performing Arts)

This class is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two- or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. They will use the skills learned to create many of the following designs: bud vase, drop-in arrangement, Halloween jack o’ lantern, dried flowers, Thanksgiving cornucopia, Christmas wreaths and centerpieces, corsage, boutonniere, colonial round, symmetrical triangle, party arrangements and wedding bouquets.

Art & History of Floral Design II (ROP)

10 Credits  Elective course
Grade Level:  11th-12th
Length of Course:  One year
Prerequisite:  Art & History of Floral Design I

The Art and History of Floral Design II provides students with a deeper understanding of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual arts through the design of floral arrangements. Emphasis is placed on retail pricing, event planning, and product marketing.
Introduction to Agricultural Mechanics

10 Credits  Elective course

Grade Level:  9th-12th
Length of Course:  One year

This course provides students with the basic knowledge and skills utilized in an agricultural/industrial technical career, as well as home maintenance. Students will gain knowledge and experience in the following: safety, rope work, electricity and circuitry, welding (arc and gas), tool sharpening and fitting, measurement and calculations, plans and prints, and fasteners.

Advanced Welding I/II (ROP courses)

20 Credits  2+2 Credit with Merced College for IT-6 upon successful completion of a challenge exam; Elective courses

Grade Level:  10th-12th
Length of Course:  One year (block class—2 periods)

Prerequisite:  Introduction to Agriculture Mechanics with grade of “C” or higher

This course provides students with a basic foundation in welding and entry-level shop skills for developing more advanced skills integrating math and physical principles as applied to metal fabrication. The hands-on approach provides practical application and advanced instruction in the following: Arc, Gas, MIG and TIG. Knowledge and skills are applied through learning projects.
Power Mechanics I/II (Small Engines)

10 Credits           Elective courses
Grade Level:        9th-12th
Length of Course:   One year at each level (I and II)
Prerequisite: Power Mechanics II ("C" or higher in Power Mechanics I)

This course provides students with the basic foundation in engine operation, maintenance and entry-level shop skills. This course is designed to give students an understanding in the theory, operation and maintenance of equipment systems including: hydraulics, electrical, fuel and cooling. Second-year students will work on advanced engines and learn diagnostic techniques, as well as study compact diesel engines.

ROP Veterinary Science

10 Credits           Elective courses
Grade Level:        11th-12th
Length of Course:   One year
Prerequisite: "B" or higher in Biology

America's agricultural industry is the mainstay of the United States economy, and more specifically California's economy. A large part of this industry is dependent on sound practices in animal production, animal husbandry and veterinary sciences. This college prep elective is designed to provide students with an opportunity to study the science of veterinary medicine, including, animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.
ROP Ag Communications

10 Credits       Elective courses

Grade Level:     10th-12th

Length of Course: One year, can be repeated

Prerequisite: Application and approval of instructor

Agricultural Communications is designed for students who are interested in improving their leadership skills and exploring business communications of all types. Through the integration of writing, editing, and layout associated with producing agricultural publications, students will learn techniques used in journalism plus improve their public speaking skills. Graphical design computer applications will be introduced to students and utilized through the development of a variety of media publications.

Basic AG Wood

10 Credits       Elective course

Grade Level:     9th-12th

Length of Course: One year

This course of study provides students with a working knowledge of the nature and uses of wood. The course provides a basic understanding of requisite skill, shop safety, and the processes involved in the construction of wood projects. Students are given the opportunity to learn the importance of the woodworking industry and its products by participating in activities and discussions. These experiences also help them to acquire technical skills, communication skills, and occupational information relating to the woodworking industry. Students develop skills in the use of a variety of tools and machines, materials, and processes used in the manufacturing of woodworking projects.

Emphasis is placed on reading, writing, safety, plans, mathematical computations, tool-use, shop organization, management and project construction.
ROP Veterinary Science  
Chowchilla Union High School  
Agriculture Department

I. Course Information:
   Teacher: Terra Plumley  
   Position/Title: Ag Instructor  
   Phone Number: (559) 665-1331 x231  
   E-mail: plumleyt@chowhigh.com  
   Course Title: ROP Veterinary Science  
   Transcript Title: ROP Veterinary Science  
   Department: Agriculture  
   Course Length: 2 Semesters  
   Seeking "Honors": No  
   Elective: Yes  
   Subject Area: g- Elective  
   Category: College Prep Elective  
   Student Organization Affiliation: FFA  
   Prerequisites: Have completed Biology, recommended with a B grade or better  
   Grade Levels: 11 and 12  
   Target Group: 11th and 12th grade students who plan to enter a college and/or university with a major in Agriculture; including but not limited to Animal Sciences, Dairy Sciences and Pre-veterinary Medicine. This is a college prep elective with a science emphasis. The course is designed to provide students with an opportunity to study the science of veterinary medicine, including, animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.

II. Brief Description

   America's agricultural industry is the mainstay of the United States economy, and more specifically California's economy. A large part of this industry is dependent on sound practices in animal production, animal husbandry and veterinary sciences. This is college prep elective is designed to provide students with an opportunity to study the science of veterinary medicine, including, animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.
III. Course goals and objectives:

Specific goals include:

- Identifying and analyzing the specific structures found in cells of the animal body.
- Understanding the structure, function, and maintenance of the organ systems of animals.
- Recognizing the characteristics of epithelium, connective and muscle tissue by microscopic observation.
- Understanding the principles of genetics and the role of inheritance as it relates to animal health and disease resistance.
- Explaining the roles of DNA and RNA and the process of meiotic and mitotic division.
- Differentiating between the genotype and phenotype of an animal.
- Identifying and explaining the importance of each nutrient in the animal's diet.
- Formulating a balanced ration for various species of animals.
- Identifying and differentiating between living and non-living causes of diseases.
- Identifying the life cycles of bacteria, fungi, viruses, and protozoa.
- Classifying the various means by which diseases are spread in an environment.
- Citing the way in which an animal develops resistance and immunity to pathogenic organisms.
- Contrasting the primary and secondary defense mechanisms of an animal's body.
- Identifying, by structure, the differences among Diploccus, Staphylococcus, and Streptococcus bacterium.
- Identifying, by classification, Poxyviruses, Herpeviruses, Reoviruses, and Coronaviruses and determine a common disease caused by each virus.
- Outlining a common method by which a livestock producer could control diseases caused by viruses.
- Recognizing the effects that internal and external parasites play in small and large animal production.
- Identifying, by gross observation, the physical differences among ticks, fleas, flies, lice, and mites.
- Developing various methods of control for various external parasites.
- Determining the characteristics of Nematodes, Cestodes, and Trematodes.
- Identifying the relationship between internal and external parasites and disease.
- Identifying the attitude and behavior of healthy animals.
- Recognizing and distinguishing between the skin, fur coat, and mucous membranes of a healthy animal versus an ill animal.
- Interpreting the effects of environmental conditions on the health of an animal.
- Demonstrating proper sanitation and disinfection of an animal's environment.
- Identifying environmental, nutritional and pathogenic stressors that might lower an
animal’s resistance to disease.
- Calculating and administering the proper dosage of a medication to be prescribed.

**Common goals for all ROP courses:**

**Career Performance Standards**
- Demonstrated awareness of employment opportunities in careers related to the industry
- Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of the Employability Portfolio
- Demonstrated safe work habits and attitudes
- Exhibited leadership skills related to teamwork, communications, human relations and community responsibility
- Opportunity to participate in a student organization, such as FFA

**IV. Instructional Methods and/or Strategies:**

This course will be largely technology based with a strong emphasis on using Google Apps for Education.

- Direct instruction
- Lectures
- Labs
- Teacher developed materials
- Operation of equipment
- Group and/or independent Project-Based Learning assignment(s)
- Portfolio development
- Audiovisual
- Computer applications, software, simulations
- Reading and writing assignments
- Investigations and research
- Business and/or community partnerships
- Student exhibitions and presentations
- Work-based learning opportunities with professional mentors
- Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials and textbooks, living and non-living animals.
- Self-directed, cooperative and collaborative learning to increase subject matter
- Service Learning
- Guest speakers
- Business interviews
- Field trips
V. Assessment Methods and/or Tools

- Employability Skills Evaluation
- Google Apps for Education
- Employability Portfolio and presentation
- Safety awareness in the classroom and/or community classroom setting
- Individual or group Project-Based Learning assignments
- Timely and complete required assignments
- Written tests/quizzes with a variety of short answer, essay questions, and problems.
- Classroom participation, punctuality, and attendance
- Presentations/Exhibitions (individual and group)
- Leadership activities
- Supervised Agricultural Experience (SAE) project
- Performance-based assessments, which include labs, experiments, demonstrations, and discussions.

VI. This course is aligned to the following standards:

- Career Technical Education Standards for Agriculture and Natural Resources Foundation Standards (ANR-Foundation)
- Career Technical Education Standards for Agriculture and Natural Resources Pathway Standards (ANR-Pathway)

Alignment to Common Core Standards

English Language Arts:
Reading standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening
Language

Mathematics:
Mathematical Practices - Algebra 1

Science:
Nature of Science
Physical Science
Life Science
VII. Supplemental Materials and Instructor Reference Materials:

- Google Apps for Education
- Shapiro, Dr. Leland S. *Pathology and Parasitology for Veterinary Technicians*. 2005 Thompson Delmar Learning.
- Clinical Textbook for Veterinary Technicians by McCurin, W. B. Sanders-Evolve
- Merck Veterinary Manual CD Version for computerized references

VIII. COURSE OUTLINE

Introduction

- Purpose of course/outline
- Grading, Tests and Classroom/Laboratory Procedures
- Introduction to Portfolio and Inter Active Notebook
- Attitude and Ethics in classroom and industry

Basic Animal Skill

- Safety (animals, medications, chemicals, first aid and fire)
- Handling, transporting, and restraint of large and small animals
- Basic breed and external anatomy identification of large and small animals

Anatomy and Physiology

- Cell Biology
  - Cell Makeup, Structure and Function
  - Mitosis and Cancer
  - Mammal Reproduction
  - Clinical Practices
• Tissue Types and Functions
  o Epithelial
  o Connective
  o Muscle
  o Nerve
  o Clinical Practices
• Musculoskeletal System
  o Bone Structure
  o Joint types and Movement
  o Axial and Appendicular Skeletons
  o Bone Growth and Remodeling
  o Clinical Practices
• Circulatory System
  o Blood Components and Functions
  o Mammal Heart Functions
  o Blood Vessels and Blood Flow
  o Electrocardiograms, Heart Sounds and Blood Pressure
  o Clinical Practices
• Respiratory System
  o The Respiratory Tract
  o Mechanism of Breathing
  o Clinical Practices
• Renal System
  o Renal Functions
  o Kidney Structures and Urine Regulation
  o Urine and Blood Evaluation
  o Clinical Practices
• Digestive System
  o Digestive System Structures
  o Monogastric and Ruminant Digestion
  o Clinical Practice • Endocrine System 3 1
  o Function of Glands and Hormones
• Nervous System
  o Brain Functions
• Lymphatic System
  o Functions of the Lymphatic System

Reproductive Physiology
• Genetics
  o Gene Transfer
  o Animal Breeding
  o Social Concerns
  o Terminology
• Male Anatomy
  o Parts of the male reproductive system
  o Functions of the male reproduction
  o Spermatogenesis
• Female Anatomy
  o Parts of the female reproductive system
  o Functions of the female reproduction
  o Oogenesis

Gestation and Parturition
• Pre-Partum Care
• Difficult Births
• Normal Births
• Post-Partum Care

Animal Health and Sanitation
• Animal Health Evaluation
  o Posture and Stance
  o Movement and Voice
  o Appetite
  o Sexual Activity
• Maintaining Animal Health
  o Disease Concept
  o Animal Management Steps
    Housing
    Exercise and Sunlight
Sanitation of eating utensils
Pasture Rotation
  o Proper Feeding Techniques
  o Disease Prevention and Control
  • Cleaning and Disinfectants
    o Procedures and Disinfections
    o Types of Disinfections
    o Applying Disinfectants

**Infectious Diseases Identification & Control**

• Non-Living Agents
  o Trauma
  o Toxins
    • Bacterial Toxins
    • Zootoxins
    • Phytotoxins

• Living Agents
  o Bacteria
  o Fungi
  o Virus
  o Protozoa
  o Internal Parasites
  o External Parasites

• Spread of Disease
  o Direct Contact
  o Indirect Contact
  o Carrier Animals
  o Contaminant Soils
  o Contaminated Food or Water
  o Air-born Infection
  o Vector Infections

• Protection against Disease
  o Resistance
  o Immunity

• First Line of Defense
o Bleeding
o Phagocytes
  • Inflammation
  • Secondary Defense
  • Disease Control

**Bacteria and Disease**
  • General Characteristics
  o Diploccus
  o Staphlococcus
  o Streptococcus
  • Bacteria and their Structure
  • Bacterial Spores
  • Bacterial Diseases

**Viruses and Viral Disease**
  • Classification of Viruses
  • Control of Viruses
  • Characteristics

**External Parasites**
  • External Parasites and Disease
  • Types
  • Life Cycles
  • Prevention and Management

**Internal Parasites**
  • Types
  • Characteristics and Life Cycles
  • Prevention and Management
  • Internal Parasite and Disease
  • Internal Parasites in Small and Large Animals

Other Disease Factors
• Nutrition and Disease
• Poison and Disease
• Stress and Disease
• Heredity and Disease
• Environment and Disease

Breeding and Breeding System
• Types of Breeding
• Management
• Clinical Practices

Feed and Nutrition
• Digestive Systems of Animal and Poultry
• Ration Formulation
• Roughages and Concentrates
• Macro/Micro Nutrients
• Feed Labels and Labeling
• Pet Food Labels
• Basic Feeds and Feeding
• Nutrients
  o Protein, Fats and Carbohydrates
  o Minerals
  o Fibers
  o Vitamins

Environment and Ecology
• Environmental Relationships
• Wildlife Management
• Plant/Animal Relationships
Marketing of Animals/Livestock Evaluation
• Finished Animals
• Weaned Animals
• Yearlings
• Breeding Stock Types
• Livestock Evaluation
  o Breeding Stock
  o Market Animals
  o Carcass Evaluation and Breakdown

Financial Planning & Record Keeping
• Loans
• Tax Planning
• Profit and Loss
• Public Relations

Career Opportunities & Portfolio Development
• Career Opportunities
  o Careers in Veterinary Sciences
  o Further Education
  o Industry Opportunities
• Portfolio Development
  o Higher Education Application
  o Employment Applications
  o Letters of Introduction o Resume
  o Interview Practices
  o Work Samples
• Interactive Notebooks

Clinical Practices
• Medical Terminology
• Lab Skills
• Pharmacology
• Radiology
• Medical Records
• Administration of Medications
• Common Surgical Practices

Total Hours 123 Class Hours 57 Lab Hours
Other Course Information

• Key Assignments
  o Specialty Area Assignment
  o Numerous Animal Dissections
  o Construct a Model of DNA
  o Speech on Animal Rights
  o Vaccinations of various animals for diseases
  o Study of Internal Parasites
    Student Driven research
    Student driven project based assessments

• Certificates
  o ROP Certification
Merced County Regional Occupational Program

Accredited by Western Association of Schools and Colleges
Approved by California Department of Education

Art & History of Floral Design
COURSE OUTLINE

Approved by the Merced County Board of Education on:

Career and Alternative Education
Merced County Office of Education
Lee Andersen, Superintendent of Schools

632 W. 13th Street • Merced, CA 94341 • (209) 381-6607
Course Title: The Art & History of Floral Design I & II
Course Structure: Daily, year long course
Hours: 180
Name of Industry Sector: Agriculture and Natural Resources
Name of Career Pathway: Ornamental Horticulture
Pre-Requisites:
Co-Requisites:
UC Approved: YES
UC Approval Category: F
CBEDS Number and Title: 4050 Ornamental Horticulture
CDE Course Number: 1361
Articulation: Pending
MCOE Board Approval Date: June 14, 2004
Advisory Committee Approval Date: May 17, 2004
Original State Certification Date: 1995 & July 13, 2006
State ID Number: 603-04 and 74476
Student Organization Affiliation: Future Farmers of America

Philosophy:
Merced County ROP delivers innovative educational programs to high school and adult students in preparation for 21st century careers, higher education, and life-long learning.

Program Goals:
The goal of the program is to develop students' academic, technical, and interpersonal skills so they will be prepared to:
- Secure employment
- Upgrade skills
- Enter advanced career-technical training
- Pursue college related courses

Certifications:
- Merced County ROP Certificate of Excellence given to students who have satisfactorily completed the course with a grade of B or higher

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.

**Student Performance Objectives:**

Upon completion of this course, students will:

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renowned artists of different historical and contemporary periods
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

**Common to all ROP courses**

- Demonstrated awareness of employment opportunities in careers related to the industry
- Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of the Employability Portfolio
- Demonstrated safe work habits and attitudes
- Exhibited leadership skills related to teamwork, communications, human relations and community responsibility
- Opportunity to participate in a student organization: FFA

**Job Titles (using O*Net):**

- **Entry Level** (with high school diploma)
  27-1023.00 - Floral Designers
  53-3033.00 - Truck Drivers, Light or Delivery Services
  41-2031.00 - Retail Salespersons
  45-2092.01 - Nursery Workers
  37-3011.00 - Landscaping and Groundskeeping Workers

- **Technical Level** (with AA/AS degree or certificate)
  11-9011.01 - Nursery and Greenhouse Managers
  45-1011.07 - First-Line Supervisors/Managers of Agricultural Crop and Horticultural Workers
  19-4099.01 - Quality Control Analysts
  19-4011.01 - Agricultural Technicians

- **Professional Level** (with BA/BS degree)
  17-1012.00 - Landscape Architects
  11-2011.00 - Advertising and Promotions Managers
  11-3061.00 - Purchasing Managers
  11-1021.00 - General and Operations Managers
Supplemental Materials (including software used) and Instructor Reference Materials: (*Common to all ROP)

- *Art Talk*, by Rosalind Ragans; pub Glencoe & McGraw-Hill
- *The Art of Floral Design*, by Norah T. Hunter; pub Delmar
- *Art Fundamentals*, by Otto Ocvirk; pub McGraw Hill
- *Discovering Art History*, by Gerald F. Bromer; pub Davis
- *Exploring Visual Design: The Elements & Principles*; pub Davis
- *The Visual Experience*; pub Delmar
- *Essential Impressionist*; pub Parragon
- *The Natural Way to Draw*, by Kimon Nicolaides
- *Elements of Design* (video); pub Crystal Productions
- *Merced County ROP ESLR’s*
- *Merced County ROP Curriculum Handbook*
- *Merced County Business to Education Resource Guide*
- *California Department of Education Business Education Career Path and Model Curriculum Standards*
- *English-Language Arts Content Standards for California Public Schools*
- *Mathematics Content Standards for California Public Schools*
- *Labor Market Information/Websites*
- Bouquets Floral Arrangements of the Masters; Barrons; 1995
- The Book of Flowers; Le Livre des Fleurs; 1997
- *Essential Impressionist*; Parragon Publishing Book; 2000
- *The Natural Way to Draw*; Kimon Nicolaides
- California Department of Education Content Standards for Visual and Performing Arts
- Floriculture... Designing & Merchandising; Griner, Charles; Delmar Publishing
- The Retail Florist Business; Hofmann/Pfahl/Behe; Interstate Publishers
- Landscaping Principles & Practices; Ingles, Jack E.; Delmar Publishing
- Introductory Horticulture; Reiley & Shry; Delmar Publishing
- Sunset Western Garden Book
- Teaching Floral Design... A Hands-On Approach; Bigo, Charles and Stringham, Mary Ann; CMA Publications
- Society of American Florists; [www.safnow.org](http://www.safnow.org)
- Floral Design CD-ROM (stand alone version); Rankin, Donna; Delmar Publishing
- Florist Review Magazine
- The Wreath Book; Rulleyn, Rob; Sterling Publishing Co.
- Flowers With a Flourish; Lycett, Simon; Laura Glen Publishing
- Elements of Design Video; Crystal Productions (ISBN 1-56290-158-3 and 1-56290-159-1)
- Techniques in Flower Judging; VEP Productions #178
- Fundamentals of Corsage Making; VEP Productions #186
- Horticopia Series CD-ROM; [www.horticopia.com](http://www.horticopia.com)
- Flower ID CD-ROM; VEP Productions (ISBN 1-56918-139-X)
Instructional Methods and/or Strategies:
- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Interactive Notebook
- Art/Floral work portfolio
- Class discussions

Assessment Methods and/or Tools
- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- *Interactive* notebook
- Essays and reports
- Student demonstrations
- Art/Floral work portfolio
- Rubrics
- Participation

This course is aligned to the following standards:
- Career Technical Education Standards for Agriculture and Natural Resources Foundation Standards (ANR-F))
- Career Technical Education Standards for Agriculture and Natural Resources Pathway Standards (ANR-P)
- Visual & Performing Arts Standards (VPA)
Expected Schoolwide Learning Results
Upon completion of the Merced County Office of Education ROP Program our students will be:

Safe & Productive Workers
➢ Understands and follows safety rules and regulations
➢ Demonstrates the knowledge, skills and ability to competently complete the job

Users of Technology/Resources
➢ Effectively uses technology
➢ Demonstrates the ability to identify, plan and allocate resources

Career & Technically Skilled
➢ Demonstrates occupational competencies while using core academics
➢ Produces results that demonstrates high standards and workplace skills

Critical Thinkers & Decision Makers
➢ Analyzes information and makes appropriate decisions
➢ Evaluates new situations and selects appropriate action

Effective Communicators
➢ Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively
➢ Demonstrates effective and collaborative work with other members of a group

Strong in Work Ethics & Leadership Skills
➢ Models honesty, integrity, reliability, responsibility and professionalism
➢ Displays effective leadership and character traits

Skilled for Employment
➢ Demonstrates the appropriate job preparation and retention skills
➢ Develops a plan to achieve career goals and lifelong learning
<table>
<thead>
<tr>
<th>Unit of Instruction</th>
<th>Key Assignments</th>
<th>Hrs</th>
<th>Model Curriculum Standards</th>
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</thead>
<tbody>
<tr>
<td>Unit description prior to listing the competencies of the unit</td>
<td>Key assignments only</td>
<td>11</td>
<td>Academic Content</td>
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<td>Career Tech</td>
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<td>P = Pathway</td>
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<td>F = Foundation (T)</td>
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<td>VPA (R)</td>
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<td>Other Standards</td>
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<td>(e.g. Industry, ESLRs)</td>
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<tr>
<td>Unit I: Introduction to Art</td>
<td>• Students will write an art evaluation on one of the below:</td>
<td></td>
<td>Other Standards</td>
</tr>
<tr>
<td>A. The Variety of Art</td>
<td>Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard</td>
<td></td>
<td>(R)</td>
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<tr>
<td>B. When is it Art?</td>
<td>Monet, Klaus Wagner, Gregor</td>
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<tr>
<td>C. Floral Symbolism</td>
<td>Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir</td>
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<tr>
<td>1. Identify flowers and foliage and their symbolism in art.</td>
<td>• Students will create an Interactive Notebook that will contain: class notes</td>
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<tr>
<td>a. Historical and modern works of art</td>
<td>from lectures, drawings, and class exercises. Students will build upon</td>
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<td>b. Cultural</td>
<td>this notebook through each unit of instruction utilizing both sides of the</td>
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<tr>
<td>c. Design</td>
<td>brain.</td>
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<td>d. Ikebana</td>
<td>• Students will research and write a description of the historical symbolism of</td>
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<td></td>
<td>specific flowers and foliage.</td>
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<td>• Students will choose a flower or foliage, find the symbolism and from it</td>
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<td></td>
<td>create a floral design.</td>
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<td>• Add information, lecture notes, and drawings to Interactive Notebook on</td>
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<tr>
<td></td>
<td>historical flower symbolism.</td>
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</tbody>
</table>
# Unit II: Historical Contributions and Cultural Dimensions

## A. Interpretation
2. The meaning of art
3. Elements of Art History

## B. History of Floral Art
1. The Floral Art Designs of Ancient Civilizations
2. Floral visual art design styles and their origination

## C. Research the Influences of Floral Artists of the 20th and 21st Century
1. Styles and techniques
2. Artistic Inspirations
3. Visual themes used in various cultures
4. Artistic components of various time periods and cultures
5. Time periods in floral art history
6. Historical style and periods
7. Floral art design: culture, ethnicity, time periods, and media
8. Cultural Themes: religious, holiday, funeral and wedding
9. Cultural Design
10. Design alternatives

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<th>17</th>
<th>5</th>
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</thead>
</table>

## English/LA:
- Grades 9-10
- Writing Strategies 1.5
- Writing Applications 2.6 a-b
- English Language Conventions 1.1-1.4
- Listening & Speaking 1.7
- Speaking Applications 2.2 b,d
- English/LA: Grades 11-12
- Writing Applications 2.6 a-d
- Writing Strategies 1.6, 1.8
- Reading Comprehension 2.3
- Written & Oral English Language Convention 1.1, 1.2
- Speaking Applications 2.4 a-c

## VPA:
- Art Perception: 1.1-1.5
- Hist./Cultural: 3.1-3.5
- Aesthetics: 4.1-4.3, 4.5
- Creative Expression 2.4-2.6
- Connections, Relationships, Applications 5.2

## MCROP
- ELRS:
  - Demonstrates the knowledge, skills and ability to competently complete the job
  - Effectively uses technology
  - Demonstrates occupational competencies while using core academics
  - Analyzes information and makes appropriate decisions
  - Evaluates new situations and selects appropriate action
  - Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively
  - Demonstrates effective and collaborative work with other members of a
Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art

A. Works of Art and Aesthetic Value
1. Critique works of art using appropriate visual arts terms
2. Analyze art works in terms of art elements and design principles
3. Apply sensory qualities to works of floral art
4. Explores various styles and periods of viewed art
5. Evaluate and critique art elements and art principles used in others and own works of art

- Complete a floral art three-dimensional Critique Sheet for historical periods
- Create floral design arrangements with emphasis on elements and principles of design
- Create verbal and written reflections for floral design project utilizing student’s Interactive Notebook
- Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks’ critiques. Minimum of five pieces required.
- Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper.
- Analyze and interpret student and others’ work through critiques and rubrics.
- Develop and convey floral art knowledge using visual art terminology in an oral

12 5  English/LA: Grades 9-10 Reading Comprehension 2.2-2.6 Writing Strategies 1.1-1.9 Writing Applications 2.5 a-d, 2.6 a-d Written & Oral English Language Conventions 1.1-1.5 Listening & Speaking 1.7 Speaking Applications 2.2 b-d, 2.3 a-g English/LA: Grades 11-12 Reading Comprehension 2.3 Writing Strategies 1.6, 1.8-1.9 Writing Applications 2.5 a-d, 2.6 a-d Written & Oral English Language Conventions 1.1-1.3 Speaking

VPA: Creative Exp: 2.2, 2.5-2.6 VPA: Conn/Rel/Apps. 5.3-5.4 ANR-P: Advanced: LIM: A.1,3

MCROP ELRS:
- Demonstrates the knowledge, skills and ability to competently complete the job
- Effectively uses technology
- Demonstrates the ability to identify, plan and allocate resources
- Demonstrates occupational competencies while using core academics
- Analyzes information and makes appropriate decisions
- Evaluates new situations and selects appropriate action

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<table>
<thead>
<tr>
<th>Unit IV: Art Elements of Design</th>
<th>Applications</th>
<th>Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively</th>
<th>Demonstrates effective and collaborative work with other members of a group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Lines</strong></td>
<td>2.4 a-d</td>
<td>English/Language Arts English/LA: Grades 9-10 Listening &amp; Speaking 1.7 English/LA: Grades 11-12 Speaking Applications 2.4 a-d Writing Applications 2.6 a-d</td>
<td>VPA: Creative Ex: 2.3, 2.6 VPA: Aesthetic: 4.2-4.3 ANR-F: Advanced: FPD: E.2, K.5 ANR-F: Advanced: SPH: N.2</td>
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<tr>
<td>2. Vertical, horizontal, and diagonal use of line in floral art works</td>
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<td><strong>B. Shapes/Forms</strong></td>
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<tr>
<td>1. Shape and form in visual art works</td>
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<tr>
<td>2. Visual art elements of shape and form in design through</td>
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<td><strong>C. Colors</strong></td>
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<tr>
<td>1. The origin of color through visual art</td>
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<td>2. Color harmony in various art works</td>
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<tr>
<td>3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works</td>
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<tr>
<td><strong>D. Textures</strong></td>
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<tr>
<td>1. Visual and tactile components in floral art using fine, medium, and course-textured media</td>
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<tr>
<td>2. Container and material components of floral art</td>
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<td>3. Flower and foliage use through arrangements</td>
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<td><strong>E. Value</strong></td>
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<td>1. Light and dark in visual art designs</td>
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</table>
2. Light and dark change in floral art

**F. Space and Depth**
1. The use of space in two and three-dimensional visual art designs
2. Interpret space in our environment
3. The use of space in visual designs by applying angling and overlapping media in floral art designs
4. Significance of size and color of media in Floral Art

<table>
<thead>
<tr>
<th>Unit V: Principles of Art Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Balance</td>
</tr>
<tr>
<td>1. Symmetrical and asymmetrical balance in floral art</td>
</tr>
<tr>
<td>2. Asymmetrical or symmetrical balance through developing floral art works</td>
</tr>
<tr>
<td>3. Radial and open balance in visual art designs</td>
</tr>
<tr>
<td>B. Proportion/Scale</td>
</tr>
<tr>
<td>1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment</td>
</tr>
<tr>
<td>2. Geometrical techniques in floral art and visual art</td>
</tr>
</tbody>
</table>

- Complete worksheet for elements and principles of design
- Create a design project utilizing all elements and principles of design
- Emotions and color influence project
- Create a Color Wheel
- Add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes

<table>
<thead>
<tr>
<th>English/LA: Grades 9-10</th>
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<tr>
<td>Listening &amp; Speaking 1.7</td>
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<td>English/LA: Grades 11-12</td>
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<tr>
<td>Speaking Applications 2.4 a-d</td>
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<tr>
<td>Writing Applications 2.6 a-d</td>
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</table>

| VPA: Art Perception: 1.1, 1.3, 1.4 |
| VPA: Creative Ex.: 2.3 |
| VPA: Aesthetics: 4.2-4.3 |
| ANR-P: F11.1-F11.4 (T) |

| 30 | 10 |

- Demonstrates proficiency in communication skills through reading, writing, speaking, and listening effectively
- Demonstrates effective and collaborative work with other members of a group

- Analyzes information and makes appropriate decisions

- Evaluates new situations and selects appropriate action

- Effectively uses technology

- Demonstrates the ability to identify, plan, and allocate

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### C. Emphasis
1. Visual floral art works
2. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs
3. Emphasis in floral designs by using line direction and directional facing

### D. Rhythm
1. Floral art using repetition and eye movement
2. Transition and radiating line in floral art works

### E. Harmony and Unity
1. Harmony and unity through applying color combinations to visual designs
2. Placement, transition, and proximity in visual art works and critique student works in floral design

### F. Contrast
1. Color schemes in floral art design using various media

### Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art
#### A. Two-Dimensional Media
1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout

#### B.
- Classroom Color Display Board
- Additions to student art and floral Portfolio Projects: applying focal point to student works

#### Resources
- Demonstrates occupational competencies while using core academics
- Analyzes information and makes appropriate decisions
- Evaluates new situations and selects appropriate action
- Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively
- Demonstrates effective and collaborative work with other members of a group

#### Create a presentation board displaying basic drawing and layout skills
- Create mosaic art designs for floral art using paper and tile.
- Create and display flower and

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2. Painting techniques for floral art through developing a color wheel and still life floral artwork
3. Mosaic art designs for floral art using paper and tile
4. Printmaking to floral art using pressed flowers
5. Photographic and graphic design through computer art

B. Three-Dimensional Sculptures
1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage.
2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media.
4. Demonstrate the process of evaluation and refining floral art projects.

f 2.6 a-d
Math:
Number
Sense G7:
1.3, 1.6
Mathematical Reasoning
G7: 2.1, 2.4

Applications
ANR-P:
Advanced:
FPD: B.2, E.1, H.1-5, I.1, J.1-7, K.1-6
ANR-P:
Advanced: LIM: C.1
ANR-P:
Advanced: SPH: A.1, 2, D.1, N.1, 3-8
ANR-P: F11.1-11.4

Effectively uses technology
Demonstrates the ability to identify, plan and allocate resources
Demonstrates occupational competencies while using core academics
Analyzes information and makes appropriate decisions
Evaluates new situations and selects appropriate action
Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively
Demonstrates effective and collaborative work with other members of a group

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Unit VII: Connections, Relationships, and Applications Learned in Visual Art

A. Relationships to Other Disciplines
   1. Compare and contrast works of art to other discipline areas

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<td>1.3, 1.6</td>
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<td>Mathematical Reasoning</td>
<td>G7: 2.1,</td>
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<td>VPA:</td>
<td>Creative Exp: 2.3</td>
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<td>VPA: Hist/Cult. Context:</td>
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<td>ANR-P: Advanced: LIM:</td>
<td>B.1-5</td>
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<td>ANR-P: F11.1-</td>
<td>F11.4</td>
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<td>ELSRS:</td>
<td>Demonstrates the knowledge, skills and ability to competently complete the job</td>
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<td>Effectively uses technology</td>
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<td>Demonstrates occupational competencies while using core academics</td>
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<td>Analyzes information and makes appropriate decisions</td>
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<td>Evaluates new situations and selects appropriate action</td>
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<td>Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively</td>
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<td>Demonstrates effective and collaborative work with other members of a group</td>
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</table>
**Unit VIII: Health and Safety**

**A. Personal Safety**
1. Demonstrate an understanding of safe online practices and identify strategies to maintain personal safety

**B. Accident Prevention and Emergency Procedures**
1. Describe accident prevention techniques and provide methods to prevent accidents in the workplace
2. Recognize policies, procedures and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities

**C. Labor Laws**
1. Identify and explain the labor laws governing the workplace

**D. Sexual Harassment**
1. Identify instances of sexual harassment
2. Evaluate and develop appropriate solutions to sexual harassment situations
3. Develop strategies for prevention of sexual harassment

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Students will pass a safety test.</th>
<th>English/L.A.: Grades 9-10</th>
<th>ANR-F: Reading 2.3, 2.6 (R)</th>
<th>MCROP ELSRS: Understands and follows safety rules and regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>Problem Solving 5.1, 5.3</td>
<td>Demonstrates the knowledge, skills and ability to competently complete the job</td>
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<tr>
<td></td>
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<td>Comprehension 2.3, 2.6</td>
<td>ANR-F: 6.0</td>
<td>Analyzes information and makes appropriate decisions</td>
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<td></td>
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<td>Health &amp; Safety 6.1-6.6</td>
<td>Evaluates new situations and selects appropriate action</td>
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</table>

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<thead>
<tr>
<th>Skill Area</th>
<th>Students will demonstrate leadership traits through a variety of activities in FFA.</th>
<th>English/L.A.: Grades 9-10</th>
<th>ANR-F: Reading 2.1, 2.3 (R)</th>
<th>MCROP ELSRS: Demonstrates the knowledge,</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Speaking Application 2.5d</td>
<td>Written and Oral English</td>
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**Unit IX: Leadership**

**A. Professional Associations**
1. Identify ways a professional association can
assist in career choices and contribute to employment.

**B. Leadership Characteristics**

1. Discuss the characteristics and benefits of teamwork, leadership and citizenship in the school, community and workplace

<table>
<thead>
<tr>
<th>Grades 9-10 Listening &amp; Speaking 1.3, 1.4, 1.7, 1.9</th>
<th>Language 1.1, 1.2 (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10 Speaking Applications 2.6a, 2.6b, 2.6c</td>
<td>3.0 Career Planning and Management 3.4</td>
</tr>
<tr>
<td>Grades 9-10 Reading Comprehension 2.3</td>
<td>9.0 Leadership and Teamwork 9.1-9.6</td>
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<td>10.0 Technical Knowledge and Skills 10.1-10.4</td>
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<td>Demo and Application 11.0 (R)</td>
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</table>

- Skills and ability to competently complete the job effectively uses technology
- Demonstrates the ability to identify, plan and allocate resources
- Produces results that demonstrate high standards and workplace skills
- Analyzes information and makes appropriate decisions
- Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively
- Demonstrates effective and collaborative work with other members of a group
- Models honesty, integrity,
### Unit X: Work Ethic

#### A. Work Ethic and Employee Etiquette

1. Identify, describe and demonstrate positive work ethic as it relates to job retention
2. Understand the importance of maintaining confidentiality, integrity and honesty
3. Evaluate ethical decisions regarding copyright and plagiarism
4. Demonstrate proper workplace etiquette in the information age

- Identify, describe and demonstrate positive work ethics in the workplace.

