AGED 539
Graduate Internship in Agriculture Education

Melissa Stegall
2017

Los Molinos High School
Los Molinos, CA
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Student Data Sheets 1
AGRICULTURAL EDUCATION - 5TH DENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male    Female
   (Check one)

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

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

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

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

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

H. Date:
   10-9-17

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

   Email:

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

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

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

   3. Go Into Military Service
AGRICULTURAL EDUCATION - 6th Grade Career Data Sheet

H. Date: 02.09

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

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

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

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

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

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

3. Go Into Military Service

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

Construction with Welding
AGRICULTURAL EDUCATION - S

A. Name
   Last Name
   First Name, MI

B. Gender: Male       Female X

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

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

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

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

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   agriculture education
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male [ ] Female [ ]

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

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

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

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

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

H. Date:  [ ] 10/9/11

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

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

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

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

   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name  First Name, MI

B. Gender: Male [X]  Female [ ]

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

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

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

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

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

H. Date: 10-9-17

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

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

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

Gender: Male [✓] Female [☐]

Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes [x] No [☐]

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

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

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

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

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. [☐]

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

[mechanic]
AGRICULTURAL EDUCATION - S' DENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male ______ Female ______

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

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

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

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

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

H. Date: ______-

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

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

K. Please indicate below your plans after graduation from high
   school:
   1. Go to Work Full - Time ______
      No Further Education ______
      Some College Later ______
   2. Go to College ______
      Community College ______
      Four Year College ______
      Full-Time Student ______
      Part-Time Student ______
      Agriculture Major ______
      Non-Agriculture Major ______
      undecided ______
   3. Go Into Military Service ______
A. Name [____________________] [____________________]
   Last Name  First Name, MI
B. Gender: Male [ ] Female [x] [ ]
C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [x] No [ ]
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   [ ] American Indian or Alaskan Native
   [ ] Asian Indian
   [ ] Cambodian
   [ ] Chinese
   [ ] Hmong
   [ ] Japanese
   [ ] Korean
   [ ] Laotian
   [ ] Vietnamese
   [ ] Black or African American
   [ ] Filipino
   [ ] Guamanian
   [ ] Samoan
   [ ] Tahitian
   [ ] White
D. Year in Agriculture Program: [4th] [ ]
   (1st, 2nd, 3rd, 4th)
E. Grade Level in School: [12th] [ ]
   (9, 10, 11, 12)
F. I Am Taking This Course Because: (Select One)
   [x] I plan a career in agriculture
   [ ] Not a career, just an interest in agriculture.
   [ ] Not interested, placed in class.
G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
   (working with cattle)
H. Date: [01-9-17]
I. Locator Data
   Street Address: [____________________]
   City, Zip: [____________________]
   Phone Number: [____________________]
   Email: [____________________]
   Parent/Guardian Name (Print Full Name For Each):
   Mr. [____________________]
   Miss/Mrs./Ms. [____________________]
J. Program of Instruction Being Pursued: (Select Only One)
   [ ] Plant & Soil Science (4010)
   [ ] Animal Science (4020)
   [x] Agricultural Mechanics (4030)
   [ ] Agricultural Business (4040)
   [ ] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriscience (4070)
K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      [ ] No Further Education
      [ ] Some College Later
   2. Go to College
      [ ] Community College
      [x] Four Year College
      [ ] Full-Time Student
      [ ] Part-Time Student
      [ ] Agriculture Major
      [ ] Non-Agriculture Major
   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Date: 10/09/17

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

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

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

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

3. Go Into Military Service

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   (agricultural veterinary sciences)
AGRICULTURAL EDUCATION - 5

A. Name

B. Gender: Male [✓] Female [ ]

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

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

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

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

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

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

[H. Date: 10/04/11

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

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

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

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

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

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

3. Go Into Military Service
**AGRICULTURAL EDUCATION - S**

A. Name

B. Gender: Male ___ Female ___

C. Ethnicity/Race:

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

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

D. Year in Agriculture Program: ___

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

E. Grade Level in School: ___

(9, 10, 11, 12)

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

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

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

**DENT CAREER DATA SHEET**

Revised 7/16/10

H. Date: 10-08-17

I. Locator Data

- Street Address: ___
- City, Zip: ___
- Phone Number: ___

- Email: ___

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

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

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

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

1. Go to Work Full - Time

2. Go to College

3. Go Into Military Service
Permanent Ag Student File 2
Permanent Ag Student File

Here are two pictures of the permanent student file which is located in my classroom. Students names are organized alphabetically to help maintain records and information needed. Data for the students are kept here for the 4 years that they are at the high school.
Course Outlines 3
I. Course Description
This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assemblies development and detail drawing output. Graphics standards including American National Standards Institute (ANSI) Y14.5 and international standards application will be introduced and practiced.

This class is Articulated with Butte College's Drafting 12 course which is a 2x2 with Chico State. You must pass the final exam with 80% or better to earn the credit through Butte College. This cost you NOTHING to be enrolled in and the course is counted like normal college credits, take advantage of this!!!

II. Objectives
Upon successful completion of this course, the student will be able to:
A. Describe the role of technical graphics in the engineering design process.
B. Set up a solid modeling application to develop parts, assemblies and output drawings.
C. Create orthographic and pictorial sketches of mechanical parts and objects using freehand sketching techniques.
D. Create parts with extrudes, sweeps and loft attributes using a solid modeling application.
E. Manipulate and combine parts to produce assemblies from modeled parts using a solid modeling application.
F. Create drawings from parts and assemblies including three view orthographic projection, isometric and exploded pictorial projection using a solids modeling application.
G. Apply relevant areas of graphics standards to document attributes of parts, assemblies and associated drawings.

III. Course Content
A. Unit Titles/Suggested Time

Schedule
Lecture Topics
1. Technical Graphics Applications
2. Engineering Design
3. Basic solids modeling operations
4. Freehand Sketching and Lettering
5. Engineering Geometry and Modeling
6. Parts with extrudes, sweeps and lofts
7. Assemblies with mates and limits
8. Drawings with orthographic and pictorial views
9. Dimensioning, annotation and tolerancing
10. Graphic Standards
Lab Topics
1. Technical Graphics Applications
2. Engineering Design
3. Basic solids modeling operations
4. Freehand Sketching and Lettering
5. Engineering Geometry and Modeling
6. Parts with extrudes, sweeps and lofts
7. Assemblies with mates and limits
8. Drawings with orthographic and pictorial views
9. Dimensioning, annotation and tolerancing
10. Graphic Standards

IV. Methods of Instruction
   A. Lecture
   B. Collaborative Group Work
   C. Class Activities
   D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
   E. Demonstrations
   F. Multimedia Presentations

V. Methods of Evaluation
   A. Exams/Tests
   B. Quizzes
   C. Projects
   D. Homework
   E. Class participation

VI. Examples of Assignments
   A. Reading Assignments
      1. Please read the chapter on the History of Engineering Graphics. Be prepared to discuss at our next scheduled class.
      2. Please read the preface and introduction to the ANSI Y14.5 standard provided by the instructor. Be ready to discuss at our next scheduled class.
   B. Writing Assignments
      1. After reading the preface and introduction to the ANSI Y14.5 standard, please summarize in your own words the scope of application of the standard to engineering graphics and submit to instructor when complete.
      2. After reading the chapter on the History of Engineering Graphics, please complete the questions in the study guide and submit to the instructor.
   C. Out-of-Class Assignments
      1. Outside of class, go to YouTube on the web and search the terms "engineering graphics and solidworks" exactly as in the quotes. Find the video entitled: "Create an exploded view with SolidWorks 2011" and watch video. Answer the following question: "How does an exploded view apply to the assembly development process?". Submit written answers
to instructor at next class.

2. Please complete the study guide exercises outside of class and be prepared to review your results in groups at the next class.

Course Materials:
The course instructor will provide all necessary personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share. However, if a student wishes to they may purchase their own personal equipment at their own expense and store it in their locker.

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Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

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6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day’s lesson with assignments completed, your computer, your binder (if you use on), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Submit at least one (1) project to the fair.
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15. Keep yourself and others safe by informing the instructor of any unsafe situation.
16. No hats are worn in class.
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20. Abide by all School & Class rules.

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<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
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<td>10%</td>
</tr>
<tr>
<td>FFA Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom/Lab Instruction</td>
<td>90-100%</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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**Course Grading and Evaluation**

Evaluation will be based on the **Quality** and **Craftsmanship** of work completed, as well as **Attitude** and **Work Ethic** of the student, good **Safety** practices.

**Late Work Accepted:** Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time. You will have as many days as you are absent to turn in your assignment. After that it will automatically be at most 50% of the assignment points. If the assignment doesn’t have a late slip stapled to the paper copy or just the slip turned into the basket I will **NOT** grade the assignment.

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  Example: Power point projects, written assignments, research project, etc.

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<td>2. Open your computer to the daily warm-up, copy and complete the warm-up task.</td>
</tr>
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<td>3. While working be aware of teacher taking role. No talking to neighbors.</td>
</tr>
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<td>4. Participate in warm-up task discussion.</td>
</tr>
<tr>
<td>5. Transition to lecture notes, presentation, guest speakers, lab/shop assignments.</td>
</tr>
<tr>
<td></td>
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<td>11.</td>
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<tr>
<td>12.</td>
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<tr>
<td>13.</td>
</tr>
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### Agriculture Mechanics Fundamental Rules

**BE SAFE!**
- **ALWAYS** Wear your personal protective equipment (PPE).
- Operate equipment safely, follow all safety and operation rules.
- Be aware of your surroundings, and keep other students safe at all times.
- Horseplay will not be tolerated in any fashion.
- Ask for help if you are unsure or just need a hand, we are here to help you.
- Help other classmates when needed, to keep them safe.
- Report any hazards or injuries immediately to the instructor.
- If you are unsure of a situation, of operation procedures, or need clarification of any matter, always ask the instructor.

**BE RESPECTFUL!**
- Show respect for yourself, your peers, your instructors, and the shop and class environments.
- Remove your hat while in class.
- Introduce yourself politely to visitors to our class with a firm handshake and heartfelt welcome.
- No Eating or drinking in class or shop areas.
- No cussing, spitting, dishonesty, phones, mp3 players, theft, use of tobacco, racism, or vandalism will be tolerated.
- Set an example for others to aspire towards.

**BE RESPONSIBLE!**
- Come to school prepared, Pen/Pencil & Paper.
- Make decisions that will keep yourself and those around you safe and secure.
- Complete the tasks and projects you are charged with to the best of your ability.
- Report broken tools and equipment immediately to the instructor.
- Be sure to leave your work area in a state better than which you found it.
Los Molinos High School
Ag Computers
Conduct Contract

Student Name: ____________________________________________

Last Name, ____________________________________________ First Name

It is my goal to offer the most rigorous and engaging education in any agriculture science course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

Parent Name ____________________________________________ Student Name ____________________________________________

X__________________________ Parent Signature ____________________________

Parent Signature

Mother/ Guardian Name: ____________________________________________

Student Signature

Father/ Guardian Name: ____________________________________________

Home Phone: _____________________ Home Phone: _____________________

Cell Phone: _____________________ Cell Phone: _____________________

Work Phone: _____________________ Work Phone: _____________________

Resides with student: Yes / No Resides with student: Yes / No

Please see back side of this page.
I am now offering an email list that will have important information related to your student’s courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month’s activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: ____________________________________________

I have a website with information related to your student’s course that can be found at http://mstegall8.wixsite.com/stegall

Parent authorization for student pictures

I grant permission to publish documents on the Internet to include the following:

- Child’s name/photograph to be used in local papers and television broadcasts.
- First name (Last names will NEVER be published on the website)
- Student produced work such as stories, poems, presentations, essays, etc.
- Identifiable photographs of student
- Group photograph (class photograph, athletic event photographs, team photographs, hands on learning photographs, etc.)

By signing below you authorize Ms. Stegall to use pictures in the above manners.

Parent/Guardian Signature: ____________________________ Date: __________________

☐ I Decline Any of the above (please state below which)

________________________________________________________
________________________________________________________
________________________________________________________
Ag Mechanics Locker Supplies

You are privileged to be selected to use a locker that has a welding hood, gloves, apron, glasses, and jacket for you to use during this class. It is now your responsibility to care for those items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition minus the normal wear and tear of use you will not be charged for these items. If you choose to supply your own shop supplies you can put them in an Ag shop locker but the high school is NOT responsible for lost, stolen, or damaged items while at the school. If you make sure to store your items in your locker at the end of each class period they are in a safe area.