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#### Reliability, Responsibility and Professionalism
- Displays effective leadership and character traits
- Demonstrates the appropriate job preparation and retention skills
- Develops a plan to achieve career goals and lifelong learning

---

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<table>
<thead>
<tr>
<th>Unit XI: Career Development Process</th>
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<tr>
<td><strong>A. Self Assessment</strong></td>
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<tr>
<td>1. Evaluate personal values, qualities and skills that align with career occupations</td>
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<td><strong>B. Career Research</strong></td>
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<td>1. Research the scope of career opportunities;</td>
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<td>• Students will explore, research and describe the levels of career opportunities available to individuals in the Veterinary Science field</td>
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<td>• Students will complete a self-assessment related to work values and qualities.</td>
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<tbody>
<tr>
<td>English/L.A.: Grades 9-10: Reading Comprehension 2.5 a-d, 2.3, 2.6 Grades 11-12: Reading Comprehension 2.3</td>
<td></td>
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<tr>
<td>ANR-F: Reading 2.3, 2.6 (R) Written and Oral Language 1.1, 1.2, 1.3 (R)</td>
<td>ANR-F: 3.0 Career Planning and Management</td>
<td>MCROP ELRS: Demonstrates the knowledge, skills and ability to competently complete the job</td>
</tr>
</tbody>
</table>
C. Career Action Plan

1. Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

Unit XII: Professionalism and Employability Skills

A. Employability Skills Portfolio

1. Develop a portfolio that features the skills and experience necessary to obtain employment.

B. Job Search and the Interview Process

- Students will create a career plan that is designed to reflect career interests, pathways, and postsecondary options reflecting short and long-term goals.

| 3.1-3.4 ANR-P: Demo and Application 11.0 (R) | technology | Produces results that demonstrates high standards and workplace skills |
| Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively |
| Demonstrates effective and collaborative work with other members of a group |
| Demonstrates the appropriate job preparation and retention skills |
| Develops a plan to achieve career goals and lifelong learning |

| 16 | 10 |
| English/L-A.: Grades 9-10: Writing Applications 2.3, 2.5 (R) Written and Oral English Language Conventions 1.1, 1.2, 1.3 (R) Career Planning & Mgmt |

K:A& History of Floral Design\ROP Proposed Course Outline-Art & History of Floral Design.doc
1. Identify and utilize resources in the job search process
2. Understand the importance of researching potential employers
3. Demonstrate proper communication and appearance in the interview process

C. Personal and Professional Image
1. Recognize the importance of maintaining a professional image through appearance, attitude and communication

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</table>
|   | 1.2, 1.3 Grades 11-12: Writing Strategies 1.8 Grades 11-12: Writing Applications 2.5 a-d Grades 11-12: Written & Oral English Language Conventions 1.1, 1.2 | 3.6 (T) Listening and Speaking 2.3, 1.8 (R) Leadership and Teamwork 9.5 (T) Demo and Application 11.0 (R) | technology | Demonstrates occupational competencies while using core academics | Produces results that demonstrates high standards and workplace skills
|   |   |   |   |   |   |
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**Unit XIII: Creative Expression Through Advanced Floral Design Arranging for Entertainment Purposes**

**A. Demonstrate Floral Art Style and Technique**
- Identify and create types of centerpieces for seasonal and holiday use.
- Create accessories for holiday expression: corsages, boutonnieres, balloon arrangements, wreaths, various container media.

**B. Facilitate Creativity and Interactive Arranging Using Party Design**
- Develop creative arrangements for party occasions.
- Organize a party to implement in the community including a Specific Details Report: Theme, Colors, Invitations, Set-up, and Map.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Math: Number</td>
<td>Sense G7: 1.3, 1.6 Mathematical Reasoning G7: 2.1, 3.4</td>
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<tr>
<td>VPA: Creative Exp.</td>
<td>VPA: Hist/Cult. Context: 3.4</td>
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<tr>
<td>VPA: Aesthetics: 4.2-4.3</td>
<td>VPA: Conn/Rel/Apps: 5.1</td>
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<tr>
<td>ANR-P: F11.1-F11.4</td>
<td><strong>MCROP</strong> ELRS: Demonstrates the knowledge, skills and ability to competently complete the job</td>
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<tr>
<td><strong>Effectively uses technology</strong></td>
<td>Demonstrates the ability to identify, plan and allocate resources</td>
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<tr>
<td><strong>Demonstrates occupational competencies while using core academics</strong></td>
<td>Analyzes information and makes appropriate decisions</td>
</tr>
<tr>
<td><strong>Demonstrates proficiency in communication skills through reading, writing, speaking and</strong></td>
<td>Evaluates new situations and selects appropriate action</td>
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</tbody>
</table>
**Unit XIV: Advanced Floral Design Techniques for Intricate Arrangements and Accessories**

**A. Apply Floral Design Elements and Principles Through Sympathy Arrangements**
1. Interpret the importance for sympathy flowers in the Floriculture Industry.
2. Identify and describe typical sympathy arrangements and accessories.

**B. Develop Complete Arrangements and Accessories for Wedding Ceremony Design**
1. Utilize formal questionnaire for a bridal consultation.
2. Create bouquets for attendants and other persons.
3. Develop reception decorations for the wedding party environment.
4. Create and design accessories for the wedding party ceremony.
5. Prepare price estimate sheets and formal price sheets for the bridal party.

**C. Apply High-Style and Advanced Floral Designs**
1. Develop individualized floral design projects based upon art and design techniques.
2. Create advanced floral design styles for various occasions.

<table>
<thead>
<tr>
<th>Listening effectively</th>
<th>Demonstrates effective and collaborative work with other members of a group</th>
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<tbody>
<tr>
<td><strong>English/LA:</strong> Grades 9-10 Listening &amp; Speaking 1.7 Speaking Applications 2.2 B-D English/LA: Grades 11-12 Language Conventions 1.1-1.3 Math: Number Sense G7: 1.3, 1.6 Mathematical Reasoning G7: 2.1, 2.4</td>
<td><strong>VPA:</strong> Creative Ex.: 2.3 CDE/VPA: Hist./Cultural: 3.4 VPA: Aesthetics: 4.2-4.3 VPA: Conn./Rel./Apps.: 5.1-5.2 <strong>ANR-P:</strong> Advanced: FPD: J.1-7 ANR-P: F11.1-F11.4 <strong>MCROP ELRs:</strong> Understands and follows safety rules and regulations Demonstrates the knowledge, skills and ability to competently complete the job Effectively uses technology Demonstrates the ability to identify, plan and allocate resources Demonstrates occupational competencies while using core academics Analyzes information and makes appropriate decisions Evaluates new</td>
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### Unit XV. Retail and Wholesale for the Floriculture Industry

**A. Demonstrate Necessary Skills to Manage the Floral Design Retail Shop**

1. Evaluate qualifications to be a Florist.
2. Develop knowledge of types of floral shops.
3. Demonstrate pricing methods and use of computers and machines within the Floriculture Industry.
4. Apply customer service skills and consultations for the Floriculture Industry.
5. Demonstrate knowledge of importance of effective sales skills.
6. Facilitate marketing and promotion for the Floral Retail Shop.

**B. Management and Facilitation of the Wholesale Floriculture Industry**

1. Apply floral design skills to contribute to the customer sales management.
2. Demonstrate cut flower processing techniques and skills for the floriculture wholesale industry.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course Code</th>
<th>VPA</th>
<th>MCROP</th>
<th>ELRS</th>
<th>Description</th>
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<tbody>
<tr>
<td>0 30</td>
<td>English/LA: Grades 9-10 Listening &amp; Speaking 1.7 Speaking Applications 2.2 B-D English/LA: Grades 11-12 Language Conventions 1.1-1.3 Math: Number Sense G7: 1.3, 1.6 Mathematical Reasoning G7: 2.1, 2.4</td>
<td>Aesthetics: 4.1-4.5 VPA: Conn./Rel./Apps: 5.1-5.2 ANR-P:: Advanced: SPH: C.1, E.1-2, 4, F.1-16, G.1-3, 5, 6, 8, H.5, J.3, 4, 6, K.1, 5, 6, 12-13, L.1-5, 9, M.1-6, 8-11, N.1-14 ANR-P:: Advanced: FPD: A.1-5, B.1-3, C.1-4, D.1-6, F.1-8, G.1-6, H.4-5, I.1-6, L.1, N.1-14 ANR-P:: Advanced: LIM: A.2</td>
<td>Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively. Demonstrates effective and collaborative work with other members of a group. Effectively uses technology. Demonstrates the ability to identify, plan and allocate resources. Produces results.</td>
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</table>
3. Utilize wholesale industry applications to manage floral crop production in greenhouses.
4. Exhibit flower production knowledge and techniques for the Floral Designer.

C. Management and Facilitation of Nursery Production and Sales

1. Expand plant identification vocabulary, the physiological and morphological factors affecting identification, and the value of that knowledge for workers in the nursery production industry.
2. Explain the uses, structural components, advantages and disadvantages of various horticulture structures used in the industry.
3. Prepare planting medias and demonstrate approved procedures for the propagation of nursery plants.
4. Demonstrate knowledge of nursery production practices.
5. Identify and care for a variety of houseplants.

ANR-P: F11.1-F11.4
Analyzes information and makes appropriate decisions
Evaluates new situations and selects appropriate action
Demonstrates proficiency in communication skills through reading, writing, speaking and listening effectively
Demonstrates effective and collaborative work with other members of a group

that demonstrates high standards and workplace skills
I. Course Title & Level
   Title: Agriculture Economics
   Department: Agriculture
   Course Length: One Semesters
   Elective: No
   Prerequisites: None
   Grade Level: 12

II. Brief Description
   America's agricultural industry is the mainstay of the United States economy. Understanding economics and regulations of the diverse industry is critical to its continued prosperity. Students will learn basic economic principals and the historical development of the government. Topics include: macroeconomics, agriculture business organizations, agriculture credit, record keeping, record analysis, marketing, agriculture law, responsibilities and right of citizenship, voting, political parties, elections, campaigns, the Constitution, the Branches of government, and the Bill of Rights.

III. Major Goals & Objectives
   - Students will understand the individual behavior (microeconomics) and global (macroeconomics) behavior in the economy.
   - Student will understand how government organizations affect agriculture and the characteristics of and differences between national and international trade.
   - Students will understand the basic economic principles including scarcity, choices, and efficiency they relate to agriculture.
   - Students will understand the elements of marketing and marketing concepts.
   - Students will understand the factors involved in achieving, sustaining economic growth in developing countries and agriculture's role in blending these policies into the global economy.
   - Students will understand the importance of the utilization of our natural resources as they relate to economic growth.
   - Students will be able to distinguish the differences between agricultural and industrial production.
   - Students will recognize the role of tariffs and quotas as they relate to international agriculture trade the economic development.
   - Students will identify the importance of exports in agriculture.
   - Student will distinguish between rural and urban problems in resource development.

IV. Career Performance Standards
   - Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, perseverance and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity of life long learning.
• Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

• Students will exhibit critical thinking skills, logical reasoning and problem solving. They will apply numerical estimation, measurement and calculation as appropriate. They will recognize problem situations; identify, locate and organize needed information or data and propose, evaluate and select from alternative solutions.

• Students will understand the principles of effective communication. They will communicate both orally and in writing. They will listen to instructions and request clarification or additional information as needed.

V. Course Outline

A. Classroom Orientation
   1. Class Rules
   2. Grading Policy

B. Definition of Economics
   1. Economic goods and services
   2. Opportunity Costs
   3. Goals of the American Economy

C. Role of Economics
   1. Historical development of the role of agriculture economic policy in the US.
   2. Relationships of the agriculture economy to the general US economy.

D. Introduction to Economics, Agricultural Economics, and Economic Growth.
   1. Scarcity
   2. Role of labor
   3. Role of capital
   4. Role of technology

(Economics 12.1.1) (Economics 12.4.1-12.4.4) (Economics 12.1.2) (Economics 12.4.2)

E. Role of Natural Resources in Economic Growth
   1. Land
   2. Water
   3. Minerals

(Economics 12.1.4)

F. Production Principles
   1. Elements of the production process
   2. Difference between agriculture and industrial production.
   3. Efficiency

(Economics 12.2.8)

G. Economic Systems
   1. Market
   2. Traditional
   3. Command
   4. Influence on the system
      i. Technology
      ii. Values
      iii. Population
      iv. Government Policy

(Economics 12.2.1 & 12.1.5) (Economics 12.2.6-9 & 12.1.5) (Economics 12.4.2) (Economics 12.1.3) (Economics 12.5.2) (Economics 12.3.1-4)
H. Microeconomics

1. Demand
   i. Utility
   ii. Consumer behavior
   iii. Food products
   (Economics 12.1.3 & 12.2.1-8)
   (Economics 12.1.3 & 12.2.1-8)

2. Supply
   iv. Types of input costs
   v. Effect of technology on costs
   vi. Revenue considerations
   (Economics 12.4.1-4 & 12.2.1-8)
   (Economics 12.4.1-4 & 12.2.1-8)

3. Business Organizations
   vii. Single proprietorship
   viii. Partnerships
   ix. Corporations
   x. Cooperatives

2. Market and their Structure
   i. Commodities
   (Economics 12.3.1-2)
   ii. Futures
   (Economics 12.3.1-2)
   iii. Stocks and bonds
   (Economics 12.3.1-2)
   iv. International
   (Economics 12.3.1-2)

3. Distribution of Income
   i. Differences
   (Economics 12.3.3-4)
   ii. Determining factors
   (Economics 12.3.3-4)
   iii. Governmental role
   (Economics 12.3.3-4)

4. Market Structure
   i. Monopolistic competition
   (Economics 12.1.5 & 12.2.3-5 & 9)
   ii. Perfect competition
   (Economics 12.1.5 & 12.2.3-5 & 9)
   iii. Role of government
   (Economics 12.2.6)
   iv. Planning and zoning
   (Economics 12.2.10)

I. Macroeconomics

1. Indicators
   i. Consumer price index
   (Economics 12.5.1-3)
   ii. Gross national product deflator
   (Economics 12.5.1-3)
   iii. Employment
   (Economics 12.5.1-3)
   iv. Cost of living
   (Economics 12.5.1-3)
   v. Inflation
   (Economics 12.5.1-3)
   vi. Trade Balance
   (Economics 12.5.1-3)
   vii. Cycles of Production
   (Economics 12.5.1-3)

2. Government Programs and Policies
   i. Budget Process
   (Economics 12.3.3)
   ii. Spending/taxing
   (Economics 12.3.3)
   iii. Monetary policy
      1. Money
      (Economics 12.3.4)
      2. Federal Reserve
      (Economics 12.3.4)
      3. Financial Intermediaries
      (Economics 12.3.4)
iv. Agricultural Programs
   1. Loans
   2. Subsidies
   3. Alternatives

J. International Economics
   1. Agricultural Trade and economic development

2. Foreign trade policy
   i. Tariffs
   ii. Quotas
   iii. Food as a weapon

3. Importance of exports

4. The Problem Solving approach and policy formulation
   i. Goals of policy
   ii. Criteria of policy formulation
   iii. Problem solving environment
   iv. Problem solving approach

5. Problems in Resource Development
   i. United States
      1. Rural
      2. Urban
   ii. Developing Countries

K. 6. FFA/SAE/Leadership (ongoing)
CHOWCHILLA UNION HIGH SCHOOL
AGRICULTURE DEPARTMENT
805 HUMBOLDT AVENUE
CHOWCHILLA CA, 93610
(559) 665-1331 ext. 251

I. Course Title & Level
   Title: Agriculture Government
   Department: Agriculture
   Course Length: One Semester
   Elective: No
   Prerequisites: None
   Grade Level: 12

A. The Constitution
   1. Development of Government
      i. Civic republicanism
      ii. Religious tolerance
      iii. Spirit of individualism
      iv. Philosophy of natural rights
      v. Established church
      vi. Wide ownership of land
      vii. Rural society

   2. Evolution of the Constitution
      i. Majority Rule/Minority Right
      ii. Large States/Small States
      iii. Popular Rule/knowledgeable elite rule
      iv. Equality/Liberty

   3. Essential Principles
      i. Separation of Powers
      ii. Checks/ Balances
      iii. Federalism
      iv. Equal Representation
      v. Due Process
      vi. Popular sovereignty
      vii. Individual rights/Responsibilities

B. American Government
   1. Structure
      i. Congress
      ii. Presidency
iii. Bureaucracy
iv. Judiciary
v. Other political parties

C. Civil Liberties
   1. Social Contract
      i. Socioeconomic status
      ii. Race
      iii. Sex
      iv. Religion
      v. Age
      vi. Region

   2. Public Opinion
      i. Party Identification
      ii. Political ideology
      iii. Attitudes

   3. Elections
      i. Nominating process
      ii. Voting
      iii. Volunteerism
      iv. Democratic Features
      v. Funding

   4. Bill of Rights
      i. Freedom of speech
      ii. Freedom of press
      iii. Right to Assembly
      iv. Freedom of Religion
      v. Due process
      vi. Protection against discrimination
      vii. Limit of Power

   5. Individual Freedoms/ Public Necessity
      i. Crime
      ii. Discrimination
      iii. Eminent domain
      iv. Taxes
      v. Defense
      vi. Schooling

D. Federalism
   1. Structure
      i. Federal government officer
      ii. State government officers
      iii. Local government officers
      iv. Functions
      v. Court systems
      vi. Law enforcement
II. Correlation with Standards

- The course is designed from the current version of the California Content Standards

III. Student Evaluation Standards

- Students will be evaluated on their understanding of the major goal and objectives, including content objective. Evaluations will be conducted in a variety of formats including but not limited to multiple choice exams, short answer quizzes/exams, discussions, and group/individual projects.

- A student’s grade will be determined by their acquisition of the goals and objective as assessed by exams, bookwork, classroom participation and projects.
History / Social Science ("a")  2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

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<td>Civics / American Government</td>
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</table>

English ("b")  4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESJELD English.
- Laboratory Science ("d"): 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. Interdisciplinary science courses can also fulfill all or part of this requirement.

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The Art and History of Floral Design

Floral Design

Floral Design 2

The Art and History of Floral Design
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Chowchilla Union High
School District
Guest Speaker
Approval Form
5/22/2015

Guest Speaker Approval Form

Requested By: Terra Raggio

Request the person(s) listed below to be approved as guest speaker:

For the following class(es):

On this date:

Supporting learning standards:
Welcome!

Thank you so much for stopping by my Class Website! All of my classes are taught in a one-to-one Google Chrome Book environment and therefore integrate a large amount of technology into the current curriculum and this website is an important part of each and every one of the classes that I teach. Students will be accessing this website daily both in class and at home.

This site houses useful information for all of my students and their families. There are links to helpful resources, activities and extensions. Student assignments and communication will be posted here as well.

This site will grow throughout the year and is continuously updated as we explore new and exciting topics. Students will contribute and we will build the site together. This will be a useful tool throughout the year and help every student be successful!

The tabs across the top of the page are the different classes that I am currently teaching this year. Each class has its own collection of important pages so select the class that you or your child has been enrolled in for this year to gain more important information about the class. There are also two tabs across the top that share important CUHS Information and Parent Information.

The tabs to the left side of the page provide important information about the CUHS Agriculture Department, Chowchilla FFA, and Mrs. Raggio. All of this information can also be found at the Chowchilla FFA website:
Welcome to Chowchilla FFA

This site has been designed to help inform you about the Chowchilla FFA Chapter and its associations with both the California FFA Association and the National FFA Organization. The Chowchilla FFA chapter is a student run organization built into the curriculum within the Chowchilla Union High School Agriculture Department. Students must be enrolled in a designated Agriculture class at CUHS in order to be a member of the chapter. Once a member, all of the FFA's activities and resources are
FFA Record Book Scoring Guide

By the end of the 1st semester:

1st Year Students:
- Set up a current book
- Set up an enterprise (This can be edited later, they just need to know how to do one)
- Use Calendar to Populate FFA Activities Page (Import Calendar from 08/01/14 - 12/31/14)
- Complete FFA Activities Page
- Community Service Page

2nd, 3rd, 4th, Year Students:
- Set up a current book
- Current Enterprises
- Business Agreements for each Enterprise
- Budget for each Enterprise
- Use Calendar to Populate FFA Activities Page (Import Calendar from 1/1/14 - 12/31/14)
- Complete FFA Activities Page
- Update Community Service Page

By end of 3rd quarter:

1st Year Students:
- Enterprises is current
- Business Agreements for each Enterprise
- Budget for each Enterprise
- Use Calendar to Update FFA Activities Page (Import Calendar from 1/1/15 - 6/30/15)
- Update Community Service Page

2nd, 3rd, 4th, Year Students:
- Journal complete through March
- Use Calendar to Update FFA Activities Page (Import Calendar from 1/1/15 - 6/30/15)
- Update Community Service Page

By end of the year:

All Students:
- Journal complete through May
- Use Calendar to Update FFA Activities Page
- Update Community Service Page

Record book Norms:
Journals must average 4 hours per month for credit
REQUIRED MATERIALS

Each day when the student enters the class they are required to have or retrieve: 1. Notebook (provided) 2. Writing utensil (pen only, no pencils.) 3. Google Chromebook (lap top, provided) Failure to retrieve these items will result in a reduction of your classroom participation points.

ASSIGNMENTS

Assignments must be turned in on time for full credit. Late assignments will be accepted at the rate of a 10% loss of credit per day. If you have been absent, the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school or during break for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments. By board policy all late assignments must be turned in within 7 calendar days of the due date or they will not be accepted.

ADMIT/EXIT SLIPS

Each day, students will have a log where they can enter that day’s admit slip. Students are to study, understand and learn the content of each admit slip, as they will be tested on the information. The slips are to be kept in a designated area in their notebooks. Admit and exit slips will be graded on a weekly basis for your participation grade.

ABSENCES

A large portion of this class is based on in-class and out of class projects. Class attendance is vital to the completion and success in this class. If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for for checking the class website and making up the work. The number of days you are absent determines the number of days you have to make-up the missing work. If you miss a project due to absence, you will be required to complete the project after school, at the teacher’s convenience.
TARDIES

The tardy procedure will follow school policy. If for any reason your entire body is not in your seat, ready to work, you will be marked tardy. For every tardy after the second one, you will be assigned guided study after school. AS PER SCHOOL TARDY POLICY, YOU WILL RECEIVE A GUIDED STUDY FOR EVERY TARDY AFTER THE 2ND UNEXCUSED TARDY. YOU WILL HAVE A ONE WEEK PERIOD IN WHICH YOU WILL CHOOSE WHAT DAY YOU WILL SERVE.

LAB CLEAN-UP POLICY

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

If for any reason a student is unable to act mature enough to stay safe during a lab project that student will be asked to leave and will receive a zero on the entire lab assignment.

RESTROOM POLICY

Each student will be given 3 bathroom passes at the beginning of each semester. These 3 passes are used to be excused to go to the restroom. Once all three passes are used for the semester the student can no longer be excused to go to the restroom. If a student does not use all of the passes each pass is worth 10 extra credit points at the end of the year. The only exemption from this is if a student has a doctor's note stating that they must be allowed to use the bathroom due to medical purposes.

As per the CUHS Restroom policy, you will have to sign out of class to use the restroom and sign back in upon your return. Habitual usage of the restroom will result in notification to Mrs. Castillo. Any time spent out of class greater than 8 minutes will result in a guided study.

STUDENT EXPECTATIONS

1. Respect: All students will demonstrate respect to each other and all personal, private, and school property.
2. Good Manners: All students will demonstrate common courtesy and be polite to others.

3. Attitude: All students will demonstrate a positive attitude in the classroom and all activities outside the classroom.

4. Quality of Work: All students are expected to maintain a high quality of work product and strive to improve throughout the year.

5. CUHS Student Handbook: All students are responsible to know and understand CUHS expectations and policies as defined in the CUHS Student Handbook.

6. Chromebooks: Using the Chromebooks within the classroom is a PRIVILEGE. ANY misuse of the Chromebooks OR internet will result in loosing the privilege of using the devices FOR THE REST OF THE YEAR.

Use of technology at CUHS is a privilege and is solely for the completion of class assignments. Please refer to CUHS Acceptable Use Policy for complete list of acceptable and unacceptable uses of school computers and personal devices.

- Students will be allowed to use personal electronic devices in the classroom for educationally sound activities as deemed appropriate by the teacher.
- Students are not allowed to take pictures and/or videos of classmates or teaching staff in the classroom without explicit permission.
- Students are explicitly forbidden to use they electronic devices for the purposes of watching inappropriate video material, or playing games during class time.
- Student will lose technology usage privileges and be subject to school disciplinary actions if the above rules are not followed.

Positive Behavior will be encouraged and acknowledged when appropriate and will help students maintain a higher grade in the class and a more fulfilling educational experience.
CLASSROOM POLICIES

Much effort has been made to provide you with a versatile, working environment where you can learn a variety of skills. Your education is important and in order for you to get the most benefits from your time and effort, the classroom and contents requires your attention and care. In addition to following the safety rules and procedures, each student is expected to adhere to the following classroom expectations.

My expectations for you as both a student and young adult are very simple:

1. Be here, on time
2. Be ready to work
3. Be respectful
4. Do the best work you are capable of doing

By school board policy, the consequences for not adhering to a school rule or classroom expectation will be:

1. Verbal warning to student
2. Parent contact
3. Consequence (Guided Study for example)
4. Counseling referral
5. Discipline referral

STUDENT SUCCESS

It is my hope that each student will be successful. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for exams. I maintain a high expectation for each student and I do my best to help out each student in attaining success. If students need extra help, they can make appointments to meet with me before and after school. Please call me if you have any questions at (559) 665-1331 ext. 231. I can also more quickly be reached by email at raggiot@chowchillahigh.org.
MEDIA RELEASE CONSENT

Students participating in the Chowchilla Union High School Agriculture Department and Chowchilla FFA are occasionally asked to be a part of publicity, publications, and/or public relations activities. In order to share positive information about our programs with the community, we request your permission to use a photograph, video or audio recording, and/or written work of your child. The Chowchilla Union High School Agriculture Department and the Chowchilla FFA agrees that the student’s name, picture (still or video), art, written work, voice, and/or verbal statements shall only be used for public relations, public information, school or district promotion, and instruction.

Please sign the statement below. Your signature on this document indicates that you have read this release form and granted permission for use as described herein. If the Student and Parent/Guardian wish to rescind this consent, they may do so at any time with written notice.

FUNDRAISING FOR THE FFA

Throughout the course of this year the FFA will be involved with a few fundraising activities. Planning these activities is very time consuming and your help is needed. To ensure that these fundraisers operate efficiently and not waste materials; we have to set due dates for money or unsold tickets to be returned. These due dates are made known to the student when they check out the tickets and are necessary to allow us to estimate the amount of whatever fundraising materials can be ordered and planned. Tickets that are not turned in by the due date will be deemed “sold” and will not be allowed to be turned in after the due date. The student will be billed for the NET COST of the fundraising ticket. For example, a $25 Drive –Thru Ticket will have a net cost of $13.

Grading Policy

Exams: 30% (1 midterm and 1 final per semester)

Labs/Projects: 20%

In-class Assignments/Homework: 20%

Class Participation/Attendance: 10%

FFA Participation: 10%

SAE Project: 10%
Quality Criteria Two
Leadership and Citizen Development

The Chowchilla Union High School Agriculture Department was founded in 1925 with Mr. Joseph Bisig as its first full-time agriculture instructor. On January 15, 1930, Chowchilla FFA became the 72nd incorporated chapter of the California Association of Future Farmers of America. Chowchilla FFA was the 310th chapter chartered in the National FFA Association. Chowchilla FFA has had 5 National Proficiency winners, 21 state CDE championships, and 3 state officers. The first American Degree in the chapter was awarded to Eddie Thiel in 1949 and since then 165 Chowchilla FFA members have followed in his footsteps by successfully completing the American Degree.

In 1947, a deed for the transfer of 27 acres of fairgrounds property was drawn up by the County District Attorney for Chowchilla UHS. An additional 13 adjacent acres was leased to the school, the fairgrounds retaining ownership. There was only one condition contingent to the transfer and that is the land be used only for Agriculture Instruction. Board members Logan Schnoor, Elmer Thiel, and Dan Cardwell, along with Principal Lester Turnbaugh and Agriculture Instructor Merl Tobler were all instrumental in laying out the agricultural school farm complex.

Chowchilla FFA has a long standing history of success in the California FFA State Association. The chapter has been faced with struggles in the recent years but is making an incredible comeback. The past three years have been years of growth and hard work is starting to pay off with more students wanting to be involved in leadership roles and more students want to take part in leadership activities. Every year we take students to COLC, GLC, MFE, ALA, State Conference and National Convention. Students also attend monthly meetings, run for offices at the sectional and regional level and compete on the following CDE teams: Cotton Judging, Land Judging, Dairy Cattle Judging, Light Horse Judging, Ag Mechanics and Vegetable Crop Judging.
The Chowchilla FFA Chapter's Program of Work is revised annually by our Ag Staff and Chapter FFA Officers and submitted to our Regional Supervisor Mr. Charles Parker. The program of work is a comprehensive document that covers the three circles of Ag Education. This document is used to give specific information to students and parents about the opportunities that exist for our agriculture students within Chowchilla FFA. In all agriculture classes it states on our course syllabi that students will be graded on their FFA and SAE participation for 10% of their grade (20% total). It is expected that students participate in three FFA activities at any level per semester (6 activities per school year). This will be verified by sign in sheets or attendance rosters kept by the Ag Staff and is then entered into an excel spreadsheet that totals and keeps track of every student’s total points in the agriculture program.

In order to ensure all students are enrolled in the FFA and stay affiliated with our chapter we complete the student data sheets with our classes during the first month of school. This also gives each teacher time to discuss and promote the different courses we offer within our department. It gives the students time to make plans for the year and to decide which activities they would like to participate in.

In order to motivate our students to be involved in the Chapter Activities and beyond we have a point awards system that recognizes our top 25 FFA members at the end of each semester. In the fall we take these top 25 students on an industry tours field trip to visit agriculture companies in the central valley. In the spring we take the top 25 students on a fun trip such as: Santa Cruz Beach Boardwalk, 6 Flags Vallejo, Magic mountain and Pier 39. The top 25 at the end of the year are recognized at our Spring Awards Banquet. The top Point Awards Winner for the whole year gets 75% of their trip paid for the National Convention trip.
Chowchilla FFA
Chapter Program of Activities 2016-2017

Believe... Past, Present, Future!
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805 Humboldt Ave, Chowchilla CA 93610
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Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Introduction

The National FFA Organization is the largest national youth organization with over 629,000 student members preparing for leadership and careers in the science, business, and technology of agriculture with 7,757 local chapters in all 50 States, Puerto Rico, and the U.S. Virgin Islands. The FFA was established in November 1928 at what became the 1st National Convention. The National Convention was held in Kansas City, Missouri from 1928-1998. In 1950, FFA was granted a national charter when Congress passed Public Law 81-740. It is still recognized by Congress today as an intra-curricular part of the educational system.

The FFA is an intra-curricular activity having its origin and roots in a definite part of the school curriculum for vocational agriculture, including how to construct and take active part in a public meeting, how to speak effectively in public, buy and sell cooperatively, devise solutions for their own problems, finance themselves and assume civic responsibilities. The foundation upon which the FFA organization is molded includes: leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The FFA is a non-profit, non-political agriculture youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agriculture technology and improvement of life overall. More than 11,000 FFA advisors and agriculture teachers deliver an integrated model of agricultural education, providing students with innovative and leading-edge education and enabling them to grow into competent leaders.

This Program of Activities was developed to give students and members of the community an insight into the opportunities available through involvement in the Chowchilla FFA Chapter.
The National FFA Organization

National Association:
President: David Townsend, Delaware
Secretary: Victoria Harris, Florida
Vice President Central: Valerie Early, Minnesota
Vice President Eastern: Ashley Willits, New York
Vice President Southern: DeShawn Blanding, South Carolina
Vice President Western: Trey Elizondo, Texas
National Advisor: Dr. Steve A. Brown

California State Association:
President: Andrew Skidmore, Atwater
Vice President: Lauren Millang, Woodland-Pioneer
Secretary: Amanda Skidmore, Atwater
Treasurer: Samuel Looper, Apple Valley
Reporter: Connor Vernon, Nipomo
Sentinel: Jace Neugebauer, McArthur-Fall River
State Advisor: Dr. McCabe

San Joaquin Regional Association:
President: Andrew Rezendes, Minarets
Vice President: Nitin Gupta, Tulare
Vice President: Mayte Magallon, Firebaugh
Vice President: Matthew Rosa, El Diamante
Vice President: Jordyn Samper, Minarets
Vice President: Bailee Stewart, Independence
Vice President: Sierra Yeager, Bishop
Secretary: Lexie Sherwood, Foothill
Treasurer: Kaitlyn McDaniel, Taft
Reporter: Sage Clay, Frontier
Sentinel: Nick Hudson, Frontier
Regional Advisor: Charles Parker

West Fresno-Madera Sectional Association:
President: Kayne Stehly, Chowchilla
Vice President: Deme Marical, Madera South
Vice President: Dalton Stuhr, Firebaugh
Secretary: Shad Mendes, Laton
Treasurer: Yolanda Solis, Fresno-Central
Reporter: Alejandro Flores, Fresno-Central
Sentinel: Kylie Farmer - Chowchilla
Historian: Elexis Cuen - Firebaugh
Sectional Advisors: Kassie Dewey & Terra Raggio, Chowchilla

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Chowchilla High School Organization

Board of Trustees:
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Mr. Pat Dewall - Clerk
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Mr. Steve Massaro

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Mr. Michelle Irwin - Principal, Continuation School, Adult Education
Mrs. Doreen Castillo - Vice Principal - Discipline
Mr. Patrick Nolan - Vice Principal - Curriculum
Mr. Jordan Murphy - Athletic Director
Mrs. Kate Knutson - Director of Business Services
Mrs. Karla Cabellos - Director of Guidance; Counselor
Mr. Brad Bitter Department Chair - Agriculture
Mrs. Diana Starn Department Chair - Business
Mrs. Kim Kutzner Department Chair - English
Mrs. Leneah Mersman Department Chair - Physical Education
Mrs. Sandra Seals Department Chair - Science
Mrs. Holly Crivelli Department Chair - Social Studies
Ms. Danielle Chapman Department Chair - Math

Agriculture Advisory Committee:
Tom Martin - President
Trudie Nieuwkoop - Treasurer
Brent Tatom - Board of Trustees Representative
   Mike Eye
   Anthony Fagundes
   Teddi Peters
   Don York
   Justin Sandlin
   Nick Brinlee
   MC Gomes
   Cindy Mancebo
This Program of Activities is an outline and history of activities undertaken each school year by the Chowchilla FFA Chapter. It is our hope, as the advisors of the chapter, that this Program of Activities brings a better understanding to parents, guardians, and members about the purpose, mission and goals of our organization. The main purpose behind the Program of Activities is to establish cooperative group action and development of student responsibility. Without group cooperation and responsibility, neither knowledge or labor would accomplish much. We, the Chowchilla High School Agriculture Department, hope that the effort behind this Program of Activities will help establish a new and everlasting attitude of excellence for the Chowchilla FFA and unite all members striving for our common goal.

Sincerely,

Mrs. Terra Raggio - FFA Advisor

Mr. Brad Bitter - Department Chair

Mr. Brian Evans

Ms. Kassie Dewey

Ms. Angie Barney
Chapter President's Statement

Hello! My name is Kayne Stehly and I am serving as your 2016-2017 Chowchilla FFA Chapter President! The school year is back into full swing and the Chowchilla FFA Officer team has worked very hard to ensure that this year will be full of success, memories, and of course, a lot of fun during our events and activities! At our annual Officer Retreat, we established our theme as "I believe... PAST, PRESENT FUTURE!" We are excited that our Ag Department and FFA is focusing on expanding our Supervised Agriculture Experience program by adding an SAE Fair to our calendar! This helps to support our chapter’s main goal to increase involvement and give students the opportunity to learn more about the agriculture industry while continuing to grow into the leaders of tomorrow! I am so excited to see everyone’s projects on display at the fair in May! This is just one of the great additions we have made to our activities calendar for the year. If you have any questions throughout this coming up year please be sure to contact one of our five agriculture teachers as they work tirelessly to ensure that each FFA member has the tools to succeed!