<table>
<thead>
<tr>
<th>Item in your locker</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Hood</td>
<td>$86.17</td>
</tr>
<tr>
<td>Welding Gloves</td>
<td>$6.53</td>
</tr>
<tr>
<td>Safety Glasses</td>
<td>$1.34</td>
</tr>
<tr>
<td>Welding Jacket</td>
<td>$22.05</td>
</tr>
<tr>
<td>Welding Apron</td>
<td>$27.15</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$143.24</strong></td>
</tr>
</tbody>
</table>

Student Name: ________________________________

Student Signature: ___________________________ Date: __________

Parent Name: ________________________________

Parent Signature: ___________________________ Date: __________

Student Assigned Locker Number: _________
Ag Computers Supplies

You are privileged to be selected to use a SolidWorks computer for you to utilize during this class. It is now your responsibility to care for these items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition you will not be charged for these items. If you choose to supply your own computer with SolidWorks on it (software must be purchased for your own computer, the school will not supply it) the high school is NOT responsible for lost, stolen, or damage to personal items while at the school.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SolidWorks Computer</td>
<td>$1234.56</td>
</tr>
<tr>
<td>Keyboard</td>
<td>$129.99</td>
</tr>
<tr>
<td>Case</td>
<td>$69.95</td>
</tr>
<tr>
<td>Mouse</td>
<td>$27.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1462.14</strong></td>
</tr>
</tbody>
</table>

Student Name: ____________________________

Student Signature: ______________________ Date: ________

Parent Name: ____________________________

Parent Signature: ______________________ Date: ________

Student Assigned Computer Number: ________
**Course Title:** Introduction to Agriculture Mechanics  
**Office Phone:** 530-384-7900 EXT 2219  
**Faculty:** Ms. Melissa Stegall  
**E-Mail:** mstegall@lmosd.net

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>CA. Ag. Standards</th>
<th>Required Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safety &amp; Tool ID</td>
<td>B 1.1-B 1.3</td>
<td>Safety Glasses</td>
</tr>
<tr>
<td>2. Measurement</td>
<td>B 2.2</td>
<td>Writing Tool</td>
</tr>
<tr>
<td>3. Project Design</td>
<td>B 9.4-B 9.5</td>
<td>ChromeBook Charged Every Day</td>
</tr>
<tr>
<td>4. Metal Working</td>
<td>B 5.0-B 5.5</td>
<td></td>
</tr>
<tr>
<td>5. Oxy-Acetylene Welding</td>
<td>B 7.0-B 7.5, B 9.3</td>
<td></td>
</tr>
<tr>
<td>6. SMAW Welding</td>
<td>B 8.0-B 8.4, B 9.2-B 9.7</td>
<td>Optional Materials</td>
</tr>
<tr>
<td>7. GMAW</td>
<td>B 8.0-B 8.4, B 9.2-B 9.7</td>
<td>Graph Paper</td>
</tr>
<tr>
<td>8. Concrete</td>
<td>B 6.0-B 6.3</td>
<td>Calculator</td>
</tr>
<tr>
<td>9. Surveying</td>
<td>B 12.1</td>
<td>16 ft Tape Measure</td>
</tr>
<tr>
<td>10. Rope Work</td>
<td>B 1.3</td>
<td>Auto Darkening Hood</td>
</tr>
<tr>
<td>11. Electricity</td>
<td>B 3.0-B 3.5</td>
<td>Leather Welding Coat</td>
</tr>
<tr>
<td>12. Plumbing</td>
<td>B 4.0-B 4.4</td>
<td>Welding Gloves</td>
</tr>
<tr>
<td>14. SolidWorks</td>
<td>B 9.4</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**  
This course Introduction to Agriculture Mechanics provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic electricity, welding, construction, cold metal work, and operating agricultural equipment safely. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

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<td>2. Open your computer to the daily warm-up, copy and complete the warm-up task.</td>
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<td>5. Transition to lecture notes, presentation, guest speakers, lab/shop assignments.</td>
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6. Work efficiently, respectfully, and safely.

7. At end of period, clean your work areas, replace all tools and materials appropriately.

8. Help others clean their areas if they need help doing so.

9. Sweep the shop and use dustpans to pick up debris and place in waste bins.

10. Store PPE, wash up.

11. When directed return to classroom, and fill out timecard prompt for the day.

12. Participate in wrap up discussion with instructor.

13. Wait for instructor dismissal. The bell does not dictate the class the instructor does.

---

**Agriculture Mechanics Fundamental Rules**

**BE SAFE!**
- ALWAYS Wear your personal protective equipment (PPE).
- Operate equipment safely, follow all safety and operation rules.
- Be aware of your surroundings, and keep other students safe at all times.
- Horseplay will not be tolerated in any fashion.
- Ask for help if you are unsure or just need a hand, we are here to help you.
- Help other classmates when needed, to keep them safe.
- Report any hazards or injuries immediately to the instructor.
- If you are unsure of a situation, of operation procedures, or need clarification of any matter, always ask the instructor.

**BE RESPECTFUL!**
- Show respect for yourself, your peers, your instructors, and the shop and class environments.
- Remove your hat while in class.
- Introduce yourself politely to visitors to our class with a firm handshake and heartfelt welcome.
- No Eating or drinking in class or shop areas.
- No cussing, spitting, dishonesty, phones, mp3 players, theft, use of tobacco, racism, or vandalism will be tolerated.
- Set an example for others to aspire towards.

**BE RESPONSIBLE!**
- Come to school prepared, Pen/Pencil & Paper.
- Make decisions that will keep yourself and those around you safe and secure.
- Complete the tasks and projects you are charged with to the best of your ability.
- Report broken tools and equipment immediately to the instructor.
- Be sure to leave your work area in a state better than which you found it.
Student Name: ____________________________  
Last Name, ____________________________  
First Name ____________________________

It is my goal to offer the most rigorous and engaging education in any agriculture science course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,  
Melissa Stegall  
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

Parent Name

X ____________________________  
Parent Signature

Parent Name

X ____________________________  
Parent Signature

Mother/ Guardian Name: ____________________________

Father/ Guardian Name: ____________________________

Home Phone: ____________________________  
Cell Phone: ____________________________  
Work Phone: ____________________________

Resides with student: Yes / No

Home Phone: ____________________________  
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Please see back side of this page.
I am now offering an email list that will have important information related to your student's courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month’s activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: ____________________________

I have a website with information related to your student’s course that can be found at http://mstegall8.wixsite.com/stegall

**Parent authorization for student pictures**

I grant permission to publish documents on the Internet to include the following;

- Child's name/photograph to be used in local papers and television broadcasts.
- First name (Last names will NEVER be published on the website)
- Student produced work such as stories, poems, presentations, essays, etc.
- Identifiable photographs of student
- Group photograph (class photograph, athletic event photographs, team photographs, hands on learning photographs, etc.)

By signing below you authorize Ms. Stegall to use pictures in the above manners.

Parent/Guardian Signature: ____________________________ Date: __________

☐ I Decline Any of the above (please state below which)

________________________________________

________________________________________
Ag Mechanics Locker Supplies

You are privileged to be selected to use a locker that has a welding hood, gloves, apron, glasses, and jacket for you to use during this class. It is now your responsibility to care for those items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition minus the normal wear and tear of use you will not be charged for these items. If you choose to supply your own shop supplies you can put them in an Ag shop locker but the high school is NOT responsible for lost, stolen, or damaged items while at the school. If you make sure to store your items in your locker at the end of each class period they are in a safe area.

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Student Signature: ________________________________ Date: __________

Parent Name: ________________________________

Parent Signature: ________________________________ Date: __________

Student Assigned Locker Number: ________
Ag Computers Supplies

You are privileged to be selected to use a SolidWorks computer for you to utilize during this class. It is now your responsibility to care for these items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition you will not be charged for these items. If you choose to supply your own computer with SolidWorks on it (software must be purchased for your own computer, the school will not supply it) the high school is NOT responsible for lost, stolen, or damage to personal items while at the school.

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Student Signature: ___________________ Date: ______

Parent Name: ____________________________

Parent Signature: ___________________ Date: ______

Student Assigned Computer Number: ______
# Los Molinos High School
## Intermediate Ag Mech Syllabus & Conduct
### Contract 2017-2018

**Course Title:** Intermediate Agriculture Mechanics  
**Office Phone:** 530-384-7900 EXT 2219  
**Faculty:** Ms. Melissa Stegall  
**E-Mail:** mstegall@lmusd.net

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<td>Writing Tool</td>
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<td>3. Project Design</td>
<td>B 9.4-B 9.5</td>
<td>Chromebook Charged Every Day</td>
</tr>
<tr>
<td>4. Metal Working</td>
<td>B 5.0-B 5.5</td>
<td></td>
</tr>
<tr>
<td>5. Oxy-Acetylene Welding/Heating/Cutting</td>
<td>B 7.0-B 7.5, B 9.3</td>
<td><strong>Optional Materials</strong></td>
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<tr>
<td>6. Shielded Metal Arc Welding</td>
<td>B 8.0-B 8.4, B 9.2-B 9.7</td>
<td>Graph Paper</td>
</tr>
<tr>
<td>7. Gas Metal Arc Welding</td>
<td>B 8.0-B 8.4, B 9.2-B 9.7</td>
<td>Calculator</td>
</tr>
<tr>
<td>8. Flux-cored Arc Welding</td>
<td>B 8.0-B 8.4, B 9.2-B 9.7</td>
<td>16 ft Tape Measure</td>
</tr>
<tr>
<td>10. Plasma Arc Cutting</td>
<td>B9.6</td>
<td>Leather Welding Coat</td>
</tr>
<tr>
<td>11. Farm Machinery</td>
<td>B11.0- B11.6</td>
<td>Welding Gloves</td>
</tr>
<tr>
<td>12. SolidWorks</td>
<td>B9.4</td>
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**Course Description:**
This course focuses on specialized skill development in welding, fabrication, equipment operation and repair. This course provide students an opportunity to learn the practices and technical practice of welding processes used in agricultural fields. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Plasma Arc Cutting, Safety and Metal Fabrication. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**Course Materials:**
The course instructor will provide all necessary personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share. However, if a student wishes to they may purchase their own personal equipment at their own expense.
Shop Fees:
Students will be financially responsible for the costs of extra projects built in the shop. Before any projects are built, a detailed plan, bill of materials, and funds, must be submitted to the instructor/office staff. Also students will be responsible for their locker equipment which includes a welding hood, welding jacket, and gloves, please see page 9 for a detailed list. There locker will be checked out to them just like a school book. Please see page 10 detailing the computer for SolidWorks use. There computer will be checked out to them just like a school book.

Supervised Agricultural Experience Project (SAEP):
All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

Attendance
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

FFA Participation
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that’s four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

Basic Expectations:
1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   a. Students that ignore safety protocols can be removed from the class and barred from joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don’t know something.....ASK ME!!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day’s lesson with assignments completed, your computer, your binder (if you use one), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Submit at least one (1) project to the fair.
13. Complete all assignments in a timely manner and to the best of your ability.
14. Greet any and all visitors with a firm handshake and a respectful greeting.
15. Keep yourself and others safe by informing the instructor of any unsafe situation.
16. No hats are worn in class.
17. No food or drink is allowed in class.
18. Foul Language will NOT be tolerated.
19. The instructor releases the class, not the bell.
20. Abide by all School & Class rules.

Grading:
- Assignments: 20%
- Tests and Quizzes: 20%
- Labs & Projects: 20%
- Presentations: 20%
- SAE / Record Book: 10%
- FFA Activities: 10%

Classroom/Lab instruction: 90-100% A
SAE: 80-89% B
FFA: 70-79% C
0-59% F

Course Grading and Evaluation
Evaluation will be based on the Quality and Craftsmanship of work completed, as well as Attitude and Work Ethic of the student, good Safety practices.

Late Work Accepted: Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time. You will have as many days as you are absent to turn in your assignment. After that it will automatically be at most 50% of the assignment points. If the assignment doesn’t have a late slip stapled to the paper copy or just the slip turned into the basket I will NOT grade the assignment.

Expectations for Students
An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. High School is a fundamental asset in building a student’s character, citizenship, and employment future.

- **Horseplay/Pranking**: The act of causing unsafe, hazardous, and potentially deadly environments, and situations in a school related setting, (example: Ag Shop, Lab areas, etc...) is strictly forbidden. The health and safety of students is paramount and the jeopardizing of student safety will not be tolerated. Horseplay and disregard for safety protocols and equipment can be used as grounds for removal of the student from the course and future courses taught by the instructor.

- **Tobacco**: The possession and or the use of Tobacco related products by minors is illegal under CA. Penal Code 308 and can be punishable by law with monetary fines and hours of community service. In addition, the possession and/or use of tobacco products can result in harsh discipline actions by school administrators and can be used as grounds for removal of the student from the course or the school site (expulsion). California Health and Safety Code 104420 prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles by anyone, regardless of age.

- **Disruptive Behavior & Defiance**: This course is based in the agriculture livestock industry and as such we will use tools and resources that could be potentially dangerous if students disregard safety protocols, or instructor verbal and written instructions. Since these instructions and protocols are designed to maximize safety and effective learning, those individuals who
disregard said instructions or otherwise engage in behavior that can result in an unsafe situation, may be permanently removed from the course and any other lab/shop courses taught by the instructor.

- **Cheating & Plagiarism:** Plagiarism occurs when a student uses someone else's literary works, ideas, or other materials without acknowledging or properly citing its source.
  - Example: Power point projects, written assignments, research project, etc.

- **Tardies:** Upon being tardy for a third time in a quarter, a student will be assigned "quality time" for that tardy. A fourth tardy or beyond will result in referral to the office.

- **Textbook:** Students will have online access to the textbook Agriculture Mechanics Fundamentals and Applications 7th Edition as well as an in class copy. The in class copies are NOT to leave the classroom unless checked out with me.

- **Website:** Each student will be required to keep a simple google sites this class. The website must contain all class notes, writing assignments, projects, syllabus, FFA calendar and anything else assigned to the website throughout the year. Websites will be graded for organization and content at random throughout the year. This will be a digital portfolio that students could potentially show to a prospective employer.

- **Calendar:** All students will be expected to maintain the calendar provided by the school through google. Each day students will note any homework and upcoming assignments on the calendar. Please use this calendar as a communication tool to be aware of what students are doing in class.

- **Behavioral Standards:** All students are expected to adhere to the behavioral standards. These standards are as follows: Be Respectful, Be Prepared, Follow Directions. Those individuals not meeting these standards will be assigned to extra "quality time" (detention) that will be served at lunch on the preceding Tuesday or Thursday. Gross breaches of conduct will be referred to the Administration. Positive behavior will result in enrichment time earned for the class.

**Communication:** Communication between home and school is very important! You can stay in communication in any of the variety of ways:
- For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.

### Daily Class Protocol/Expectations

| 1. | Shop Rules Apply at ALL TIMES. |
| 2. | Open your compute to the daily warm-up sheet, copy and complete the warm-up task. |
| 3. | While working be aware of teacher taking role. No talking to neighbors. |
| 4. | Participate in warm-up task discussion. |
| 5. | Transition to lecture notes, presentation, guest speakers, lab/shop assignments. |
| 6. | Work efficiently, respectfully, and safely. |
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Los Molinos High School
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Thank you,
Melissa Stegall
Ms. Stegall

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Parent Name

X

Parent Signature

Mother/ Guardian Name:

__________________________

Home Phone: __________________________

Cell Phone: __________________________

Work Phone: __________________________

Resides with student: Yes / No

Student Name

X

Student Signature

Father/ Guardian Name:

__________________________

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Student Name: ____________________________

Student Signature: ____________________________ Date: __________

Parent Name: ____________________________

Parent Signature: ____________________________ Date: __________

Student Assigned Computer Number: _________

10
Course Title: Advanced Agriculture Mechanics  
Office Phone: 530-384-7900 EXT 2219  
Faculty: Ms. Melissa Stegall  
E-Mail: mstegall@lmusd.net

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<td>8. Electrical</td>
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<td>9. SolidWorks</td>
<td>B9.4</td>
<td>Leather Welding Coat</td>
</tr>
</tbody>
</table>

Course Description:
This Advanced Agricultural Mechanics course may include advanced skill development in welding, fabrication, equipment operation and repair. This course challenges the student to apply and further advance their skills in use of wood, electrical, masonry, cold metal, and welding in the construction of agricultural structures and equipment. Project planning, cost estimate, record keeping, and safety will be emphasized. This capstone course uses knowledge and skills they have gained over Introduction and Intermediate Ag Mechanics to combine all their skills together to create a medium or large sized project. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Course Materials:
The course instructor will provide all necessary personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share. However, if a student wishes to they may purchase their own personal equipment at their own expense, and store in their own shop locker.

Shop Fees:
Students will be financially responsible for the costs of extra projects built in the shop. Before any projects are built, a detailed plan, bill of materials, and funds, must be submitted to the instructor/office staff. Also students will be responsible for their locker equipment which includes a welding hood, welding jacket, and gloves, please see page 9 for a detailed list. There locker will be checked out to them just like a school book. Please see page 10 detailing the
computer for SolidWorks use. There computer will be checked out to them just like a school book.

**Supervised Agricultural Experience Project (SAEP):**
All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student's grade.

**Attendance**
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

**FFA Participation**
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that's four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

**Basic Expectations:**
1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   a. Students that ignore safety protocols can be removed from the class and barred from joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don't know something......ASK ME!!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day's lesson with assignments completed, your computer, your binder (if you use on), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Submit at least one (1) project to the fair.
13. Complete all assignments in a timely manner and to the best of your ability.
14. Greet any and all visitors with a firm handshake and a respectful greeting.
15. Keep yourself and others safe by informing the instructor of any unsafe situation.
16. No hats are worn in class.
17. No food or drink is allowed in class.
18. Foul Language will NOT be tolerated.
19. The instructor releases the class, not the bell.
20. Abide by all School & Class rules.

Grading:
- Assignments: 20%
- Tests and Quizzes: 20%
- Labs & Projects: 20%
- Presentations: 20%
- SAE / Record Book: 10%
- FFA Activities: 10%

<table>
<thead>
<tr>
<th>Classroom/Lab Instruction</th>
<th>90-100%</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89%</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Course Grading and Evaluation
Evaluation will be based on the **Quality** and **Craftsmanship** of work completed, as well as **Attitude** and **Work Ethic** of the student, good **Safety** practices.

**Late Work Accepted:** Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time. You will have as many days as you are absent to turn in your assignment. After that it will automatically be at most 50% of the assignment points. If the assignment doesn’t have a late slip stapled to the paper copy or just the slip turned into the basket I will **NOT** grade the assignment.

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An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. High School is a fundamental asset in building a student’s character, citizenship, and employment future.

- **Horseplay/Pranking:** The act of causing unsafe, hazardous, and potentially deadly environments, and situations in a school related setting, (example: Ag Shop, Lab areas, etc...) is strictly forbidden. The health and safety of students is paramount and the jeopardizing of student safety will not be tolerated. Horseplay and disregard for safety protocols and equipment can be used as grounds for removal of the student from the course and future courses taught by the instructor.

- **Tobacco:** The possession and or the use of Tobacco related products by minors is illegal under CA. Penal Code 308 and can be punishable by law with monetary fines and hours of community service. In addition, the possession and/or use of tobacco products can result in harsh discipline actions by school administrators and can be used as grounds for removal of the student from the course or the school site (expulsion). California Health and Safety Code 104420 prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles by anyone, regardless of age.

- **Disruptive Behavior & Defiance:** This course is based in the agriculture livestock industry and as such we will use tools and resources that could be potentially dangerous if students disregard safety protocols, or instructor verbal and written instructions. Since these instructions and protocols are designed to maximize safety and effective learning, those individuals who disregard said instructions or otherwise engage in behavior that can result in an unsafe situation,
may be permanently removed from the course and any other lab/shop courses taught by the instructor.

- **Cheating & Plagiarism:** Plagiarism occurs when a student uses someone else's literary works, ideas, or other materials without acknowledging or properly citing its source.
  - Example: Power point projects, written assignments, research project, etc.

- **Tardies:** Upon being tardy for a third time in a quarter, a student will be assigned "quality time" for that tardy. A fourth tardy or beyond will result in referral to the office.

- **Textbook:** Students will have online access to the textbook Agriculture Mechanics Fundamentals and Applications 7th Edition as well as an in class copy. The in class copies are NOT to leave the classroom unless checked out with me.

- **Website:** Each student will be required to keep a simple google sites this class. The website must contain all class notes, writing assignments, projects, syllabus, FFA calendar and anything else assigned to the website throughout the year. Websites will be graded for organization and content at random throughout the year. This will be a digital portfolio that students could potentially show to a prospective employer.

- **Calendar:** All students will be expected to maintain the calendar provided by the school through google. Each day students will note any homework and upcoming assignments on the calendar. Please use this calendar as a communication tool to be aware of what students are doing in class.

- **Behavioral Standards:** All students are expected to adhere to the behavioral standards. These standards are as follows: Be Respectful, Be Prepared, Follow Directions. Those individuals not meeting these standards will be assigned to extra "quality time" (detention) that will be served at lunch on the preceding Tuesday or Thursday. Gross breaches of conduct will be referred to the Administration. Positive behavior will result in enrichment time earned for the class.

**Communication:** Communication between home and school is very important! You can stay in communication in any of the variety of ways:

- For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.

### Daily Class Protocol/Expectations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Shop Rules Apply at ALL TIMES.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Open your computer to the daily warm-up sheet, copy and complete the warm-up task.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>While working be aware of teacher taking role. No talking to neighbors.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Participate in warm-up task discussion.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>5.</td>
<td>Transition to lecture notes, presentation, guest speakers, lab/shop assignments.</td>
</tr>
<tr>
<td>6.</td>
<td>Work efficiently, respectfully, and safely.</td>
</tr>
<tr>
<td>7.</td>
<td>At end of period, clean your work areas, replace all tools and materials appropriately.</td>
</tr>
<tr>
<td>8.</td>
<td>Help others clean their areas if they need help doing so.</td>
</tr>
<tr>
<td>9.</td>
<td>Sweep the shop and use dustpans to pick up debris and place in waste bins.</td>
</tr>
<tr>
<td>10.</td>
<td>Store PPE, wash up.</td>
</tr>
<tr>
<td>11.</td>
<td>When directed return to classroom, and fill out timecard prompt for the day.</td>
</tr>
<tr>
<td>12.</td>
<td>Participate in wrap up discussion with instructor.</td>
</tr>
<tr>
<td>13.</td>
<td>Wait for instructor dismissal. The bell does not dictate the class the instructor does.</td>
</tr>
</tbody>
</table>
# Agriculture Mechanics Fundamental Rules

## BE SAFE!
- ALWAYS Wear your personal protective equipment (PPE).
- Operate equipment safely, follow all safety and operation rules.
- Be aware of your surroundings, and keep other students safe at all times.
- Horseplay will not be tolerated in any fashion.
- Ask for help if you are unsure or just need a hand, we are here to help you.
- Help other classmates when needed, to keep them safe.
- Report any hazards or injuries immediately to the instructor.
- If you are unsure of a situation, of operation procedures, or need clarification of any matter, always ask the instructor.

## BE RESPECTFUL!
- Show respect for yourself, your peers, your instructors, and the shop and class environments.
- Remove your hat while in class.
- Introduce yourself politely to visitors to our class with a firm handshake and heartfelt welcome.
- No Eating or drinking in class or shop areas.
- No cussing, spitting, dishonesty, phones, mp3 players, theft, use of tobacco, racism, or vandalism will be tolerated.
- Set an example for others to aspire towards.

## BE RESPONSIBLE!
- Come to school prepared, Pen/Pencil & Paper.
- Make decisions that will keep yourself and those around you safe and secure.
- Complete the tasks and projects you are charged with to the best of your ability.
- Report broken tools and equipment immediately to the instructor.
- Be sure to leave your work area in a state better than which you found it.
Los Molinos High School
Advanced Agriculture Mechanics Syllabus
& Conduct Contract

Student Name:

Last Name, First Name

It is my goal to offer the most rigorous and engaging education in any agriculture science course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,
Melissa Stegall
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

Parent Name

X__________________________

Parent Signature

Mother/ Guardian Name:

__________________________

Home Phone: _______________________________

Cell Phone: _______________________________

Work Phone: _______________________________

Resides with student: Yes / No

Please see back side of this page.

Student Name

X__________________________

Student Signature

Father/ Guardian Name:

__________________________

Home Phone: _______________________________

Cell Phone: _______________________________

Work Phone: _______________________________

Resides with student: Yes / No
I am now offering an email list that will have important information related to your student's courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month's activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: ____________________________________________

I have a website with information related to your student's course that can be found at http://mstegall8.wixsite.com/stegall

Parent authorization for student pictures

I grant permission to publish documents on the Internet to include the following:

- Child's name/photograph to be used in local papers and television broadcasts.
- First name (Last names will NEVER be published on the website)
- Student produced work such as stories, poems, presentations, essays, etc.
- Identifiable photographs of student
- Group photographs (class photograph, athletic event photographs, team photographs, hands on learning photographs, etc.)

By signing below you authorize Ms. Stegall to use pictures in the above manners.