Sincerely,

Kayne Stehly

2016-2017 Chowchilla FFA Chapter President
History of The National FFA Organization

The roots of FFA originate from a time when boys were losing interest and leaving the farm. Walter S. Newman, who in September 1925 became the Virginia State Supervisor of Agricultural Education, sought a solution to the problem with Edmund C. MaGill, Harry W. Sanders and Henry C. Groseclose, staff members of the Virginia Polytechnic Institute Agricultural Education Department.

Newman proposed forming an organization that offered farm boys "a greater opportunity for self-expression and for the development of leadership. In this way they will develop confidence in their own ability and pride in the fact that they are farm boys." Groseclose immediately began work on a constitution and bylaws for the new organization, and J.O. Hoge later suggested a name: Future Farmers of Virginia. The idea was presented during an annual vocational rally in the state in April 1926, where it was met positively. The Future Farmers of Virginia was born.

Two years later, the idea reached the national stage during the American Royal Livestock Show in Kansas City, Mo. That's when 33 young students from those 18 states gathered at the Hotel Baltimore to establish the Future Farmers of America. The group elected Leslie Applegate of Freehold, N.J., as its first president and adopted the national emblem—a mark similar to that of the original Virginia emblem—during the new organization's first convention.

In 1929, national blue and corn gold became the official colors of FFA. A year later, delegates adopted the official FFA Creed and by 1933 the familiar Official Dress of blue corduroy jackets was adopted after convention delegates were enthralled by the jackets won to Kansas City by members of the Fredericktown, Ohio, FFA chapter.

Less than a decade after the formation of the Future Farmers of America in 1928, a national organization for African-American boys interested in agriculture formed in Tuskegee, Ala. The New Farmers of America was modeled after another Virginia organization—the New Farmers of Virginia—and began in 1935. The New Farmers of Virginia was instrumentally started by G.W. Owens and J.R. Thomas, teacher-educators in agricultural education at Virginia State College, and Dr. H.O. Sargent, a federal agricultural education official who later proposed NFA.

The NFA and FFA shared common beliefs. The NFA Creed had six paragraphs, each beginning with "I believe," and its emblem featured only one stylistic difference: an outline in the shape of a cotton boll instead of an ear of corn. A total of 13 states received NFA charters, and by 1965 the NFA and FFA consolidated in recognition of shared missions for agricultural education.

In 1974, Texas' Fred McClure became the first African-American national FFA officer, and in 1994 Chicago's Corey Flournoy became the first African-American national FFA president.
Girls were restricted from the earliest forms of FFA membership by delegate vote at the 1930 national convention. The decision to deny female members for many years denied recognition of the key role women have played on farms and in agriculture since the days of the American pioneers.

It wasn't until 1969 that females gained full FFA membership privileges by vote of the national convention delegates, despite many state associations permitting female members long before. New York's Anita Decker and New Jersey's Patricia Krowicki became the first two female delegates to the national convention in 1970.

Today, females represent more than 45 percent of FFA members and roughly half of all state leadership positions. In 1976, Washington's Julie Smiley became the first female national FFA officer. California's Jan Eberly became the first female National FFA President in 1982. In 2002, Wisconsin's Karlene Lindow became the first female FFA member to earn the prestigious American Star Farmer Award.

Since 1928, millions of agriculture students have donned the official FFA jacket and championed the FFA Creed. All 50 states and two U.S. territories are currently chartered members of the national organization, representing 610,240 individual FFA members and 7,665 local chapters. It's a testament to the power of common goals and the strong ideals of the FFA founders.

Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting – it's a science, it's a business and it's an art.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education.

FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways. So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.
National FFA Organization Timeline

1917
The Smith-Hughes National Vocational Education Act (both Smith and Hughes were Georgia Congressmen) established vocational agriculture courses.

1925
Virginia Tech agricultural education teacher educators Henry Groseclose, Harry Sanders, Walter S. Newman and Edmund C. Magill organized the Future Farmers of Virginia for boys in agriculture classes. The FFV served as the model for the Future Farmers of America.

1926
The American Royal Livestock Show invited vocational agriculture students to participate in national livestock judging contests in Kansas City, Mo.

1927

1928
Future Farmers of America established in Kansas City, Mo.
First National FFA Convention held in Kansas City: 33 delegates from 18 states in attendance. Leslie Applegate of New Jersey selected as the first national FFA president.
First sectional gathering of New Farmers of America members held.

1929
National blue and corn gold adopted as official colors.
Carlton Patton of Arkansas named first Star Farmer of America, one of the first awards created by FFA.
At the Second National FFA Convention in November 1929, 33 states represented by 64 delegates.
Thirty-five state associations with approximately 1,500 chapters and 30,000 members affiliated with the national organization.

1930
Official FFA Creed, written by E.M. Tiffany, adopted.
First National Public Speaking event held. Winner: Edward Drace, Missouri.
First Official Dress uniform adopted: dark blue shirt, blue or white pants, blue cap and yellow tie.
Delegates restricted membership to boys only.
First Official FFA Manual printed.
1933
Blue corduroy jacket adopted as Official Dress.
A group of FFA officers and members made a pilgrimage to Washington, D.C., where they were greeted on the White House lawn by President Franklin D. Roosevelt.

1935
New Farmers of America founded in Tuskegee, Ala.
Active FFA membership exceeded 100,000 members.

1937
During national convention, action taken to establish a national FFA camp and leadership training school in Washington, D.C.

1939
28.5 acres of land purchased near Alexandria, Va., for the first FFA-owned national headquarters; the land was part of George Washington’s estate.
Identical twins Albert and Arthur Lacy of Hondo, Texas, became the only members ever to share the title of Star Farmer of America.
The “H.O. Sargent Trophy Award” was created to honor H.O. Sargent’s commitment to helping NFA members achieve success and leadership in agriculture.

1942
During World War II, when tens of thousands of FFA members served in the armed services, national FFA conventions were streamlined events where only delegates and award winners attend. In 1942, just 217 people attended the convention.

1944
Future Farmers of America Foundation formed to raise money from business, industry, government, individuals and sponsors for FFA programs and activities.
138,548 FFA members were serving in the Armed Services in World War II.
First National FFA Agricultural Proficiency Award presented for Agricultural Mechanics.

1947
First National FFA Band performed at national FFA convention.

1948
First FFA Chorus and National FFA Talent program held at national FFA convention.
National FFA Supply Service began operation.
Record jump in membership from 238,269 in 1947 to 260,300 in 1948; so many members attended the 20th National FFA Convention that a folding-cot hotel was set up in the basement of the Municipal Auditorium in Kansas City.
First FFA Week celebrated during the week of George Washington’s birthday.

1949
First International Exchange Program for FFA members began with Young Farmers Club of Great Britain.
1950  A bill was passed by the 81st Congress of the United States that granted FFA a federal charter and specified that a U.S. Department of Education staff member be the national FFA advisor. On Aug. 30, President Harry S. Truman signed the bill, and it became Public Law 81-740.

1952  First issue of The National Future Farmer magazine published.

1953  The U.S. Post Office Department issued a special stamp to celebrate the 25th anniversary of FFA. President Dwight D. Eisenhower was the first president to speak at a national FFA convention.

1957  Former President Harry S. Truman spoke during the national convention.


1959  First National FFA Center dedicated in Alexandria, Va., on land that had originally been used as the national FFA camp.

1965  New Farmers of America merged with the Future Farmers of America.

1966  First FFA National Agricultural Career Show held at national FFA convention to highlight educational and career opportunities in agriculture.

1968  President Richard Nixon attended national FFA convention in Kansas City.

1969  FFA opened membership to girls, making it possible for them to hold office and participate in competitive events at regional and national levels. First National Star in Agribusiness, Ken Dunagan from Arizona, named. Washington Conference (now called the Washington Leadership Conference) began. Delegate body of the national FFA convention established alumni class of membership as part of the constitution.

1971  The National FFA Alumni Association chartered as an affiliate of the National FFA Organization.


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1974
Fred McClure from Texas was the first African-American elected to a national FFA office. President Gerald Ford was the guest speaker at national FFA convention; the speech was carried live on network television.

1975
Food For America program launched. Presidential candidate Jimmy Carter – a former FFA member – spoke at the national FFA convention.

1976
Julie Smiley of Washington was the first female elected to a national office. Alaska became the last of the 50 states to obtain a national charter.

1978
President Jimmy Carter addressed the 51st National FFA Convention.

1979
First Extemporaneous Public Speaking Event held and won by Christe Peterson of Wisconsin.

1980
The National FFA Foundation raised $1 million in one year for the first time.

1982
Jan Eberly, from California, became the first female national FFA president.

1987
Vice President George H. W. Bush spoke at national convention; Bush was elected president in 1988.

1988
Future Farmers of America changed its name to the National FFA Organization to reflect the growing diversity in the industry of agriculture. Seventh and eighth grade students permitted to become FFA members. Agriscience Student Recognition Program introduced.

1989
The National Future Farmer magazine changed its name to FFA New Horizons.

1990
Partners in Active Learning Support program launched.

1991
Chapters in the Virgin Islands and Guam, along with five chapters in Micronesia, chartered.
1994
Corey Flournoy, from Illinois, was the first African-American to be elected national FFA president; he was also the first urban student leader.

1996
H.O. Sargent Award reinstated, promoting diversity among chapters.
FFA announced its decision to move the National FFA Center from Alexandria, Va., to Indianapolis, Ind.
FFA announced its decision to move the national FFA convention from Kansas City, Mo., to Louisville, Ky.

1997
First Agri-Entrepreneurship Awards presented.

1998
National FFA Center in Indianapolis, Ind., dedicated July 20.
Agricultural Education National Headquarters dedicated in Alexandria, Va.
National convention held in Kansas City, Mo., for the last time.
Jose Santiago elected to national office; he was the first member from Puerto Rico to serve as a national officer.

1999
72nd National FFA Convention held in Louisville, Ky., for the first time.
First National Creed Speaking event held. Winner: Michael Van Winkle, Arkansas.

2000
Delegates at the national FFA convention approved the Discovery FFA Degree for middle school students.
The National FFA Archives at Indiana University Purdue University in Indianapolis opened.

2001
First National Star in Agriscience named: Steven Offer, Wisconsin.
First National Star in Agricultural Placement named: Nicholas Streff, South Dakota.

2002
First female Star Farmer named: Karlene Lindow, Wisconsin.
Official Dress standards revised.

2003
Javier Moreno, Puerto Rico, elected national president; he became the first person with a native language other than English and the first Puerto Rican elected as national FFA president.

2004
First live webcast of national FFA convention premiered on www.FFA.org.
2005
National FFA launched Seeds of Hope, a fundraising campaign to rebuild Gulf Coast states’ agricultural education and FFA programs following Hurricane Katrina; $835,699 in donations distributed to affected programs.
The National FFA Foundation broke the $10 million mark in raising money for FFA programs and services.

2006
National FFA Foundation receives first $1 million contribution from the Ford Motor Company.
79th National FFA Convention held in Indianapolis, Ind., for the first time, with 54,489 in attendance.
Endorsement of agricultural education’s long-range goal of 10,000 quality agricultural education programs by 2015, where every student is a member of FFA and has a relevant SAE.

2007
The National FFA Merchandise Center opened its doors in Indianapolis, Ind.
Membership broke the half-million mark with 500,823 members in 7,358 chapters.

2008
FFA member networking site FFA Nation launched.
Board made the decision to rotate the national convention between Louisville and Indianapolis, beginning with Louisville in 2013.

2009
FFA celebrated 40 years of women in the organization.

2010
Dr. Larry Case retired after 26 years as national FFA advisor.
FFA celebrated the 75th anniversary of the founding of New Farmers of America during the 83rd National FFA Convention.
Six college-age FFA members traveled to Zambia for the FFA Global Outreach: Africa program.
FFA members earned a record 3,449 American FFA Degrees.

2011
The National FFA Alumni Association celebrated its 40th anniversary.
FFA celebrated Native Americans in FFA, agriculture and agricultural education during the 84th National FFA Convention.
Steve A. Brown named national advisor.
The Agricultural Career Network launched.

2012
The National FFA Foundation received a record of more than $16.2 million in support of FFA.
FFA members and supporters packed 1,005,048 meals during the convention and expo’s FFA Rally to Fight Hunger.
FFA celebrates Latinos/Hispanics in FFA, agriculture and agricultural education during the convention and expo.

2013
Membership hits all-time high with 579,678 members in 7,570 chapters. The 86th National FFA Convention & Expo in Louisville has a record attendance of 62,998 members, teachers, supporters and guests. FFA members earn a record 3,578 American FFA Degrees. Ram Truck's "So God Made a Farmer" Super Bowl commercial exceeds 18 million views on YouTube; company donates $1 million to FFA Sherene Donaldson named first female national FFA executive secretary.

2015
A record 65,173 FFA members, advisors and guests attend the 88th National FFA Convention & Expo in Louisville, Kentucky.

2016
Membership hits all-time high with 649,355 members in 7,859 chapters. National FFA Convention & Expo returns to Indianapolis.
History of Chowchilla FFA

The Chowchilla Union High School Agriculture Department was founded in 1925 with Mr. Joseph Bisig as its first full-time agriculture instructor. On January 15, 1930, Chowchilla FFA became the 72nd incorporated chapter of the California Association of Future Farmers of America. Chowchilla FFA was the 310th chapter chartered in the National FFA Association. The following names were the original 14 members which comprised the Chowchilla FFA Chapter:

Theron Cook President
J.C. Clifford Vice President
Richard Hines Secretary
Frank Leoni Reporter
Roy Allee
James Lundgren
Donald Cook
Frank Poretti
Albin Yecny
Mike Kolymykoff
Henry Dees
Paul Yanke
Ward Bollinger
Merit Groulx
Mr. N. H. McCollum Advisor
History of the Chowchilla Agriculture Farm Laboratory

In 1947, a deed for the transfer of 27 acres of fairgrounds property was drawn up by the County District Attorney for Chowchilla UHS. An additional 13 adjacent acres was leased to the school, the fairgrounds retaining ownership. There was only one condition contingent to the transfer and that is the land be used only for Agriculture Instruction.

Board members Logan Schnoor, Elmer Thiel, and Dan Cardwell, along with Principal Lester Turnbaugh and Agriculture Instructor Merl Tobler were all instrumental in laying out the agricultural school farm complex.
Timeline of Agriculture Teachers at Cylls

1921- J. A. Coconauer
1922 - J. A. Coconauer
1923 - J. A. Coconauer, M. A. Harrison
1924 - J. A. Coconauer, Mr. Grassle
1925- Joseph Bisig
1926- Joseph Bisig, K. C. Irvine
1927- K. C. Irvine, Mr. Garthwaite
1928- K. C. Irvine, Mr. Admudson
1929- K. C. Irvine, Cecil P. Moffitt
1930- Norman H. McCollom
1931- Norman H. McCollom
1932- Norman H. McCollom
1933- Norman H. McCollom
1934- Norman H. McCollom
1935- Norman H. McCollom
1936- Norman H. McCollom
1937- Norman H. McCollom
1938- Norman H. McCollom
1939- Paul J. Christoffersen
1940- Paul J. Christoffersen
1941- Paul J. Christoffersen
1942- Paul J. Christoffersen
1943- Paul J. Christoffersen
1944- Paul J. Christoffersen
1945- Merl Tobler
1946- Merl Tobler
1947- Merl Tobler
1948- Merl Tobler
1949- Merl Tobler
1950- Bill Woodward
1951- John Sharon
1952- Charles Harmon
1953- Robert Kelly
1954- Robert Kelly
1955- Robert Kelly, James Knadler
1956- Robert Kelly
1957- Robert Kelly
1958- Robert Kelly
1959- James Dice, Merwin V. Sorenson
1960- James Dice, Merwin V. Sorenson
1961- James Dice
1962- William Hambleton
1963- William Hambleton, Alfred Hanson
1964- William Hambleton, Alfred Hanson
1965- William Hambleton, Alfred Hanson
1966- William Hambleton, Alfred Hanson

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805 Humboldt Ave, Chowchilla CA 93610
1967- Loren Nyman
1968- Fred Hanson, Ronnie Ray
1969- Fred Hanson, Ronnie Ray
1970- Fred Hanson, Ronnie Ray
1971- John Brown
1972- John Brown, Mr. Gottwald
1973- John Brown, Jim White
1974- John Brown, Jeff Tassey
1975- John Brown, Jeff Tassey
1976- John Brown
1977- Larry Tosta, Jim Aschwanden, Lloyd Killion
1978- Lloyd Killion, Lloyd McCabe
1979- Lloyd Killion, Lloyd McCabe
1980- Lloyd McCabe, Linda Fanconi, Steve Obad
1981- Lloyd McCabe, Steve Obad
1982- Lloyd McCabe, Steve Obad
1983- Lloyd McCabe, Steve Obad, Harry Maddux
1984- Lloyd McCabe, Steve Obad, Harry Maddux
1985- Lloyd McCabe, Steve Obad, Harry Maddux
1986- Lloyd McCabe, Steve Obad, Harry Maddux, Brian Tassey
1987- Steve Obad, Harry Maddux, Chuck Halloway, Scott Vernon
1988- Steve Obad, Harry Maddux, Chuck Halloway, Scott Vernon
1989- Steve Obad, Harry Maddux, Chuck Halloway, Phillip Reis, Kenny Tucker
1990- Steve Obad, Harry Maddux, Chuck Halloway, Kenny Tucker, Kim Donaher
1991- Steve Obad, Harry Maddux, Chuck Halloway, Kenny Tucker, Kim Donaher
1992- Steve Obad, Harry Maddux, Chuck Halloway, Kim Donaher
1993- Steve Obad, Harry Maddux, Kim Donaher, Bobby Downes, Darol Fishman, Vicki Farmer
1994- Steve Obad, Harry Maddux, Kim Donaher, Darol Fishman, Vicki Farmer
1995- Harry Maddux, Kim Donaher, Darol Fishman, Vicki Farmer, Jan Maddux
1996- Harry Maddux, Darol Fishman, Vicki Farmer, Jan Maddux, Manny Mancebo, Manuel Avila
1997- Jan Maddux, Manny Mancebo, Kimberly Bitter, Fred Van Vleck, Kristine Bowen
1998- Jan Maddux, Manny Mancebo, Fred Van Vleck, Kristine Van Vleck, Tammy Camacho, David Biggers
1999- Jan Maddux, Manny Mancebo, Fred Van Vleck, Kristine Van Vleck, Tammy Camacho, David Biggers, Nicole Unruh
2000- Jan Maddux, Manny Mancebo, Fred Van Vleck, Kristine Van Vleck, Tammy Camacho, David Biggers, Brad Bitter, Andrea Andrade
2001- Manny Mancebo, Kristine Van Vleck, Tammy Camacho, David Biggers, Brad Bitter, Stacy Glass
2002- Manny Mancebo, Kristine Van Vleck, Tammy Camacho, David Biggers, Brad Bitter, Stacy Glass
2003- Kristine Van Vleck, Tammy Camacho, David Biggers, Brad Bitter, Brian Evans, Diana Starn
2004- Kristine Van Vleck, Tammy Camacho, David Biggers, Brad Bitter, Brian Evans
2005- Kristine Van Vleck, Tammy Camacho, David Biggers, Brad Bitter, Brian Evans
2006- Kristine Van Vleck, Tammy Camacho, Brad Bitter, Dawn Stornetta, Todd Maddux

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2007- Kristine VanVleck, Tammy Camacho, Brad Bitter, Dawn Stornetta, Brian Evans, Adeline Fernandes

2008- Kristine Van Vleck, Brad Bitter, Dawn Stornetta, Brian Evans, June Bettencourt

2009 - Kristine Van Vleck, Brad Bitter, Dawn Stornetta, Brian Evans, June Bettencourt

2010 - Kristine Van Vleck, Brad Bitter, Dawn Stornetta, Brian Evans

2011- Kristine Van Vleck, Brad Bitter, Dawn Stornetta, Brian Evans

2012- Brad Bitter, Brian Evans, Terra Plumley, Amanda Pombo

2013- Brad Bitter, Brian Evans, Terra Plumley, Angie Barney

2014- Brad Bitter, Brian Evans, Terra Raggio (Plumley), Angie Barney

2015- Brad Bitter, Brian Evans, Terra Raggio, Angie Barney, Kassie Dewey

2016 - Brad Bitter, Brian Evans, Terra Raggio, Angie Barney, Kassie Dewey
### Timeline of Chowchilla FFA Presidents
#### 1929 - Present

<table>
<thead>
<tr>
<th>Year</th>
<th>President</th>
<th>Year</th>
<th>President</th>
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<tbody>
<tr>
<td>1929-30</td>
<td>Theron Cook</td>
<td>1954-55</td>
<td>Thams Ragsdale &amp; John Van Curen</td>
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<tr>
<td>1930-31</td>
<td>J.C. Clifford</td>
<td>1955-56</td>
<td>Donald Thiel</td>
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<td>1931-32</td>
<td>Donald Cook</td>
<td>1956-57</td>
<td>Reggie Upton</td>
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<td>1932-33</td>
<td>Milton Adams</td>
<td>1957-58</td>
<td>Terry Flanagan</td>
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<td>1933-34</td>
<td>Not Available</td>
<td>1958-59</td>
<td>Wayne Cole</td>
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<td>1934-35</td>
<td>Not Available</td>
<td>1959-60</td>
<td>Larry Corbin</td>
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<td>1935-36</td>
<td>Not Available</td>
<td>1960-61</td>
<td>Paul Briggs</td>
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<td>1936-37</td>
<td>Walter Ross</td>
<td>1961-62</td>
<td>Pat Brigg</td>
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<td>1937-38</td>
<td>Harold Balmat</td>
<td>1962-63</td>
<td>Robert Longatti</td>
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<td>1938-39</td>
<td>Anton Olivero</td>
<td>1963-64</td>
<td>Phillip Balmer</td>
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<tr>
<td>1939-40</td>
<td>James Griffin</td>
<td>1964-65</td>
<td>Ed Danieli</td>
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<tr>
<td>1940-41</td>
<td>Warren McRee</td>
<td>1965-66</td>
<td>Tim Leach</td>
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<tr>
<td>1941-42</td>
<td>Frank Bllinger</td>
<td>1966-67</td>
<td>Danny Jones</td>
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<tr>
<td>1942-43</td>
<td>Tom Begley</td>
<td>1967-68</td>
<td>Carl Phillips</td>
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<tr>
<td>1943-44</td>
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Chowchilla FFA Program of Activities 2016-2017
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       Tim Coelho  Tamie Silva  Judy Rezendes
       Julie Price  Ronnie Thomas  1989  Mark Avila
       Richard Rezendes  Mike Andrade  Cindy Bright
       1987  Morey Bass  Anthony Brunk
       Dan Bankston  Dewey Burchett  Chris Bump
       Ronnie Bass  Mario Flores  Steve Chamberlain
       Lisa Bockhop  Pete Gordon  Miranda Council
       Chad Buttrey  Kathy Gorman  Anthony Davis
       Sammy Byrd  Clay Haynes  Kim Diaz
       David Coelho  Bill Haze  Bobby Dibler
       Paul Coelho  Scott Jamison  Salvador Enriquez
       Emily Flores  John Hickman  Joe Garza
       John Hickman  John Logan  Kim Larrey
       Shelly Hought  Vince Machado  Nikki Maddux
       Tod Maddalena  Terry Owens  Cindy Mancebo
       Marty Martain  Teresa Pitz  Heath Middleton
       Kevin Pettit  Dawn Ray  Ray Rezendes
       Nancy Rezendes  Felipe Rezendes  Jennifer Ross
       Eddie Robinson  Jeff Roberts  Rodney Seals
       Scott Silva  David Schoolen  Kim Sharp
       Shawn Sinks  Denise Smith  Kristen Silva
       Pat Slenders  Cindi Thiel  Derek Sissom
       Steve Thissen  Scott Thomson  Jimmy Souza
       Dana Vandenack  Melissa Woloszyn  Jack VanHoff
       Deanna Wright  Jeff Bebee  Casey Vlot
       1988  Carrie Camarillo  Karen Edwards
       Tony Aquino  Becky Caroll  Tanya Gies
       Lori Curutchet  Robert Curutchet  Matt Lasiter
       Paul Dixon  Shawn Dill  Jeff Logan
       Kim Dockery  Lori Haze  Arthur Mejia
       Nestor Garcia  Robbie Hickman  Tracie Miller
       Porfirio Garcia  Sean Maddalena  Jacqueline Nelson
       Jeff Gwartney  Manny Mancebo  Bill Nicoletti
       Steve Lathrop  Misty Martin  DaLene Pummer
       Shannon Moss  Annette Martinho  Amy Talley
       David Nelson  Scott Nelson  Lisa Armer
       Mike Parrino  Tino Pascuzzi  1990  Heidi Curutchet
       Dennis Pecarovich  Genese Pilcher  Alyson Fagundes
       Doug Pecarovich  Gina Rabbiosi  Marcie Fagundes
       Tammy Pilcher  Susan Richards  Todd Gaither
       George Price  Albert Sanchotena  Susie Hansen
       Randi Ray  Danny Taylor
       Mike Schnoor

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
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Chowchilla FFA Program of Activities 2016-2017
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Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Kaylee Houweling
Amanda Hudspeth
Seth Larson
Cody Luis
Karly Nieuwekoop
Marki Ray
Deanna Ribeiro
Robyn Riemer
Sabrina Stoddard
Hollie Stroback
Johnny Troost
Serina Ulrich
Amanda Yancy
Emily Baer
Austin Beaty
Ariana Buenrostro
Nellie Calley
Samantha Chapman
Kirk Delmas
Antonio Diaz
Elliana Diepersloot
Taylor Faust
Arely Ferrel
Nicole Freitas
Stephanie Gonzalez
Kyle Kinsley
Makena Lasiter
Joshua McIntyre
Sydni Ray
Frankie Rodriguez
Courtney Schortzmann
Rebecka Serpa
Corey Bruecker
Katelynn Cook
Brittany Hitchcock
Courtney Hitchcock
Charles Irby
Lauren Maddalena
Samuel Mercado
Ashley Pettitt
Hannah Roduner
Josh Schoonhoven
Zach Schoonhoven
Sara Sinks
Samantha Vlot
Shyanne Watson
Brendon Arendse
Emily Capehart
Lavanual Carter
William Delmas
Madison Geis
Austin Haynes
Justin Hudspeth
Sean Kinsley
Jordan Lasiter
Heather Prins
Cassidy Vlot
Catrina Adams
Troy Davis
Macey Faust
Matthew Guerrero
Kyle Hansen
Ashia Houweling
Emily Hudspeth
Sydney Schnoor
Sergio Trujillo
Nathan Urrutia
Dirk Vlot
Kiana Peters
Katelyn Abshire
Mirissa McIntyre
Jordan Mitchell
Austin Hooper
Christine Fry
John Cook
Martin De Jager
Rachel Eye
Shelby Molina
Felipe Vallejo
Cole Vlot
Leighton Dill
Katelin Eickholt
Gabi Etheridge
Whitney Choate
Rebecca Meadows
Kayne Stehly
Krislyn Kragie
Haden Haynes
State and National Proficiency Award Winners

1968  Lennie Barker: Agriculture Production-**National Winner**
1969  Ned Jorgenson: Livestock Production-State Winner
1976  Danny Biggs: Beef Production-State Winner
1980  Lori Biggs: Beef Production-State Winner
1981  Mike Pecarovich: Swine Production-State Winner
1982  Sandra Williams: Diversified Livestock-State Winner
1984  Kevin Schoonhoven: Fruit and Vegetable Production-State Winner
1985  Richard Rezendes: Forage Crop Production-State Winner
1986  Mario Flores: Fiber Crop Production-State Winner
1986  Kevin Pettit: Agriculture Production-State Winner
1987  David Coelho: Agriculture Production-State Winner
1987  Robert Curutchet: Fiber Crop Production-State Winner
1987  Dennis Pecarovich: Swine Production-State Winner
1987  Mike Schnoor: Sheep Production-State Winner
1987  Ronnie Bass: Ag Mechanics-National Finalist
1988  Robert Curutchet: Oil Crop Production-State Winner
1988  Randi Ray: Dairy Production-State Winner
1988  Mario Flores: Forage Production-**National Winner**
1988  Judy Rezendes: Diversified Crop Production-State Winner
1988  Gina Rabbiosi: Feed Grain Production-State Winner
1989  Amy Talley: Oil Crop Production-State Winner
1989  Chris Bump: Specialty Crop-State Winner
1989  Ray Rezendes: Diversified Crop Production-State Winner
1989  Judy Rezendes Forage: Crops-**National Winner**
1990  Cindy Mancebo: Nursery Production-State Winner
1990  Susan Richards: Diversified Livestock-State Winner
1990  Amy Talley: Fiber Crop Production-State Winner
1990  Shawn Dill: Beef Production-State Winner
1990  Jimmy Sousa: Diversified Crop-State Winner
1991  Nikki Maddux: Sheep Production-State Winner
1991  Cynthia Bright: Diversified Livestock-State Winner
1991  Chris Bump: Fiber Crop Production-State Winner
1991  Ray Rezendes: Fiber Crop Production-National Finalist
1994  Adrian Silva: Dairy Production-State Winner

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
1995  Wes Haynes: Fiber Crop-\textbf{National Winner}
1995  Eric Lourenco: Agriculture Electrification-National Finalist
1995  Travis Clements: Wildlife Management-State Winner
1995  Todd Maddux: Sheep Production-National Finalist
1996  Tom Deniz: Agriculture Mechanics-State Finalist
1996  Nick Maddalena: Diversified Crop Production-State Finalist
1997  Katherine Biggers: Beef Production-State Finalist
1998  Brian Buffington: Pomology- State Finalist
1998  Katherine Biggers: Beef Production- National Finalist
1999  Luke Roduner: Beef Production- State Winner
1999  Carrie Shasky: Horticulture- State Winner
2001  Justin Sandlin: Swine Production- State Finalist
2002  Justin Sandlin: Swine Production- State Finalist
2004  Melissa Brinlee: Forage Production- \textbf{National Winner}
2005  Joseph Biscay: Viticulture Production- State Winner
2005  Justin Romeri: Fiber Crop Production- State Winner
2006  Casey Schoonhoven: Pomology Production- State Finalist
2007  Casey Schoonhoven: Pomology Production- National Finalist
2012  Kiana Peters: Forage Production Entrepreneurship- State Winner
2013  Kiana Peters: Pomology Production Entrepreneurship- State Winner
2016  Cole Vlot: Dairy Production Placement - State Finalist
2016  Kayne Stehly: Equine Science Placement - State Finalist

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
## State Championship CDE Teams

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State Officers

1969-70  Ron Brusa, State Sentinel
1983-84  Kevin Schoonhoven, State Vice President
1986-87  Mario Flores, State Reporter
Chowchilla FFA Past FFA
Sweethearts and Winter Formal Kings

**FFA Sweethearts**
1972 Janice Schoonhoven
1973 Terri Bennett
1974 Beth Looney
1975 Kim Schnoor
1976 Yvette Bakker
1977 Laurel Williams
1978 Mary Layman
1979 Kandi Marshall
1980 Kim Spruill
1981 Michelle Askew
1982 Julie Stringer
1983 Lisa Jones
1984 Lisa Bockhop
1985 Carol Hughes
1986 Nancy Rezendes
1987 Dawna Ray
1988 Judy Rezendes
1989 Miranda Council
1990 Jennifer Ralls
1991 Amanda Ragsdale
1992 Susie Hansen
1993 Sheree Rabbiosi
1994 Stacey Petitt
1995 Tiffany Brown
1996 Kristen DeWall
1997 Jeanie Talley
1998 Jenna Fanning
1999 Danelle Rust
2000 Erin Zurilgen
2001 Christine St. Pierre
2002 Samantha Cook
2003 Crystal Thissen
2004 Megan Sandlin
2005 Blair Alton
2006 Juliette Hamilton
2007 Ashley Gaither
2008 Kayla Dixon
2009 Kaitlyn Tarence
2010 Rebecka Serpa
2011 Katelyn Cook
2012 Catrina Adams
2013 Kiana Peters
2014 Kayne Stehly
2015 Leighton Dill
2016 Krislyn Kragie

**FFA Winter Kings**
2010 Adan Plascencia
2011 Derek Johnson
2013 Troy UpHoff
2014 John Cook
2015 Marty De Jager
2016 Peyton Kragie

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
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### Chowchilla FFA 2016-17 Budget

**Beginning Balance for 2016-2017:** **$6,820.00**

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<td>Blackbeard’s Sectional Fun Night (advisors and bus drivers)</td>
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<td>John’s Incredible Pizza Sectional Fun Night (advisors and bus drivers)</td>
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### Income:

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<td>Drive Thru BBQ Fundraiser</td>
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**Estimated Balance for the end of 2016-2017:** **$9,960.00**
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Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
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**Chowchilla FFA Mission Statement**


“The Chowchilla FFA strives to ensure that every member has the knowledge and opportunities needed to unleash leadership abilities by encouraging involvement in all levels of agriculture and will be united as one in order to promote participation throughout the chapter and community”

---

2016-2017 Chowchilla FFA Officer Team

President: Kayne Stehly, Senior  
Vice President: Riley Barney, Junior  
Secretary: Caitlin Herring Sophomore  
Treasurer: Hannah Mancebo, Sophomore  
Reporter: Kylie Farmer, Sophomore  
Sentinel: Kyle Gomes, Sophomore

Chowchilla FFA Program of Activities 2016-2017  
805 Humboldt Ave, Chowchilla CA 93610
The 2016-2017 Chapter Committees are as follows:

Leadership Committee
Community Service Committee
Supervised Agricultural Experience Committee
Membership Development Committee
State and National Activities Committee
Earning, Savings and Investments Committee
Public Relations Committee
Conduct of Meetings Committee
Cooperation Committee
Alumni Relations Committee
Scholarship Committee

Each of the above committees are lead by a Committee Chairperson, one or two Co-chairperson(s) and a representing Greenhand Officer. The Committee Chairperson, Co-chairperson(s) and representing Greenhand Officer are responsible for developing community goals, chapter goals, committee goals and student goals for their assigned committee area. They are also responsible for recruiting additional non-officer FFA members to assist with their committees specific activity areas.

On the following pages you will find the names for all Committee Chairpersons, Co-chairpersons and a representing Greenhand Officers as well as all of the goals that each committee has set for this year.

If you are interested in joining any of these committees contact the Committee Chairperson.

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
# LEADERSHIP COMMITTEE

**Community Goal:** To more efficiently and accurately **recognize** and celebrate those students who have chosen to participate in leadership opportunities at the chapter, sectional, regional, state and national levels.

**Chapter Goal:** To more efficiently and accurately **inform chapter members** about the different leadership opportunities available to them at the chapter, sectional, regional, state and national levels.

**Committee Goal:** To **increase the amount of student participation in different leadership conferences and trainings** by approximately 5%.

**Student Goal:** To **attend at least 1 leadership conference or training** that I did not attend the year before.

**Committee Chairperson:** President: Kayne Stehly  
Co-Chairperson: Whitney Choate  
Co-Chairperson: Sydney Spomer  
Greenhand Officer: Andrea Jimenez

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>WAYS AND MEANS</th>
<th>RESPONSIBILITY</th>
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</thead>
</table>
| Each and every responsibility in this Program of Work shall be carried out by the responsible party. | Provide each FFA Officer and Chapter Advisor a current copy of the Program of Work before September 1. Use the Program of Work as the guide for conducting the operations of the chapter. | Advisor  
FFA Officers and Advisors |
| A procedure for revising the Program of Work shall be carried out annually by the regional FFA officers. | At the summer FFA Officer Retreat revisions will be made in the Program of Work. Make a list of proposed revisions to the Program of Work available to officers for review prior to the Officer Retreat. | FFA Officers  
Advisor |
| Provide leadership training for all chapter officers. | Plan, prepare, conduct, and participate in leadership development activities. | FFA Officers and Advisors |

Chowchilla FFA Program of Activities 2016-2017  
805 Humboldt Ave, Chowchilla CA 93610
<table>
<thead>
<tr>
<th>Participate in leadership training.</th>
<th>Participate in Sectional and Regional level for Job Interview, Creed Recitation, Prepared Speaking, Extemporaneous Speaking, Impromptu, and Parliamentary Procedure contests.</th>
<th>FFA Officers and Advisors</th>
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<tbody>
<tr>
<td></td>
<td>Encourage members to participate in leadership skill events.</td>
<td>FFA Officers and Advisors</td>
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<tr>
<td></td>
<td>Provide adequate recognition for section, region and state winners at an appropriate awards program.</td>
<td>FFA Officers and Advisors</td>
</tr>
</tbody>
</table>
COMMUNITY SERVICE COMMITTEE

*Community Goal:* To more efficiently and accurately recognize and celebrate those students who have chosen to participate in community service within the Chowchilla community.