Parent/Guardian Signature: ____________________________ Date: __________________

☐ I Decline Any of the above (please state below which)

____________________________________________________

____________________________________________________
Ag Mechanics Locker Supplies

You are privileged to be selected to use a locker that has a welding hood, gloves, apron, glasses, and jacket for you to use during this class. It is now your responsibility to care for those items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition minus the normal wear and tear of use you will not be charged for these items. If you choose to supply your own shop supplies you can put them in an Ag shop locker but the high school is NOT responsible for lost, stolen, or damaged items while at the school. If you make sure to store your items in your locker at the end of each class period they are in a safe area.

<table>
<thead>
<tr>
<th>Item in your locker</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Hood</td>
<td>$86.17</td>
</tr>
<tr>
<td>Welding Gloves</td>
<td>$6.53</td>
</tr>
<tr>
<td>Safety Glasses</td>
<td>$1.34</td>
</tr>
<tr>
<td>Welding Jacket</td>
<td>$22.05</td>
</tr>
<tr>
<td>Welding Apron</td>
<td>$27.15</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$143.24</strong></td>
</tr>
</tbody>
</table>

Student Name: ____________________________

Student Signature: ______________________ Date: ____________

Parent Name: ____________________________

Parent Signature: ______________________ Date: ____________

Student Assigned Locker Number: _________
Ag Computers Supplies

You are privileged to be selected to use a SolidWorks computer for you to utilize during this class. It is now your responsibility to care for these items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition you will not be charged for these items. If you choose to supply your own computer with SolidWorks on it (software must be purchased for your own computer, the school will not supply it) the high school is NOT responsible for lost, stolen, or damage to personal items while at the school.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SolidWorks Computer</td>
<td>$1234.56</td>
</tr>
<tr>
<td>Keyboard</td>
<td>$129.99</td>
</tr>
<tr>
<td>Case</td>
<td>$69.95</td>
</tr>
<tr>
<td>Mouse</td>
<td>$27.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1462.14</strong></td>
</tr>
</tbody>
</table>

Student Name: ________________________________

Student Signature: ___________________________ Date: ___________

Parent Name: ________________________________

Parent Signature: ___________________________ Date: ___________

Student Assigned Computer Number: ____________
This is a dual enrolled course that allows students to earn both high school and college credits through Shasta College. Students are expected to be prepared for college level coursework.

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>Required Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Terminology, Basic tools &amp; Equipment</td>
<td>Chromebook charged everyday</td>
</tr>
<tr>
<td>2. Animals and man, breeds of livestock</td>
<td>Paper</td>
</tr>
<tr>
<td>3. Animal restraint/handling</td>
<td>Writing Utensil</td>
</tr>
<tr>
<td>4. Animal Management</td>
<td>A Good Attitude</td>
</tr>
<tr>
<td>5. Animal Health</td>
<td></td>
</tr>
<tr>
<td>6. Animal nutrition</td>
<td></td>
</tr>
<tr>
<td>- Digestive physiology comparison</td>
<td></td>
</tr>
<tr>
<td>- Basic nutrients</td>
<td></td>
</tr>
<tr>
<td>- Nutritional deficiencies in California</td>
<td></td>
</tr>
<tr>
<td>7. Animal growth: basic production cycle</td>
<td></td>
</tr>
<tr>
<td>8. Physiology of reproduction in farm animals /A.I.</td>
<td>Optional Materials</td>
</tr>
<tr>
<td>9. Physiology of lactation and egg laying</td>
<td></td>
</tr>
<tr>
<td>10. Animal Systems</td>
<td>Rubber Boots</td>
</tr>
<tr>
<td>11. Breeds and their purpose, introduction to genetics</td>
<td>Safety Glasses</td>
</tr>
<tr>
<td>12. Genetics/animal selection</td>
<td></td>
</tr>
<tr>
<td>13. Production records and animal improvement</td>
<td></td>
</tr>
<tr>
<td>14. Investigation of sustainable production practices</td>
<td></td>
</tr>
<tr>
<td>15. Government programs and their effects</td>
<td></td>
</tr>
<tr>
<td>16. Consumer activism and their effects</td>
<td></td>
</tr>
<tr>
<td>17. Research areas in animal science</td>
<td></td>
</tr>
<tr>
<td>18. Career focus</td>
<td></td>
</tr>
<tr>
<td>- Portfolio Creation</td>
<td></td>
</tr>
<tr>
<td>- Communication</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This course is presented in terms of an animal's biological cycle of production. Topics will include basic nutrition, genetics, reproduction, and animal health relating to domestic farm animals. In addition to investigating modern production practices, the impact of animal agriculture upon mankind and the environment will also be considered. The lab sessions will be devoted to investigating the basic management practices associated with each livestock species. This animal
science class will also help prepare students for a job with a veterinary hospital or help guide students for a career as a veterinarian or related field. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. (UC/CSU approved)

**Course Objectives:**
Upon successful completion of the course the student will be able to:

1. Investigate non-traditional livestock production.
2. Distinguish between the major breeds and categories of farm livestock.
3. Evaluate the basic genetic principles used to create superior and more productive farm animals.
4. Explain the concepts of animal nutrition and its importance to animal health and profitable animal production.
5. Investigate the basic management practices such as parturition, artificial breeding, feed ration formulations, and animal health practices, which occur in any production facility.
6. Explain the importance of “sustainability” in modern animal production, making socially, economically and environmentally sound decisions.
7. Analyze the impact that government agencies and consumer groups have upon animal agriculture.
8. Explain how domestic animals can enhance ecosystems.
9. Analyze proper biological planning and grazing practices.

**Student Learning Outcomes:**
1. Animal Vaccines: Given a specific medication/vaccine to administer, the student should be able to demonstrate the proper technique of vaccinating livestock both subcutaneous and intramuscular.
2. Breeds of Livestock: Given a specific breed of livestock, the students should be able to develop a written response which includes the history, origin, physical and genetic characteristics.
3. Conventional vs. Sustainable: Given a comparison between conventional and sustainable livestock husbandry practices, a student will apply knowledge of the two systems in a pros and cons response.
4. Farm Animal Reproduction: Given a reproductive tract of a farm animal species, the student should be able to identify and describe the various functions in a written response.
5. Species and Production of Livestock: Given a list of terms related to livestock production, the student should be able to identify the various types of livestock species and production methods.

**Lab Expectations:**
This is a lab class and students are expected to participate in all labs. Students will be given prior notice of when labs will be in order to help facilitate proper attire for labs.

<table>
<thead>
<tr>
<th>Expected Labs</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Farm Tour</td>
<td>School Farm</td>
</tr>
<tr>
<td>2. Animal Products</td>
<td>Classroom Lab</td>
</tr>
<tr>
<td></td>
<td>Course Title</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Hematology</td>
</tr>
<tr>
<td>4.</td>
<td>DNA Extraction</td>
</tr>
<tr>
<td>5.</td>
<td>Scientific Method</td>
</tr>
<tr>
<td>6.</td>
<td>Nutrition</td>
</tr>
<tr>
<td>7.</td>
<td>Animal Selection</td>
</tr>
<tr>
<td>8.</td>
<td>Male Reproduction System</td>
</tr>
<tr>
<td>9.</td>
<td>Female Reproduction System</td>
</tr>
<tr>
<td>10.</td>
<td>Growth and Development</td>
</tr>
<tr>
<td>11.</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>12.</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>13.</td>
<td>Animal Health</td>
</tr>
<tr>
<td>14.</td>
<td>School Sheep Heard Labs</td>
</tr>
</tbody>
</table>

**Course Materials:**
The course instructor will provide all necessary literature and textbooks as well as personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share.

**Supervised Agricultural Experience Project (SAEP):**
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

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**FFA Participation**
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is
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Basic Expectations
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15. No hats are worn in class.
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17. Foul Language will NOT be tolerated.
18. The instructor releases the class, not the bell.
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Labs & Projects 20%  
Presentations 20%  
SAE / Record Book 10%  
FFA Activities 10%  

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- **Tobacco**: The possession and or the use of Tobacco related products by minors is illegal under CA. Penal Code 308 and can be punishable by law with monetary fines and hours of community service. In addition, the possession and/or use of tobacco products can result in harsh discipline actions by school administrators and can be used as grounds for removal of the student from the course or the school site (expulsion). California Health and Safety Code 104420 prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles by anyone, regardless of age.

- **Disruptive Behavior & Defiance**: This course is based in the agriculture livestock industry and as such we will use tools and resources that could be potentially dangerous if students disregard safety protocols, or instructor verbal and written instructions. Since these instructions and protocols are designed to maximize safety and effective learning, those individuals who disregard said instructions or otherwise engage in behavior that can result in an unsafe situation, may be permanently removed from the course and any other lab/shop courses taught by the instructor.

- **Cheating & Plagiarism**: Plagiarism occurs when a student uses someone else’s literary works, ideas, or other materials without acknowledging or properly citing its source.
  - Example: Power point projects, written assignments, research project, etc.

- **Tardies**: Upon being tardy for a third time in a quarter, a student will be assigned “quality time” for that tardy. A fourth tardy or beyond will result in referral to the office.

- **Website**: Each student will be required to keep a simple google sites this class. The website must contain all class notes, writing assignments, projects, syllabus, FFA calendar and anything else assigned to the website throughout the year. Websites will be graded for organization and content at random throughout the year. This will be a digital portfolio that students could potentially show to a prospective employer.

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- **Labs:** This is a lab class; students will have the opportunity to work in the lab as long as they follow all the rules. Labs can be in the classroom, out at the school farm, or off site. If a student does not act appropriately the student will be dismissed from that lab with a zero for the day. Depending upon the offense the student can be barred from any and all of the rest of the labs for the class taking a zero score for those labs as well.

**Communication:** Communication between home and school is very important! You can stay in communication in any of the variety of ways:

- For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.

**College Policies:**
Students may **drop a class** and have no notation on their transcripts through the fourth week of a full-term class, or 30% of a short term class. IT IS THE STUDENT’S RESPONSIBILITY TO DROP CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by mail. Students can drop a class in person at Admissions and Records or Extended Education sites, or online through MyShasta. If a student intends to drop a class and stops attending but fails to file the necessary forms, a failing letter grade may be assigned by the instructor. Students may be dropped by the instructor based on excessive absences from a class so long as the instructor has announced attendance criteria.

**Academic dishonesty** is the fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior intended to gain or provide unearned academic advantage by fraudulent and/or deceptive means.

The student has the full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will explain what is and is not acceptable in their classes.

Violation of this policy will result in appropriate disciplinary action. Specific examples of academic dishonesty include but are not limited to:

**Taking Information**

a. Copying graded homework assignments from another student.
b. Working together on a take-home test or homework when not specifically permitted by the instructor.
c. Looking at another student’s paper during an examination.
d. Looking at text or notes during an examination when not specifically permitted by the instructor.
e. Accessing another student’s computer and using his/her data as one’s own.

Providing Information
a. Giving one’s work to another to be copied or used in an oral presentation.
b. Giving answers to another student during an examination.
c. After taking an examination, informing a student enrolled in a later course section of questions that appear on the examination.
d. Providing a term paper to another student.
e. Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism
a. Failing to give credit for ideas, statement of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.
b. Submitting a paper acquired from a “research” or term paper service.
c. Copying another person’s assignment and handing it in as one’s own.
d. Giving a speech or oral presentation written by another and claiming it as one’s own work.
e. Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
f. Presenting another’s computer data as one’s own.

Other Academic Dishonesty
a. Planning with one or more fellow students to commit any form of academic dishonesty together.
b. Having another student take one’s examination or do one’s computer data or lab experiment.
c. Lying to an instructor to increase a grade.
d. Submitting papers or speeches that are substantially the same for credit in two different courses without prior approval of the instructors involved.
e. Altering a graded work after it has been returned, then submitting the work for re-grading unless specifically allowed by the instructor.
f. Removing tests from the classroom without the approval of the instructor, or stealing tests.
g. Copying computer software from a floppy disk or a hard drive unless specifically allowed by the instructor.

The Standards of Conduct are set forth in BP 5500 and apply to conduct that relates to District activity or District attendance, including conduct that occurs while at District campuses or facilities, or at District sponsored activities, including before classes begin, after classes end, during the academic year, and during periods between terms of actual enrollment. The Standards of Conduct shall apply even if the student withdraws from school while a disciplinary matter is pending.