*Chapter Goal:* To more efficiently and accurately inform chapter members about community service opportunities that they can partake in.

*Committee Goal:* To increase the amount of student participation in different community service activities by approximately 5%.

*Student Goal:* To attend at least 2 community service activities per semester.

Committee Chairperson: **Vice President:** Riley Barney  
Co-Chairperson: Jessica Medina  
Co-Chairperson: Vanessa Romo  
Greenhand Officer: Christina Fuller

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>WAYS AND MEANS</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage all members to conduct community service projects.</td>
<td>Encourage members to participate in all community service opportunities held by the chapter throughout the year which will include but will not be limited to holding a Canned Food Drive, Toy Drive and selling Kids Day Newspapers.</td>
<td>FFA Officers and Advisors</td>
</tr>
<tr>
<td>Keep All FFA members informed of upcoming Community Service Opportunities</td>
<td>Have opportunities announced daily in all Ag classes and have opportunities placed on the Chapter website and in morning announcements.</td>
<td>Advisors</td>
</tr>
</tbody>
</table>
SUPERVISED AGRICULTURAL EXPERIENCE COMMITTEE

Community Goal: To more efficiently and accurately recognize and celebrate those students who have chosen to participate in Supervised Agricultural Experiences to increase their knowledge about the agriculture industry.

Chapter Goal: To more efficiently and accurately inform chapter members about the different types of Supervised Agricultural Experience that can be started and maintained within a FFA Recordbook.

Committee Goal: To increase the amount of students who have valid Supervised Agricultural Experience projects by 5% as well as increase the amount of Proficiency applications competing at the section level from 3 to 5.

Student Goal: To more accurately maintain the records for my Supervised Agricultural Experience project by updating my FFA Recordbook once a week.

Committee Chairperson: Secretary: Caitlin Herring
Co-Chairperson: Madison Laird
Co-Chairperson: Payton Ruggeri
Greenhand Officer: Victoria Calley

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>WAYS AND MEANS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Have sectional and regional winners in proficiency areas.</td>
<td>Make applications for proficiency awards readily available to all members.</td>
<td>Advisor</td>
</tr>
<tr>
<td></td>
<td>Publish due dates for submission of proficiency award.</td>
<td>Advisor</td>
</tr>
<tr>
<td></td>
<td>Encourage members to apply for proficiency awards on all levels.</td>
<td>Advisors</td>
</tr>
<tr>
<td></td>
<td>Attend Proficiency scoring at the sectional and regional level</td>
<td>Advisors</td>
</tr>
<tr>
<td></td>
<td>Provide recognition for all sectional, regional and state proficiency award winners at an awards program.</td>
<td>FFA Officers and Advisors</td>
</tr>
<tr>
<td>Activity Description</td>
<td>Instructions</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Recommend the Golden State FFA Degree to all qualified applicants.</strong></td>
<td>Make applications for the Golden State FFA Degree readily available. Publish due dates for submission of Golden State FFA Degree applications. Encourage members who have qualified to apply for the State FFA Degree. Provide recognition for all Golden State FFA Degree recipients at an awards banquet.</td>
<td></td>
</tr>
<tr>
<td><strong>Have Star Farmers, Stars in Agribusiness, Stars in Agriscience and Stars in Ag Placement.</strong></td>
<td>Select members for Sectional and Regional Stars in each of the star areas when qualified from State FFA Degree applicants and/or re-applicants. Provide recognition for all Sectional and Regional Stars at an awards banquet.</td>
<td></td>
</tr>
<tr>
<td><strong>Submit all American Degree applications that meet the minimum qualifications.</strong></td>
<td>Make applications for the American FFA Degree readily available and encourage members to apply for the degree. Publish due dates for submission of American FFA Degree applications. Attend American Degree Scoring.</td>
<td></td>
</tr>
<tr>
<td><strong>Hold a Chapter wide SAE Fair</strong></td>
<td>Require all students to submit a project for the chapter SAE fair in May Ask community members to judge the projects that are submitted for the SAE fair Recognize SAE Fair winners for each category at an appropriate awards banquet</td>
<td></td>
</tr>
</tbody>
</table>

**Advisor**

**FFA Officers Advisor**

**Advisors**

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
MEMBERSHIP DEVELOPMENT COMMITTEE

**Community Goal:** To more efficiently and accurately inform the Chowchilla Community about the activities of the FFA chapter and its members through social media and local publications.

**Chapter Goal:** To more efficiently and accurately inform the Chowchilla FFA Members about upcoming activities and participation opportunities through CUHS announcements, social media, the Chowchilla FFA Website, and the Chowchilla FFA Newsletter.

**Committee Goal:** To increase the amount of Chowchilla FFA Members who participate in local chapter activities by 5%.

**Student Goal:** To participate in more than my required 3 FFA activities per semester.

Committee Chairperson: Reporter: Kylie Farmer  
Co-Chairperson: Zoe Martinez  
Co-Chairperson: Sandra Martinez  
Co-Chairperson: Alan Martinez  
Greenhand Officer: Tristan Holt

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>WAYS AND MEANS</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase membership within the chapter.</td>
<td>Encourage students to enroll in agriculture classes.</td>
<td>Advisors and FFA Officers</td>
</tr>
<tr>
<td></td>
<td>Offer a wide variety of Agriculture Classes.</td>
<td>Advisors</td>
</tr>
<tr>
<td></td>
<td>Reward those students who are “program completers”</td>
<td>Advisors</td>
</tr>
<tr>
<td>Increase member involvement</td>
<td>Encourage more members to be “active” within the chapter</td>
<td>Advisors and FFA Officers</td>
</tr>
<tr>
<td></td>
<td>Encourage members to join CDE teams</td>
<td>Advisors and FFA Officers</td>
</tr>
</tbody>
</table>

Chowchilla FFA Program of Activities 2016-2017  
805 Humboldt Ave, Chowchilla CA 93610
<table>
<thead>
<tr>
<th>Increase the number of State and American Degrees received</th>
<th>Encourage members to attend conferences</th>
<th>Advisors FFA Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encourage those members that qualify to apply for the State Degree</td>
<td>FFA Officers Advisor</td>
</tr>
<tr>
<td></td>
<td>Encourage those students who qualify to apply for the American Degree</td>
<td>FFA Officers Advisor</td>
</tr>
</tbody>
</table>
STATE AND NATIONAL ACTIVITIES COMMITTEE

Community Goal: To more efficiently and accurately recognize and celebrate those students who have chosen to participate in FFA activities at the state and national levels.

Chapter Goal: To more efficiently and accurately inform chapter members about the different state and national activities that they may participate in.

Committee Goal: To increase the amount of student participation in state and national activities by approximately 5%.

Student Goal: To attend at least 1 activity at the state or national level.

Committee Chairperson: Sentinel: Kyle Gomes
Co-Chairperson: Madison Laird
Co-Chairperson: Sandra Martinez
Greenhand Officer: Samantha McCluskey

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>Be represented in state contests which end in a national event.</td>
<td>Encourage members to enter teams in contests for which a national judging contest exists.</td>
<td>Advisors and FFA Officers</td>
</tr>
<tr>
<td>Encourage members to apply for the Band, Chorus, and Talent.</td>
<td>Encourage members to apply and participate in the State and National FFA Band, Chorus, and Talent.</td>
<td>Advisors and FFA Officers</td>
</tr>
<tr>
<td>Encourage members to attend State Conference and National Convention.</td>
<td>Encourage members to attend State Conference; Encourage those members that qualify to attend the National Convention trip; Recognize those members that participate in State Conference and National Convention at an appropriate awards banquet.</td>
<td>FFA Officers and Advisor</td>
</tr>
</tbody>
</table>

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805 Humboldt Ave, Chowchilla CA 93610
EARNINGS, SAVINGS AND INVESTMENTS COMMITTEE

**Community Goal:** To more efficiently and accurately support the fundraising efforts of the Chowchilla FFA Chapter by informing the community of fundraising activities through social media and local publications.

**Chapter Goal:** To more efficiently and accurately inform chapter members about the different fundraising activities and increase member awareness of how the raised funds are spent to better the chapter.

**Committee Goal:** To increase the amount of student participation in all fundraising efforts by approximately 5%.

**Student Goal:** To participate in each fundraising activity by raising at least $50.00 for each fundraising activity held.

Committee Chairperson: **Treasurer:** Hannah Mancebo  
Co-Chairperson: Whitney Choate  
Co-Chairperson: Rebecca Meadows  
Greenhand Officer: Michael Eggert

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</table>
| Present a detailed accounting of the treasury at all monthly Chapter FFA Meetings. | Keep a proper set of books that accurately accounts for the chapter's finances.  
Have the Treasurer’s report ready to be read at all meetings. | Advisor and Treasurer  
Treasurer |
| Operate within the approved region budget. | Provide a proposed budget for the upcoming fiscal year.  
Propose a budget for the chapter's operations for the upcoming year to the Officers at the Summer FFA Officer Retreat.  
Monitor chapter spending in to keep activities operating within prescribed spending limits. | Advisor and FFA Officers  
Advisor and FFA Officers  
Advisor and FFA Officers |

Chowchilla FFA Program of Activities 2016-2017  
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**Public Relations Committee**

*Community Goal:* To more efficiently and accurately inform the public about activities, fundraisers, conferences and awards participated in and won by the Chowchilla FFA Chapter through social media and local publications.

*Chapter Goal:* To more efficiently and accurately inform the public about activities, fundraisers, conferences and awards participated in and won by the Chowchilla FFA Chapter through social media, the Chowchilla FFA website and the Chowchilla FFA newsletter.

*Committee Goal:* To increase the amount of articles printed in local publications about the Chowchilla FFA Chapter by approximately 5%.

*Student Goal:* To have my name printed in at least one article (in a local publication or on the internet) about a FFA activity that I have taken part in.

**Committee Chairperson:** Reporter: Kylie Farmer  
**Co-Chairperson:** Alan Martinez  
**Co-Chairperson:** Vanessa Romo  
**Greenhand Officer:** Zoe Bernard

<table>
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<tr>
<th>OBJECTIVES</th>
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</table>
| Confer at least one Honorary Chapter Degree annually. | Elect individuals to honorary membership in accordance with the Chapter Constitution. Provide recognition for all Honorary Degree recipients and an appropriate awards banquet. | FFA Officers  
FFA Officers and Advisor |
| Publish one electronic newsletter at least once every three months. | Write articles to be included in the newsletter  
Compile articles and photographs to be presented in the newsletter  
Include important upcoming dates in the newsletter | FFA Officers  
Reporter  
Reporter |

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| Proofread and edit the newsletter before posting online | Advisor |

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
## Conduct of Meetings Committee

**Community Goal:** Invite FFA members to attend organizational meetings such as Rotary and School Board to view how meetings for different organizations are run.

**Chapter Goal:** To more efficiently and accurately run each monthly chapter meeting to the exact guideline of Robert’s Rules of Order.

**Committee Goal:** To increase the amount of FFA members who understand the basic principles of Parliamentary Procedure by requiring each Ag class to teach at least one unit on the subject.

**Student Goal:** To more accurately understand the basics and the purpose of Parliamentary Procedure by taking part in one unit spent on the subject in my Ag class.

**Committee Chairperson:** Sentinel: Kyle Gomes  
Co-Chairperson: Rebecca Meadows  
Co-Chairperson: Savannah Martinez  
Greenhand Officer: Kylar Kahl

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</table>
| Conduct a Chapter meeting every month. | Encourage 100% attendance of all members at each meeting.  
Post meeting agendas and guides.  
Use the official FFA opening and closing ceremony at the meetings.  
Strive to run informative and innovative meetings.  
Use parliamentary procedure in the meetings. | FFA Officers Advisor  
FFA Officers Advisor  
FFA Officers Advisor  
FFA Officers Advisor  
FFA Officers |


**COOPERATION COMMITTEE**

**Community Goal:** Allow FFA members to attend local agricultural association meetings as to better educate the FFA chapter on agricultural news and issues at the local level.

**Chapter Goal:** To more efficiently and accurately assist local agricultural associations in event planning, coordinating and public education of local agricultural events, news and issues.

**Committee Goal:** To increase the amount of FFA members who take part in assisting local agricultural associations in event planning, coordinating and public education of local agricultural events, news and issues.

**Student Goal:** To take part in assisting at least 1 local agricultural associations in planning and coordinating an event that increases the public's awareness of the agriculture industry.

**Committee Chairperson:** Secretary: Caitlin Herring  
Co-Chairperson: Jessica Medina  
Co-Chairperson: Sydney Spomer  
Greenhand Officer: Andrea Jimenez

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>Provide representation at meetings of other agriculturally related organizations.</td>
<td>Send a representative to any local agriculture association meetings.</td>
<td>FFA Officers and Advisor</td>
</tr>
<tr>
<td>Provide opportunities for cooperative efforts by assisting others in carrying out FFA related activities.</td>
<td>Assist local agricultural organizations in their needs at the local level.</td>
<td>FFA Officers and Advisor</td>
</tr>
<tr>
<td></td>
<td>Cooperate with organizations, businesses, and individuals toward sponsorship of FFA awards.</td>
<td>FFA Officers and Advisor</td>
</tr>
</tbody>
</table>
ALUMNI RELATIONS COMMITTEE

Community Goal: To keep Chowchilla FFA Alumni better informed about Chowchilla FFA activities, fundraisers, contests and awards through social media and local publications.

Chapter Goal: To have over 500 community members attend and support the Friends and Alumni of Chowchilla FFA Dinner Fundraiser held in August.

Committee Goal: To increase the amount of FFA members who take part in helping with the Friends and Alumni of Chowchilla FFA Dinner Fundraiser held in August.

Student Goal: To take part in helping with the Friends and Alumni of Chowchilla FFA Dinner Fundraiser held in August.

Committee Chairperson: President: Kaye Sethly
Co-Chairperson: Heather Doyle
Co-Chairperson: Zoe Martinez
Greenhand Officer: Christina Fuller

<table>
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<th>OBJECTIVES</th>
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</table>
| Provide support for the Alumni and Friends of the Chowchilla FFA organization | Send a representative all meetings of the Alumni and Friends of the Chowchilla FFA organization.  
Assist in the annual Alumni and Friends of the Chowchilla FFA Organization fundraiser dinner. | FFA Officers and Advisor  
FFA Officers and Advisor |

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Community Goal: To keep the Chowchilla Community informed of scholarships being offered and to recognize students awarded scholarships through social media and local publications.

Chapter Goal: Goal #1: To recognize the top 25 FFA members with the highest GPAs at the end of every semester.

Goal #2: To every senior FFA member who will be attending a 4 year, 2 year or Tech School apply for at least one scholarship, whether it be Ag or non Ag related.

Committee Goal: Goal #1: To increase the average GPA held by Chowchilla FFA Members by half a grade point.

Goal #2: To increase the amount of FFA members who apply for agriculture related scholarships that will be attending a 4 year, 2 year or Tech school.

Student Goal: Every member: maintain a minimum GPA of 2.5 for the entire school year. If a senior, to apply for at least one scholarship.

Committee Chairperson: Vice President: Riley Barney
Co-Chairperson: Savannah Martinez
Co-Chairperson: Heather Doyle
Greenhand Officer: Victoria Calley

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<tr>
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</thead>
<tbody>
<tr>
<td>Greenhand and Chapter FFA Degree recipients shall have a cumulative high school GPA of 2.1 or greater.</td>
<td>Stress the importance of scholastic standing.</td>
<td>Advisor</td>
</tr>
<tr>
<td></td>
<td>Encourage members to maintain high scholastic standing in school.</td>
<td>Advisors and FFA Officers</td>
</tr>
<tr>
<td>Chapter FFA Officer candidates shall have a cumulative high school GPA of 3.0 or greater.</td>
<td>Include scholastic standing as a consideration in selecting nominees for Chapter FFA Office.</td>
<td>Advisors and FFA Officers</td>
</tr>
</tbody>
</table>

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805 Humboldt Ave, Chowchilla CA 93610
FFA Point Awards

The point award system is based on involvement in FFA activities that are worth a certain number of points. Involvement in these activities and point values are tracked via an excel spreadsheet that is updated after each activity. Article XIV from the Chowchilla FFA Chapter Constitution provides for a system tracking students’ involvement with the FFA. The Point Award System has been set up to award students points for every FFA activity they attend. The top 25 students from the end of the first semester will attend an Industry Day Field Trip to agriculture businesses in the area for tours and career information. At the end of the year the top Point Award Student is awarded as outlined in Section B in Article XVI. Additionally, the top 25 Point Award students will enjoy a day trip to the Santa Cruz Beach Boardwalk with the FFA advisors.

Article XVI: Chapter High Point Award

Section A. All Chowchilla FFA members are eligible for the High Point Award.

Section B. The highest placing in the high point award contest at the end of the school year will receive a trip to the National FFA Convention. The winner will be awarded 75% of the cost of the convention trip. The winner of this award must attend the convention immediately following the Parent Member Banquet in which he/she received the honor. If the winner is unable to attend the convention, the 2nd place winner will receive the trip.

Section C. If a senior receives the high point award, and does not want to attend National Convention they will receive $500 educational scholarship, pending registration.

Section D. Members may participate in the high point award each year; however, a student may only win the trip once. If this occurs the second highest point total will win the trip.

Section E. The high point award may be revised annually by the Executive Committee.

On the following page you will see the outline of how many points each activity is worth.
FFA Point Awards

I. Leadership

A. National Activities
   1. Attending National Convention 300
   2. National Delegate 100

B. State Activities
   1. State convention
      a. As an official delegate or other official business. 150
      b. Attending 75
   
   2. State Proficiency Application 350
      a. State Proficiency Award 200
      b. Regional Winner 170
      c. Sectional Winner 75
      d. Local Winner (Project Competition) 50

3. Application for State President 300
   4. For any other State office 200
   5. Made for Excellence / Advance Leadership Academy 175
   6. Greenhand Conference 100

C. Regional Activities
   1. Fall Regional Meeting- Leadership Conference 125
   2. Regional Meeting
      a. As delegate 100
      b. Attending 75
   3. Regional officers
      a. Application for any office 100
      b. Regional Officer 150
   4. Attended State Farmer Banquet 100

D. Sectional Activities
   1. Meetings, COLC 75
   2. Sectional officers
      a. Applied for any office 75
      b. Sectional Officer 100
   3. FFA awards ceremony (Proficiency) 100
   4. Recreational Activities (i.e. sports, BlackBeard's, bowling night) 50
E. Chapter Activities

1. Meetings
   a. 1st Chapter Meeting & Swim activity 100
   b. Chapter Meeting & Activity 50
   c. Speaker at meeting 25
   d. FFA Dance (Winter Formal) 35
   e. Set up/clean up for FFA dances 50
   f. Fundraising activity (minimum sales set by dept.) 50
   g. Shaved Ice Sales or other labor points per 15 minutes 5

2. Chapter Officers
   a. Chapter officer application and interview 50

3. Greenhand Officers (only active year)
   a. President 30
   b. Vice President 30
   c. Secretary 30
   d. Treasurer 30
   e. Reporter 30
   f. Sentinel 30
   g. Application for Greenhand officer & interview 15

4. Degrees
   a. State FFA 300
      1. Star Sectional Farmer 100
      2. Star Regional Farmer 200
      3. Star State Farmer 300
   b. Chapter FFA (Received pin only) 60
   c. Greenhand (Received pin only) 45

5. Committee
   a. Chairperson 25
   b. Assistant Chairperson 15

6. Points per article appearing in newspapers, Magazines, or radio (other than reporter/editor) 100

7. Knowledge of Creed
   a. Complete creed recited from memory 120

8. Serving Dinners or other community service pts per hour 20

9. Greenhouse sales pts per hour 20

10. Sweetheart/King Application 100
II. Fairs and Shows (Maximum points per fair or show is 300)

A. State Fair, Cow Palace, Pacific Coast Classic,
   Great Western, or any other livestock exhibition shown
   under Chowchilla FFA uniform 100

B. County District Fair
   1. First prize entry (American systems of judging B1-5) 25
   2. Second prize entry 20
   3. Third prize entry 15
   4. Fourth prize entry 10
   5. Fifth prize entry 5
   6. Breed Champion 25
   7. Reserve Breed Champion 15
   8. FFA Champion 30
   9. Reserve FFA Champion 20
  10. Grand Champion 50
  11. Reserve Grand Champion 40
  12. Showmanship entry
      a. First 75
      b. Second 50
      c. Third 45
      d. Fourth 40
      e. Fifth 35
      f. Sixth 30
      g. Seventh 25
      h. Eighth 20
      i. Ninth 15
      j. Tenth 10
  13. Chapter group entry per animal 20
  14. Outstanding Exhibitor Awards Winner (this can go above 300 max) 300
  15. Round Robin
      a. First place 75
      b. Second place 50
      c. Third place 45
      d. Fourth place 40
      e. Fifth place 35
      f. Sixth place 30
  16. Showed at fair 50
  17. USDA Market Ready 30

C. Ag. Mechanics-State, County Fair, District Fair
   1. State Fair
      a. Entry (each) 10
      b. Small project first prize 20

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2. County and District Fair
   a. Entry points 10
   b. Small project first prize 5
   c. Small project second prize 3
   d. Medium project first prize 25
   e. Medium project second prize 15
   f. Large project first prize 85
   g. Large project second prize 50
   h. Special Awards Recognition (welding awards, etc.) 50

D. Horticulture and Ornamental Horticulture County and State Fair.
   1. Plant, vegetable, floriculture entries
      a. Entry, plus points 5
      b. Best of class or show 40
      c. First prize 20
      d. Second prize 15
      e. Third prize 10
   2. Landscape Plot entries (team member)
      a. Entry plus points 40
      b. Outstanding plot of FFA division 100
      c. First place 80
      d. Second place 70
      e. Third place 60
      f. Fourth place 50

III. Judging Contests

A. Team member national contest 200

B. State Finals Contests (Cal Poly and Fresno State)
   Team member 75
      1. First High Team 100

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2. Second High Team 90
3. Third High Team 80
4. Fourth High Team 70
5. Fifth High Team 60
6. Sixth High Team 50
7. Seventh High Team 40
8. Eighth High Team 30
9. Ninth High Team 20
10. Tenth High Team 10

Individual Awards
1. First High Individual 100
2. Second High Individual 90
3. Third High Individual 80
4. Fourth High Individual 70
5. Fifth High Individual 60
6. Sixth High Individual 50
7. Seventh High Individual 40
8. Eighth High Individual 30
9. Ninth High Individual 20
10. Tenth High Individual 10

C. Non-State Final Contests

Team Member
1. First High Team 50
2. Second High Team 55
3. Third High Team 50
4. Fourth High Team 45
5. Fifth High Team 40
6. Sixth High Team 35
7. Seventh High Team 30
8. Eighth High Team 25
9. Ninth High Team 20
10. Tenth High Team 15

Individual
1. First High Individual 75
2. Second High Individual 50
3. Third High Individual 45
4. Fourth High Individual 40
5. Fifth High Individual 35
6. Sixth High Individual 30
7. Seventh High Individual 25
8. Eighth High Individual 20
9. Ninth High Individual 15
10. Tenth High Individual 10
D. Sub Contests Team
   1. First High Team 25
   2. Second High Team 20
   3. Third High Team 15
   4. Fourth High Team 10
   5. Fifth High Team 5

Sub Contests Individual
   1. First High Individual 25
   2. Second High Individual 20
   3. Third High Individual 15
   4. Fourth High Individual 10
   5. Fifth High Individual 5

IV. School Activities

A. Grades in Ag. Classes (per semester) Counted in January and September Only!
   1. CSF member 100
   2. For each semester grade of A 30
   3. For each semester grade of B 20
   4. For each semester grade of C 10
   5. For each semester grade of D -10
   6. For each semester grade of F -20

B. Record book up to date and correct
   1. First quarter (Counted in October only) 25
   2. Second quarter (Counted in January only) 25
   3. Third quarter (Counted in March only) 25
   4. Fourth quarter (Counted in May only) 25

C. Honor Roll: Counted in January and September Only!
   Must show card for proof
   1. Warrior honor roll 40
   2. Sachem honor roll 50

IV. Supervised Projects

Maximum of 300 points per enterprise in record book.

Record book must be closed out by end of January
to be eligible. (This will be counted in February Only for the previous book only) Each animal must be listed in your record book in the appropriate section.
1. Garden per 10 sq. feet 2
2. Truck crop- per acre 100
3. Field crop- per acre 50
4. Grapes- per acre 150
5. Orchard- per acre 150
6. Dairy, Beef, and equine over 12 months
   a. Registered 75
   b. Grade 50
7. Dairy, Beef, and equine under 12 months
   a. Registered 75
   b. Grade 50
8. Sheep, goats and swine over 12 months
   a. Registered 75
   b. Grade 50
9. Sheep, goats and swine under 12 months
   a. Registered 40
   b. Grade 25
10. Poultry, per bird 5
11. Turkeys, per bird 5
12. Rabbits, per rabbit 10
13. Bees, each hive 15
14. Each $10 project labor income (max 300 pts.) 5
15. Each ten hours unpaid labor (max 300 pts.) 5
16. Each additional work experience labor (max 300 pts.) 5
17. Each ten dollars paid work experience (max 300 pts.) 5
18. Unpaid work experience for every ten hours (Max 300 pts.) 5
20. Each shop project completed 10
21. Ornamental Horticulture projects
   a. For 15 gallon trees 10
   b. For five gallon plants 5
   c. For one gallon through 4" pots 3
   d. For flats 4
   e. For plants smaller than 4” (for every five plants) 3
Constitution of the Chowchilla FFA Chapter

Article I: Name and Purposes
Section A. The Name of this organization shall be the “Chowchilla Chapter of the Future Farmers of America”. Members are hereinafter referred to as “Future Farmers of America” and the letters, “FFA” may be used to designate the Chapter, its activities, or Members thereof.

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

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

Article II: Organization

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

Section B. This chapter accepts in full the provisions in the constitution and by-laws of the California Association of Future Farmers of America as well as those of the National FFA Organization.

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Article III: Membership

Section A. Membership in this chapter shall be of four kinds: (1) Active; (2) Collegiate; (3) Alumni; (4) 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 must have fulfilled the current semester’s classroom FFA requirements with a “C” or better.

2) Are certified by the advisor as chapter members.

Section E. The names of the applicants for membership shall be filed with the executive committee.

Article IV: Emblems

Section A. The emblem of the National FFA Organization shall be the emblem for the Chowchilla FFA Chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

Article V: Membership Degrees and Privileges

Section A. There shall be four degrees of active membership. The degrees are: (1) The Greenhand 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 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. Minimum qualifications for the Greenhand Degree:

1) Be enrolled in agricultural education and have satisfactory plans for a Supervised Occupational Experience Program.

2) Learn and explain the FFA Creed, Motto and Salute.

3) Describe and explain the meaning of the FFA emblem and color.

4) Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.

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5) Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.

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. Minimum Qualifications for the Chapter FFA Degree:

1) Must have received the Greenhand Degree and have a record of satisfactory participation in the activities of the local chapter.

2) Must have satisfactorily completed at least one semester of instruction in vocational agriculture, have in operation a Supervised Experience Program, and be regularly enrolled in an agricultural class.

3) Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.

4) Show progress toward individual achievement in the FFA award programs.

5) Have demonstrated five procedures of parliamentary law.

6) Have effectively led a group discussion for fifteen minutes.

7) Have earned and productively invested at least $150 by the member’s own efforts or worked at least 45 hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.

8) Have a satisfactory scholastic record.

9) Submit a written application for the Chapter FFA Degree.

Section D. Minimum qualifications for the State FFA Degree:

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

Section E. Minimum qualifications for the American FFA Degree:

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

Section F. The advisors shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Section G. To attend National Convention a member must: be in good standing and have attended State Conference.

Article VI: Officers
Section A. The officers of the chapter shall be as follows: President, Vice-President, 1st Vice-President, 2nd Vice-President, Secretary, Treasurer, Reporter, Sentinel, Parliamentarian, Historian, Chaplain and Editor. The local advisor shall be an agriculture instructor in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B. Offices shall be elected annually by a majority vote of the members.

Section C. All officer vacancies during the term shall be filled in the same manner as officers are elected with the exception of the President, whose vacancy shall be filled by the Vice-President.

Section D. No officer may be impeached without due reason.

Section E. Any officer may be impeached by two-thirds vote of the chapter members.

Section F. Any officer may be removed from office if three requirements are missed from the Officer Attendance Policy. The following warning system will be used:

- Tardies – 30 minutes or more equates to one absence – one missed requirement
- 1st Requirement Missed – Written Warning to student
- 2nd Requirement Missed – Written Warning Sent Home
- 3rd Requirement Missed – Meeting with officer and parent
- 4th Requirement Missed—Dismissal From Office

Exceptions:

1) Sickness – Written Doctor’s note stating you are physically unable to attend because of illness.

2) Death in the Immediate Family – Written note with name of Family Member, Name and Telephone number of Funeral Home.

3) School Activities – With prior notice.

Section G. The immediate past chapter president shall be a voting member of the executive committee provided they are still an active member of the Chowchilla FFA.

Section H. All officers are required to have their own personalized FFA jacket.

Article VII: Elections

Section A. Officers shall be elected annually by secret ballot by active members prior to the Parent-Member Banquet.

Section B. Chapter Officer candidates must hold a Greenhand, Chapter, or State FFA Degree to hold chapter office.
Section C. All officer candidates will be screened and recommended by the nomination committee.

Section D. The nominating committee shall be chaired by the past Chapter President, unless they are running for office.

Section E. The nominating committee shall consist of: The chairman, three chapter members or their designees, an Ag Advisory member, an Administrator or Teacher and two Ag Staff members. In the event, that one or more of the committee member slots can not be filled, then the chairman in consultation with the advisor shall appoint.

Section F. The nominating committee shall be empowered to select the Chapter President and set the slate of officer candidates for balloting.

Section G. To be slated for president candidates must have been an FFA chapter officer for at least one year prior.

Article VIII: Executive Committee

Section A. The chapter officers shall form the Executive Committee.

Section B. The advisor shall be a voting member.

Section C. Each agriculture class which doesn’t have an officer in it may have a representative attend the Executive Committee meetings.

Article IX: Duties of the Executive Committee

Section A. The duties of the Executive Committee shall be as follows:

1) Meet regularly to plan and conduct chapter business.
2) Enforce the constitution and by-laws.
3) Recommend members for Greenhand and Chapter FFA degrees.
4) Revise the Program of Work.

Article X: Meetings

Section A. Meetings shall be once a month; the exact date to be set by the President and/or Executive Committee.

Section B. Standard meeting paraphernalia 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 shall be elected annually to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Section D. The FFA activity year for the Chowchilla FFA begins July 1st and ends June 30th.

Article XII: Bylaws

Section A. The program of work shall constitute the bylaws.
Article XIII: Amendment

Section A. To amend the constitution, a two-thirds vote must be obtained from active members present at an official FFA meeting.

Article XIV: Greenhand Officer Team

Section A. All first year members are eligible to run for a Greenhand Office.

Section B. Greenhand officer candidates must submit an application, and go through an interview with the Executive Committee. The Executive Committee shall slate all qualified candidates Greenhand officers will be elected by a majority vote of the members.

Section C. Greenhand Officers are not considered part of the Executive Committee.

Section D. Greenhand Officers’ duties will be as follows:

1) Serve dinner at the Parent/Member Banquet.
2) Assist with decorations and clean-up for the Winter Formal and Barn Dance.
3) Serve refreshments at the Barn Dance.
4) In charge of planning and running one monthly meeting.
5) Chowchilla Fair Booth
6) Opening/Closing Sectional Contest if elected prior to the contest.

Article XV: Eligibility of members competing in FFA contests and fairs

Section A. FFA members must maintain an overall G.P.A. of 2.1 to participate in FFA contests and fairs.

Section B. FFA members must have at least a C in their Ag class(es)

Section C. Must be in good standing with Chowchilla High School.

Section D. Active Member as defined in Article 3, Section B.

Article XVI: Chapter High Point Award

Section A. All Chowchilla FFA members are eligible for the High Point Award.

Section B. The highest placing in the high point award contest will receive a trip to the National FFA Convention. The winner will be awarded 75% of the cost of the convention trip. The winner of this award must attend the convention trip immediately following the Parent Member Banquet in which he/she received the honor. If the winner is unable to attend the convention, the 2nd place winner will receive the trip.

Section C. Members may participate in the high point award each year; however, a student may only win the trip once. If this occurs the second highest point total will win the trip.

Section D. If a senior receives the high point award, and does not want to attend National Convention they will receive $500 educational scholarship, pending registration.

Section E. The high point award may be revised annually by the Executive Committee.
Chowchilla FFA Winter Formal

The Chowchilla FFA has been hosting the CUHS Winter Formal Dance every December since 1972. It is an activity that is open to the entire student body. The dress is formal and the entertainment features a DJ. The highlight of the evening is the crowning of the Chapter’s FFA Sweetheart and Winter Formal King. The following rules have been devised for those ladies and gentlemen interested in running for the FFA Chapter Sweetheart and Winter Formal King.

I. Qualifications:
   a. Must be an active FFA member in good standing.
   b. Must have a sincere desire to represent the chapter at official functions.
   c. Must have been an active FFA member for at least two full years.

II. Rules and procedures:
   a. Only four candidates are eligible to run for FFA Chapter Sweetheart and Winter Formal King. If more than 4 applicants apply The Sweetheart/King committee shall interview the candidates and select four finalists for each area.
   b. The Winter Formal King will receive a crown and sash at the Winter Formal.
   c. The FFA Sweetheart will receive a crown and sash at the Winter Formal.
   d. The FFA Sweetheart and Winter Formal King shall be selected based on the following point system:
      FFA Test (25%)
      Fundraising (25%)
      Popular vote by FFA membership and Interviews (50%)
      In the case of a tie, the candidate who wins the popular vote category shall be named the FFA Chapter Sweetheart and/or Winter Formal King.
Chapter Applications
Chowchilla FFA Sweetheart
Application

Name:_________________________ Grade:________

Home Phone:______________________

Home Address:______________________

1. List your previous and/or current FFA activities that best describe your participation in the FFA:

2. Please list your 5 most significant recent accomplishments, which you feel, qualify you:
   1-
   2-
   3-
   4-
   5-

3. List or describe your other school and/or community activities (non FFA):

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
4. Explain why you desire to be FFA Sweetheart.

5. Explain why you feel FFA is an important program for high schools to include in their curriculum.

I am aware of the duties and responsibilities of running for FFA sweetheart and will fulfill these responsibilities to the best of my ability. I realize the time and commitment that is necessary to run for FFA sweetheart. I have read and reviewed the attached Sweetheart Candidate duty list.

____________________________
Member’s Signature

____________________________
Parent’s Signature

____________________________
Advisor’s Signature
Chapter Applications
Chowchilla FFA Winter Formal King Application

Name: ____________________________ Grade: ____________

Home Phone: _______________________

Home Address: __________________________________________

1. List your previous and/or current FFA activities that best describe your participation in the FFA:

2. Please list your 5 most significant recent accomplishments, which you feel, qualify you:

1-

2-

3-

4-

5-

3. List or describe your other school and/or community activities (non FFA):

Chowchilla FFA Program of Activities 2016-2017
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4. Explain why you desire to be FFA Winter King.

5. Explain why you feel FFA is an important program for high schools to include in their curriculum.

I am aware of the duties and responsibilities of running for FFA Winter King and will fulfill these responsibilities to the best of my ability. I realize the time and commitment that is necessary to run for FFA Winter King. I have read and reviewed the attached Winter King Candidate duty list.

________________________________________
Member’s Signature

________________________________________
Parent’s Signature

________________________________________
Advisor’s Signature
Chapter Applications
2016-2017 Chowchilla FFA Greenhand Chapter Officer Application

Name: ________________________________

Address: _____________________________ Phone Number: ________________

List in order of preference the offices for which you wish to run:

First Choice: _____________________________

Second Choice: _____________________________

Third Choice: _____________________________

Is there any office you would not, under any circumstances, want to be nominated for? If yes, what office: _____________________________

Please list your 5 most significant recent accomplishments, which you feel, qualify you for Greenhand Office:

List or describe your other school and/or community activities (non FFA):
Why do you want to become a Greenhand Officer?

Why do you want to become a Greenhand Officer?

What would be your principal goal if you were elected to a Greenhand Office?

I am aware of the duties and responsibilities of the office that I wish to hold and will fulfill these responsibilities to the best of my ability. I realize the time and commitment that is necessary to become a successful Greenhand Officer. I have also read and reviewed the Greenhand Officer Duty list.

________________________________________
Member’s Signature

________________________________________
Parent’s Signature

________________________________________
Advisor’s Signature
Chapter Applications
2017-2018 Chowchilla FFA Chapter Officer Application

Name ____________________________________________

Address: __________________________ Phone Number: ____________

FFA Degree Held _______________ Year Received Degree _______

List in order of preference the offices for which you wish to run:

First Choice __________________________

Second Choice ________________________

Third Choice _________________________

Why do you want to become a Chapter Officer?

Describe one goal you would like to achieve by the end of the FFA year if elected to office.
Please list your 5 most significant accomplishments, which you feel, qualify you for Chapter Office:

List or describe your 2011-2012 school and/or community activities (non FFA):

List 3 things that you would like to see the FFA accomplish next year.

What are 3 qualities that you possess that you feel would be a help to the officer team if you were elected?

What are your future goals in the FFA that you would like to accomplish by the time you graduate?
I am aware of the duties and responsibilities of the office that I wish to hold and will fulfill these responsibilities to the best of my ability. I realize the time and commitment that is necessary to become a successful Chapter Officer. I also realize that my application will not be accepted unless the Officer attendance policy (attached) is signed.

__________________________
Member’s signature

__________________________
Parent’s signature

__________________________
Advisor’s signature
Chapter Applications
2016-2017 Chowchilla FFA Chapter Delegate Application

Name: ___________________________ Grade Level: _________

Agriculture Teacher(s): ______________________________

Application Due: Wednesday, February 22, 2017 by 3:30pm to Mrs. Raggio in Room 505

To be considered you must be:
A member in good standing.
A Sophomore, Junior or Senior.
Must have attended at least 1 day of State Conference last year.

1. Explain in detail why you desire to be a state convention delegate.
2. Explain what three qualities you think a state delegate should possess. Ex: (Friendly, Liar, Easy Going, Shy, etc.):

1.

2.

3.

3. List three of your FFA accomplishments that you are most proud of and explain why you chose each one:

1.

2.

3.

4. Explain the highest goal that you would like to achieve in the FFA.

5. Explain what you hope to gain from the state convention by representing our chapter as a delegate.
6. Explain how you plan to use the information and experience that you gain from state convention.

We the undersigned understand that if chosen, the undersigned student is required to attend the Regional Meeting on Saturday February 27, 2016, State FFA Convention from April 23-26, 2016 and Sectional Meeting on Thursday May 12, 2016.

Student Signature

____________________________________

Parent Signature

____________________________________
2016-2017 Chowchilla FFA Officers

President: Kayne Stehly, Senior
SAE Project: Equine Science Placement, Outdoor Recreation Placement, Market Goat Production
CDE Team: Light Horse Evaluation, Job Interview

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Vice President: Riley Barney, Junior
SAE Project: Diversified Livestock Production
CDE Team: Cotton Judging, Prepared Public Speaking, Parliamentary Procedure, Livestock Evaluation

Secretary: Caitlin Herring, Sophomore
SAE Project: Crop Production,
CDE Team: Cotton Judging, Extemporaneous Speaking, Parliamentary Procedure, Livestock Evaluation

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Treasurer: Hannah Mancebo, Sophomore  
SAE Project: Dairy Goat Production, Market Goat Production  
CDE Teams: Cotton Judging, Impromptu Speaking, Parliamentary Procedure, Dairy Cattle Evaluation

Reporter: Kylie Farmer, Sophomore  
SAE Projects: Market Lamb Production  
CDE Team: Cotton Judging, Extemporaneous Speaking, Parliamentary Procedure, Livestock Evaluation
Sentinel: Kyle Gomes, Sophomore
SAE Projects: Market Goat Production
CDE Team: Impromptu Speaking, Livestock Evaluation
2016-2017 Greenhand Officer Team

President: Andrea Jimenez
SAE Project: Poultry Production
CDE Team: Creed Speaking, Best Informed Greenhand, Novice Parliamentary Procedure

Vice President: Christina Fuller
SAE Project: Speciality Animals (Earthworms)
CDE Team: Creed Speaking, Best Informed Greenhand, Novice Parliamentary Procedure
Secretary: Victoria Calley
SAE Project: Market Swine Production
CDE Team: Best Informed Greenhand Team, Novice Parliamentary Procedure

Treasurer: Tristan Holt
SAE Project: Market Lamb Production
CDE Team: Creed Speaking, Novice Parliamentary Procedure
Reporter: Samantha McCluskey
SAE Project: Market Lamb Production
CDE Team: Creed Speaking, Best Informed Greenhand, Novice Parliamentary Procedure

Sentinel: Michael Eggert
SAE Project: Market Swine Production
CDE Team: Novice Parliamentary Procedure
Historian: Zoe Bernard
SAE Project: Vegetable Crop Production
CDE Team: Creed Speaking, Best Informed Greenhand, Novice Parliamentary Procedure

Parliamentarian: Kylar Kahl
SAE Project: Market Beef Production
CDE Team: Novice Parliamentary Procedure, Livestock Evaluation
FFA Mission and Strategies

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 this mission, FFA:

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

The cross section of an ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The rising sun signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.

The eagle is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in agriculture industry.

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

No more appropriate colors for an “up-and-coming” youth organization could have been selected than National Blue and Corn Gold. Rich and cheerful, these colors should appear in connection with all meetings, and in the equipment and paraphernalia used. National Blue represents the blue field of our nation’s flag and Corn Gold represents the golden fields of ripened corn.
The FFA Motto

The FFA motto consists of only four lines filled with practical philosophy, reflecting a spirit and sincerity of youth, the backbone of our nation. The FFA Motto is ..................

LEARNING TO DO

DOING TO LEARN

EARNING TO LIVE

LIVING TO SERVE

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
The FFA Creed

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

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

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

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

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

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

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The jacket should have only a large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter, district or area on the back and the name of the individual and one office or honor on the front.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member always acts like a lady or gentleman when wearing the jacket.
11. Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
The Official Uniform

The uniform worn by FFA members at local, state, and national functions is called official dress. This provides identity and gives a distinctive and recognizable image to the organization.

The official dress for female members is a black skirt, white blouse with official FFA blue scarf, black shoes and official FFA jacket zipped to the top. For traveling and outdoor activities such as judging contests and camping, black slacks may be worn.

The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official FFA jacket zipped to the top.
How to Order Your Chowchilla FFA Jacket

Go to https://www.ffa.org

1. Select “shop” from the top bar

2. Select “official dress”

3. Select your gender (men or women)

4. Select “Jacket”

5. Select “options”

6. Select “standard jacket”

7. Select your size (HAVE SOMEONE MEASURE YOU OR TRY ON OUR JACKETS IN THE AG OFFICE!!)

8. Select “personalize”

9. Select “change” on chapter number and enter our chapter number: CA0310 (your computer must allow pop-ups to do this, please make this change in your browser if pop-ups are blocked)

10. Advisor: Terra Raggio

11. Front Line #1: Your Full Name

12. Back State line #1: California

13. Back Chapter Line #2: Chowchilla

14. Front line #2 and Front line #3 are optional and only to be used if you hold an office at the chapter level (NOT GREENHAND OFFICE)...so if this does not apply to you leave this blank.

15. We do not have a front line #4 or a Back Chapter line #3, leave these blank

Also order:

1. An official scarf if you are a girl

2. An official tie if you are a boy

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Leadership

I. How do we define leadership?
   
   A. Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each other to develop themselves as a team member.

   B. Leadership is the ability in a well-adjusted person to handle people, to inspire or to influence the actions of others to make decisions or to move a group to action. "Leadership" is a contribution to the establishment and attainment of group processes, therefore, leadership is a quality of group action.

II. Listed below are some of the projects the FFA offers to members to build up their leadership abilities.

1. Public speaking

2. Conduct meetings in an orderly fashion by having a working knowledge of parliamentary procedure.

3. Have every member on at least one committee or involved in at least 3 FFA activities per semester.

4. Participate in local, sectional, regional, state, and national FFA activities.
   a) Opening and Closing Contest
   b) Creed Speakers, Prepared Speech, Extemporaneous Speech, and Job Interview Public speaking.
   c) Career Development Event Teams
   d) Delegate representation at Regional, State, and National leadership conferences.

5. Elect a Chapter Sweetheart by knowledge of FFA, interview, money raised and popular vote.

6. Have local members run for Sectional, Regional, and State offices.
Fundraising

The Chowchilla FFA Chapter is a non-profit, self-supporting organization. The money made from our numerous activities is used to finance FFA events and activities throughout the year. Listed below are the principal fundraising activities for our chapter.

**Drive-Thru Tri-tip BBQ (October)**

This is put on by the officer team and advisors during the fall semester. Tickets are $35.00 each and the dinner will feed a family of 4.

**Winter Formal (December)**

Every year the FFA hosts the winter formal. This year it was located at the Eastman Hall at the Chowchilla Fairgrounds.

**Chicken Drop Bingo (February)**

During FFA week FFA members will sell Chow Chip Bingo tickets to the community. On the Friday of FFA Week we will hold the Cow Chip Bingo event and the winner get $500.00.

**Brews and Brats Social (August)**

This is a NEW Fundraiser to take place August 2017. During the month of August the Agriculture Department advisors hold a 21 and over social to help earn money for the upcoming years activities. This fundraiser earns money through sponsorships and ticket sales. For more information please contact any of the teachers within the Agriculture Department.
Public Relations Activities

I. Emphasize member participation in public relations.
   A. Sponsor two local displays at the county fair.
   B. Maintain a chapter scrapbook
   C. Prepare at least one educational exhibit
   D. Prepare an end of the year slideshow for the Parent-Member Banquet

II. Utilize various media sources to inform the public during FFA week.
   A. Help the newspaper present a special feature on the FFA.
   B. Provide FFA pictures
   C. Inform the public on FFA activities through the radio stations and our chapter website.

III. Get parents involved with the Greenhand-Chapter Degree Meeting.
   A. Provide dessert
   B. Prepare a slideshow of current activities.
   C. Showcase scrapbooks from previous years.

IV. Get parents and members involved at the Parent-Member Banquet.
   A. Video presentation of the year’s activities
   B. Display Chapter’s achievements
   C. Current and past Scrapbook display
   D. Present Honorary Chapter FFA Degrees

V. Get administrators, counselors, Ag. Advisory members, and community members involved with the banquets, meetings, fairs and contests.
   A. Complimentary dinners
   B. Serve as judges
   C. Serve as head or asst. coaches for various CDE teams.

VI. Provide extensive media coverage of all FFA activities.
   A. Chowchilla News
   B. New Horizons (Both California Insert and National part)
   C. Electronic chapter newsletter
   D. Chowchilla FFA website
Recreation Activities

I. Sponsor recreation programs which will include all chapter members:
   A. Sectional Blackbeard's Fun Night
   B. Homecoming Float Building
   C. Winter Formal
   D. Sectional Zoo Trip
   E. FFA Week
   F. Sectional John's Incredible Pizza Trip

II. Sponsor recreation programs to enhance FFA meetings.
   A. BBQ
   B. Minute to Win It
   C. Pumpkin Carving
   D. Toy Drive
   E. Bingo
   F. Raffle
   G. Paint Night

III. Sponsor social activities that include members and parents.
   A. Greenhand-Chapter Degree Banquet
   B. Winter Formal
   C. Parent-Member Banquet

IV. Sponsor activities in honor of most active members.
   A. Fall High Point Top 25 Valley Industry Tours Trip
   B. Spring High Point Top 25 Fun Trip
   C. Year High Point Award Winner awarded a trip to the National Convention
Scholarship

I. Improve the scholarship average of all FFA members.
   A. Require that all officers maintain a 3.0 GPA during term
   B. Award members points in the Point Award System for being on honor roll
   C. Require FFA members to maintain a 2.1 overall GPA in order to compete in FFA contests.
   D. Require that FFA members maintain a “C” or higher in their Ag. Classes to compete or show in local fairs.
   E. Award scholarship pins to the freshman, sophomore, junior, and senior FFA member with the highest grade point average.

II. Improve agricultural literacy and encourage members to pursue agricultural careers.
   A. Encourage members to read agriculture publications on a regular basis.
   B. Invite guest speakers in the agriculture industry to classes and FFA meetings.
   C. Attend local, state, and national career shows

III. Encourage seniors to apply for awards and scholarships and to pursue a college education.
   A. Award Bankers certificates to outstanding members
   B. Provide information on Ag. related scholarships and the Ag. Advisory scholarships.
   C. Invite College recruiters, Career and Technical School recruiters into the classrooms.
   D. Provide Letters of Recommendation when asked.
Chowchilla FFA Career Development
Event Teams

Cotton Judging Team
Land Judging Team
Dairy Cattle Judging Team
Banking Team
Scrapbook Team
Light Horse Judging Team
Job Interview Team
Parliamentary Procedure Team
Prepared Public Speaking
Impromptu Speaking
Creed Speaking
Best Informed Greenhand Team
Livestock Judging Team
Agriculture Mechanics Team
Vegetable Crops Judging Team

Mr. Bitter
Mr. Bitter
Mr. Bitter
Mr. Bitter
Mrs. Raggio
Mrs. Raggio
Mrs. Raggio
Ms. Dewey
Ms. Dewey
Ms. Dewey
Ms. Dewey
Ms. Dewey
Ms. Dewey
Mr. Evans
Ms. Barney

*Note: A coach will be provided for any team that wishes to compete in any CDE.

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
National FFA Week

National FFA Week is held during the week of George Washington’s Birthday. To acknowledge this, the Chowchilla FFA Chapter conducts an extensive media campaign to inform the community about the benefits of the FFA.

2017 National FFA Week Activities Schedule:

**Monday** February 20th: School Holiday

**Tuesday** February 21st: Lunchtime Chapter Meeting and Raffle in the Sachem at 1pm

**Wednesday** February 22nd: 8th Grade FFA Recruitment Day at Wilson and Dairyland

**Thursday** February 23rd: Chicken Drop Bingo Fundraiser Event at 1pm in room 505

**Friday** February 24th: Walk-A-Thon at 4pm on the track
Leadership Training

The Greenhand Leadership Conference is for any 1st year member in the FFA and explains the opportunities available to them through the FFA. These programs will help the greenhands develop more effective leadership in their community and chapter.

Sophomore chapter officers can attend the Made for Excellence Leadership Conference, and the juniors and seniors can attend the Advanced Leadership Academy. Active senior members are encouraged to apply for the Sacramento Leadership Conference in which the top 60 seniors in the state spend a week in Sacramento learning about agriculture in government.

All FFA members are encouraged to attend the State FFA Leadership Conference in April! This week long conference in Fresno allows students to be recognized for state awards as well as participate in workshops. Our chapter takes a trip to National Convention every other year in which students who qualify can spend 10 days exploring the National Convention and Expo as well as the great state of Indiana.

If you are interested in any of the above conferences please contact your AG Teacher.
Parliamentary Procedure

The purpose of Parliamentary Procedure is to promote efficient meetings and transact business in an orderly manner. It is necessary that each member of the chapter know how to take part in a meeting, how to conduct a meeting, how to protect the rights of members, and how their rights are protected while carrying out the will of the majority.

A knowledge of parliamentary procedure will not only serve to strengthen the chapter meetings, but will provide the members with a valuable tool of leadership and participation in their chapter, other organizations, in school, and in their community. Many of today’s community, state, and national leaders are using the knowledge of parliamentary procedure learned in the FFA.
Junior Fairs and Exhibits

The Chowchilla FFA Chapter is involved in many fairs throughout the year. Livestock, Ag. Mechanics, Power Mechanics, and Ornamental Horticulture projects are exhibited throughout the county and state. Chowchilla FFA has won many awards at the following fairs and shows.

Grand National Livestock Show
Chowchilla-Madera District Fair
California State Fair
Madera County Fair
Merced County Spring Fair

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
Chowchilla Agriculture Department and Chowchilla FFA Contact Information

Mr. Brad Bitter - Department Head
- Classes taught: Ag Economics and Government, Power Mechanics 1, Power Mechanics 2, Advanced Power Mechanics
- CDE Teams: Cotton Judging, Land Judging, Dairy Cattle Judging, Banking
- Species Advisor: Replacement Dairy Heifers
- email address: bitterb@chowchillahigh.org

Mrs. Terra Raggio - FFA Advisor
- Classes taught: Ag Bio, Ag Communications, Veterinary Science
- CDE Teams: Scrapbook, Job Interview, Light Horse Judging
- Species Advisor: Market Goats and Equine Projects
- email address: raggiot@chowchillahigh.org

Mr. Brian Evans
- Classes taught: Wood 1, Intro to Ag Mechanics, Advanced Welding and Fabrication
- CDE Teams: Ag Mechanics
- Species Advisor: Market Lambs and Market Turkeys
- email address: evansb@chowchillahigh.org

Ms. Kassie Dewey
- Classes taught: Ag Earth Science and Ag Earth Science Honors
- CDE Teams: Creed Speaking, Impromptu Speaking, Prepared Public Speaking, Extemporaneous Speaking, Parliamentary Procedure, Livestock Judging
- Species Advisor: Market Hogs
- email address: deweyk@chowchillahigh.org

Ms. Angie Barney
- Classes taught: Ag Biology, Art and History of Floral Design
- CDE Teams: Vegetable Crop Judging Team
- Species Advisor: Market Steers and Market Rabbits
- email address: barneya@chowchillahigh.org

Chowchilla FFA Program of Activities 2016-2017
805 Humboldt Ave, Chowchilla CA 93610
DISCIPLINE POLICY

Adopted September 22, 1994 at the first FFA meeting by the officers and members of the Chowchilla Future Farmers of America. Amended September 18, 2013 at the first FFA meeting by the officers and members of the Chowchilla FFA.

As a FFA member, you are expected to always demonstrate appropriate behavior when participating in a FFA function. As a member you are required to follow the FFA Code of Ethics at all times.

FFA Code of Ethics

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing, and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests, and meetings, and being modest in winning and generous in defeat.
7. Attending meeting promptly and respecting the opinion of others in discussion.
8. Taking pride in our organization, activities, supervised experience programs, exhibits, and the occupation of agriculture.
9. Sharing with others experiences and knowledge gained by attending national and state meetings.

We are all considered young adults and are expected to behave accordingly.

You will also be asked to abide by all of the Chowchilla High School rules. If any infraction of this code and or school rules occur, then the person or persons involved will be placed in front of a hearing panel, composed of all FFA advisors and at least one Chowchilla Union High School District administrator. Infractions are split into the two following sections.

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 agriculture education.
Section A. FFA members accused of the following will be required to appear before the hearing panel: (1) breaking curfew or disturbing the peace, (2) unauthorized use of vehicles during an event, (3) use of tobacco during an FFA event, (4) willful disobedience, (5) fighting, and (6) making inappropriate phone calls or (7) misuse of social media.

First Offense in Section A: Any FFA member found in violation of Section A (first offense) will receive an 8 week suspension from FFA. The FFA member will be unable to participate in ANY FFA activities during this suspension period. This includes, but is not limited to: attending monthly meetings, going on FFA trips, practicing with or competing with an FFA CDE team, and competing with the Chowchilla FFA at the Chowchilla Fair, Los Banos Fair, and Madera Fair.

Second Offense in Section A: Any FFA member found in violation of a Section A offense a second time will be suspended from the FFA for 1 calendar year (365 days), beginning at the date of the occurrence(s). The FFA member will not be able to be enrolled in any AG classes and will be unable to participate in ANY FFA activities during this suspension period. This includes, but is not limited to: taking an AG class, attending monthly meetings, going on FFA trips, practicing with or competing with an FFA CDE team, and competing with the Chowchilla FFA at the Chowchilla Fair, Los Banos Fair, and Madera Fair.

Section B. FFA members accused of the following will be required to appear before the hearing panel: (1) possession or use of illegal drugs or alcoholic beverages, (2) theft, misuse, or abuse of public or private property, (3) sexual misconduct, (4) unauthorized possession of weapons, ammunition or fireworks, and (5) unauthorized absence from the premises during an event.

If the panel finds the FFA member in violation of any Section B offenses:

The FFA member will be suspended from the FFA for 1 calendar year (365 days), beginning at the date of the occurrence(s). The FFA member will not be able to be enrolled in any AG classes and will be unable to participate in ANY FFA activities during this suspension period. This includes, but is not limited to: taking an AG class, attending monthly meetings, going on FFA trips, practicing with or competing with an FFA CDE team, and competing with the Chowchilla FFA at the Chowchilla Fair, Los Banos Fair, and Madera Fair.

Notification process: If a FFA member is found in violation and is sent home, the person in charge of the event will notify the parent/guardian and appropriate administration immediately.

Additionally, please note that any illegal activity will be reported to necessary law enforcement (Chowchilla Police Department, or the police department in charge of the area in which the crime occurred)

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 agriculture education.
REQUIRED MATERIALS

Each day when the student enters the class they are required to have or retrieve: 1. Notebook (provided) 2. Writing utensil (pen only, no pencils.) 3. Google Chromebook (lap top, provided)
Failure to retrieve these items will result in a reduction of your classroom participation points.

ASSIGNMENTS

Assignments must be turned in on time for full credit. Late assignments will be accepted at the rate of a 10% loss of credit per day. If you have been absent, the number of make-up days equals the number of absent days. It is the STUDENT'S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school or during break for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments. By board policy all late assignments must be turned in within 7 calendar days of the due date or they will not be accepted.

ADMIT/EXIT SLIPS

Each day, students will have a log where they can enter that day's admit slip. Students are to study, understand and learn the content of each admit slip, as they will be tested on the information. The slips are to be kept in a designated area in their notebooks. Admit and exit slips will be graded on a weekly basis for your participation grade.

ABSENCES

A large portion of this class is based on in-class and out of class projects. Class attendance is vital to the completion and success in this class. If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for for checking the class website and making up the work. The number of days you are absent determines the number of days you have to make-up the missing work. If you miss a project due to absence, you will be required to complete the project after school, at the teacher's convenience.
TARDIES

The tardy procedure will follow school policy. If for any reason your entire body is not in your seat, ready to work, you will be marked tardy. For every tardy after the second one, you will be assigned guided study after school. AS PER SCHOOL TARDY POLICY, YOU WILL RECEIVE A GUIDED STUDY FOR EVERY TARDY AFTER THE 2ND UNEXCUSED TARDY. YOU WILL HAVE A ONE WEEK PERIOD IN WHICH YOU WILL CHOOSE WHAT DAY YOU WILL SERVE.

LAB CLEAN-UP POLICY

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

If for any reason a student is unable to act mature enough to stay safe during a lab project that student will be asked to leave and will receive a zero on the entire lab assignment.

RESTROOM POLICY

Each student will be given 3 bathroom passes at the beginning of each semester. These 3 passes are used to be excused to go to the restroom. Once all three passes are used for the semester the student can no longer be excused to go to the restroom. If a student does not use all of the passes each pass is worth 10 extra credit points at the end of the year. The only exemption from this is if a student has a doctor's note stating that they must be allowed to use the bathroom due to medical purposes.

As per the CUHS Restroom policy, you will have to sign out of class to use the restroom and sign back in upon your return. Habitual usage of the restroom will result in notification to Mrs. Castillo. Any time spent out of class greater than 8 minutes will result in a guided study.

STUDENT EXPECTATIONS

1. Respect: All students will demonstrate respect to each other and all personal, private, and school property.
2. Good Manners: All students will demonstrate common courtesy and be polite to others.

3. Attitude: All students will demonstrate a positive attitude in the classroom and all activities outside the classroom.

4. Quality of Work: All students are expected to maintain a high quality of work product and strive to improve throughout the year.

5. CUHS Student Handbook: All students are responsible to know and understand CUHS expectations and policies as defined in the CUHS Student Handbook.

6. Chromebooks: Using the Chromebooks within the classroom is a PRIVILEGE. ANY misuse of the Chromebooks OR internet will result in loosing the privilege of using the devices FOR THE REST OF THE YEAR.

   Use of technology at CUHS is a privilege and is solely for the completion of class assignments. Please refer to CUHS Acceptable Use Policy for complete list of acceptable and unacceptable uses of school computers and personal devices.

   - Students will be allowed to use personal electronic devices in the classroom for educationally sound activities as deemed appropriate by the teacher.
   - Students are not allowed to take pictures and/or videos of classmates or teaching staff in the classroom without explicit permission.
   - Students are explicitly forbidden to use they electronic devices for the purposes of watching inappropriate video material, or playing games during class time.
   - Student will lose technology usage privileges and be subject to school disciplinary actions if the above rules are not followed.

Positive Behavior will be encouraged and acknowledged when appropriate and will help students maintain a higher grade in the class and a more fulfilling educational experience.
CLASSROOM POLICIES

Much effort has been made to provide you with a versatile, working environment where you can learn a variety of skills. Your education is important and in order for you to get the most benefits from your time and effort, the classroom and contents requires your attention and care. In addition to following the safety rules and procedures, each student is expected to adhere to the following classroom expectations.

My expectations for you as both a student and young adult are very simple:

1. Be here, on time
2. Be ready to work
3. Be respectful
4. Do the best work you are capable of doing

By school board policy, the consequences for not adhering to a school rule or classroom expectation will be:

1. Verbal warning to student
2. Parent contact
3. Consequence (Guided Study for example)
4. Counseling referral
5. Discipline referral

STUDENT SUCCESS

It is my hope that each student will be successful. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for exams. I maintain a high expectation for each student and I do my best to help out each student in attaining success. If students need extra help, they can make appointments to meet with me before and after school. Please call me if you have any questions at (559) 665-1331 ext. 231. I can also more quickly be reached by email at raggiot@chowchillahigh.org.
MEDIA RELEASE CONSENT

Students participating in the Chowchilla Union High School Agriculture Department and Chowchilla FFA are occasionally asked to be a part of publicity, publications, and/or public relations activities. In order to share positive information about our programs with the community, we request your permission to use a photograph, video or audio recording, and/or written work of your child. The Chowchilla Union High School Agriculture Department and the Chowchilla FFA agrees that the student's name, picture (still or video), art, written work, voice, and/or verbal statements shall only be used for public relations, public information, school or district promotion, and instruction.

Please sign the statement below. Your signature on this document indicates that you have read this release form and granted permission for use as described herein. If the Student and Parent/Guardian wish to rescind this consent, they may do so at any time with written notice.

FUNDRAISING FOR THE FFA

Throughout the course of this year the FFA will be involved with a few fundraising activities. Planning these activities is very time consuming and your help is needed. To ensure that these fundraisers operate efficiently and not waste materials; we have to set due dates for money or unsold tickets to be returned. These due dates are made known to the student when they check out the tickets and are necessary to allow us to estimate the amount of whatever fundraising materials can be ordered and planned. Tickets that are not turned in by the due date will be deemed "sold" and will not be allowed to be turned in after the due date. The student will be billed for the NET COST of the fundraising ticket. For example, a $25 Drive –Thru Ticket will have a net cost of $13.

Grading Policy

Exams: 30% (1 midterm and 1 final per semester)
Labs/Projects: 20%
In-class Assignments/Homework: 20%
Class Participation/Attendance: 10%
FFA Participation: 10%
SAE Project: 10%
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Transportation Request
To submit your request complete the following form. If you have any questions completing a trip request for reasons other than Budget Codes, please call Vincent Evans at Ext. 241. If you have any questions regarding Budget Codes, please call Kate Knutson at Ext. 214

Please be yourself, click here if you are not Terra Plumley

Need Assistance? Contact Vincent Evans at (559) 665-1331 x241 or evansy@chowhigh.com.

Booked By

☑ First Name
Terra

☑ Last Name
Plumley

☑ Email
plumleyt@chowhigh.com

Phone
Pager

Mobile

Booking Details

☑ Yes, submit for estimate only.

Trip Name

Trip Destination

Location

☑ Organization

☒ One Way ☐ Round Trip

Trip Package

☐ Select Trip Package ▼

View Trip Package

Departure Date

☑ Return Date

Trip Departure Time

Trip Return Time

☑ Budget Code

Transportation Type

☐ Click on the transportation type below that best suits your needs:

Charter Bus

Mini-Van

School Bus

Multiple Types

Trip Contact

☑ Yes, the ‘Booked By’ requester information is the same as the ‘Trip Contact’ information.

☑ First Name

☑ Last Name

☑ Email

Phone

Pager

Cellular
Attendees

Faculty

Supervising Adults

☑ Number of students
Cost per student
Number of adults
Cost per adult
Total Attendees

Notes

Educational Objective
Chowchilla Union High School District
805 Humboldt Avenue, Chowchilla, CA 93610
Phone: (559) 665-1331 Fax: (559) 665-4659

Parent Permission Form
Field Trip

Student's name: ____________________________

Home Phone: ________________________________

Parent or Guardian Name: ________________________________

Requesting Teacher: Terra Raggio

Class Subject: Leadership Agriculture Classes

Field Trip/Activity: MFE and ALA Leadership Conferences

Details of Activity: Your FFA Member will be travelling to Visalia at the Holiday Inn with Mrs. Raggio for the annual Made for Excellence and Advanced Leadership Academy Conferences. We will leave Chowchilla HS on Friday at break 10:00am and return on Saturday at approximately 2pm stopping for fast food lunches. The students will be fed dinner and breakfast but will need lunch money for Friday on the way down and Saturday on the way back.

Parent or Guardians Waiver
I hereby give my consent travel to the MFE and ALA Leadership Conferences with Chowchilla Union High School. I the undersigned, hereby release the CUHS district and staff from all liability arising out of or in connection with the above described activity.

Signature of Parent/Guardian: ________________________________

Date: ________________________________
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SUB TOTAL $  
SALES TAX 8.00% $  
SHIPPING CHGS $  
TOTAL $  

Account Number  
Fnd(4)  
Res(5)  
YR(1)  
Goal(4)  
Fnc(4)  
Obj(4)  
SI(3)  
Dept(4) $  

PO Req. #  
PO #  

Ok to pay?  
Yes  
No  
Date:  

Signatures:  
Club/Class Officer  

Attachment(s): Click to Upload Files  
You haven't uploaded any files.
Quality Criteria Three  
Supervised Agriculture Experience

Students being able to apply practical agricultural skills to a career in the agriculture industry should be the main goal of every Ag teacher. At Chowchilla High School we work tirelessly to produce curriculum that meets the, "lean by doing," philosophy. Our department is lucky enough to have some very important tools (greenhouse, welding/fabrication shop, school farm) that allows our staff to create a project based learning environment with a strong hands on experience.

Each FFA advisor has certain SAE project areas they advise. This breaks down as follows:

<table>
<thead>
<tr>
<th>Advisor</th>
<th>SAE's they oversee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr.Bitter</td>
<td>Dairy Cattle, Pomology, Specialty Animals, Horticulture/Greenhouse</td>
</tr>
<tr>
<td>Mr.Evans</td>
<td>Sheep Production, Poultry Production, Ag Mechanics</td>
</tr>
<tr>
<td>Ms.Barney</td>
<td>Beef Cattle, Rabbit Production, Horticulture/Greenhouse, Viticulture, Floriculture</td>
</tr>
<tr>
<td>Mrs.Raggio</td>
<td>Boer Goats, Dairy Goats, Equine Science, Natural Resources</td>
</tr>
<tr>
<td>Miss Dewey</td>
<td>Swine Production, Agriscience Fair, Specialty Animals, Vegetable Production and Fruit Production</td>
</tr>
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</table>

As a department we strive to keep Supervised Agriculture Experience projects at the forefront of our learn by doing atmosphere. At the beginning of every school year students take part in a unit on SAE projects and what those projects can do for them in terms of preparing them for their future. This SAE unit will often include a tour of the agriculture farm, shops, and greenhouse where the students can see the different types of projects students have the opportunity to be involved with. Some students who come to us from local 4H programs already have projects that can be continued as their SAE project once we transfer that project to their new FFA AET online book, but students who have not yet been exposed to SAE like projects will work towards deciding on a project during the completion of their student data sheet do that a project area may be determined. Getting students started with
SAE projects is a struggle for our department. Although we do have some students from agriculture backgrounds we also have a large amount of students that do not come from agricultural backgrounds that struggle with starting and maintaining valid SAE projects. As a department we have made it this school years goal to open up more SAE opportunities to students, such as working in the greenhouse after school. To hold students accountable for their projects we began holding an SAE fair this year where students display the project(s) they have worked on this year.

The SAE fair has given structure to our SAE circle and encompassed all aspects of what a project should consist of. The SAE fair is first presented to the students at the beginning of the school year and is detailed at the end of first semester with a google slide presentation. The first semesters SAE grade is based on the students completing a project proposal and starting their AET online book. When students return from winter break they are expected to have a working SAE in operation. We begin to help the students in class to complete their record books and to begin working on their SAE fair presentations components:

5 distinctively different photos of you working with your project, over the course of the project (we can tell if you’re in the same outfit every picture). **Your face must be visible.**

1. A tri-fold bulletin board with at least the following information:
   a. Description of your project
   b. Number of hours worked
   c. A minimum of 5 skills you learned
   d. Photos (5 distinctively different photos with your face visible)
   e. Money Earned and Spent
   f. A Reflection of your project – what was good, bad, and what you would do differently. (1 paragraph, minimum)
   g. The board should be colorful, have eye appeal, and be easy to read

2. Artifacts from your project, if applicable

Our SAE fair is judged by local industry leaders and the point value those judges come to using the rubric will be the student’s grade in the SAE category for the second semester. No SAE fair board is allowed to be submitted unless the AET record book for that project is complete.

Our School Farm does provide housing for livestock projects. Due to the large volume of hog projects that our chapter has each year the Ag Advisory board has recently built more hog pens at the school farm. The large amount of hog projects that are kept at the school farm has become hard to manage on a daily basis. We are looking to develop an un-paid
farm manager position to help monitor daily feeding and cleaning of all hog pens with the hopes that a student can use this for an hours only SAE project.

Aside from greenhouse and animal projects we have students that do have placement projects. The majority of the placement projects are on family dairies and ranches. With placement projects such as these we usually do have these students complete proficiency projects for their SAE area (for example: dairy production placement.).

Project visits are easily facilitated with a large amount of animal projects being kept at the school farm. Those students with off campus projects schedule visits with their advisor, this usually takes place when animals need to be weighed. Due to technology and the way in which many students communicate much of the communication with students about projects occurs using an app called, Remind. This allows advisors to have a permanent record in their phones of the contact made, and it includes a date and time.

Our Agriculture Department has two vans, two trucks, and two trailers that can be used for making project visits. We can obtain fuel in town at the local CFN station. Any expenses incurred by the teacher can be reimbursed by the Ag Department or the Ag Advisory as long as they have received prior approval from the Department Chair and the Secretary.
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<th>Description</th>
<th>Category</th>
<th>Grading Completed</th>
<th>Due Date</th>
<th># Correct (Score)</th>
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<th>% Points Earned</th>
<th>Points Possible</th>
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REQUIRED MATERIALS

Each day when the student enters the class they are required to have or retrieve: 1. Notebook (provided) 2. Writing utensil (pen only, no pencils.) 3. Google Chromebook (lap top, provided)
Failure to retrieve these items will result in a reduction of your classroom participation points.

ASSIGNMENTS

Assignments must be turned in on time for full credit. Late assignments will be accepted at the rate of a 10% loss of credit per day. If you have been absent, the number of make-up days equals the number of absent days. It is the STUDENT'S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school or during break for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments. By board policy all late assignments must be turned in within 7 calendar days of the due date or they will not be accepted.

ADMIT/EXIT SLIPS

Each day, students will have a log where they can enter that day's admit slip. Students are to study, understand and learn the content of each admit slip, as they will be tested on the information. The slips are to be kept in a designated area in their notebooks. Admit and exit slips will be graded on a weekly basis for your participation grade.

ABSENCES

A large portion of this class is based on in-class and out of class projects. Class attendance is vital to the completion and success in this class. If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for checking the class website and making up the work. The number of days you are absent determines the number of days you have to make-up the missing work. If you miss a project due to absence, you will be required to complete the project after school, at the teacher's convenience.
TARDIES

The tardy procedure will follow school policy. If for any reason your entire body is not in your seat, ready to work, you will be marked tardy. For every tardy after the second one, you will be assigned guided study after school. AS PER SCHOOL TARDY POLICY, YOU WILL RECEIVE A GUIDED STUDY FOR EVERY TARDY AFTER THE 2ND UNEXCUSED TARDY. YOU WILL HAVE A ONE WEEK PERIOD IN WHICH YOU WILL CHOOSE WHAT DAY YOU WILL SERVE.

LAB CLEAN-UP POLICY

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

If for any reason a student is unable to act mature enough to stay safe during a lab project that student will be asked to leave and will receive a zero on the entire lab assignment.