Shasta College offers students with disabilities numerous services including counseling and academic advisement, testing for learning disabilities, readers, note providers, e-texts, audio format texts, in class interpreting for students who are deaf or hard-of-hearing, designated parking areas,
special equipment, assistive technology, test facilitation, etc. These services, accessed by referral from the DSPS Counselor or Learning Disabilities Specialist, are available to students attending either the main Shasta College campus or the extended education locations throughout the District. The DSPS Counselor and Learning Disability Specialist work with students to evaluate their educational needs and to plan and prescribe suitable programs and services. A specially equipped assistive technology computer lab, located in Room 2004, is available for qualifying students with disabilities. Special classes are provided through Adaptive Education curriculum (ADAP). For more information on the various programs and services available through DSPS, call (530) 242-7790 or stop by our office located in the Student Center, Room 2005.

DSPS also offers a College to Career (C2C) program which provides vocational training to students with Intellectual Disabilities. College to Career is a three-year program leading to competitive, integrated employment. More information can be found at the DSPS website (www.shastacollege.edu/dspss) or in room 2006 on the Shasta College Main Campus.

Service Area Outcome
1. Counselors will develop an Education Contract specifying academic and vocational goals, steps to completing those goals, and relevant services appropriate to their strengths and limitations.

Student Support Learning Outcomes
1. Students will identify individual educational limitations and successfully access appropriate disability accommodations. 2. Students will utilize appropriate disability management strategies

**Textbooks and Materials:**
1. Scientific Farm Animal Production: An Introduction By Robert W. Taylor, Thomas G. Field 11th Edition (Supplied to high school students only)
2. Pencil/Pen
3. Paper
4. Chromebook Charged Everyday
5. Canvas Log In

**Tentative Class Schedule:**
Class will meet on a daily basis that school is in session from 1:30-2:20
Student Name: __________________________

Last Name, __________________________

First Name __________________________

It is my goal to offer the most rigorous and engaging education in any agriculture science course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,

Melissa Stegall
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

Parent Name __________________________

X________________________

Parent Signature

Mother/ Guardian Name: __________________________

Home Phone: __________________________

Cell Phone: __________________________

Work Phone: __________________________

Resides with student: Yes / No

Student Name __________________________

X________________________

Student Signature

Father/ Guardian Name: __________________________

Home Phone: __________________________

Cell Phone: __________________________

Work Phone: __________________________

Resides with student: Yes / No

Please see back side of this page.
I am now offering an email list that will have important information related to your student’s courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month’s activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: __________________________________________

I have a website with information related to your student’s course that can be found at http://mstegall8.wixsite.com/stegall

Parent authorization for student pictures

I grant permission to publish documents on the Internet to include the following:

- Child’s name/photograph to be used in local papers and television broadcasts.
- First name (Last names will NEVER be published on the website)
- Student produced work such as stories, poems, presentations, essays, etc.
- Identifiable photographs of student
- Group photograph (class photograph, athletic event photographs, team photographs, hands on learning photographs, etc.)

By signing below you authorize Ms. Stegall to use pictures in the above manners.

Parent/Guardian Signature: ___________________________ Date: __________________

☐ I Decline Any of the above (please state below which)

____________________________________________________

____________________________________________________
Instructor: Ms. Melissa Stegall  
Office: (530) 384-7900 ext 2219  
Email: mstegall@lmusd.net

*This course meets the Civics requirement for graduation. See your counselor for further information.

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>Required Materials</th>
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</table>
| **Principles of Government**  
- Democratic Governance  
- Essential Principles of the constitution  
- Evolution of the constitution  
- Separation of powers  
- Checks & Balances  
- Judicial Review | Chromebook Charged Every Day |
| **Federalism and interactions between Local, State, & Federal Governments**  
- Structure of Federal, State & Local Gov.  
- Roles & Responsibilities of Fed, State, Local Governments. | Writing Utensils |
| **Election Process**  
- Political Parties  
- Political Ideology  
- Nomination Process  
- Voting  
- Volunteerism | College Ruled Paper |
| **The Legislative Branch**  
- Law Making Process  
- Committee System  
- Lobbying  
- Media Influence  
- Special Interest Groups | Good Attitude |
| **The Executive Branch**  
- Roles, Powers, & Limitations  
- President – Governor  
- Relationship with Legislative & Judicial Branches | |
| **The Judicial Branch**  
- Federal & State Courts  
- Trial & Appellate Courts  
- Interpretive role of Judiciary | |
| **Comparative Governments**  
- Democracies  
- Dictatorships & Despotism  
- Parliamentary Democracies | |
| **Agricultural Policy**  
- Domestic and International issues  
- Government influence  
- FFA record book, activities, CDE events, Leadership activities | |
COURSE DESCRIPTION:

This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government system plays in the agricultural industry.

INSTRUCTIONAL MATERIALS:

Text: Magruder's American Government, by William A. McClenaghan, Publisher: Magruder

MAJOR GOALS AND OBJECTIVES:

- Understand the activities that lead to the development of our government, the evolution of the Constitution, and the essential principles of the structure of our government.
- Distinguish between the branches of government and identify the duties of each branch.
- Identify the social context and public opinion of our government system.
- Outline the process of election.
- Understand the Bill of Rights and explain the meaning and implication of each right in our society.
- Distinguish between the powers of state government and the national government.
- Identify and explain the structure and purposes of world government and leadership.
- Explain the effect of government in regards to agricultural issues.

CAREER PREPARATION STANDARDS

A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
   1. Demonstrate an understanding of classroom policies and procedures.
   2. Discuss importance of the following personal skills in the business environment:
      a. positive attitude
      b. self-confidence
      c. honesty
      d. perseverance
      e. self-management/work ethic
      f. pride in product/work
      g. dependability
   3. Identify acceptable work attire.
   4. Establish goals for self-improvement and further education/training.
   5. Prioritize tasks and meet deadlines.
   6. Understand the importance of initiative and leadership.
   7. Understand the importance of lifelong learning in a world of constantly changing technology.
B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

1. Identify and discuss behaviors of an effective team.
2. Explain the central importance of mutual respect in the workplace relations.
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
   a. Work as a team member in solving problems.
   b. Diagnose the problem, its urgency, and its causes.
   c. Identify alternatives and their consequences.
   d. Explore possible solutions.
   e. Compare/contrast the advantages and disadvantages of alternatives.
   f. Determine appropriate action(s).
   g. Implement action(s).
   h. Evaluate results of action(s) taken.

D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
   a. Prepare written material.
   b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).

8. Demonstrate writing/editing skills as follows:
   a. Write, proofread, and edit work.
   b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
   c. Select and use appropriate forms of technology for communication.

9. Exhibit a proficiency in the use of reference books.

10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

   1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
   2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
   3. Understand the importance of lifelong learning in adapting to changing technology.

F. **IMPORTANCE OF ETHICS** — Students will understand proper ethics in the workplace.

   1. Discuss social and ethical responsibilities in the industry.
   2. Demonstrate ethical choices in workplace situations.

**METHODS OF INSTRUCTION:**

1. Lecture
2. Demonstrations
3. Audio-visual
4. Internet
5. Guest Speakers
6. Field Trips

**EVALUATION OF STUDENT PERFORMANCE:**

1. Quizzes
2. Unit exams
3. Semester exams
4. Homework
5. Class discussions
6. Special assignments and projects
7. Demonstrations/Speeches
8. Student Website
STUDENT ASSIGNMENTS:

1. **Primary instructional methods/strategies**
   - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.
   - Students will write well-developed essays that indicate their achievement of the state standards for U.S. Government. Essay questions are modeled after those recommended in History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (California Department of Education, 2010).

2. **Video Projects:** Students will view and analyze in writing two videos on U.S. Government topics. Videos will be selected by the students and approved by the supervising teacher.

3. **Current Events Project:** Students will select, read, and analyze in writing at least three articles related to government topics from current newspapers, magazines, etc.

4. **Research Project:** Students will complete a research project on a topic related to government. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, an historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

5. **Ag Speech/Job Interview Project:** Students will complete either a speech (Impromptu, Extemporaneous, or Prepared) or a Job Interview at the local level.

**Supervised Agricultural Experience Project (SAEP):**
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book (AET). Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

**Attendance**
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

**FFA Participation**
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Congratulations! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that’s four (4) activities a semester. The Fair project assignment counts as one (1) FFA activity.

**Basic Expectations**
1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   a. Students that ignore safety protocols can be removed from the class and barred from joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don’t know something.....ASK ME!!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day’s lesson with assignments completed, your computer, your binder (if you use one), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Complete all assignments in a timely manner and to the best of your ability.
13. Greet any and all visitors with a firm handshake and a respectful greeting.
14. Keep yourself and others safe by informing the instructor of any unsafe situation.
15. No hats are worn in class.
16. No food or drink is allowed in class.
17. Foul Language will NOT be tolerated.
18. The instructor releases the class, not the bell.
19. Abide by all School & Class rules.

### Grading:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Labs &amp; Projects</td>
<td>20%</td>
</tr>
<tr>
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</tr>
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</table>

### Late Work Accepted
Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time. You will have as many days as you are absent to turn in your assignment. After that it will automatically be at most 50% of the assignment points. If the assignment doesn’t have a late slip stapled to the paper copy or just the slip turned into the basket I will NOT grade the assignment.

### Extra Credit
There will be opportunities for extra credit throughout the year at teacher’s discretion. Students will be notified of these events at they come up.

### Expectations for Students
An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. High School is a fundamental asset in building a student’s character, citizenship, and employment future.

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Los Molinos High School
Ag Government Syllabus &
Conduct Contract

Student Name: ________________________________

Last Name, __________________________________
First Name __________________________________

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Thank you,
Melissa Stegall
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

Parent Name

X __________________________

Parent Signature
Mother/ Guardian Name:

Student Name

X __________________________

Student Signature
Father/ Guardian Name:

Home Phone: __________________________
Cell Phone: __________________________
Work Phone: __________________________

Resides with student: Yes / No

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Parent/Guardian Signature: ____________________________ Date: ______________

☐ I Decline Any of the above
### Course Overview

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</tr>
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<tbody>
<tr>
<td>**1. **Scope of Agriculture Business</td>
<td></td>
</tr>
<tr>
<td>• Farm and food systems – overview of California, U.S., and global agriculture</td>
<td>3-Ring Binder</td>
</tr>
<tr>
<td>• Impact of agri-business on society</td>
<td></td>
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<tr>
<td>• World food needs</td>
<td></td>
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<tr>
<td>• Distribution challenges</td>
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<tr>
<td>• Concepts of sustainable agriculture</td>
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<tr>
<td>**2. **Price Discovery in a Free Enterprise System</td>
<td>Writing Utensil</td>
</tr>
<tr>
<td>• Demand determination</td>
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<tr>
<td>• Modifying demand</td>
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<tr>
<td>• Demand elasticity</td>
<td></td>
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<tr>
<td>• Supply defined</td>
<td></td>
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<tr>
<td>• Factors effective supply</td>
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<td>**3. **Consumer Demand Theory</td>
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<td>• Tastes and preferences</td>
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<td>• Budget lines and prices</td>
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<td>• Demand</td>
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<td>• Demand shifters</td>
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<td>• Elasticity</td>
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<td>**4. **Producer Decision-Making</td>
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<td>• Labor</td>
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<td>• Capital</td>
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<td>• Management</td>
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<tr>
<td>• Physical Relationships</td>
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<td>• Constant returns</td>
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</table>

**Advisory:**
This is a dual enrolled course that allows students to earn both high school and college credits. Students are expected to be prepared for college level coursework.
COURSE DESCRIPTION:
An introduction to economic and business principles as they relate to resource management. The focus of the course will be to relate economic theories and principles to applied agri-business and resource management problem solving. Student involvement in practical marketing, financing, promotions, business analysis, retailing, or some other practical economic problem will be required.

INSTRUCTIONAL MATERIALS:

Course Objectives:
Upon successful completion of the course the student will be able to:
1. Explain the role of agriculture business in California, U.S., and world economics.
2. Explain how varying demand and supply conditions formulate agriculture prices of commodities.
3. Explain how budget, taste, preference and utility affect demand.
4. Determine concepts of agriculture marketing, finance and agriculture policy, and how they relate to an individual producer.
5. Explain the role of human and natural resources in agriculture economic performance, growth, and development.
6. Explain the concepts of sustainability as it pertains to agriculture; making socially, environmentally and economically sound decisions.

Student Learning Outcomes:
1. Economics of Food: Upon successful completion of the course, the student should be able to use these economic concepts to answer questions that producers and consumers of food and fiber products regularly face.
2. Marketing Proposal: Student will complete an agriculture marketing proposal and orally present the proposal.

CAREER PREPARATION STANDARDS
A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
2. Discuss importance of the following personal skills in the business environment:
   a. positive attitude
   b. self-confidence
   c. honesty
   d. perseverance
   e. self-management/work ethic
   f. pride in product/work
   g. dependability
3. Identify acceptable work attire.
4. Establish goals for self-improvement and further education/training.
5. Prioritize tasks and meet deadlines.
6. Understand the importance of initiative and leadership.
7. Understand the importance of lifelong learning in a world of constantly changing technology.

B. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
   1. Identify and discuss behaviors of an effective team.
   2. Explain the central importance of mutual respect in the workplace relations.
   3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
   4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
   5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
   6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
   1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
   2. Read, write, and give directions.
   3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
      a. Work as a team member in solving problems.
      b. Diagnose the problem, its urgency, and its causes.
      c. Identify alternatives and their consequences.
      d. Explore possible solutions.
      e. Compare/contrast the advantages and disadvantages of alternatives.
      f. Determine appropriate action(s).
      g. Implement action(s).
      h. Evaluate results of action(s) taken.
D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
   a. Prepare written material.
   b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
   a. Write, proofread, and edit work.
   b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
   c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
3. Understand the importance of lifelong learning in adapting to changing technology.

F. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.

1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.

METHODS OF INSTRUCTION:

1. Lecture
2. Demonstrations
3. Audio-visual
4. Internet
5. Guest Speakers
6. Field Trips

EVALUATION OF STUDENT PERFORMANCE:

1. Quizzes
2. Unit exams
3. Semester exams
4. Homework
5. Class discussions
6. Special assignments and projects
7. Demonstrations

STUDENT ASSIGNMENTS:

1. **Primary instructional methods/strategies**
   - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.

2. **Video Projects**: Students will view and analyze in writing two videos on U.S. Economics topics. Videos will be selected by the students and approved by the supervising teacher.

3. **Current Events Project**: Students will select, read, and analyze in writing at least three articles related to economic topics from current newspapers, magazines, etc.

4. **Research Project**: Students will complete a research project on a topic related to economics. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, an historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

**Supervised Agricultural Experience Project (SAEP):**
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

**Attendance**
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

**FFA Participation**
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Congratulations! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter. The Fair project assignment counts as one (1) FFA activity.

**Basic Expectations**
1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   a. Students that ignore safety protocols can be removed from the class and barred from joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don't know something.....ASK ME!!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day’s lesson with assignments completed, your computer, your binder (if you use one), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Complete all assignments in a timely manner and to the best of your ability.
13. Greet any and all visitors with a firm handshake and a respectful greeting.
14. Keep yourself and others safe by informing the instructor of any unsafe situation.
15. No hats are worn in class.
16. No food or drink is allowed in class.
17. Foul Language will NOT be tolerated.
18. The instructor releases the class, not the bell.
19. Abide by all School & Class rules.

Grading:
Assignments  20%
Tests and Quizzes  20%
Labs & Projects  20%
Presentations  20%
SAE / Record Book  10%
FFA Activities  10%

Late Work Accepted
Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time. You will have as many days as you are absent to turn in your assignment. After that it will automatically be at most 50% of the assignment points. If the assignment doesn't have a late slip stapled to the paper copy or just the slip turned into the basket I will NOT grade the assignment.

Cell phones
I do not want to see cell phones out during class unless it is for an assignment. If it is being misused during class time I will take if for a determined amount of time.

Extra Credit
There will be opportunities for extra credit throughout the year at teacher’s discretion.

Expectations for Students
An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. High School is a fundamental asset in building a student’s character, citizenship, and employment future.

- **Horseplay/Pranking:** The act of causing unsafe, hazardous, and potentially deadly environments, and situations in a school related setting, (example: Ag Shop, Lab areas, etc...) is strictly forbidden. The health and safety of students is paramount and the jeopardizing of student safety will not be tolerated.
Horseplay and disregard for safety protocols and equipment can be used as grounds for removal of the student from the course.

- **Tobacco**: The possession and or the use of Tobacco related products by minors is illegal under CA. Penal Code 308 and can be punishable by law with monetary fines and hours of community service. In addition, the possession and/or use of tobacco products can result in harsh discipline actions by school administrators and can be used as grounds for removal of the student from the course or the school site (expulsion). *California Health and Safety Code 104420* prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles by anyone, regardless of age.

- **Disruptive Behavior & Defiance**: This course is based in the agriculture livestock industry and as such we will use tools and resources that could be potentially dangerous if students disregard safety protocols, or instructor verbal and written instructions. Since these instructions and protocols are designed to maximize safety and effective learning, those individuals who disregard said instructions or otherwise engage in behavior that can result in an unsafe situation, may be permanently removed from the course and any other lab/shop courses taught by the instructor.

- **Cheating & Plagiarism**: Plagiarism occurs when a student uses someone else’s literary works, ideas, or other materials without acknowledging or properly citing its source.
  - Example: Power point projects, written assignments, research project, etc.

- **Tardies**: Upon being tardy for a third time in a quarter, a student will be assigned “quality time” for that tardy. A fourth tardy or beyond will result in referral to the office.

- **Website**: Each student will be required to keep a simple google sites this class. The website must contain all class notes, writing assignments, projects, syllabus, FFA calendar and anything else assigned to the website throughout the year. Websites will be graded for organization and content at random throughout the year. This will be a digital portfolio that students could potentially show to a prospective employer.

- **Calendar**: All students will be expected to maintain the calendar provided by the school through google. Each day students will note any homework and upcoming assignments on the calendar. Please use this calendar as a communication tool to be aware of what students are doing in class.

- **Class Participation**: Students are expected to be an active part of the classroom environment. There will be random assignments that are based upon this participation.

- **Behavioral Standards**: All students are expected to adhere to the behavioral standards. These standards are as follows: Be Respectful, Be Prepared, Follow Directions. Those individuals not meeting these standards will be assigned to extra “quality time” (detention) that will be served at lunch on the preceding Tuesday or Thursday. Gross breaches of conduct will be referred to the Administration. Positive behavior will result in enrichment time earned for the class.

- **Passes**: Each student will be given two bathroom passes per quarter. If a student uses his/her bathroom passes, permission to use the bathroom will be given at the cost of 30 minutes of out-of-class time. Unused passes may be turned in at the end of the quarter for extra credit.

**Communication**: Communication between home and school is very important! You can stay in communication in any of the variety of ways:

- For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.
College Policies:
Students may drop a class and have no notation on their transcripts through the fourth week of a full-term class, or 30% of a short term class. IT IS THE STUDENT'S RESPONSIBILITY TO DROP CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by mail. Students can drop a class in person at Admissions and Records or Extended Education sites, or online through MyShasta. If a student intends to drop a class and stops attending but fails to file the necessary forms, a failing letter grade may be assigned by the instructor. Students may be dropped by the instructor based on excessive absences from a class so long as the instructor has announced attendance criteria.

Academic dishonesty is the fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior intended to gain or provide unearned academic advantage by fraudulent and/or deceptive means.
The student has the full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will explain what is and is not acceptable in their classes.
Violation of this policy will result in appropriate disciplinary action. Specific examples of academic dishonesty include but are not limited to:

Taking Information
a. Copying graded homework assignments from another student.
b. Working together on a take-home test or homework when not specifically permitted by the instructor.
c. Looking at another student’s paper during an examination.
d. Looking at text or notes during an examination when not specifically permitted by the instructor.
e. Accessing another student’s computer and using his/her data as one’s own.

Providing Information
a. Giving one’s work to another to be copied or used in an oral presentation.
b. Giving answers to another student during an examination.
c. After taking an examination, informing a student enrolled in a later course section of questions that appear on the examination.
d. Providing a term paper to another student.
e. Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism
a. Failing to give credit for ideas, statement of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.
b. Submitting a paper acquired from a “research” or term paper service.
c. Copying another person’s assignment and handing it in as one’s own.
d. Giving a speech or oral presentation written by another and claiming it as one’s own work.
e. Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
f. Presenting another’s computer data as one’s own.

Other Academic Dishonesty
a. Planning with one or more fellow students to commit any form of academic dishonesty together.
b. Having another student take one’s examination or do one’s computer data or lab experiment.
c. Lying to an instructor to increase a grade.
d. Submitting papers or speeches that are substantially the same for credit in two different courses without prior approval of the instructors involved.
e. Altering a graded work after it has been returned, then submitting the work for re-grading unless specifically allowed by the instructor.

f. Removing tests from the classroom without the approval of the instructor, or stealing tests.

g. Copying computer software from a floppy disk or a hard drive unless specifically allowed by the instructor.

The Standards of Conduct are set forth in BP 5500 and apply to conduct that relates to District activity or District attendance, including conduct that occurs while at District campuses or facilities, or at District sponsored activities, including before classes begin, after classes end, during the academic year, and during periods between terms of actual enrollment. The Standards of Conduct shall apply even if the student withdraws from school while a disciplinary matter is pending.

Shasta College offers students with disabilities numerous services including counseling and academic advisement, testing for learning disabilities, readers, note providers, e-texts, audio format texts, in class interpreting for students who are deaf or hard-of-hearing, designated parking areas, special equipment, assistive technology, test facilitation, etc. These services, accessed by referral from the DSPS Counselor or Learning Disabilities Specialist, are available to students attending either the main Shasta College campus or the extended education locations throughout the District. The DSPS Counselor and Learning Disability Specialist work with students to evaluate their educational needs and to plan and prescribe suitable programs and services. A specially equipped assistive technology computer lab, located in Room 2004, is available for qualifying students with disabilities. Special classes are provided through Adaptive Education curriculum (ADAP). For more information on the various programs and services available through DSPS, call (530) 242-7790 or stop by our office located in the Student Center, Room 2005.

DSPS also offers a College to Career (C2C) program which provides vocational training to students with Intellectual Disabilities. College to Career is a three-year program leading to competitive, integrated employment. More information can be found at the DSPS website (www.shastacollege.edu/dsp) or in room 2006 on the Shasta College Main Campus.

Service Area Outcome
1. Counselors will develop an Education Contract specifying academic and vocational goals, steps to completing those goals, and relevant services appropriate to their strengths and limitations.

Student Support Learning Outcomes
1. Students will identify individual educational limitations and successfully access appropriate disability accommodations. 2. Students will utilize appropriate disability management strategies

Textbooks and Materials:
Pencil/Pen
Paper
Computer

Tentative Class Schedule:
Class will meet on a daily basis that school is in session from 2:25pm-3:15pm

The Shasta-Tehama Trinity Joint Community College District ("Shasta College") does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.
Los Molinos High School
Ag Economics Syllabus &
Conduct Contract

It is my goal to offer the most rigorous and engaging education in any Agriculture course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,
Melissa Stegall
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

________________________________________
Parent Name

X_____________________________________
Parent Signature

________________________________________
Mother/ Guardian Name:

________________________________________
Home Phone:

Cell Phone:

Work Phone:

Resides with student: Yes / No

________________________________________
Student Name

X_____________________________________
Student Signature

________________________________________
Father/ Guardian Name:

________________________________________
Home Phone:

Cell Phone:

Work Phone:

Resides with student: Yes / No
I am now offering an email list that will have important information related to your student’s courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month’s activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: __________________________

I have a website with information related to your student’s course that can be found at https://sites.google.com/lmusd.net/mstegallswesbite

Parent authorization for student pictures

I grant permission to publish documents on the Internet to include the following;

- Child’s name/photograph to be used in local papers and television broadcasts.
- First name (Last names will NEVER be published on the website)
- Student produced work such as stories, poems, presentations, essays, etc.
- Identifiable photographs of student
- Group photograph (class photograph, athletic event photographs, team photographs, hands on learning photographs, etc.)

By signing below you authorize Ms. Stegall to use pictures in the above manners.

Parent/Guardian Signature: __________________________ Date: ________________

☐ I Decline Any of the above (please state below which)
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Completed SAE Supervision Forms 5
Livestock Project Visit

1. Student Name: Kayla
   Date: 4/15/17

2. Visitation Site:
   □ School Farm
   □ Student Home: ______________
   □ Other: Hunt - 13135 Coyote Ln Red Bluff

3. Project Type:
   □ Beef  □ Goat  □ Lamb  □ Poultry  □ Swine
   □ Other: ______________

4. Previous Weight: 1010
   Date of Visit: 3/15/17

5. Previous ADG: __________
   Days since last Weight: __1__

6. Current Weight: 1150
   Weight Gained: 140

8. Current ADG: 4.5
   Target ADG: 2.5

9. Days until Fair: 89
   Estimated Fair Weight: 1551

10. Comments: __________

11. Next Project Visit Date: 4/29/17

Advisor Signature: ____________
Student Signature: ____________
Parent Signature (If Available): ____________

If there are any changes to animal health, feed, location, or visitation dates
please notify your advisor immediately!