RESTROOM POLICY

Each student will be given 3 bathroom passes at the beginning of each semester. These 3 passes are used to be excused to go to the restroom. Once all three passes are used for the semester the student can no longer be excused to go to the restroom. If a student does not use all of the passes each pass is worth 10 extra credit points at the end of the year. The only exemption from this is if a student has a doctor's note stating that they must be allowed to use the bathroom due to medical purposes.

As per the CUHS Restroom policy, you will have to sign out of class to use the restroom and sign back in upon your return. Habitual usage of the restroom will result in notification to Mrs. Castillo. Any time spent out of class greater than 8 minutes will result in a guided study.

STUDENT EXPECTATIONS

1. Respect: All students will demonstrate respect to each other and all personal, private, and school property.
2. Good Manners: All students will demonstrate common courtesy and be polite to others.

3. Attitude: All students will demonstrate a positive attitude in the classroom and all activities outside the classroom.

4. Quality of Work: All students are expected to maintain a high quality of work product and strive to improve throughout the year.

5. CUHS Student Handbook: All students are responsible to know and understand CUHS expectations and policies as defined in the CUHS Student Handbook.

6. Chromebooks: Using the Chromebooks within the classroom is a PRIVILEGE. ANY misuse of the Chromebooks OR internet will result in loosing the privilege of using the devices FOR THE REST OF THE YEAR.

Use of technology at CUHS is a privilege and is solely for the completion of class assignments.lease refer to CUHS Acceptable Use Policy for complete list of acceptable and unacceptable uses of school computers and personal devices.

- Students will be allowed to use personal electronic devices in the classroom for educationally sound activities as deemed appropriate by the teacher.
- Students are not allowed to take pictures and/or videos of classmates or teaching staff in the classroom without explicit permission.
- Students are explicitly forbidden to use they electronic devices for the purposes of watching inappropriate video material, or playing games during class time.
- Student will lose technology usage privileges and be subject to school disciplinary actions if the above rules are not followed.

Positive Behavior will be encouraged and acknowledged when appropriate and will help students maintain a higher grade in the class and a more fulfilling educational experience.
CLASSROOM POLICIES

Much effort has been made to provide you with a versatile, working environment where you can learn a variety of skills. Your education is important and in order for you to get the most benefits from your time and effort, the classroom and contents requires your attention and care. In addition to following the safety rules and procedures, each student is expected to adhere to the following classroom expectations.

My expectations for you as both a student and young adult are very simple:

1. Be here, on time
2. Be ready to work
3. Be respectful
4. Do the best work you are capable of doing

By school board policy, the consequences for not adhering to a school rule or classroom expectation will be:

1. Verbal warning to student
2. Parent contact
3. Consequence (Guided Study for example)
4. Counseling referral
5. Discipline referral

STUDENT SUCCESS

It is my hope that each student will be successful. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for exams. I maintain a high expectation for each student and I do my best to help out each student in attaining success. If students need extra help, they can make appointments to meet with me before and after school. Please call me if you have any questions at (559) 665-1331 ext. 231. I can also more quickly be reached by email at raggiot@chowchillahigh.org.
MEDIA RELEASE CONSENT

Students participating in the Chowchilla Union High School Agriculture Department and Chowchilla FFA are occasionally asked to be a part of publicity, publications, and/or public relations activities. In order to share positive information about our programs with the community, we request your permission to use a photograph, video or audio recording, and/or written work of your child. The Chowchilla Union High School Agriculture Department and the Chowchilla FFA agrees that the student’s name, picture (still or video), art, written work, voice, and/or verbal statements shall only be used for public relations, public information, school or district promotion, and instruction.

Please sign the statement below. Your signature on this document indicates that you have read this release form and granted permission for use as described herein. If the Student and Parent/Guardian wish to rescind this consent, they may do so at any time with written notice.

FUNDRAISING FOR THE FFA

Throughout the course of this year the FFA will be involved with a few fundraising activities. Planning these activities is very time consuming and your help is needed. To ensure that these fundraisers operate efficiently and not waste materials; we have to set due dates for money or unsold tickets to be returned. These due dates are made known to the student when they check out the tickets and are necessary to allow us to estimate the amount of whatever fundraising materials can be ordered and planned. Tickets that are not turned in by the due date will be deemed “sold” and will not be allowed to be turned in after the due date. The student will be billed for the NET COST of the fundraising ticket. For example, a $25 Drive –Thru Ticket will have a net cost of $13.

Grading Policy

Exams: 30% (1 midterm and 1 final per semester)

Labs/Projects: 20%

In-class Assignments/Homework: 20%

Class Participation/Attendance: 10%

**FFA Participation: 10%**

**SAE Project: 10%**
Chowchilla FFA
Swine Project
Student Information Sheet

Student Name (first and last):__________________________________________

Student Phone Number:______________________________________________

Student Email Address:______________________________________________

Are you in GOOD ACADEMIC STANDING with CUHS? YES NO

Do you have at least a C in ALL Agriculture classes? YES NO

Are you able to send and receive text messages? YES NO

Are you purchasing your own pig through a breeder? YES NO

If YES, who are you purchasing your pig from?
__________________________________________

If NO, Do I need to purchase a Pig for you (which you will than buy from me)? YES NO

Do you want to keep your pig at the school farm? YES NO

If NO, where will you be keeping your pig?__________________________________________

What is the address of this location?__________________________________________

Parent’s/Gaurdian’s Name (first and last):__________________________________________

Parent’s/Gaurdian’s Phone Number:__________________________________________

Parent’s/Gaurdian’s Email address:__________________________________________
Chowchilla High School
Agriculture Department

Livestock Project Agreement

Responsibilities of Students

1. Must be currently enrolled in an Agriculture class.
2. Must be a member in good standing of the Chowchilla FFA Chapter as specified by the Chowchilla FFA Discipline Policy.
3. Student is responsible for properly feeding, caring and managing project animal.
4. Attend all mandatory project meetings unless cleared with species advisory before the meeting occurs.
5. Anyone showing at the Los Banos or Chowchilla must participate in three (3) FFA activities each semester BEFORE the fair begins. (FAIR DOES NOT COUNT)
6. Abide by ALL rules and regulations of Chowchilla Union High School and the Chowchilla FFA, both at fairs and school.
7. Cooperate with all the Chowchilla High School Agriculture Instructors.
8. While representing the Chowchilla FFA, you shall conduct yourself in a manner becoming of a young adult; your family and your school (see FFA Code of Ethics).
9. Absolutely NO ONE is to stay overnight at any fair without getting proper prior authorization from Chowchilla High School and the Agriculture Department Chair.
10. You must show your own animal in the market class and in the auction (sale). If you do not, your animal will not sell at the fair unless you have received permission to do otherwise by the Chowchilla or Madera Fair Board.
11. Must maintain a 2.1 GPA, no more than 1 "F" grade in any class, with a "C" or higher in all agriculture classes. We will be using the students' most current Quarter Grade as per C.I.F. rules. Madera Fair / State Fair will use the 2nd semester grades from the prior school year. Chowchilla Fair / Los Banos Fair / Cow Palace will use the 3rd quarter grades from the current school year.
12. In order to receive your market check and remain in good standing with the FFA:
   a. All bills with the Chowchilla High School Agriculture Department and/or the Chowchilla Union High School District must be paid in a timely manner. Failure to do so will result in a Student Bill through the school and placement on the Non-participation list with the FFA.
   b. The original thank you letter or thank you card (unsealed and unstamped) to your buyer or bump bidder.
   c. Up to date record book through the month of the sale of the animal including: Budget, Ownership Agreement and Journal entries.

Revised 1/8/2015
Chowchilla High School
Agriculture Department

Fine Schedule for Fairs

*All species will use this fine schedule. The reasoning behind this schedule is simply to be fair to the animals and the other students. If you are late, someone either has to cover for you or your animal suffers by not being fed, most animals seem to think that if everyone else is getting fed, they should be as well. If you think it is ok to feed early, keep in mind the rest of the animals, who are already in a stressed environment, tend to become agitated if they are not being fed at the same time as yours. All monies collected via this fine system are returned to the FFA Animal projects as new tools and equipment. All fines must be paid before the issuance of any premium or sale check. The bottom line here is communication, talk to your species advisor ahead of time to avoid any complications and/or fines.*

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Fine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tardy to feeding (15-30 minutes late, or feeding ahead of schedule)</td>
<td>$10.00</td>
</tr>
<tr>
<td>2. Late for Barn Duty (15-30 minutes late)</td>
<td>$10.00</td>
</tr>
<tr>
<td>3. No show for feeding or barn duty (over 30 minutes late)</td>
<td>$15.00</td>
</tr>
<tr>
<td>4. No Show for Awards, (only school-related activities such as sports will be excused)</td>
<td>$10.00</td>
</tr>
<tr>
<td>5. Failure to wear the Official “Waist-up” Uniform at Awards ceremony</td>
<td>$5.00</td>
</tr>
<tr>
<td>6. No Show for Showmanship</td>
<td>$40.00</td>
</tr>
<tr>
<td>7. Failure to perform satisfactory barn duty as per species requirement, INCLUDING DIRTY ANIMALS (SPOT WASHING)</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

Any student who accumulates $60 or more in fines for any one fair or violates the FFA Discipline Policy while at the fair will be considered a “Member Not in Good Standing” and will not be allowed to show any animal for Chowchilla FFA for the period of one (1) year.

*Revised 1/8/2015*
Parent / Exhibitor Agreement Form

I, ___________________________ along with my son / daughter ___________________________
(Print name of parent) (Print name of student)

have read and understand the following documents and agree to abide by the terms set forth by the Chowchilla Union High School Agriculture Department in order for my son / daughter to exhibit livestock at any fair, show or other livestock exhibition in the FFA division. This document will be valid for 1 year from the date of signature.

Please check off the documents as you and your son / daughter review them.

☐ FFA Discipline Policy (Must be turned in with AG Class paperwork)
☐ Livestock Project Agreement
☐ Feeding Schedule from your species leader
☐ Fine Schedule for Fairs

I understand that the above documents are intended to hold students responsible for their livestock project and to make sure that the values and principals of the FFA Supervised Agriculture Experience Program are upheld equally by all students showing for Chowchilla FFA. I understand that failure to uphold my responsibilities may result in the suspension of my privileges of showing for Chowchilla FFA for the period of one (1) year.

_____________________________       ___________________________
Parent’s Signature                  Date

_____________________________       ___________________________
FFA Member’s Signature              Date
Chowchilla Union High School
Livestock Project Agreement for Animals at the School Farm

Project of ____________________________
(Name of student)

Type of Project ____________________________

Project Species Supervisor ____________________________

I. General Terms

A. This agreement shall begin on the ___ day of __________ 20__, until such time as the student terminates the project either by sale or voluntary removal from the premises or if the tenant is notified to vacate the project farm because of violation to the agreement rules. Notification of voluntary removal of the student’s livestock from the farm must be made to the Agriculture Instructor prior to removal. No animals are to be brought on to the farm or removed from the farm without advisor’s permission (This is for your own protection).

B. A security deposit fee of $50.00 will be paid to the agriculture department and kept as collateral in the event that the animal and pen are not properly maintained or cared for during the period of time that the student’s project is at the school farm. If no violation occurs the $50.00 will be returned to the student upon the “cleaning check” of the pen after removal of the animal.

   — A student will lose the $50.00 security deposit if the student is warned more than 1 time about the condition of the pen and/or animal.

   i. 1st warning: The advisor will contact the Student and Parent and give a written warning

   ii. 2nd warning: The student will not receive the $50.00 security deposit back at the end of the project and be given a written warning

   iii. 3rd warning: Removal of student project from school farm. As per (ID) 10 days will be granted to move SAE project. Additionally, before SAE project is released from the school, all bills owed to the school must be paid in full or the SAE project will become the property of the School. Projects will be sold at auction to cover school bills with any additional funds returned to the student.

C. It is suggested that students keep their animal feed LOCKED at all times when keeping the feed at the school farm. If the student chooses not to lock the feed and suspects his/her feed is getting stolen or used by other students there is NO action that can be taken by the advisor to resolve this situation. KEEP YOUR FEED LOCKED or do not keep bulk amounts of it at the school farm.

D. The Chowchilla Union High School District Project Farm is located on school property; therefore all rules pertaining to the school apply to the school farm as well.

E. Any malicious tampering with livestock, feed, facilities, equipment or crops will be cause for immediate disciplinary action.

F. Failure to follow these rules will result in loss of farm privileges and cancellation of the agreement. All animals must be removed within 10 days of written notice of contract cancellation.

II. Responsibilities of the School Farm

A. All permanent facilities shall be maintained by the farm.

B. The students shall be responsible for disbursing feed, care of supplies and equipment, and general upkeep of the barns.

C. There will be no charge for use of equipment so long as there is no misuse. All tools are to be returned to proper locations.

D. The School District and the School Farm are not responsible for the loss of animals, feed, or personal equipment of the student.

E. The School Farm will provide for the disposal of manure. It is the student’s responsibility to haul their animals’ manure to the designated location.

F. Any personal equipment or personal construction involving the School Farm must receive the permission of the Species Advisor.

III. Responsibilities of the Student

A. Each pen shall be kept clean. This includes the outside area of the pen as well as the inside area. It is of prime importance that each and every pen appears as neat and clean as possible at all times. The pens are to be left for the next occupants in the same condition as they were received.

B. The students with projects in the same pen will be responsible for feeding on a rotational basis.

C. The animals must be fed, cared for, and kept as clean as possible.

D. Any equipment or part of the facility that is damaged due to the negligence on the part of the student will be replaced by the student at his expense.

E. Students must attend and work at a minimum of one (1) Farm Work Day for a minimum of six (6) productive hours.

IV. Notification or infractions of any of the aforementioned policies shall inherent the following disciplinary actions:

A. 1st warning: The advisor will contact the Student and Parent and give a written warning

B. 2nd warning: The student will not receive the $50.00 security deposit back at the end of the project and be given a written warning

Revised 1/8/2015
March 5, 2014

Dear Chowchilla FFA Swine Exhibitor:

As the end of the 3rd academic quarter draws near, this is a friendly reminder about the academic qualifications you must meet in order to exhibit your animal at the Merced Los Banos Spring Fair and/or the Chowchilla Fair. The following qualifications were listed on the livestock project agreement contract that you signed that we have on file for you.

1. Must maintain a 2.1 GPA
2. Must have no more than 1 “F” grade in any class
3. Must have a “C” grade or higher in all agriculture classes

Whether you meet these qualifications or not will be based on the 3rd quarter grades which ends on Friday March 13th. If you are unable to meet all of the above qualifications you will be ineligible to show your project at the fair. The next qualification you must make sure you meet is that you have 3 FFA activity points BEFORE fair starts or you will not be eligible to show.

Also, if you need your market hog weighed please talk to Mrs. Raggio as soon as possible to sign-up for a day to either check the scale out or to have her come to your house to weigh for you.

If you have any questions about the qualifications listed above please contact the CUHS Agriculture Department Office at (559)665-1331.

Thank you and we are looking forward to a great show season.

Sincerely,

Mrs. Terra A Raggio
CUHS Agriculture Department
Chowchilla FFA Advisor
raggiot@chowchillahigh.org
(559)665-1331 ex. 231
Mrs. Raggio would like you to join Swine Exhibitors!

To receive messages via text, text @cuhsswine to 81010. You can opt-out of messages at anytime by replying, 'unsubscribe @cuhsswine'.

Enter this number

81010

Text this message

@cuhsswine

*Standard text message rates apply.

Or to receive messages via email, send an email to cuhsswine@mail.remind.com. To unsubscribe, reply with 'unsubscribe' in the subject line.

New message

Recipients cuhsswine@mail.remind.com

Subject (You can leave the subject blank)

WHAT IS REMIND AND WHY IS IT SAFE?

Remind is a one-way text messaging and email system. With Remind, all personal information remains completely confidential. Teachers will never see your phone number, nor will you ever see theirs.

Visit remind.com to learn more.
Animal Science

Please write the name of the students who rank 1-3 in this area below

1. ____________________
2. ____________________
3. ____________________
Plant Science

Please write the name of the students who rank 1-3 in this area below

1. ______________________
2. ______________________
3. ______________________
Agriculture Mechanics

Please write the name of the students who rank 1-3 in this area below

1. ____________________
2. ____________________
3. ____________________
Entrepreneurship

Ag. Business

Please write the name of the students who rank 1-3 in this area below

1. _______________________

2. _______________________

3. _______________________
Food Processing

Please write the name of the students who rank 1-3 in this area below

1. ___________________

2. ___________________

3. ___________________
Natural Resources

Please write the name of the students who rank 1-3 in this area below

1. ______________________
2. ______________________
3. ______________________
AG Education

Please write the name of the students who rank 1-3 in this area below

1. _______________________

2. _______________________

3. _______________________

Specialty Animals

Please write the name of the students who rank 1-3 in this area below

4. ___________________________

5. ___________________________

6. ___________________________
Research

Please write the name of the students who rank 1-3 in this area below

7. ______________________

8. ______________________

9. ______________________
# RECORD BOOK VERIFICATION FOR PROFICIENCY AWARDS

## VERIFICATION PROCESS:

If more than two areas in the verification sheet are marked no then the project will receive a 0 for the SAE grade second semester.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
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</table>

- There is an acceptable business agreement for the proficiency area enterprise for each year. Unpaid placement enterprises must have an agreement if more than fifty hours are accumulated. *(AET – Section F – SAE Planning and Entries)*

- Operations in the journal have been reviewed, operations are consistent with the type of project undertaken and the financial information is appropriate. *(AET – Section F – SAE Entries)*

- The Enterprise Loan Payment Summary, Accounts Receivable, and Accounts Payable have entries recorded accurately and support the description of the project in the Business Agreements and/or the Application. *(if applicable)* *(AET – Section G)*

- The Inventory Pages are used correctly, with information recorded accurately and supporting the description of the project in the Business Agreements and/or the application. *(if applicable)* *(AET – Section F through H)*

- Gifts, start-up capital, and trades/exchanges are recorded accurately and support the information provided in the application and business agreement. *(if applicable)*

- The Financial Statement has all information recorded correctly, and reflects that the change in Enterprise Net Worth is equal to or less than the net income for the year. *(AET – Section F & G)*

- The Income Summary has all information from the Record Books transferred correctly.

- Operations throughout the record book are appropriate and consistent with the business agreements.

- All financial information contained on the application can be verified by information contained in the record books.

Printed Name of Student Verifying:________________________ Signature of Student Verifying:________________________
<table>
<thead>
<tr>
<th>Judge 1</th>
<th>John Mendes</th>
<th>Brad Mendes</th>
<th>Brian Bitter</th>
<th>Joe Raggio</th>
<th>Mr. &amp; Mrs. Gary Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Animal Science 71</td>
<td>Agriculture 7</td>
<td>Specialty Animals 50</td>
<td>Plant Science, OH, crop science 76</td>
<td>Food Processing &amp; Natural Resources 6</td>
</tr>
<tr>
<td>Category</td>
<td>Agriculture 7</td>
<td>Education 7</td>
<td>Entrepreneurship/Ag Business 14</td>
<td>Ag Mechanics 11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Judge 2</th>
<th>MC Gomes</th>
<th>Michelle Perez</th>
<th>Andrew Creighton</th>
<th>Michael Kilber</th>
<th></th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Judge 3</th>
<th>Trudie Nieuwkoop</th>
<th>Ann DeLay</th>
<th>Chad Crivelli</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Dear Industry Leader,

The Chowchilla FFA is holding its first annual SAE fair this year on May 2. An agricultural education program is made up of three integrated parts: classroom instruction, FFA, and a supervised agricultural experience (SAE). 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. We have made a valiant effort this year to ensure each student has a strong working SAE project and these projects will be on display at our SAE fair.

In order to hold our SAE fair we are looking for judges to review our students projects and give them feedback. The projects will be divided into the following categories:

- Animal Science
- Agriculture Education
- Specialty Animals
- Plant Science, OH, crop science
- Ag Mechanics
- Entrepreneurship / Ag Business
- Placement
- Food Processing
- Natural Resources

We hope that you will chose to be a judge in one of the above categories. You will be asked to use a provided rubric to walk around the fair and judge the projects in your assigned category, the students will not be present this year during judging, though in the future we plan to make this happen. The judging process will begin at 5 pm in the Chowchilla High School sache. Dinner will be provided at 6:30.

Please email Miss Dewey at deweyk@chowchilla-highschool.org with a reply to this letter by March, 30. If the reply is yes you will judge, then please provide what category you would like to judge. Thank you!

Thank you for your support of our FFA program and students,

Mr. Bitter, Mrs. Raggio, Miss Dewey, Mr. Evans, and Ms. Barney
Chowchilla FFA Advisors
SAE Fair Judging Rubric – Chowchilla High School

Student Name ____________________________

Project Title ____________________________

Project area: (please circle)
Animal Science, Plant Science, Ag. Mechanics,
Ag. Business/Entrepreneurship, Placement, Food Processing,
Natural Resources, Agriculture Education

Grading Scale:
0 = No effort
1 = An attempt was made
2 = Moderately good job
3 = Very good job
4 = Professional, well-done job.

Qualification
The project was agriculturally related. If No, stop and do not score. Circle one: Yes, No

Display presentation
Was thought and effort put into the display? 0 1 2 3 4
Are there supplements, handouts, or hands-on components? (not required, but suggested)

Is information displayed in a well-organized fashion? 0 1 2 3 4
If applicable, take into account whether or not they use colorful, easy-to-read graphs, chart, etc. However, unnecessary over-usage of color and graphics may be considered a distraction.

Skills Learned
Does s/he show skills were attained 0 1 2 3 4

Photographs
Does s/he show 5 photographs showing distinctively different skills being learned with the students face visible? 0 1 2 3 4

Information
Does the student show expenditures, income, hours worked, and a reflection of the project? 0 1 2 3 4

Effort
The student has shown effort in terms of realistic hours and length on the project 0 1 2 3 4

Type of Project
The student showed creativity with the project instead of selecting a project that took little effort, time, and ease. The student chose a project that was creative, interesting, and possessed the “wow” factor. 0 1 2 3 4

Total _______ / 28

Hours
1 point per hour
Number of hours ___________ = Points ____ (50 max)

Total ____________ / 78

Judge Signature ____________________________
Supervised Agriculture Experience Fair
10% of overall class grade spring semester - SAE Component

Your Ag Project (SAE) is a showcase of your hands-on learning in an agriculture-related position over the past seven months. Now you have an opportunity to show off what you have done with your other classmates, Chowchilla High School Staff, parents, and community members. Additionally, prizes will be passed out to students who have excelled in their project areas at our chapter banquet.

Date: May 2. Boards, proficiency award applications, and AET record books are due on April 28.

Location: Sachem

Awards will be given to students in the following project areas:

- Animal Science
- Agriculture Education
- Specialty Animals
- Plant Science, OH, crop science
- Ag Mechanics
- Entrepreneurship / Ag Business
- Placement
- Food Processing
- Natural Resources

Students will be required to showcase their project using the following format:

1. 5 distinctively different photos of you working with your project, over the course of the project (we can tell if you’re in the same outfit every picture). Your face must be visible.
2. A tri-fold bulletin board with at least the following information:
   a. Description of your project
   b. Number of hours worked
   c. A minimum of 5 skills you learned
   d. Photos (5 distinctly different photos with your face visible)
   e. Money Earned and Spent
   f. A Reflection of your project – what was good, bad, and what you would do differently. (1 paragraph, minimum)
   g. The board should be colorful, have eye appeal, and be easy to read
3. Artifacts from your project, if applicable

A maximum of 200 Points will be earned for this project which will be based on the following:

- 150 points for the project competition presentation
  o Followed the format of the project guidelines
  o Effort was put into the presentation
  o 50 hours was completed over a 3-4 month period
  o Agriculture related
- 50 points for the presentation of the display board
  o The board is visually appealing and looks professional
  o There are 5 pictures of you with your project

Note: A zero score for the project will be earned for not having a completed AET record book or proficiency application.
SAE Fair Walk over Schedule

- Each period broken down by what time you will walk students and their boards over to the sachem. Please help supervise your students at this time, as I am sure this will be chaotic.
- Please have all students get in a line to get a number for their board from me. From there an officer will help the student put their board in the correct area (they are going to be lined up by category).

<table>
<thead>
<tr>
<th>Teacher</th>
<th>P.1</th>
<th>P.2</th>
<th>P.3</th>
<th>P.4</th>
<th>P.5</th>
<th>P.6</th>
<th>P.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angie</td>
<td>8:05-8:30</td>
<td>9:10-9:30</td>
<td>10:20-10:50</td>
<td>11:35-12:05</td>
<td>Prep</td>
<td>1:40-2:00</td>
<td>Prep</td>
</tr>
</tbody>
</table>
Why an SAE fair??

An SAE fair is a day where you can display all your hard work that you have put into your SAE project this year! You will display the different segments of your project on a tri-fold board for local industry leaders to judge based on your projects divided: plant science, animal science, ag mechanics, etc.

What goes on my tri fold board?

1. Write about different steps of you working with your project, over the course of the project (we can tell if you’re in the same outfit every picture) Your face must be visible.
2. A tri fold bulletin board with at least the following information:
   a. Description of your project
   b. Number of hours worked
   c. A minimum of 5 skills you learned
   d. Photos (5 distinctly different photos with your face visible)
   e. Money Earned and Spent
   f. A reflection of your project — what was good, bad, and what you would do differently (1 paragraph, minimum)
   g. The board should be colorful, have eye appeal, and be easy to read
3. Artifacts from your project, if applicable

Board Examples
**Tri fold Boards**
- You may purchase your boards on your own, dollar store may have a few.
- Or you may buy a board from the Ag department for $3

**How will I be judged?**
A maximum of 200 Points will be earned for this project which will be based on the following:
- 350 points for the project competition presentation
  - Followed the format of the project guidelines
  - Effort was put into the presentation
  - 50 points for the presentation of the display board
  - The board is visually appealing and looks professional
- 50 points for the completion of the project
  - Agriculture related
  - Completed by the assigned date
  - There are 5 pictures of you with your project

*Note: Points earned for the project will be earned for not having a completed AET record book by the assigned date.*

**DUE DATES:**
May 2: Boards
April 28: AET Book Completed

**Questions??**
SAE Project Proposal

Name of Project: ________________________

Type of Project (circle one): Entrepreneurship Placement School-based Research Service Learning Exploratory (freshmen only)

Project Division (circle one): Animal Science Agriculture Education Specialty Animal Plant Science/OH/crop science Ag Mechanics Entrepreneurship / Ag Business Placement Food Processing Natural Resources

How many hours do you plan to invest a week: ________

Describe important events related to this project:

Describe who will assist you in this project and what their role will be:
Source of funds for this project:

Area of expenses:

Area of income:
What will you learn from this project:

What career or major in college could this lead to:

Parent/Guardian & Student Approval of Project:
Your signature indicates you have read the information above and understand the requirements of the Supervised Agriculture Experience project.

Parent/Guardian Signature: ___________________________ Date: ______

Student Signature: ___________________________ Date: ______
My experience with pig farming experience is in swine production, specifically a market hog. I purchased my Hampshire crossbred market hog from Mike Schoon on February 6, 2021. Since the day I received my hog, I spent two hours a day with my hog and attended showmanship practices. I will be showing my market hog on May 20th, 2021 and taking my hog to May 23rd, 2021 at the Iowa State Fair.

Reflection

The experience has been very educational and has taught me many valuable skills that I can apply in my everyday life. I was able to gain hands-on experience and understand the growth rate and how the hog gains weight. I learned how to manage and care for the animals. The contact amount has been fantastic and allows me to work with the hog.

I have had success in the competition and am now self-confident. I can honestly say that the skills have been a part of my everyday life.

Animal Science
Holy Cow! Heifer!

By: Beverly Goncalves

Presentation of My Project

1. Introduction
2. Research
3. Horse Facts
4. Horse Problems
5. Horse Care
6. Horse Movement
7. Horse Diseases
8. Horse Nutrition

Reflection

I enjoyed this project because it taught me a lot about horses. I learned that they are very intelligent and can be trained to do many things. I also learned that they need a lot of care and attention. I was able to experience this firsthand by taking care of my own horse.

Skills That I Learned

I learned how to take care of a horse, including grooming, feeding, and Exercise. I also learned about horse breeds and their characteristics. I was able to use these skills to make my project more interesting and informative.

Conclusion

In conclusion, this project was a great opportunity to learn about horses. I hope to continue learning about them in the future. Thank you for allowing me to present my project.
Description
This SAE project is called Parakeet business. I breed parakeets and then sell them. I also feed them, clean their cage, and clip their wings. It is good to let them out of their cage for at least 30 minutes a day, I also try to teach my birds cool tricks and try to gain their trust.

Skills
I have learned a lot about parakeets while doing this project. I know how to clean a parakeet's cage. I learned the different names of parakeets. I know how to feed the parents parakeets. I learned how to take care of the parakeets. Finally, I learned how to take care of the parents.

Money
This is where we make our money to buy some bird food. They need to drink a lot of water. I have a bird bath in the cage. We have a bird feeder. I put a glass of water in each cage. The birds drink water and make the money.

Hours
I try to get to the parakeet business every day. The parents are busy, so sometimes I have to wait. I am very happy to be part of this project. I want to be part of it for the rest of my life.

Reflection
I really enjoy being part of this project. It is fun to take care of the birds and teach them tricks. I am very happy to be part of this project. I want to continue this project for a long time.
Raising and Selling A.K.C. Chocolate Labradors

By: Skylee Upton
Amazon

Swine Production

I have worked a combined total of 50 hours with my SAE project

While working with my SAE project, I have learned to be responsible, work around a set schedule, ownership, dedication, and hard work.

While working on my SAE project, there has been a lot of fun and easy times. Also some hard work along the ride as well. First starting off working with my hog was...
Description:
My FFA is an equine education project that educates others on how to properly care for horses. I am using my horse as an example. I am also helping my younger siblings learn the responsibilities of taking care of their horse.

West Coast Barrel Racing Association

Money spent and earned:
- Spent: $1,417
- Earned: 0

Since my FFA is an educational base I have not made any money. I have spent $1,417 for wormer at Jeffers Feed, $100 to my horse shoes, $25 per horse and $55 per pony. I also ran Food for wormer.

Hours Worked:
I spent 458 hours total working on my equine ownership FFA. Every day starting from January 30, 2017 ending in April 20, 2017. Each day I fed my horse, which takes about 20-30 minutes, mowed their stall, and cleaned each horse separately 3-6 times and majority of the days throughout my project I worked hard with my horses, which included feeding them, grooming, brushing, and even washing them. In this project I was able to increase my horse's weight by 700 lbs and also improve their overall health.

Reflection:
My FFA project went well. All of my plans and ideas for it went as planned and all fell into place. I worked hard with my horses and did my daily routine with a lot of effort. Some days when I couldn't find time to walk or exercise my horse was my only support, otherwise my project was a great experience and taught me a lot. Taking care of horses is a big responsibility and I am proud of my outcomes.
ALMOND ORCHARDS

CHOWCHILLA

Description of SAE Project

My Supervised Agriculture Experience never be boring project with our orchards. Throughout my experience I picked up trash, wood, stakes and blocked irrigation pipes. In addition I learned the different variety of Almonds that are produced in our Central Valley. For example Wood Cores, Niraprad, Merroy, Bella and Pardes.

Skills Developed
- Responsibility
- Communication
- Multi-tasking
- Organizing Management
- Farm Management

Museum Exhibits
- Almond Farming - "My farm is your farm" - Exposed in Irrigation, Brackets & Grooming Board.

CALIFORNIA SAE
After having the opportunity to have an impact on these students lives by introducing them to agriculture, I plan on growing my plot that goes face on planting in teaching of every demographic interest. In the chrysanthemum, I will continue to teach the students of powerpoint presentations. However, I really add on hands on learning activities. Such as having mind platearts that the students can take home to plant their own gardens with or just enjoy them in the paper. Every year I have a landscape garden and last year I grew this year I will give the students the projects such as designing seed, understanding the history of a pumpkin, and growing seeds. I am excited to reach our goal more about the agriculture industry!
Project

Project is mowing my lawn, picking up sticks, blowing the grass off the sidewalk, and lining the borders. I decided to help a neighbor because he wasn’t home very often. My brother and I decided to help him out and mow his yard.

Hours

I have done about 50 hours since starting this project. I mow my yard and my neighbor’s yard every weekend.

Skills

- Responsibility
- Confidence
- How to use the lawn mower
- Making sure everything is right
- How to use the edger

Money earned and spent

I did not earn any money. I was helping my neighbor because he was gone and I had to do my yard anyway. I spent about $3 dollars a month for my lawn mower.

Reflection of Project

My project was great. I thought it was easy because it is just normal stuff I have to do anyway. It was not that hard to do and I felt like I was helping my neighbor out and helping him make his yard nice. It is a good learning experience to learn responsibility and care about people. What I can do differently is make other people’s yards and making money off it.
**TOMATO FACTS:**

Tomatoes are the fruit of the tomato plant. They originated in the South American Andes around the area of modern day Peru and was first used as a food by the Aztec's in Southern Mexico. Because the tomato has seeds and grows from a flowering plant botanically it is classed as a fruit not a vegetable.

**Nutrition facts:**

- **Tomatoes, canned:** 1 serving (1/2 cup (83g) serve, 56 kcal, 1g protein, 5g total fat, 8g dietary fiber, 0g sugars, 7mg sodium, 861mg potassium)
- **Tomatoes, fresh:** 1 serving (medium (1/2 cup (83g) serve), 5 kcal, 0g protein, 0g total fat, 1g dietary fiber, 1g sugars, 0mg sodium, 0mg potassium)
- **Tomatoes, red:** 1 serving (medium (1/2 cup (83g) serve), 9 kcal, 0g protein, 0g total fat, 1g dietary fiber, 1g sugars, 0mg sodium, 2mg potassium)
- **Tomatoes, chopped:** 1 serving (medium (1/2 cup (83g) serve), 6 kcal, 0g protein, 0g total fat, 1g dietary fiber, 1g sugars, 0mg sodium, 3mg potassium)
- **Tomatoes, diced:** 1 serving (medium (1/2 cup (83g) serve), 5 kcal, 0g protein, 0g total fat, 1g dietary fiber, 1g sugars, 0mg sodium, 2mg potassium)

**Growing a plant is hard work and it does take time but for me was a fun and a good experience. To me knowing the tomatoes I'll grow will be used by my family on almost a daily basis is a good feeling I'll have. My tomato plant took a month to grow but no tomatoes has grown from it yet. But I know I'll have tomatoes anytime soon.**

**Description:**

My SAE Project is A Tomato Plant. I grew the tomato plant from a few seeds back in March in my backyard. After a week the plant sprouted. 2 weeks the tomato plant grew up to a foot tall. Taking care of this tomato plant and watching it grow is one of the best feeling I got and knowing I could use the tomatoes for salsa and even beef the tomato plant will have a lack.
**Succulent Propagation**

**Hours Worked**

I worked a total of 56 hours caring for, propagating, and watering my plants.

**Project Description**

I bought two succulents to propagate from a local Home Depot. There, I also bought a grow light because my succulents are being kept in my basement. I then took off some leaves from the plants and let them scab over. I misted them with a spray bottle about once a week until roots started to form. Once there was vegetation, I started watering my plants more often, but not every day because the plant gets overwatered from that. I also learned that by not watering the propagating plants, it puts them in stress and causes them to shoot out their roots more quickly. Now I’m waiting for the leaves to die and the plant to get bigger.

**Skills Acquired**

1. Responsibility from plants requiring warm and hands on care.
2. Knowledge on letting the plants “scab” over before watering.
3. How to water propagating succulents.
4. How to place the propagating leaves in soil.
5. I learned about the steps of propagation.

**Money Earned & Spent**

All together I spent $67.98. This was from buying soil, a spray bottle, a grow light, the succulents I bought, and anything else I needed.
(Image description)

Nick File

https://drive.google.com/drive/folders/0B14UI1T9wtHRRyR2JdVIdZ2FpeGM
My Supervised Agriculture Experience project is Beef production. I currently own two cattle, one steer and a bull calf, and I plan to purchase more cattle in December of 2018. I am learning the responsibilities of raising cattle and the costs associated with it. Currently, I have raised one steer and the other is a bull calf. Over the past two years, I have invested in medical supplies, feed, and other necessary equipment. I plan to continue raising cattle in the future.

Photos

Reflection

I really enjoy raising cattle for my SAE project. I have learned a lot over the course of the past four years and have gained many new skills. The hard work and dedication that I have put into my project have paid off.

Skills Gained

Agriculture

Money Earned & Spent

I have invested a large amount of time and money into my cattle over the course of the past four years. I have paid all the bills and have been able to cover everything I need to make it work.

Hours Invested

I have invested a large amount of time with my cattle over the course of the past four years. I have only been able to work about 15-20 hours per week the past two years, but I have invested a lot of time and money into my cattle.
Fabrication

Description

My sophomore agriscience experience project was a pole decoration project for the 4-H Yuietian Exec. They wanted a sign to be displayed in their main office. I designed the name and information on the phone call program. Then I used the power tool to cut it out. After I completed the sign, I fabricated two markers and sent everything to the Art American Powder Coating to be painted.

Reflection

Looking back on this project, I would have extremely gone through the steps better so that the sign was smooth. Instead of tying to do the finish on the metal myself and almost rubbing the signs, I should have gone directly to a American Powder Coating and saved time doing so. Having the powder coating company finishing everything the painting was a good idea. The fabricated metal takes work perfectly for the application. Future goals for any future project is to have more tools.

Money

- Full sheet of 12 gauge metal $12
- Powder coating $77
Description:
Poultry Production is my SAE project. This project consists of building, raising, and processing chickens. I started by researching different breeds and determining which would be best for my project. I chose Rhode Island Red chickens, known for their high egg production and meat quality.

Number of Birds Wanted:
I initially planned to start with 30 chickens, but eventually decided to increase the number to 50. I sourced my chickens from a local farm and received them at the age of 6 weeks.

Requirements:
- High-quality feed
- Proper ventilation
- Clean water
- Regular health checks

Challenges and Successes:
I faced challenges in the early stages of my project, including issues with feeding and water management. However, I was able to overcome these challenges by visiting my chickens regularly and adjusting my feeding and watering routines accordingly. As a result, my chickens are healthy and thriving.

Reflection:
Through this project, I have gained valuable experience in poultry management. I have learned the importance of proper nutrition, health care, and environmental conditions. I have also developed a sense of responsibility and accountability for the well-being of my chickens. This project has taught me the value of hard work and dedication, and I am proud of the progress I have made so far.

By: Esmeralda Rodriguez
Quality Criteria Four
Qualified and Competent Personnel

There are five full time agriculture teachers at Chowchilla Union High School, all of which have an Agriculture Teaching Credential. Three of the five hold a Master's Degree. Instructors are assigned courses to teach based on their experience and strengths in agriculture. All teachers have gone through technology and GOOGLE training to support CUHS’s GOOGLE Apps for education teaching model.

At the beginning of each year our department creates a chart of responsibilities for the Ag Staff which states what each teacher will be responsible for, including: projects they will advise, FFA activities they will attend, and what Professional Development and CATA events they plan to participate in. All Ag Staff must attend a minimum of at least three professional development meetings annually. These meetings include but are not limited to: CATA Regional road shows, State CATA Conference, CATA Agri Skills seminars, Sectional CATA Planning and Regional CATA Meetings.

Our Ag Staff meets weekly (every tuesday at lunch) for a department meeting where we can discuss the activities for the upcoming weeks and create plans for things needing to be done. We can also voice any concerns or problems we are having at this time. Our Department Chair keeps a detailed account of all meetings and sends us via email the minutes shortly after the conclusion of each meeting. Unfortunately we do not always get everything we need to get done during a lunch period so sometimes we do add more meetings to a week depending on our schedules and what activities we have coming up.

Our Ag Staff is also involved in the professional development on campus. We attend staff meetings with all school staff and are a part of all GOOGLE trainings on campus as well as Common Core Unit Plan development. Our Ag Teachers are respected on campus as masters in the respected fields that they teach.
Supporting Completion Materials

Item A- Copies of my teaching credentials.

Item B- Sub Plans. I have included two copies of Sub Plans that I have recently used this spring.

Item C & D- Two Agriculture Department Meeting Agendas. Mr. Bitter types notes into these during the meetings and emails them out to us later that day. He also includes our Vice Principal of Curriculum and Instruction he knows what is going on also.

Item E- Ag Staff Chart of responsibilities.

Item F - Teacher Data Sheet

Item G- Ag Staff Pictures

Item H- List of Professional Development for the 2014-2015 School Year

Item I- Professional and Personal Goals.

Item J - Letters of Recommendation from when I was applying for teaching positions
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

TERRA RAGGIO

is hereby awarded a

Clear Single Subject Teaching Credential: Renewal

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 05/14/2014 to 06/01/2019

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

TERRA RAGGIO

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):
Valid from 06/27/2012 to 07/01/2017

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
Sub Plans
Tuesday, May 19, 2015
Mrs. Raggio

Thank you so much for subbing my classes today! I currently have 3 periods of Ag Earth Science, 1 period of Ag Communications, and 1 period of Veterinary Science.

Today my class schedule is as follows:

1st Period: Ag Earth Science
2nd Period: PREP-no class
3rd Period: Ag Earth Science - Honors
4th Period: Ag Communications
5th Period: Ag Earth Science
6th Period: Veterinary Science
7th Period: SOEP- no class

I do not teach classes 2nd or 7th periods, please check with Sheila to see if she has other classes she needs covered for those class periods.

Each class should go as follows:

1st, 3rd, 5th periods:

When they come into class they must get their notebooks and sit in their assigned seat (seating charts are provided). Take roll while they do this at the beginning of class and let them know that there is no Objective or Admit question for today. Next hand out the “Ag Earth Spring Final Exam Study Guide #4” packets. They will need to use their notes in their notebooks to finish answering the questions. Read the directions to them.

Remind them that this counts as a quiz grade! They may listen to music while they work on it, but they must work alone and in their assigned seats. Please collect all worksheets at the end of the class period even if they do not finish them. They can not
take the assignment home. Place all completed work in the given folder labeled with the class period.

4th period:
When they come into class they must get their notebooks and sit in their assigned seat (seating charts are provided). Take roll while they do this at the beginning of class and let them know that there is no Objective or Admit question for today. They will be working on their own on the “What Leaders Need To Know About Communication” packet. Read the directions to them. They must work on their own, but they may listen to music while they work on the packet. They must stay in their assigned seats. Remind them that this counts as a quiz grade! It is due to you at the end of the period, they MAY NOT take it home. IF any students finish before the end of the period they may work quietly on work for other classes until the end of the period. Place all completed work in the given folder labeled with the class period.

6th period:
When they come into class they must get their notebooks and sit in their assigned seat (seating charts are provided). Take roll while they do this at the beginning of class and let them know that there is no Objective or Admit question for today. They will be working on their own creating their note card for the final exam. They were given these note cards yesterday, if they did not get one please give them one. They must work on their own in their assigned seats, but they may listen to music while they work on the packet. Remind them that this counts as a quiz grade! They do not need to turn in the note card, they know they must turn them in when they take the final.

Do not allow more than 1 student at a time go to the restroom. If a student goes to the restroom and is gone for 10 minutes or longer please call the front office.
Please leave the names of ANY students you have problems with and I will deal with them upon my return.

If you have any questions please call my cell phone or text message me at (415)847-8983. Once again thank you so much!! You are awesome!!

Sincerely,

Terra Raggio
Sub Plans
Thursday, May 14, 2015
Mrs. Raggio

Thank you so much for subbing my classes today! I currently have 3 periods of Ag Earth Science, 1 period of Ag Communications, and 1 period of Veterinary Science.

Today is a block day and my class schedule is as follows:

3rd Period: Ag Earth Science - Honors
Break
5th Period: Ag Earth Science
7th Period: SOEP - no class

I do not teach class 7th period, please check with Sheila to see if she has other classes she needs covered for that class period.

All of my classes should go as follows, all materials for each class period is in each folder labeled for the period:

3rd, 5th periods:
When they come into class they must get their notebooks and sit in their assigned seat (seating charts are provided). Take roll while they do this at the beginning of class and let them know that there is no Objective or Admit question for today. Next hand out the “Ag Earth Spring Final Exam Study Guide #3” packets, they will need to use their notes in their notebooks to answer the questions. Read the directions to them. Remind them that this counts as a quiz grade! They may listen to music while they work on it, but they must work alone and in their assigned seats. Please collect all packets at the
end of the class period even if they do not finish them. **They can not take the assignment home.** Place all completed work in the given folder labeled with the class period.

**Do not allow more than 1 student at a time go to the restroom. If a student goes to the restroom and is gone for 10 minutes or longer please call the front office.**

**Please leave the names of ANY students you have problems with and I will deal with them upon my return.**

If you have any questions please call my cell phone or text message me at (415)847-8983. Once again thank you so much!! You are awesome!!

Sincerely,

Terra Raggio
1. Calendar - Bitter
   a. April 9th Late Start is Teacher Prep
   b. April 13th & 14 will be Math SBAC: Galloway will be in 501
   c. April 17th is the deadline for Chowchilla Fair Entries
   d. April 16th will be Department Meetings
      i. Review of money left in budget, prioritize what will be bought this year.
   e. May 3rd is Steer Weigh-in for Madera Fair

2. Departmental – Bitter
   a. American Farmers: Handout with potential candidates and assign advisors
   b. Greenhouse SAE
      i. Pots have arrived and we will be back in the greenhouse next Monday and Tuesday after school.
   c. FFA Closet
      i. Should we be checking out jackets for the entire spring?
         1. Kids needing a jacket for a day don’t have access
      ii. Locked and keys to all AG Teachers.
         1. Better job monitoring the sign out/back in sheet.
         2. Label ties and scarfs?

3. FFA
   a. April meeting: April 15
   b. Registered for Reedley College FD: 4 Dairy Cattle, 4 Ag Mech, 4 Horse
   c. Registered Fresno FD: Dairy, Land, Horse, Ag Mech, Veg
   d. Cal Poly Registration: Veg, Horse, Land and Dairy All registered - hotel reservations made
   e. Chowchilla Fair
      i. All other are due April 17th (Handout)
   f. April 13th FARMS - Angie
   g. May 27th FARMS-
   h. State Degree Banquet April 7th Leave at 4:30pm
   i. State Conference: 2 delegates, 8 full time, 13 1 day = 23 for Monday - all Ag Teachers will drive and attend the Monday Conference and Concert
   j. Sectional Applications due April 22nd - I have this application, let me know if you would like copies for your classroom
   k. Sectional Officer Screening April 27th @ Central West
   l. Officer Applications will go out April 8th - will be due April 24th
m. Officer Interviews: Wednesday May 6th after school
n. Officer Elections: Tuesday May 19th
o. CATA Meeting at Kingsburg May 7th
p. American Degree Scoring May 19th/20th - does anyone have numbers for this yet?
q. Candle Making: Monday May 4th - Wednesday May 6th after school
r. End of Year Banquet May 21st
   i. dinner -
   ii. centerpieces - Angie
   iii. awards -
s. What do you people want to do for the Point Awards trip?
1. Calendar - Bitter
   a. Late start on 1/29 will be Google Training
   b. Late start on 2/5 will be Dept Meetings
   c. ASVAB is on 1/28, Wednesday, Juniors out until lunch
   d. POA Awards Trip: Tuesday February 3rd.
      i. Brad will do Trip Request
      ii. Terra will do Permission Slips and invites for 27
   e. World AG Expo Trip: Wednesday February 11th.
      i. Brad will do Trip Request, Permission Slips for 27
      ii. Each teacher will invite what their van will hold
      iii. Announce to classes that if they (student + parents) meet the teachers in front of the Top 10 New Products Tent they will be excused for the day for a school activity.

2. Departmental – Bitter
   a. State Farmer Eligible list
      i. Handout and review list
   b. Greenhouse, plug list from M & M. End of the week is our goal to a running greenhouse. (Still waiting for Plug List)
   c. Farm Work Day - February 7th??

3. FFA
   a. I would like to complete the following applications (Due Feb 1st) if anyone would like to help:
      i. California Superior Chapter - completed
      ii. National Chapter Award
      iii. Star Advisor Award(s) - anyone else want to do one?
      iv. Website award - completed
      v. Did we do any Admin or Counselor apps?
   b. Arbuckle Field Day - registration complete, hotels booked
   c. MFE/ALA- Feb. 13th - 14th- 7 students attending
   d. FFA Week Feb.23rd-27th
   e. Cow Chip Bingo Friday Feb 27th
   f. Western Dairy Classic is February 28th, Looking for a Parent to Drive Dairy or we won’t go.
g. No teams are going to UC Davis (March 7)

h. WHC Field Day - Ag Mech, Horse Judging and Land (March 7) - I am registering on thursday so please have numbers to me by then! Land:4,

i. Chico Field Day - so far Land, Meats, Veg and Horse (March 14) - I need to book hotel rooms and register by the end of this week- hotels fill up!!

j. Proficiencies - all students in Ag Comm will be doing an application, anyone else?

k. POA trip.... suggestions? date?

l. Tulare Farm Show trip?

m. Feb. 4th - Recordbook Scoring in Kingsburg (and Proficiencies)

n. Feb. 25 WFM Speaking @ Caruthers @ 4pm - will be taking students for Job Interview, may need an extra driver - will let you know.

o. SJR CATA/FFA Meeting in BAKERSFIELD @ Frontier HS Feb. 28th - POW and Scrapbook due this day!!

p. STATE CONFERENCE REGISTRATION OPEN - April 18th - 21st (NOT spring break this year). *APRIL 18th is CUHS PROM.* - 1st meeting is Friday Feb. 6th at lunch in room 505
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<th>CLASS ASSIGNMENT</th>
<th>Bitter</th>
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Quality Criteria Five
Facilities, Equipment, and Materials

The agriculture program for Chowchilla Union high School is fortunate to have a new Agriculture building, greenhouse and a 17 acre school farm. The current Agriculture Building on the CUHS campus was established in August of 2009. Currently, the facility consists of one traditional classroom, one science laboratory classroom, one fully equipped computer lab, a welding and fabrication shop and a ag staff office. The Agriculture department also occupies a Power Mechanics shop, Wood Shop, Greenhouse and Floral Design Classroom.

In 1947, a deed for the transfer of 27 acres of fairgrounds property was drawn up by the County District Attorney for Chowchilla UHS. An additional 13 adjacent acres was leased to the school, the fairgrounds retaining ownership. There was only one condition contingent to the transfer and that is the land be used only for Agriculture Instruction. Board members Logan Schnoor, Elmer Thiel, and Dan Cardwell, along with Principal Lester Turnbaugh and Agriculture Instructor Merl Tobler were all instrumental in laying out the agricultural school farm complex. In 2009 a new livestock barn and show practice pen were constructed at the school farm. This facility can currently hold up to 21 hogs, 9 lambs or goats and 5 steers/heifers (more animals can be accommodated with the use of the irrigated pastures). Agriculture Staff, Students, and District Personnel all help maintain this facility. One of our biggest challenges we currently face is that our school farm is not on our CUHS campus therefore it is difficult to be able to use the facilities for labs during class time due to transportation issues.

When things need repaired or replaced on the Farm Facility we are to contact our Department Chair, and he will advise on if we need to address it and the majority of all expenses at the school farm get paid for by our Ag Advisory Committee using the funds raised at the Ag Advisory fundraiser dinner. Some large purchases have also been made with Ag Incentive Grant money but this is done at the end of the school year with the leftover
fund that need to be spent. All ag teachers must agree on what the money is spent on in this case.

Students who use the school farm facilities for SAE projects are expected to sign and agree to follow the School Farm Livestock Agreement Contract. This contract has recently been revised to include the need for each student to supply a $50.00 security deposit which will be withheld at the end of the project if the animal is not properly cared for by the student while at the facility. Students who keep projects at the farm keep locked tack boxes in the barn to secure personal belongings and feed.

All science lab classrooms have adequate storage with cabinets surrounding the perimeter of the classroom. These classrooms also have numerous sinks, gas and air outlets for lab activities. The shop classes do struggle due to the lack of space in the shops. The shop teachers and Ag Advisory members are currently working on how this situation can be fixed and how more room can be added to the welding shop.

The agriculture department computer lab was purchased with special grant money. This computer lab is housed in the main agriculture building on the CUHS campus and is meant to be used for agriculture classes only. Yet, due to the shortage of computer labs on the rest of campus, we do allow departments to use our computer lab if they ask to do so ahead of time and no ag classes are in need of it for that day/class period. As the whole campus moves to 1:1 technology classrooms this will be less of an issue.

All classrooms have either a LCD projector or a SMART board. All teachers access to email, and Google sites for webpage creation and document sharing. Our district also does not block or filter websites on teacher computers, so if we need to use a Youtube video we can at our professional discretion. My classroom is currently 1:1 with Chromebooks and we are adding another classroom set of Chromebooks to Mrs. Barney’s classroom for next year. The goal is to have all ag classrooms be 1:1 by the end of the 2016-2017 school year.
Supporting Completion Materials

**Item A** - Agriculture Center Photos

**Item B** - CUHS Facilities Map

**Item C** - School Farm Pictures

**Item D** - Greenhouse Pictures

**Item E** - Shop Pictures

**Item F** - Department Description of facilities

**Item G** - Classroom Pictures

**Item H** - My "Wish List"

**Item I** - Current Year's Ag Department Budget
Chowchilla Union High School
Agriculture Department

Description of Facilities
and Major Equipment

Ag Room 501: Computer lab with teacher workstation and 86" Promethean Board for presentations. 32 student computers.

Ag Room 502: Lecture room with a teacher workstation. Classroom contains 30 desks and 5 student computers. LCD projector will broadcast presentations to the 12' drop down screen.

Ag Room 505: Lecture/laboratory room with 36 student workstations. Instructor has a demonstration table in the front along with a computer and a 78" Promethean board for electronic instruction. There are sinks in the room to facilitate teaching science laboratories. Two worktables in center of room allow for student projects to expand out of work area.

Ag Welding Shop: Shop outfitted with 12 permanent arc-welding stations, portable 6 gas welding station, 10 portable MIG welders, and 3 portable arc welders, plasma cutter, cold saw, band saw, chop saw, three portable Oxy/Fuel rigs, 2 drill presses, wire wheel, 4 bench grinders, and two 2-ton hoists.

Ag Room 5: Lecture/laboratory room with 9 tables. Instructor has a demonstration table in the front along with a computer and 2—24" TVs for electronic instruction. There is a SmartBoard installed allowing for enhanced technological presentations. There are sinks in the room to facilitate teaching science laboratories.

Ag Room 34a: Lecture room with 30 desks. Instructor has a demonstration table in the front along with a computer and a 32" TV for electronic instruction.

Power Mechanics Shop: Large shop with 8 teardown tables for overhauling engines and hands-on instruction. Shop is outfitted with a media blaster, wire wheel, bench grinder, solvent tank, buffer, portable Oxy/Fuel rig, portable MIG welder, portable Arc welder, car lift, and portable cherry picker type engine hoist.

School Farm: 70' X 100' Arena with concrete pad for fitting and hay storage, a sand floor with arena and portable bleachers (coming soon) and 16 hog pens (coming soon). We have approximately 15 acres of irrigated pasture, 5 acres of open ground, a 25' x 35' Quonset hut for storage.

Vehicles: The Ag. Department owns three pick up trucks, 2 15-passenger vans, a 22' gooseneck trailer, a 14' pull behind trailer, and a tractor along with various implements such as scrapers, graders, discs, and sprayers.

Greenhouse: 60' X 80' Greenhouse with automatic waterers and potting tables. Used to house student SAE projects and to grow plants for the annual Mother's day plant sale.
2015-2016 Wish List

Name: Terra Raggio
Department: Agriculture
Courses: Agriscience 1, Ag Communications, Veterinary Science

1. Item: Agriculture Department/ Google Apps for Education Summit
   Item#: 3
   Company: Google Apps for Education
   Price per item: $250.00 Registration
                   $340.00 Hotel
   Quantity: 1
   Estimate Tax and Shipping: $0.00
   Total: $590.00
   Course: FFA/ All AG courses
   Purpose: Google Apps for Education Professional Development to support 1:1 Chromebook implementation

2. Item: Nasco Life/Form Canine IV Leg
   Item#: LF01016N
   Company: Nasco
   Price per item: 199.95
   Quantity: 1
   Estimate Tax and Shipping: 50.00
   Total: $249.95
   Course: Veterinary Science
   Purpose: To practice: IV insertion, bandaging and restraint

3. Item: Advanced Sanitary CPR Dog
   Item#: LF01155(X)N
   Company: Nasco
   Price per item: $1,350.00
   Quantity: 1
   Estimate Tax and Shipping: 50.00
   Total: $1,400.00
   Course: Veterinary Science
   Purpose: For canine CPR training and certification
4. Item: Andis Super AGR+ Cordless Rechargeable Clipper  
   Item#: C27232N  
   Company: Nasco  
   Price per item: $269.75  
   Quantity: 1  
   Estimate Tax and Shipping: $20.00  
   Total: 289.75  
   Course: Veterinary Science  
   Purpose: For surgical prep lab

5. Item: Elastrator  
   Item#: C00232N  
   Company: Nasco  
   Price per item: $15.75  
   Quantity: 10  
   Estimate Tax and Shipping: 50.00  
   Total: $207.50  
   Course: Veterinary Science  
   Purpose: For lamb castration and tail docking lab

6. Item: Disposable Artificial Vagina  
   Item#: C14020N  
   Company: Nasco  
   Price per item: $46.88  
   Quantity: 1  
   Estimate Tax and Shipping: $20.00  
   Total: $66.88  
   Course: Veterinary Science  
   Purpose: Artificial Insemination Lab

7. Item: Nasco Guard Reproductive Tract of Cow  
   Item#: LS02798N  
   Company: Nasco  
   Price per item: $72.00  
   Quantity: 1  
   Estimate Tax and Shipping: $20.00  
   Total: $92.00  
   Course: Veterinary Science  
   Purpose: Artificial Insemination Lab and Reproductive Anatomy Lab
8. Item: All 2-Mate Barb-style Insemination Gun  
   Item#: C31164N  
   Company: Nasco  
   Price per item: $30.75  
   Quantity: 10  
   Estimate Tax and Shipping: 20.00  
   Total: $327.50  
   Course: Veterinary Science  
   Purpose: Artificial Insemination Lab

9. Item: Sheath with Blue Insert (UnSlit)  
   Item#: C25757N  
   Company: Nasco  
   Price per item: $3.15  
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   Estimate Tax and Shipping: $10.00  
   Total: $16.30  
   Course: Veterinary Science  
   Purpose: Artificial Insemination Lab

10. Item: WristScan V9 Ultrasound Kit  
    Item#: Z46385N  
    Company: Nasco  
    Price per item: $2,266.75  
    Quantity: 1  
    Estimate Tax and Shipping: $50.00  
    Total: $2,316.75  
    Course: Veterinary Science  
    Purpose: Ultrasound Lab and Reproductive Anatomy Lab

    Item#: C26853N  
    Company: Nasco  
    Price per item: $57.95  
    Quantity: 10  
    Estimate Tax and Shipping: $50.00  
    Total: $629.50  
    Course: Veterinary Science  
    Purpose: Research Reference for Veterinary Science Labs and Research Projects
12. Item: Large Animal Veterinary Kit  
Item#: SA01129N  
Company: Nasco  
Price per item: $20.32  
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Course: Veterinary Science  
Purpose: Dissection Labs and Suture Labs

13. Item: Digital Thermometers  
Item#: C24798N  
Company: Nasco  
Price per item: $4.65  
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Course: Veterinary Science  
Purpose: Vital Signs Lab and Troubleshooting Lab

14. Item: Barnes-Type Large Size Dehorner  
Item#: C00181N  
Company: Nasco  
Price per item: $24.95  
Quantity: 1  
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Total: $44.95  
Course: Veterinary Science  
Purpose: Branding and Dehorning Lab

15. Item: Suture Practice Kits  
Item#:  
Company: The Apprentice Corporation  
Price per item: $69.00  
Quantity: 10  
Estimate Tax and Shipping: 10.00  
Total: $700.00  
Course: Veterinary Science  
Purpose: Suture Lab and Surgery Lab
16. Item: HP Designjet T520 Inkjet Large Format Printer - 24" - Color
   Item#: #24498761
   Company: Office Depot
   Price per item: $1,643.89
   Quantity: 1
   Estimate Tax and Shipping: $131.51
   Total: $1,775.40
   Course: Ag Communications
   Purpose: For assignments in advertisement design, presentation, and marketing

27. Item: GBC® Ultima 65 Laminating Machine
   Item#: 20705337
   Company: Office Depot
   Price per item: $2,299.99
   Quantity: 1
   Estimate Tax and Shipping: $184.00
   Total: $2,483.99
   Course: Ag Communications
   Purpose: For assignments in advertisement design, presentation, and marketing
# Budget Report

From 07/01/2014 thru 05/26/2015

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**** 4000 Totals

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# Budget Report

From 07/01/2014 thru 05/26/2015

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*Note: Balance and % columns are calculated for each fund level.*
**Budget Report**

Fiscal Year: 2015
Requested by bbitter

From 07/01/2014 thru 05/26/2015

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<th>Fund</th>
<th>Description</th>
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<td>$10,165.90</td>
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# Budget Report

From 07/01/2014 thru 05/26/2015

## Summary

Note this summary includes only the account lines that were included on this report.

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<thead>
<tr>
<th>Fund: 0100 General Fund</th>
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<table>
<thead>
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<th>Year To Date</th>
<th>%</th>
<th>Encumbered</th>
<th>Unencumbered</th>
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<td>$23,911.00</td>
<td>$23,911.00</td>
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<table>
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<th>Year To Date</th>
<th>%</th>
<th>Encumbered</th>
<th>Unencumbered</th>
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<tr>
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<td>11,000.90</td>
<td>11,000.90</td>
<td>48.53</td>
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<td>7,541.70</td>
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<tr>
<td>Total: 5000 Services &amp; Other</td>
<td>19,966.12</td>
<td>17,341.92</td>
<td>17,341.92</td>
<td>86.86</td>
<td>0.00</td>
<td>2,624.20</td>
</tr>
<tr>
<td>Total: 4000 - 5000</td>
<td>42,635.14</td>
<td>28,342.82</td>
<td>28,342.82</td>
<td>66.48</td>
<td>4,126.42</td>
<td>10,165.90</td>
</tr>
<tr>
<td>Total: 1000 - 5000</td>
<td>42,635.14</td>
<td>28,342.82</td>
<td>28,342.82</td>
<td>66.48</td>
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<td>10,165.90</td>
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<tr>
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<td>6,174.36</td>
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<tr>
<td>Total: 1000 - 7000</td>
<td>48,809.50</td>
<td>28,342.82</td>
<td>28,342.82</td>
<td>58.07</td>
<td>10,300.78</td>
<td>10,165.90</td>
</tr>
</tbody>
</table>

| Total: Net Increase/(Decrease) in Fund Balance | (24,898.50) | (4,431.82) | (4,431.82) | 17.80 |
| Total: Beginning Balance | 0.00 | 0.00 | 0.00 | 0.00 |
| Total: Ending Balance (9790) | ($24,898.50) | ($4,431.82) | ($4,431.82) | 17.80 |

Components of Ending Balance

| Total: Reserves (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 |
| Total: Designated (9770 - 9780) | 0.00 | 0.00 | 0.00 | 0.00 |
| Total: Undesignated | (24,898.50) | (4,431.82) | (4,431.82) | 17.80 |
## Fund Summary

**Note:** This summary includes only the account lines that were included on this report.

### Fund: 0100 General Fund

<table>
<thead>
<tr>
<th></th>
<th>Working</th>
<th>Current</th>
<th>Year To Date</th>
<th>%</th>
<th>Encumbered</th>
<th>Unencumbered</th>
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<td>$23,911.00</td>
<td>100.0%</td>
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<tr>
<td>Total: 3000 Benefits</td>
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<tr>
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<td>6,174.36</td>
<td>0.00</td>
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<tr>
<td>Total: 7000 Other Outgo/Financing Uses</td>
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<td>0.00</td>
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<tr>
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<td>10,300.78</td>
<td>10,165.90</td>
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<td><strong>Total: Net Increase/(Decrease) in Fund Balance</strong></td>
<td>$(24,898.50)</td>
<td>$(4,431.82)</td>
<td>$(4,431.82)</td>
<td>17.80</td>
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- **Total: Beginning Balance**: $0.00
- **Total: Ending Balance (9790)**: $(24,898.50)

**Components of Ending Balance**

- **Total: Reserves (9710 - 9719)**: $0.00
- **Total: Designated (9770 - 9780)**: $0.00
- **Total: Undesignated**: $(24,898.50)
Quality Criteria Six
Community, Business and Industry Involvement

The motto for our district is “Tribe Pride Community Wide”, so it should be no surprise that the Chowchilla Union High School District strongly believes in community support and involvement. Although Chowchilla is a small community, every club on campus has its own boosters and/or advisory group to help support the club grow and succeed. Our District embraces the concept of Advisory Committees and Booster groups and they understand the importance these groups have when it comes to helping our students achieve success. Although we do not have a traditional Ag Boosters group, we do have a very active and supportive Ag Advisory Committee that supports our department in a variety of different ways. Our Agriculture Advisory Committee consists of community members, agriculture industry professionals, postsecondary teachers and staff, and district staff and administration. We keep a roster of all Advisory members and update it twice a year following each meeting.

The Advisory Committee meets three times a year; invitations and agendas are sent out to our members prior to the meeting. One improvement that our ag advisory has been vital in is creating career pathways within our department and getting new classes approved by the school board to complete each pathway. Ag Advisory has also financially supported projects at the school farm and they give away scholarships each year to graduating seniors that have been an important part of our chapter.

The role of our Ag Advisory Committee is to provide our Ag Staff and School Administration with guidance and support in order to ensure a quality program that produces students that are career ready. Every member of our Committee is very passionate about Agriculture and takes great pride in our program and the accomplishments of our students. All recommendations made by our Advisory Committee are carried forward to the District Administration for consideration and approval.

One challenge that often face is being able to get all members to attend every meeting. There have been times when we do not have enough members at a meeting to vote and therefore all voting has to be tabled until the next meeting, which makes it an even
period of time before some decisions can be made. This can be frustrating as we do have projects that we would like to see accomplished sooner rather than later.

Due to our small community our Ag Advisory Committee also acts as our Ag Booster Club. Once every other year our Ag Advisory’s main focus is raising money for our program and our FFA students. This is done through a dinner dance and auction that the Ag Advisory Committee puts on every other year. This dinner dance and auction raises approximately $40,000 for the agriculture department and FFA program. They use these funds to purchase equipment we need for the farm, help fund conferences and travel costs for students, help fund annual scholarships given to graduating seniors and provide assistance on about anything we ask for. We are very fortunate that when we have a need and bring it to their attention the answer is always yes.
### 2014-15 Agriculture Advisory Committee

<table>
<thead>
<tr>
<th>Office</th>
<th>Last Name</th>
<th>First Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
<th>Phone</th>
<th>Cell</th>
<th>Fax</th>
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</tr>
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</tr>
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<td>Mike</td>
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<td>Faust</td>
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<td>Fagundes</td>
<td>Anthony</td>
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<tr>
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<td>Matt</td>
<td></td>
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<tr>
<td>Martin</td>
<td>Tom</td>
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<tr>
<td>Nieuwkoop</td>
<td>Trudie</td>
<td></td>
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<tr>
<td>Peters</td>
<td>Teddi</td>
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<td>Sandlin</td>
<td>Justin</td>
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<td>York</td>
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<td>Tatom</td>
<td>Brent</td>
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<tr>
<td>Seals</td>
<td>Ron</td>
<td></td>
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</tbody>
</table>
FUNCTIONS
The Board of Education of the Chowchilla Union High School District has created and established the Agricultural Advisory Committee to assist the vocational agriculture teachers, the administration and the Board in formulating the objectives of the agriculture program. The Board is advisory in its capacity and has no administrative authority.

RESPONSIBILITIES
1. Assists in determining agricultural education needs for the entire community within the framework of all new vocational education acts.

2. Assists the vocational agriculture staff, when requested, in:
   a. Deciding on the practicability of any portions of the program;
   b. Developing annual and long-term vocational agriculture programs;
   c. Unifying the activities of the agriculture program with those of other groups and agencies interested in agriculture.

3. Assist the new teacher in determining what skills are needed for particular job entry so these skills may be included in the instructional program.

4. Advise on supplies and equipment needed.

5. At times helpful to the teacher of students, visit the Supervised Agriculture Experience Programs of students, or agriculture classes and demonstrations, participating in the instruction in these activities where appropriate.

6. Advise any teacher requesting assistance on the agriculture and agriculture-related problems in the community.

7. Study problems presented to it by the Board of Education on which further information is needed.

OPERATION OF COMMITTEE
Number of Meetings: Meetings shall be held four (4) times per year – (August, December, March, May), with other meetings being on an “as needed” basis.

Composition of Meetings: The Committee shall consist of nine (9) individuals with recent, firsthand, practical experience in the field of agriculture and with substantial interest in the vocational agriculture education program.

Committee Member Attendance:
Committee members that miss more than two (2) of the four regularly scheduled quarterly meetings during one year will be removed from the Advisory Committee and replaced through an appointment by the Board of Trustees.

Approved by the Board
April 8, 2003
Officers: Chairman, Vice-Chairman, and Secretary. The Chairman should be a layman and elected by the committee. The Department Chair for Agriculture serves as a non-voting member and acts as secretary and general consultant for the committee. Officers are elected for a one (1) year term at the May meeting for the following year.

Length of Service: Committee members are appointed for a three (3) year term. Members may be reappointed for a second three (3) year term. The committee serves at the pleasure of the Board of Education and may be dissolved at any time by Board action.

Length and Place of Meeting: In General, a two-hour meeting should secure good results. The meeting should be held in the Agriculture Department. Notice (10-14 days) of the meeting should be provided as well as a copy of the agenda in advance.

Committee Vacancies: Vacancies that occur on the committee, either because of completion of their term of office or for some other reason, between terms, shall be filled by appointment by the Board of Education. The Board may consult with the Committee for suggestions.

Agenda: Meetings are called with a purpose and an agenda is prepared to guide the meeting and assure a logical procedure and progress toward established objectives.

The Department Chair for Agriculture should assume leadership in developing the agenda. The final agenda should be a cooperative effort between the Coordinator and the Committee Chairman.

When the agenda is completed, the secretary will mail it to each member of the Committee and the Superintendent and members of the Board of Education, along with the meeting time, date, and place, and a copy of the minutes of the previous meeting. Other items may be enclosed for consideration of the members.

The Meeting: The Committee shall adopt procedures for the conduct of meetings. It is suggested that some form of parliamentary procedure be followed. The Committee is advisory in function and meetings are open to the public. As such, items relating to personnel are not to be discussed. Members of the Committee desiring to make comment on personnel items may do so by meeting privately with the Department Chair for Agriculture and/or the district Superintendent.

A quorum of five (5) Advisory Committee members shall be required for the conduct of a meeting. Decisions requiring a vote shall be by a majority of the members present.

Approved by the Board
April 8, 2003
Meeting of the
Chowchilla Union High School Agriculture Advisory Board
Tuesday, August 19th, 2014 – 5:00 P.M.
AG School Farm

1. Call to order, Roll Call & Welcome (Tom Martin)
2. Minutes from last meeting (Brad Bitter via Janelle Maddalena)
3. Treasurers’ Report (Trudie Nieuwkoop)
4. Resignation of Janelle Maddalena (Tom)
   a) Submission of names for replacement
      i. Send names to bitterb@chowhigh.com
      ii. I will submit names to the Board for next board meeting
   b) Election of new Secretary
   c) Election of Officers for 2014-15
5. AG Department Report (Staff)
   a) Class Section report (Staff)
   b) SAE Animal Reports (Staff)
6. School Farm (Tour and Talk)
   a) Prioritize a list of projects at school farm
      i. Center lane fencing
      ii. Overheads and rebuild gates
      iii. Spray program – Mike Eye
      iv. Create cattle pen in area behind lamb pens
      v. Permanent split of lamb pens, hog pens.
      vi. Extend roof to cover new concrete and cover a new set of lamb/hog pens.
7. Any other new business or future agenda items (Tom)
8. Calendar for next meetings (Tom)
   a) December________________
   b) March______________
   c) May______________
9. Adjournment (Tom)
Meeting of the
Chowchilla Union High School Agricultural Advisory Board
March 7, 2013

1. Call to order, Roll Call & Welcome
   Meeting was called to order by T Martin at 5:08pm. 11 members were present. Trudie Nieuwkoop, Roger Faust, Brent Tatton, Brian Evans, Brad Bitter, Mike Eye, Fred Cogan, Amanda Pombo, Terra Plumley, Tom Martin and Janelle Maddalena

2. Minutes
   The minutes were presented by J Maddalena. Motion was made by M Eye second by T Nieuwkoop. The minutes were approved as read.