Advisor Phone: ____________
Advisor Email: ____________
Livestock Project Visit

1. Student Name: [REDACTED]  Date: 6/10

2. Visitation Site:  □ School Farm  
   □ Student Home:  
   □ Other:  

3. Project Type:  
   □ Beef  □ Goat  □ Lamb  □ Poultry  □ Swine  
   □ Other:  

4. Previous Weight: 1030  Date of Visit: 5/8

5. Previous ADG: 2  Days since last Weight: 14

6. Current Weight: 1080  Weight Gained: 5

7. Current ADG: 110  Target ADG:  

8. Days until Fair: 30  Estimated Fair Weight:  

9. Comments:  

10. Next Project Visit Date: Meeting 7/8

Advisor Signature: [REDACTED]

Student Signature:  

Parent Signature (If Available):  

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: Cheyenne Date: 6/10/17

2. Visitation Site:
   - [ ] School Farm
   - [ ] Student Home: ______________________
   - [ ] Other: ______________________

3. Project Type:
   - [ ] Beef  [ ] Goat  [ ] Lamb  [ ] Poultry  [ ] Swine
   - [ ] Other: ______________________

4. Previous Weight: 1320  Date of Visit: 6/15

5. Previous ADG: 0.1  Days since last Weight: 5

6. Current Weight: 1350  Weight Gained: 30

7. Current ADG: 0  Target ADG: ______________________

8. Days until Fair: 32  Estimated Fair Weight: 1542

9. Comments:

   ______________________

   ______________________

10. Next Project Visit Date: TBD  Meeting 7/8

Advisor Signature: ______________________

Student Signature: ______________________

Parent Signature (If Available): ______________________

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: Josh K Date: 6/10/17

2. Visitation Site: □ School Farm □ Student Home: □ Other: Flintrock

3. Project Type:
   □ Beef □ Goat □ Lamb □ Poultry □ Swine
   □ Other: ____________________________

4. Previous Weight: 1105 Date of Visit: 5/27

5. Previous ADG: 2.9 Days since last Weight: 14

6. Current Weight: 1135 Weight Gained: 30

7. Current ADG: 2.14 Target ADG: 2.0

8. Days until Fair: 32 Estimated Fair Weight: 1203

9. Comments: Keep on track, I will be gone
   6/10 - 7/18
   Want to do Showmanship day@school 7/8?

10. Next Project Visit Date: TBD

Advisor Signature: ____________________________

Student Signature: VIA

Parent Signature (If Available): ____________________________

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: [Student Name] Date: 6/18/17

2. Visitation Site:
   - [ ] School Farm
   - [ ] Student Home:
   - [ ] Other:

3. Project Type:
   - [ ] Beef
   - [ ] Goat
   - [X] Lamb
   - [ ] Poultry
   - [ ] Swine
   - [ ] Other:

4. Previous Weight: 160 Date of Visit: 5/27

5. Previous ADG: 2.5 Days since last Weight: 14

6. Current Weight: 157 Weight Gained: 0

7. Current ADG: — Target ADG: 5

8. Days until Fair: 32 Estimated Fair Weight: 114

9. Comments:

10. Next Project Visit Date: Meeting @ School 7/8 @ 6pm

Advisor Signature: [Advisor Signature]

Student Signature: [Student Signature]

Parent Signature (If Available):

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: Trevor Date: 6/10

2. Visitation Site: □ School Farm  □ Student Home: □ Other:

3. Project Type:
   □ Beef  □ Goat  □ Lamb  □ Poultry  □ Swine  □ Other:

4. Previous Weight: 64 Date of Visit: 5/14

5. Previous ADG: _________ Days since last Weight: 27

6. Current Weight: 75 Weight Gained: 11

7. Current ADG: .4 Target ADG: .5

8. Days until Fair: 32 Estimated Fair Weight: 88

9. Comments:

10. Next Project Visit Date: TBD Meeting 7/8

Advisor Signature: ________________________

Student Signature: ________________________

Parent Signature (If Available): ________________________

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: Garrett  Date: 10/10/17

2. Visitation Site:  
   □ School Farm  
   □ Student Home:  
   □ Other:  

3. Project Type:  
   □ Beef  □ Goat  □ Lamb  □ Poultry  □ Swine  
   □ Other:  

4. Previous Weight: 105  Date of Visit: 5/27/17

5. Previous ADG: 70  Days since last Weight: 14

6. Current Weight: 118  Weight Gained: 13

7. Current ADG: 92  Target ADG: 1.0

8. Days until Fair: 32  Estimated Fair Weight: 147

9. Comments: keep on track

10. Next Project Visit Date: TBD

Advisor Signature: [Signature]

Student Signature: [Signature]

Parent Signature (If Available): 

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088

Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: ____________ Date: ________

2. Visitation Site: □ School Farm
   □ Student Home: _________________
   □ Other: _________________

3. Project Type:
   □ Beef  □ Goat  □ Lamb  □ Poultry  □ Swine
   □ Other: _________________

4. Previous Weight: ___  Date of Visit: ____

5. Previous ADG: ___  Days since last Weight: ___

6. Current Weight: ___  Weight Gained: ___

7. Current ADG: ___  Target ADG: ___

8. Days until Fair: ___  Estimated Fair Weight: ___

9. Comments: ________________

______________

10. Next Project Visit Date: __________

Advisor Signature: ____________________

Student Signature: ____________________

Parent Signature (If Available): ____________________

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: [Name] Date: [Date]

2. Visitation Site:
   - [ ] School Farm
   - [ ] Student Home: [Address]
   - [ ] Other: [Details]

3. Project Type:
   - [ ] Beef
   - [ ] Goat
   - [ ] Lamb
   - [ ] Poultry
   - [ ] Swine
   - [ ] Other: [Details]

4. Previous Weight: [Weight] Date of Visit: [Date]

5. Previous ADG: [ADG] Days since last Weight: [Days]


7. Current ADG: [ADG] Target ADG: [Target ADG]

8. Days until Fair: [Days] Estimated Fair Weight: [Weight]

9. Comments: [Notes]

10. Next Project Visit Date: TBD

Advisor Signature: [Signature]

Student Signature: [Signature]

Parent Signature (If Available): [Signature]

If there are any changes to animal health, feed, location, or visitation dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
Livestock Project Visit

1. Student Name: Adri __________________ Date: 6/10/17

2. Visitation Site: ☐ School Farm
   ☑ Student Home: ____________________________
   ☐ Other: ____________________________

3. Project Type:
   ☐ Beef ☐ Goat ☐ Lamb ☐ Poultry ☐ Swine
   ☐ Other: ____________________________

4. Previous Weight: 50.5 Date of Visit: 5/13

5. Previous ADG: .3 Days since last Weight: 14

6. Current Weight: 70 Weight Gained: 3.5

7. Current ADG: .25 Target ADG: .25

8. Days until Fair: 32 Estimated Fair Weight: 78

9. Comments: Up feed & exercise if possible

   ____________________________________________

10. Next Project Visit Date: TBD Meeting on 7/18@6pm

Advisor Signature: Melissa Stegall

Student Signature: Adri Resent

Parent Signature (If Available): ____________________________

If there are any changes to animal health, feed, location, or visitation
   dates please notify your advisory immediately!

Advisor Phone: (209) 840-8088
Advisor Email: mstegall@lmusd.net
School Board-Approved SAE Policy 6
to instructor at next class.

2. Please complete the study guide exercises outside of class and be prepared to review your results in groups at the next class.

**Course Materials:**
The course instructor will provide all necessary personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share. However, if a student wishes to they may purchase their own personal equipment at their own expense and store it in their locker.

**Shop Fees:**
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7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
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14. Greet any and all visitors with a firm handshake and a respectful greeting.
15. Keep yourself and others safe by informing the instructor of any unsafe situation.
16. No hats are worn in class.
17. No food or drink is allowed in class.

*Advanced Agriculture Mechanics Syllabus 2017-2018*
Course Materials:
The course instructor will provide all necessary literature and textbooks as well as personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share.

Supervised Agricultural Experience Project (SAEP):
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10. Be responsible for completing and submitting all work assigned.
STUDENT ASSIGNMENTS:

1. Primary instructional methods/strategies
   - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.
   - Students will write well-developed essays that indicate their achievement of the state standards for U.S. Government. Essay questions are modeled after those recommended in History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (California Department of Education, 2010).

2. Video Projects: Students will view and analyze in writing two videos on U.S. Government topics. Videos will be selected by the students and approved by the supervising teacher.

3. Current Events Project: Students will select, read, and analyze in writing at least three articles related to government topics from current newspapers, magazines, etc.

4. Research Project: Students will complete a research project on a topic related to government. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, an historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

5. Ag Speech/Job Interview Project: Students will complete either a speech (Impromptu, Extemporaneous, or Prepared) or a Job Interview at the local level.

**Supervised Agricultural Experience Project (SAEP):**

All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the FFA Record Book (AET). Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student's grade.

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2. Respect oneself, fellow students, the labs, the livestock, and instructor.
2. Unit exams  
3. Semester exams  
4. Homework  
5. Class discussions  
6. Special assignments and projects  
7. Demonstrations  

**STUDENT ASSIGNMENTS:**  

1. **Primary instructional methods/strategies**  
   - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.  

2. **Video Projects:** Students will view and analyze in writing two videos on U.S. Economics topics. Videos will be selected by the students and approved by the supervising teacher.  

3. **Current Events Project:** Students will select, read, and analyze in writing at least three articles related to economic topics from current newspapers, magazines, etc.  

4. **Research Project:** Students will complete a research project on a topic related to economics. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, an historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)  

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Ag Computers & Design
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*Introduction to Ag Mechanics*
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*Advanced Agriculture Mechanics Syllabus 2017-2018*
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3. If you don't know something......ASK ME!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day's lesson with assignments completed, your computer, your binder (if you use on), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
STUDENT ASSIGNMENTS:

1. **Primary instructional methods/strategies**
   - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.
   - Students will write well-developed essays that indicate their achievement of the state standards for U.S. Government. Essay questions are modeled after those recommended in *History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (California Department of Education, 2010).

2. **Video Projects:** Students will view and analyze in writing two videos on U.S. Government topics. Videos will be selected by the students and approved by the supervising teacher.

3. **Current Events Project:** Students will select, read, and analyze in writing at least three articles related to government topics from current newspapers, magazines, etc.

4. **Research Project:** Students will complete a research project on a topic related to government. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, an historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

5. **Ag Speech/Job Interview Project:** Students will complete either a speech (Impromptu, Extemporaneous, or Prepared) or a Job Interview at the local level.

**Supervised Agricultural Experience Project (SAEP):**
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book (AET). Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

**Attendance**
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

**FFA Participation**
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Congratulations! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that’s four (4) activities a semester. The Fair project assignment counts as one (1) FFA activity.

**Basic Expectations**
1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   - Students that ignore safety protocols can be removed from the class and barred from joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
2. Unit exams
3. Semester exams
4. Homework
5. Class discussions
6. Special assignments and projects
7. Demonstrations

STUDENT ASSIGNMENTS:

1. **Primary instructional methods/strategies**
   - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.

2. **Video Projects:** Students will view and analyze in writing two videos on U.S. Economics topics. Videos will be selected by the students and approved by the supervising teacher.

3. **Current Events Project:** Students will select, read, and analyze in writing at least three articles related to economic topics from current newspapers, magazines, etc.

4. **Research Project:** Students will complete a research project on a topic related to economics. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, an historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

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Ag Economics 2017-2018
Program Of Activities 8
Program of Activities

Our chapter doesn’t currently have a 2017-2018 program of activities. We have been working on updating ours but it isn’t complete yet and I didn’t want to rush our officer team on its completion. It was a goal for them this year to create an up to date program of activities so as advisors we are letting our students accomplish one of their officer team goals. I am expecting to have a completed program of activities by the middle of the 2017-2018 school year. We are planning on rolling this out to the incoming freshmen at 8th grade orientation as well as have it ready for our current students around the time that they are picking classes in the spring.
Recruitment Program 9
Recruitment Program

The recruitment program at Los Molinos High School is potentially a little bit different than at other schools. We have tried to go out to other schools their 8th grade year and talk to them about the benefits of joining FFA at High School, but our surrounding schools don't really want to let us in and speak with those 8th graders. So what we do is on our Freshman orientation where they come to the school during a high school day in the spring, and move around on a rotation going through our classes at the high school so the advisors, and leaders, of those clubs can talk to them. This is where we have a most recent Animoto to show for our incoming 8th graders as well as using fliers like the one that are following so that way they understand and can take something home to their parents about the FFA. The animoto is available on our FFA webpage and the link can be shared if we would like to send it to a specific person for them to how to their class. We also allow our 8th graders to show an animal with us during their incoming year but they must have an intent to enroll or be enrolled at Los Molinos high school at the time of purchase of their animal.
FFA is an organization that makes a positive difference in the lives of students by developing leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural education class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 6 FFA activity credits per semester.