3. Treasurer’s Report
   No report was available

4. AG Department Reports
   a) State Proficiencies - 11 students are State Degree winners, notified that Kiana Peters is a State finalist
   b) Spring events - Movie night is Wed March 13th, On March 19th taking 72 kids for sectional fun night, Field Days at Merced, MJC, Reedley, Fresno St & CalPoly, Meeting attendance has been fabulous!!
   c) UC Davis Results – overall did very successful, Mr. Evans had 3 students for Ag Mechanics they participated and now have a better idea what to expect, they received great experience, Mr. Bitter had 5 students for the dairy team and finished middle of the pack, Ms Plumley had 5 students for the BIG team and placed 25/44 teams. Everyone had a great time!!
   d) Events - took a bus of 50 to the Fresno St Basketball game, 9 kids went to Bowl-a-thon raising $855 for our chapter which was the most!! All night FUN!
   e) Tractor update- tractor is okay to be salvaged – the clutch is out but motor is good, motion was made by Mike and seconded by Roger that they will take the tractor to John Fore to get a quote to repair it. Motion passed, Mr. Bitter will research the details of what is needed in the next tractor. This is tabled we will discuss at our next meeting.
5. School Farm
   a) *Farm Workday*- We crossed a few more things off the list with a lot of great work being done and a few things to still get done before the fair. It's really looking great!!
   b) *Scholarships*- 2 -$500 scholarships were added by the Stampede Committee for students with Ag related majors. This is also for trade or Vocational Schools too
   *Hog Pens* – Sand was put in the pens, still some to finish but they need the pile moved closer.
   *Signs* – Signs are ready for power coat, Big sign is close to being done might be pricey to power coat but well worth it.
   *Fair Signs*- All new weather proof signs for all species by Yellow Dog Signs also launching a website ChowchillaFFA.org with an Ag Advisory tab
   c) Next Farm Work Day - April 6th Put up signs, clean up and get ready for foot traffic, clean roadside, center lane, drop cloth
   d) Motion was made by Trudie and seconded by Mike to get a fence and gate quote from Bento Welding. Motion passed, we will demo ourselves.

6. New Business
   a) Scholarship meeting Wednesday May 8th 3:30 pm Mr. Evans room
   b) Ag Advisory dinner is set for Saturday, September 14th with 50 tables, Tom and stampede crew will cater with Rib Eye steak, salad, green beans, roll and ice cream sandwiches - tickets are $30 each or $200 table. We plan to have live auction items, silent auction items and maybe the Lions club or AGR from Fresno State to bartend

Next meetings
   August meeting we will set up at the May meeting

   c) Adjournment at 6:45pm by J. Maddalena and second by M. Eye
Chowchilla Union High School
Agriculture Advisory Committee
2014 Scholarship Recipients

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Mark Bockhop Memorial</td>
<td>$500</td>
</tr>
<tr>
<td>Tim Lovelace Memorial</td>
<td>$500</td>
</tr>
<tr>
<td>Doug Pecarovich Memorial</td>
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<tr>
<td>Agriculture Advisory Committee</td>
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<tr>
<td>Espinola Scholarship</td>
<td>$750</td>
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<tr>
<td>Pfitzer</td>
<td>$1,000</td>
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<tr>
<td>Stampede Committee</td>
<td>$250</td>
</tr>
<tr>
<td>Stampede Committee</td>
<td>$250</td>
</tr>
</tbody>
</table>

Motion to approve __________________________

Second ________________________________

Committee President ________________________
Quality Criteria Seven

Career Guidance

Our current goal is to develop pathways within our department that will allow students to select a career pathway in their ninth or tenth grade year, then in their eleventh and twelfth grade years they will receive advanced instruction in their selected career pathway that will result in a certification in that specific career area. One of the main challenges we face with trying to build these types of pathways is keeping on campus counselors informed and educated about the different pathway classes so that they are able to support the pathways by putting the correct students in each course. CUHS suffers from a lack of elective courses which does result in counselors putting students in courses they should not be in, we are hoping that the establishment of new courses and pathways will help solve this issue.

In every Ag class students complete the career planning portion of the Student Data sheet. Once our career pathways are in place we are hoping that based on a student's career interest that we will be able to pre counsel them about what sequence of courses they should take in our Ag Program. Every ag class explores different careers within the agriculture industry and currently our ROP students create resumes, cover letters, and professional portfolios. They will also participate in mock job interviews. Once we have career pathways in place we would like all students, not just ROP students, create portfolios based on the career pathway that they complete within our department.

We strive to expose our students to careers in agriculture is by having guest speakers and by taking industry field trips. During the course of each school year we have representatives from trade schools, community colleges, State Universities, and Businesses come to our department to inform our students about the opportunities for careers in their field, or postsecondary education needed for their career goal. Field trips are also a vital part of this process. We take students on industry tours at the end of fall semester to places such as Hilmar Cheese, Gallo, Foster Farms and other agricultural businesses in our area. Our students are also exposed to various postsecondary options when they travel to different field days for their CDE teams.
Through Merced ROP CUHS has also previously entered into articulation agreements with Merced College. These agreements have been maintained through the Merced County Office of Education and the Regional Occupation Program (ROP) for Merced County. Students completing our ROP courses in Ag Communications and Advanced Welding have the option to receive a 2+2 certification. Students also have the opportunity to attend the Merced ROP Career Industry Day which allows students to visit with numerous career professionals and businesses from all over the state.
Planned Department Activity (FFA)

FRESHMAN YEAR  SOPHOMORE YEAR  JUNIOR YEAR  SENIOR YEAR

Swine
John Pizza

STUDENT CAREER DATA SHEET

A. Name ______________________  ______________________  ______________________  ______________________
   Last Name  First Name, MI  First Name, MI  First Name, MI  First Name, MI

B. Gender:  Male  Female  

C. Date:  5/26/2015  

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)
   [X]

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  
    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

1. 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 the 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.
   Agriculture Related Occupation

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

   1. Go to Work Full - Time
      [X] No Further Education
      [ ] Some College Later
   2. Go to College
      [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: 2014-09-17
   Student Number: 1080862
## Career Pathways Offered

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Animal Science</th>
<th>Option</th>
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<tbody>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agriscience 1</td>
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<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agriscience 2</td>
<td></td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Veterinary Science I</td>
<td></td>
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<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
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### Agriculture Business

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<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agriscience 2</td>
<td>ROP (By application only)</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ROP Agriculture Communications</td>
<td>(By application only)</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ROP Agriculture Communications</td>
<td>(By application only)</td>
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### Horticulture / Floriculture

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<tr>
<th>Year in School</th>
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<th>Art and History of Floral Design</th>
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<td>Agriscience 1</td>
<td>Art and History of Floral Design I</td>
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<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agriscience 2</td>
<td>Art and History of Floral Design II</td>
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<td>Art and History of Floral Design</td>
<td></td>
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<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Art and History of Floral Design</td>
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### Agriculture Mechanics

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<tr>
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<td></td>
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<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Basic Wood</td>
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<td>Introduction to Ag. Mech.</td>
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<td>Welding Technology I</td>
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<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
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### Power Mechanics

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<td>Intro to Ag. Mech.</td>
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<td>Power Mechanics II</td>
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<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Power Mechanics III</td>
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</table>

*Classes italicized are proposed to be added for 2015-16 school year*
SAVE THE DATE!!!

ROP Career Industry Day

Merced County Fairgrounds
Tuesday, October 21, 2014
8:30 AM–2:00 PM

We look forward to our continued partnership in creating rich career exploration for the students in our area.

MERCED COUNTY ROP
Specializing in Career and College Transitions
Career & Technical Education

For more information contact:
Jeanne Knapp — jknapp@mcoe.org or 209-381-6757
Quality Criteria Eight
Program Promotion

Each Ag Teacher is constantly working to further promote our program. One of the aspects that we have struggled with in the past is keeping the community informed about our activities and successes so this year that has been our main focus: promoting our program within the Chowchilla community. This promotion has been done through: Facebook, electronic newsletter, posters, the Chowchilla Chatter and the Chowchilla News.

Promotion of our program is a year round activity taking place on many levels, the first level is on campus promotion. On campus promotion is done through flyers and posters displayed in ag classroom and other areas around campus, such as the MPR/Cafeteria. These posters are usually created in the Ag Communications class or by AG Teachers to promote monthly meetings, CDE teams, fair projects, banquets and fundraisers. The Ag Communications class works hard to keep these posters up to date so that the whole student body can stay informed about FFA and Ag Department activities. On campus promotion is continued through morning announcements to be read over the PA system on campus. We use this to make announcements about meetings, banquets and to congratulate CDE teams when they do well at competitions. On campus we also take part in ROP awareness day and club day to help promote our department.

This year we also established an electronic newsletter. This newsletter is sent out to current Ag parents, students, the CUHS school board, ag advisory members and other individuals that request to get the newsletter. This newsletter is sent out monthly and helps to promote the program by keeping people informed about activities, fundraisers and successes. This newsletter is a year long project that is completed each month by the Ag Communications class. We have gotten very positive feedback about the newsletter and next year’s Ag Communications class will continue its production.

This year we also updated and redesigned the Chowchilla FFA website (www.chowchillaffa.org). This site now shows an updated calendar of events that is changed daily, it also provide important contact information for our department as well as it explains
CDE teams and fair projects. Students can also access the Ag Advisory scholarships and other agriculture related scholarship on this webpage. This webpage has made our department more accessible to not just our current students but also parents and guardians.

One area that has had great success in promoting our program is our Chowchilla FFA Facebook page. All of the ag teachers are administrators for this page which allows each ag teacher the ability to post and edit posts on the page. This has been a great way to keep the community informed about successes and fundraisers throughout the year. We have gotten very positive feedback about our posts and activity on this page and we will continue to use it for the promotion of our program.

Currently we have very good class numbers within our department but one area where our program promotion could improve is in the area of recruitment. This could be improved by visiting the Chowchilla schools that feed into CUHS. We do attend 8th grade parent night and we have a booth there to promote our program but one night is not enough to fully recruit for our program. We also put on floral design demos at the local pre-school this year which went very well and allowed our students to promote our department to younger children in the Chowchilla community. We would like to set up “Ag Days” at WIlson Middle School this next year where we can set up different booths to help promote our different career pathways. This would have to be done prior to 8th grade parent night so that the students already have a good idea about what we offer.
CHOWCHILLA FFA

FFA is a National Organization of Agriculture Students that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education. To accomplish this, the FFA develops competent and assertive agriculture leadership; increases awareness of the global and technological importance of agriculture; promotes the intelligent choice and establishment of an agriculture career; encourages achievement in supervised agricultural experience programs; and develops interpersonal skills in teamwork, communication, human relations, and social interaction.

The Chowchilla FFA holds monthly meetings and provides students with the opportunity to develop leadership skills, earn an honest income through our SAE program and compete against other FFA Chapters in Career Development Events such as, Ag. Mechanics, Land Judging, Farm Records, Speech, Job Interview, Banking, and Best Informed Green hand contests.

Agriculture Department Teaching Staff

Brad Bitter (665-1331 x442)

Courses: Power Mechanics I & II
Agriculture American Government
Agriculture Economics

SAE: Dairy Replacement Heifers
CDE: Cotton Judging
Dairy Cattle Evaluation
Land Judging

Brian Evans (665-1331 x451)

Courses: Introduction to Agriculture Mechanics
ROP Welding Technology
Basic Wood

SAE: Market Goats
Market Sheep
Small Animals (Poultry)
CDE: Agriculture Mechanics

Terra Raggio (665-1331 x231)
FFA Advisor

Courses: Agriculture Earth Science (P)(H)
Agriculture Communications
Veterinary Science

SAE: Market Swine
Horse
CDE: Light Horse Evaluation

Angie Barney (665-1331 x230)

Courses: Agriscience 1
Agriculture Biology (P)
ROP Art & History of Floral Design I & II

SAE: Market Beef
Small Animals (Rabbits)
CDE: Vegetable Crops

CUHS AGRICULTURE
805 Humboldt Avenue
Chowchilla, CA 93610
Phone: 559-665-1331 x500
Fax: 559-665-1823
Organizations for the NEW FFA Parent!

An overview of the National FFA Organization
Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization:

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

- Through agricultural education, students are provided opportunities for *leadership development, personal growth and career success*. Agricultural education instruction is delivered through three major components:
  1) classroom/laboratory instruction (contextual learning)
  2) supervised agricultural experience programs (work-based learning)
  3) student leadership organizations (National FFA Organization, National Young Farmer Educational Association, and National Postsecondary Agricultural Student Organization).

- **Team Ag Ed** is a united effort in promoting local program success and includes the following organizations and groups.

- Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education first became a part of the public education system in 1917 when the U.S. Congress passed the Smith-Hughes Act. Today, over 800,000 students participate in formal agricultural education instructional programs offered in grades seven-adult throughout the 50 states and three U.S. territories.
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.
- For more information, check out the CDE Handbook or talk to your FFA advisor or State FFA Association about how you can get involved in the CDE awards program.
Livestock Project Advisors

- Dairy Projects: Mr. Bitter
- Sheep and Goat Projects: Mr. Evans
- Beef and Small Animal Projects: Ms. Pombo
- Swine and Horse Projects: Ms. Plumley
Official FFA Dress for Conferences and Competitions

- **Female Official Dress**
  - Black skirt.
    
    *Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.*
  - White collared blouse and official FFA blue scarf.
  - Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
  - nylon hosiery.
  - Official FFA jacket zipped to the top.

- **Male Official Dress**
  - Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
  - White dress shirt and official FFA tie
  - Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes. )
  - Black socks.
  - Official FFA jacket zipped to the top.

- **Proper Use of the FFA Jacket**
  - The jacket is to be worn only by members.
  - The jacket should be kept clean and neat.
  - The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
  - A member should act professionally when wearing the FFA jacket.
  - FOR FFA JACKET ORDERING INFORMATION PLEASE CONTACT MS.PLUMLEY
January FFA Meeting
Written by FFA Officer Kayne Stehly

The January FFA Meeting was held on Wednesday January 7th in the MPR. It was called to order at 6:30 p.m. by FFA President Kiana Peters. The activity was Bingo. 112 members and 4 guests attended. The Secretary's report was approved by Rachel Eye, and seconded by John Cook. The Treasurer's report was approved by Sequoia Jordan and seconded by Austin Hooper. The meeting was adjourned at 7:15.
State Degrees

Written by FFA Member Myranda Hitchcock

It is the time of year when we recognize our active FFA members for their achievement in their Supervised Agricultural Experience projects. Congratulations to the following students for earning their FFA Golden State Degree:
Marty De Jager
Rachel Eye
Felipe Vallejo
Cole Viot
Chalieu Maling
Your dedication to the FFA and hard work shows!

KEEP CALM AND GET YOUR JACKET ON
Proficiency Awards
Written by FFA member Marty DeJager

Chowchilla FFA had 5 members competing in this year's 2014 FFA Proficiencies. The results are in!

Sectional Gold Award
Marty DeJager: Dairy Production Placement

Sectional Winners
Cole Vlot: Dairy Production Placement
Kiana Peters: Diversified Agriculture Placement/Entrepreneurship
Kayne Stehly: Equine Science Placement

Regional Winner
Kiana Peters: Swine Production Placement

Congratulations to all and good luck to Kiana Peters as she moves on to compete at the State Level for Swine Production Placement!
In 1947, at a National FFA Board of Directors meeting, the week of George Washington’s birthday was chosen as National FFA Week. Today, FFA Week always runs Saturday to Saturday and encompasses Feb. 22, Washington’s birthday. FFA Week is an opportunity for FFA members, alumni and sponsors to advocate for agricultural education and FFA. It’s a time to share with local, state and national audiences what FFA is and the impact it has on members every day. This year FFA week will be February 21st through the 28th. Chowchilla FFA will be holding several lunchtime activities to help promote agricultural awareness on campus during this week.
Arbuckle Field Day
Results
Written By FFA Advisor Terra Raggio

On Friday February 6, 2015 the Light Horse Judging and Vegetable Crop Judging teams traveled to Arbuckle, California to participate in the Arbuckle Field Day at Pierce Joint Union High School. Both teams went up against tough competition and did very well for their first competition of the year. The Vegetable Crop Judging team ended up as the 5th high team for the day! Great job!
FFA Cow Chip Bingo Fundraiser

FFA Students are currently selling Cow Chip Bingo tickets for the FFA Week fundraiser! Please read the following information about the fundraiser, if you have any additional questions about the fundraiser please contact Mrs. Raggio at raggioi@chowchillihigh.org.

1. Students must sell the following for FFA points:
   a. Sell 2 tickets: 1 activity points
   b. Sell 4 tickets: 2 activity points
   c. Sell 8 tickets: 3 activity points

2. Students may only check out 2 tickets at a time...once they sell those 2 tickets and turn in the money they may get more tickets.

3. The winning ticket will receive 1/3 of the money earned for the event ($500.00)

4. The event takes place Friday Feb. 27th. The last day to turn in ANY tickets is Thursday Feb. 26th.

5. Bingo squares are assigned randomly
February Meeting

The monthly FFA meeting for February will be held on Wednesday February 18, 2015 at 6:30pm in the MPR. This meeting is the annual Jeporady meeting! So bring your FFA and agriculture knowledge for the chance to win some prizes!

Important Upcoming Dates

Wednesday February 11, 2015 - World Ag Expo Trip
Friday - Saturday February 13-14, 2015 - MFE/ALA
Conferences

Friday February 13, 2015 - No School

Monday February 16, 2015 - No School

Wednesday February 18, 2015 - FFA Meeting at 6:30 in the MPR

Saturday February 21 - Saturday February 28 - National FFA Week

Thursday February 26, 2015 Cow Chip Bingo Tickets and Money Due
Department Contact Information
Office number: (559)665-1331
Department Head: Brad Bitter
Head Advisor: Terra Raggio
Advisor: Brian Evans
Advisor: Angie Barney

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Added by Chowchilla FFA

Our mailing address is:

Chowchilla FFA
805 Humboldt Ave
Chowchilla, CA 93610

Add us to your address book

unsubscribe from this list  update subscription preferences
ALL FFA SWINE EXHIBITORS!!

MANDATORY MEETING
THURSDAY DEC. 11th IN ROOM
505 AT LUNCH!!

MANDATORY!!

If you are not sure and would just like to get more information please come to this meeting as well!!
Chowchilla FFA Light Horse Judging Team

First Meeting will be Tuesday December 9th at Lunch in room 505

- No experience necessary! Desire to learn and compete is the only requirement!
- Practices will be 2 days a week after school
- Travel all over the state including: Arbuckle, Chico State University, West Hills College and Cal Poly San Luis Obispo!!
Chowchilla’s FFA roots reach back to 1930

BY TERRA RAGGIO
Chowchilla FFA advisor

On Jan. 15, 1930, the Chowchilla FFA became the 310th FFA chapter of the National FFA Organization, then known as the Future Farmers of America. In becoming the 310th FFA chapter in the national organization, the Chowchilla FFA was the 72nd chapter to be chartered in California. The first Chowchilla FFA president was Theron Cook and the first adviser was N.H. McCollum.

In 1947, 27 acres of land was donated to the Chowchilla Fairgrounds to be used by the FFA as a school farm laboratory. The only condition was the land had to be used by students for agriculture. Board members Logan Schnoor, Elmer Thiel and Dan Cardwell, along with Principal Lester Turnbaugh and Agriculture Instructor Merle Tobler, were all instrumental in laying out the agriculture school farm complex.

Today, a large livestock building donated by numerous community members houses student livestock projects. Students practice showmanship in an indoor arena. There are 14 acres of permanent irrigated pasture for students’ projects, as well as the FFA Angus herd.

The Chowchilla FFA chapter is over 400 members strong and is one of the most active clubs on campus. The chapter is involved with many different activities including: the selling of sno-cones at home football games; the homecoming float parade; the FFA Greenhand Banquet, the planning of Winter Formal and the FFA End of the Year Banquet. Off campus, many of the members take part in numerous community service activities such as planting flowers at the fairgrounds, serving food at local fundraisers, and raising money for Valley Children’s Hospital.

Our own FFA fundraisers are also a vital part of our program. Throughout the year we put on numerous fundraisers including: Tri-tip Drive Thru BBQ, Christmas Tree sales, Soy Candle Sales and Cow Chip Bingo.

Each year many of our members take part in raising livestock projects that they show and sell at local fairs. Currently our members have three different local fairs that they show at: Merced County Spring Fair in Los Banos, Chowchilla Fair and the Madera District Fair.

FFA PROJECTS AND TEAMS

If you are interested in raising an animal project for a fair, you can contact any of the ag teachers based upon what animal you would like to raise:

- Dairy replacement heifer projects: Brad Bitter, bitterb@chowhigh.com
- Market lamb, market goat and turkey projects: Brian Evans, evansb@chowhigh.com
- Swine and equine projects: Terra Raggio, raggiof@chowhigh.com
- Market steer, beef replacement heifer and rabbit projects: Angie Barney, barneya@chowhigh.com

Career Development Event teams are coached by ag teachers that compete in knowledge and skill related to specific branches of the agriculture industry. We currently have the following teams in operation:

- Cotton judging team: Brad Bitter
- Dairy cattle judging: Brad Bitter
- Land judging: Brad Bitter
- Ag mechanics team: Brian Evans
- Light horse judging: Terra Raggio
- Vegetable crop judging: Angie Barney
- Farm power team: Angie Barney
Members receive proficiency awards

BY MARTY DEJAGER, Chowchilla FFA member

Chowchilla FFA had five members competing in this year's 2014 FFA Proficiencies. The results are as follows:

Sectional Gold Award
- Marty Dejager: Dairy production placement

Sectional Winners
- Cole Vlot: Dairy production placement
- Kiana Peters: Diversified agriculture placement/entrepreneurship
- Kayne Stehly: Equine science placement

Regional Winner
- Kiana Peters: Swine production placement

Congratulations to all and good luck to Kiana Peters as she moves on to compete at the state level for swine production placement.

National FFA Week began in 1947

BY FELIPE VALLEJO, Chowchilla FFA officer

In 1947, at a National FFA board of directors meeting, the week of George Washington's birthday was chosen as National FFA Week. Today, FFA Week always runs Saturday to Saturday and encompasses Feb. 22, Washington's birthday. FFA Week is an opportunity for FFA members, alumni and sponsors to advocate for agricultural education and FFA. It's a time to share with local, state and national audiences what the FFA is and the impact it has on members every day. This year FFA Week was held Feb. 21-28. In celebration of National FFA Week, the Chowchilla FFA chapter held several lunchtime activities on the Chowchilla Union High School campus to help promote agricultural awareness. Last Friday, they held a Cow Chip Bingo fundraiser.
CHOWCHILLA SALUTES
FFA OFFICER TEAM

The Chowchilla 2014-15 FFA officer team includes:

- President: Kiana Peters
- Vice President: Shelly Molina
- Secretary: Kayla Shelly
- Treasurer: Branden Hitek
- Reporter: Amanda Rodriguez
- Sentinel: Taylor Poovas
- Historian: Christine Fry

and Parliamentarian: Krishyn Kragie
Quality Criteria Nine
Program Accountability and Planning

As a department we are currently working to complete a Comprehensive Program Plan for the Chowchilla Union High School Agriculture Department. The last program plan that was completed for our department was in 2008 and we do have an onsite visit from Regional Supervisor Charles Parker planned for this fall. This project is going to be used in completing the program plan. Our department already has a chart of responsibilities, equipment acquisition schedule, FFA program of work, and Advisory Committee rosters which are all updated annually. We are hoping that the Program Plan will help with annual assessment of our Ag department’s effectiveness.

We communicate with our graduates in several different ways. Currently we communicate with graduates via social media (Facebook, Twitter, Linkedin, etc.). This has been very effective in keeping up with our graduates and being able to see what successes they are having with in their agricultural studies and the agriculture industry. We also frequently have graduates attend our Friends and Alumni of Chowchilla FFA dinner which our Ag Advisory puts on every other year. We always spend some time at this dinner catching up with graduates and updating their contact information. I would like to see us improve the ways in which we keep in touch with our graduates. I would like to set-up an email database that would allow us to email our monthly newsletters to our graduates and this would also give us another way to contact them when needed. Currently, all of our ag students have AgCn accounts which I believe will also allow us to keep in better touch with them once they graduate.

Every year we create a department budget that describes the intended uses for VEA/Perkins funding as well as Ag Incentive Grant funds. Our department head is the main person in charge of keeping the budget balanced. He insures that all funds are allocated per course for supplies and also for FFA and Leadership activities. He divides our expenses up based upon conferences, department supplies, copies, sub costs, etc. This budget is revisited each week during department meetings to help keep all ag teachers up to date on expenses and what monies are still to be spent.
One aspect of our department that we continually analyze is student retention. We would like to be able to recognize program completers which is one of the driving points behind us creating Career Pathways within our department. We do recognize “program completers” currently based on the following guidelines: A member of the FFA for at least 3 years, maintain a 3.0 Grade Average in all AG classes, show record of a valid, productive Supervised Agricultural Experience Program, have received the Golden State FFA Degree, and be enrolled in an AG class as a senior. With the new implementation of our pathways we would like program completers to be in a specific pathway.

Currently we have a large volume of freshman due to Ag Earth Science, which helps the science department by taking some sections from them that they do not have teachers for. We tend to lack Seniors for several reasons: 1. our school allows seniors to go double unscheduled after lunch, 2. we lack classes to accommodate senior needs. Currently the only classes we have that most seniors take are Ag Econ/Gov (graduation requirement), ROP Vet Sci (elective, after lunch), and Advanced Welding. We are currently working on UC/CSU approval for Vet Sci and Ag Communications which will help retain some seniors but we are hoping that with the creation of our Career Pathways that our retention of upperclassmen will increase and we will be able to recognize program completers.
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Graduate Follow-up

Name: ____________________________

Address: _________________________

Phone: __________________________

1. What are you doing at the present time?
   - Attending school
     - Full-time
     - Part-time
   - Military
   - Homemaker
   - Other _________________________

2. 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 CUHS
   - I am using some of the skills I learned in the vo-ag program at CUHS
   - I am not using any skills I learned in the vo-ag program at CUHS

5. What type of school are you currently attending?
   - High school
   - 4-year college
   - Adult education
   - Trade/technical school
   - Private business school
   - Other _______________________

6. What is your major course of study?
7. How would you rate the training received in the CUHS vo-ag program?

[_____] Excellent [_____] Good [_____] Fair [_____] Poor

8. How do you rate the career guidance counseling you received in vo-ag?

[_____] Excellent [_____] Good [_____] Fair [_____] Poor

9. Please check the following areas you feel are valuable components of FFA.

[_____] Officer and committee chairman experience  
[_____] Judging contests  
[_____] Advanced degree and proficiency awards  
[_____] Participation in chapter activities, working with others  
[_____] Livestock raising, shows, fairs, etc.  
[_____] Other – please describe

10. What were the most valuable aspects of the SOEP (supervised projects)?

[_____] Learning skills related to future ag employment  
[_____] Development of responsibility  
[_____] Learning recordkeeping  
[_____] Other – please describe

11. Please rate the facilities and equipment used at CUHS for the vo-ag program:

Facilities:  
[_____] Overcrowded [_____] Adequate space [_____] Out-of-date  
[_____] Modern

Equipment:  
[_____] Modern [_____] Out-of-date  
[_____] Well Maintained [_____] Poorly maintained  
[_____] Adequate amount of equipment for all students in class

[_____] Other – please describe.
Chowchilla FFA

Floral 2 girls working on tonight's flower arrangements for the FFA banquet.

Chowchilla FFA

Deep Pit Beef Sandwiches! Thank you Mike Eyel at Chowchilla FFA.

Chowchilla FFA

Youth Organization

365 likes +1 this week

Promote your Page
Invite friends to like this Page
CUHS Agriculture Program Completer

The requirements for obtaining the cords are as follows:

- A member of the FFA for at least 3 years
- Maintained a 3.0 Grade Average in all AG classes
- Shows a record of a valid, productive Supervised Agricultural Experience Program
- Have received the Golden State FFA Degree
- Enrolled in an AG class as a senior.

Recognition:

- Program completing seniors will be recognized at the CUHS Baccalaureate Celebrated and will be presented with a special gift. (blue and gold FFA cord)
Graduate Follow-up

# CA0310 Chowchilla
Chowchilla HS
805 Humboldt
Chowchilla, CA 93610

Graduates for Spring: 2014

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Site developed and maintained by the California FFA Association.
Page last modified: 3/3/2013
## Chowchilla HS
### R2 Student Report
#### Year: 2014

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https://calaged.csuchico.edu/R2/Scripts/Roster/R2StudentReport.asp
Freshman Persistence:
Cohort Year: 2011-2012

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*Prior to 2010 Hispanic is listed as a race.
Printed: 5/25/2015 1:52:14 PM

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Page last modified: 1/13/2013
Quality Criteria Ten
Student-Teacher Ratio

The quality criteria states that high quality vocational instruction is based upon the maintenance of the appropriate student to teacher ratios. Although we do have some courses within our department that do not stay within these ratios, are counselors do recognize this and they do try to accommodate these ratios as best they can. Our agriculture department sees this problem primarily in shop class which should have a 20:1 ratio. Unfortunately due to the lack of electives offered on our campus, our shop classes rarely fall to a 20:1 ratio and are more predominately 28:1 or 30:1. The biggest issue with this is safety within the shops. Floral Design also tends to be a class to runs very large and is in most cases a 32:1 ratio.

In some courses we do meet or come close to meeting the requirement, for example in Veterinary Science and Animal Science my ratios are 22:1 and 18:1. This year my ratios in my Ag Earth Classes are also much more manageable at 20:1 and 25:1 as opposed to the 32:1 ratio that I have had in the past. I do allow certain students to add my class even if my class is already over the 20:1 ratio. This is due to the fact that I do want to keep our quality students in our program, even if it means I have to go over the 20:1 ratio. The difficult part is when the counselors put students in the class that are not interested in being in our program and they therefore are taking a seat away from another student who does want to be in our program, this is yet another result of the lack of electives on our campus.

Larger classes do require better classroom management and discipline policies. Our department is proud of the fact that even though we sometimes are given larger classes we rarely have any discipline or safety issues within our classrooms or shops. Of all of the departments on our campus we have the lowest amount of referrals. I believe this is not only a result of our department and curriculum structure but it is also due to our department wide behavior policies that we hold true to in each of our agriculture courses.
### Student Flags
- Absences
- Tardies

### Attendance

#### 2014-2015 Chowchilla Union High School

**Class Attendance**

Attendance is missing for Thu (5/21/2015) for period: 8
Attendance is missing for Fri (5/22/2015) for period: 8

5/22/2015  Period 1 (8:05 - 9:00)  Attendance for Fri (5/22/2015) was submitted at 5/22/2015 8:06 AM.

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Attendance is missing for Fri (5/22/2015) for period: 8


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https://aeries.asp.aeries.net/ChowchillaUHSD/TeacherAttendance.aspx
## Class Attendance

**2014-2015 Choucilla Union High School**

**Attendance is missing for Thu (5/21/2015) for period: 8**

**Attendance is missing for Fri (5/22/2015) for period: 8**

5/22/2015 | Period 5 (12:10 - 1:10) | Attendance for Fri (5/22/2015) was submitted at 5/22/2015 12:13 PM.

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The Absence Totals are refreshed only at page load or refresh.
### Class Attendance

**Chowchilla Union High School**

Attendance is missing for Thu (5/21/2015) for period: 8  
Attendance is missing for Fri (5/22/2015) for period: 8

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*Absences are refreshed only at page load or refresh. Last.*
DISCIPLINE POLICY

Adopted September 22, 1994 at the first FFA meeting by the officers and members of the Chowchilla Future Farmers of America. Amended September 18, 2013 at the first FFA meeting by the officers and members of the Chowchilla FFA.

As a FFA member, you are expected to always demonstrate appropriate behavior when participating in a FFA function. As a member you are required to follow the FFA Code of Ethics at all times.

FFA Code of Ethics

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing, and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests, and meetings, and being modest in winning and generous in defeat.
7. Attending meeting promptly and respecting the opinion of others in discussion.
8. Taking pride in our organization, activities, supervised experience programs, exhibits, and the occupation of agriculture.
9. Sharing with others experiences and knowledge gained by attending national and state meetings.

We are all considered young adults and are expected to behave accordingly.

You will also be asked to abide by all of the Chowchilla High School rules. If any infraction of this code and or school rules occur, then the person or persons involved will be placed in front of a hearing panel, composed of all FFA advisors and at least one Chowchilla Union High School District administrator. Infractions are split into the two following sections.

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 agriculture education.
Section A. FFA members accused of the following will be required to appear before the hearing panel: (1) breaking curfew or disturbing the peace, (2) unauthorized use of vehicles during an event, (3) use of tobacco during an FFA event, (4) willful disobedience, (5) fighting, and (6) making inappropriate phone calls or (7) misuse of social media.

First Offense in Section A: Any FFA member found in violation of Section A (first offense) will receive an 8 week suspension from FFA. The FFA member will be unable to participate in ANY FFA activities during this suspension period. This includes, but is not limited to: attending monthly meetings, going on FFA trips, practicing with or competing with an FFA CDE team, and competing with the Chowchilla FFA at the Chowchilla Fair, Los Banos Fair, and Madera Fair.

Second Offense in Section A: Any FFA member found in violation of a Section A offense a second time will be suspended from the FFA for 1 calendar year (365 days), beginning at the date of the occurrence(s). The FFA member will not be able to be enrolled in any AG classes and will be unable to participate in ANY FFA activities during this suspension period. This includes, but is not limited to: taking an AG class, attending monthly meetings, going on FFA trips, practicing with or competing with an FFA CDE team, and competing with the Chowchilla FFA at the Chowchilla Fair, Los Banos Fair, and Madera Fair.

Section B. FFA members accused of the following will be required to appear before the hearing panel: (1) possession or use of illegal drugs or alcoholic beverages, (2) theft, misuse, or abuse of public or private property, (3) sexual misconduct, (4) unauthorized possession of weapons, ammunition or fireworks, and (5) unauthorized absence from the premises during an event.

If the panel finds the FFA member in violation of any Section B offenses:

The FFA member will be suspended from the FFA for 1 calendar year (365 days), beginning at the date of the occurrence(s). The FFA member will not be able to be enrolled in any AG classes and will be unable to participate in ANY FFA activities during this suspension period. This includes, but is not limited to: taking an AG class, attending monthly meetings, going on FFA trips, practicing with or competing with an FFA CDE team, and competing with the Chowchilla FFA at the Chowchilla Fair, Los Banos Fair, and Madera Fair.

Notification process: If a FFA member is found in violation and is sent home, the person in charge of the event will notify the parent/guardian and appropriate administration immediately.

Additionally, please note that any illegal activity will be reported to necessary law enforcement (Chowchilla Police Department, or the police department in charge of the area in which the crime occurred)

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 agriculture education.
Quality Criteria Eleven
Full Year Employment

The Chowchilla Union High School District Agriculture Department receives summer contracts for each full time Agriculture teacher. This means that in addition to the 20% FFA stipend that each agriculture instructor receives, each instructor is also paid for the month of July, which most teachers on campus are not. One of the main reasons for the summer contract is the fact that we have projects that go to the Madera District Fair which takes place the first week of September. Although the fair itself takes place during the school year, students that take livestock projects to this fair are required to raise their animals during the summer. This results in the agriculture instructors having to make project visits during the month of July. Most of these projects are also kept at the school farm which does require supervision which equates for more days that the agriculture instructors must work.

In addition to fair project supervision, the agriculture instructors also hold the chapter officer retreat during the month of July. This allows for team bonding, leadership building and calendar planning prior to the start of the new school year. This is a vital part of the chapter leadership program and the days used for this are “working” days for the agriculture instructors.

In order to ensure the continuation of our full year employment each agriculture instructor does keep a record of extra duty hours and days. We were recently asked by the superintendent to produce records of our extra hours and days due to new changes in STRS regulations. They stated that they need to know how many days each agriculture instructor worked in the course of this 2014-2015 school year. DUe to the fact that we already keep track of these days, it is easy for us to supply the district with the needed information. It also helps us show the district that each instructor earns the 20% FFA stipend earned.
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<tr>
<th>Date</th>
<th>Day</th>
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<th>Activities</th>
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<td>1-Jul</td>
<td>Friday</td>
<td>11:30 AM</td>
<td>1:30 PM</td>
<td>Paid for chapter officer shoes, updated accountability spreadsheet, submitted school board agenda</td>
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<tr>
<td>2-Jul</td>
<td>Wednesday</td>
<td>9:00 AM</td>
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<td>Sent email to Section Officer Team, Chapter Officer Team and Asst. Dir for CC&amp;LC and Chap</td>
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