Agriculture Government & Economics: familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as they compare to the national government powers and be introduced to world leadership, the branches of government, and the role the government system plays in the agricultural industry.

AG CLASSES

SAE

California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. This is primarily an in-class activity, but the activities & participation recorded will be accumulated out of class time. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: Ag mechanics, projects, customer service, horticulture, community service, working in floral design, landscaping and livestock (breeding or market animals).
Freshmen with strong grades who prefer to take classes that are more rigorous and challenging may find the AgriScience component appealing. This component offers a wide range of courses that are specifically designed to prepare students for careers in agriculture. Courses are organized into three tracks: Animal Science, Crop Science, and Environmental Science. Each track offers a variety of courses, including advanced placement courses, which can help students earn college credit while still in high school.

**Animal Science** focuses on the biology, nutrition, and management of livestock. Students will learn about animal health, genetics, and breeding, as well as the economic and social aspects of the livestock industry.

**Crop Science** covers the biology and management of crops. Students will study crop production, soil management, and pest control, as well as the economic and social aspects of the crop industry.

**Environmental Science** focuses on the management and conservation of natural resources. Students will learn about environmental science, resource management, and sustainable agriculture practices.

These courses are designed to provide a solid foundation in the principles of agriculture and prepare students for further education or careers in the field. Students who excel in these courses may be eligible for college-level coursework and advanced placement exams. The AgriScience component is a great option for students interested in pursuing careers in agriculture, whether they plan to go to college or enter the workforce directly.
What is SAE?

SAE is a Supervised Agriculture Experience Program that consist of planned practical activities conducted outside of class time in which students develop and apply agriculture knowledge and skills.

What are the four different types of SAE's
- Entrepreneurship (Ownership)
- Placement Internship
- Research
- Exploratory

Exploratory

Exploratory SAEs are appropriate for all agriculture students. This SAE activity is usually beginner level, short term and designed primarily to help students become literate in agriculture and/or become aware of possible careers in the AFNR career cluster. Exploratory SAEs should help students create a larger more focused SAE.

Los Molinos Ag Department

Ms. Tenneson:
(530) 384-7900 ex: 2205
ktenneso@lmusd.net

Ms. Stegall:
(530) 384-7900 ex: 2220
mstegall@lmusd.net

What is your next step?

Get involved with a Supervised Agriculture Experience Program
Entrepreneurship Ownership

In a research SAE students plan and conduct major agricultural experiments using the scientific process and discover new knowledge. As part of their research, students verify and demonstrate or learn about scientific principles in agriculture. Research SAEs can be entrepreneurial or conducted alone or cooperatively with other students or mentors/employers.

Examples would include conducting research on the most efficient feed supplements for livestock or the best fertilization methods in plants. Research SAEs can be entrepreneurial or paid. These experiences may be paid or un-

Examples would include working on a farm or a ranch, in a farm supply store or a food testing laboratory or in an agriculturally related non-profit organization.

Examples of raising and selling animals or crops, building and selling agricultural equipment, buying and reselling feed, seed or fertilizer, owning a pet care business or a business that must be agriculturally related.

Involves the placement of students in agriculture, food or natural resources-related businesses to provide a "learning by doing" environment. These placements may be paid or unpaid.

The enterprise, equipment programs and installs computer

Ownership

Retirement

Placement Internship

Research

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Summer Activities Plan Calendar 11

Los Molinos
HIGH SCHOOL
Summer Activities Plan Calendar

For the summer of 2018 below is a table of events that I plan to go to for a total of 18 days. I will also be in my classroom working around these days in order to prepare my classroom for the upcoming year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18, 2018</td>
<td>Showmanship Practice</td>
</tr>
<tr>
<td>June 19, 2018</td>
<td>Fair Board Meeting</td>
</tr>
<tr>
<td>June 21, 2018</td>
<td>School Board Meeting</td>
</tr>
<tr>
<td>June 24-29, 2018</td>
<td>CATA Summer Conference</td>
</tr>
<tr>
<td>July 2, 2018</td>
<td>Showmanship Practice</td>
</tr>
<tr>
<td>July 14, 2018</td>
<td>All Around Showmanship Day</td>
</tr>
<tr>
<td>July 16-22, 2018</td>
<td>Fair</td>
</tr>
</tbody>
</table>
Copy of Graduate Follow-Up Survey Instrument 12
Post graduate follow-up survey instrument

Following is our post graduate follow-up survey, we will be mailing these out to the last known residences of each student after they graduate from Los Molinos High School with a self addressed envelope for them to send it back in. We then scan in the data from each survey and then the data goes onto a form that our Principal keeps and addresses the board with. Since we are such a small school a lot is done by word of mouth also.
Los Molinos Ag Department
Agriculture Department
GRADUATE FOLLOW-UP SURVEY

Name: ____________________________
Address: ___________________________
Cell Phone: ___________ Home Phone: ______________

1. What are you doing at the present time?
   ______ Attending school
     ______ Full-time
     ______ Part-time
   ______ In the military
   ______ Not working
   ______ Looking for work
   ______ Not looking for work
   ______ Homemaker
   ______ Other _______________________

2. In what type of business or industry are you employed?
   ___________________________________

3. What is your job title or job description?
   ___________________________________

4. Which statement best applies to your present occupation?
   ______ I am using most of the skills I learned in the ag program at LMHS.
   ______ I am using some of the skills I learned in the ag program at LMHS.
   ______ I am not using any of the skills I learned in the ag program at LMHS.

5. How many years were you enrolled in an Agriculture Class? ____________
6. What ag classes did you take at LMHS?

_____ Ag. Biology     _____ Floral Design     _____ Ag Computers and Design

_____ Ag. Science     _____ Plant Science     _____ Introduction to Ag Mech

_____ Animal Science     _____ Environ Hort     _____ Intermediate Ag Mech

_____ Ag Gov     _____ Ag Econ     _____ Advanced Ag Mech

7. What type of school are you currently attending?

_____ High school     _____ Trade/technical school

_____ 4-year college     _____ Private business school

_____ Adult education     _____ Other ____________________

8. What is your major course of study?

__________________________________________

9. How would you rate the training received in the LMHS ag. program?

_____ Excellent     _____ Good     _____ Fair     _____ Poor

10. How do you rate the career guidance and counseling you received in the ag program?

_____ Excellent     _____ Good     _____ Fair     _____ Poor

FFA Leadership & SAE Projects

11. Please check the following areas you feel were valuable components of FFA.

_____ Being an FFA Officer or working on committees

_____ FFA Judging Teams & Career Development Events (Field Days)

_____ Public Speaking Contests

_____ Advanced degrees and proficiency awards

_____ Participation in chapter activities, working with others

_____ Community Service Activities

_____ Exhibiting Livestock; being a member of the Show Team, Fairs, etc.

_____ Other - please describe ________________________________
12. What were the most valuable aspects of the SAE (supervised projects)?
   _____ Learning skills related to future ag employment
   _____ Development of responsibility
   _____ Learning record keeping
   _____ Other - please describe: ________________________________

13. Please rate the facilities and equipment used at LMHS for the ag program:
    (You may check more than one)

   Shop Facilities:    _____ Overcrowded    _____ Adequate space provided
                      _____ Modern          _____ Out-of-date
                      _____ Unorganized
                      _____

   Shop Equipment:    _____ Modern          _____ Out-of-date
                      _____ Well-maintained  _____ Poorly maintained

   Adequate amount of equipment for all students in class
   _____ Other - please describe: ________________________________

   Greenhouse Facilities:    _____ Overcrowded    _____ Adequate space provided
                            _____ Modern          _____ Out-of-date
                            _____ Unorganized

   Floral Design Equipment    _____ Modern          _____ Out-of-date
                             _____ Well-maintained  _____ Poorly maintained

   Adequate amount of equipment for all students in class
   _____ Other - please describe: ________________________________
14. How would you rate the overall quality of teaching in the LMHS Ag Mechanics program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor  _____ N/A

15. How would you rate the overall quality of teaching in the LMHS Ag Science/Environmental Horticulture program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor  _____ N/A

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE(supervised projects); teaching methods used; facilities/equipment.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Result of Graduate Follow-Up Survey 13
Results of Graduate Follow-Up Survey

At this point we don’t have any results of the graduate follow up, we plan on rolling it out this year. Previous years, because our classes are so small, we are able to reach out to our previous year students and complete the calaged.org graduate data.
Comprehensive Program Plan 14
Comprehensive Program Plan

I currently don't have a comprehensive program plan, since I am not our department chair and both of us are fairly new to teaching, we have not had to complete a comprehensive program plan. We do fill out the Ag Incentive Paperwork but we don't have anything put together as one complete document, it's a lot easier to check yes or no on the form than to write everything out in narrative form. I plan on finishing the comprehensive program plan by the end of the 2017-2018 school year with the help of the officer team as well.
LMHS AGRICULTURE DEPARTMENT 2017-2018

ADVISORY COMMITTEE ROSTER &

MEETING AGENDA
# AGRICULTURE DEPARTMENT
## ADVISORY COMMITTEE ROSTER

| CHAIR: | Patrick Andersen  
Owner, Andersen & Sons Shelling | Student Representatives: |
|--------|---------------------------------|-------------------------|
| COMMITTEE: | Robert Boyes  
Orchard Manager, Pacific Farms | Ulises - President |
| | John Pitter  
Agriculture Teacher, Retired | Jordyn - Vice President |
| | Jake Thompson  
Los Molinos Unified School District | Madison - Secretary |
| | Burt Bundy  
Tehama County District 5 Supervisor | Caitlyn - Treasurer |
| | Joyce Bundy  
Tehama County Cattlewomen Assoc. | Yailin - Reporter |
| | Jason Croman  
Croman Construction | Caitlyn - Sentinel |
| | Chuck Creed  
MJB Welding | Amalia - Historian |
| | | Cheyenne - School Board Representative |
LOS MOLINOS HIGH SCHOOL AGRICULTURE DEPARTMENT – Advisory Committee Meeting Agenda

Date: August 12, 2017
Meeting Time: 6:00 p.m.
Invitemes: Jake Thompson, Pat Andersen, Jason Corman, John Pitter, Robert Boyes, Burt Bundy, Joyce Bundy, Chuck Creet, Miguel Barriga, Katie Tenneson, and Melissa Stegall
Student Invitees: Madison and Cheyenne

Dinner – Stegall

1. FFA Update
   a. Current officers
   b. Teams
   c. Officer Team Theme and Goals
      i. Speaking Contest
      ii. Food Drive
   d. Press (School Board, Community, and Staff)

2. Department Update
   New Shop Equipment
      a. 3-D Printer
      b. CNC Plasma
      c. Student Projects

   Rabbit Barn
      a. Kitting Does
      b. Precessing Room USDA Update

   Greenhouse
      a. 208 Poinsettas Planted
      b. Phase 1 of Greenhouse Facility Installation/Landscaping

3. Old Business:

CTE & Pathways Grant- Stegall
   a. Industry Certifications
4. **New Business:**

   **Current Financial Report – Madi**
   a. FFA $1,700
   b. AIG $12,000

   **2017-2018 Courses Offered – Stegall / Tenneson**
   a. Stegall
      a. Shop/ Solid Works
      b. Animal Science
      c. Ag Gov / Ag Econ
   b. Tenneson
      a. Ag Science
      b. Ag Biology
      c. Horticulture
      d. Floral

   **2017-2018 Fundraisers Stegall/ Tenneson**
   a. Tri-Tip Drive Thru (September) **ASB**
   b. HamAway (November) **ASB**
   c. LambAway (Spring) **ASB**
   d. Fall/Winter Plant Sale – Mums, Ornamental Cabbage, Cold Crops, and Poinsettias
   e. Spring Plant Sale – Veggie starts, Flowers, Succulents
   f. Rabbit Meat- 10-12 Rabbits butchered each month

**Committee Report**
FUNCTIONS AND DUTIES OF ADVISORY COMMITTEES

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the teacher(s) establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher(s) with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher(s) technical skills and knowledge.
LMHS Agriculture Department 2017-2018

Advisory Committee Roster &

Meeting Minutes
<table>
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<tr>
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Dinner – Stegall

1. FFA Update
   a. Current officers
   b. Teams
   c. Officer Team Theme and Goals
      i. Speaking Contest
         1. Judges - Joyce Bundy
      ii. Food Drive
   d. Press (School Board, Community, and Staff)

2. Department Update
   New Shop Equipment
   a. 3-D Printer
   b. CNC Plasma
      o Next Project: Crows Nest
   c. Student Projects

   Rabbit Barn
   a. Kitting Does (3 pregnant Does)
   b. Precessing Room USDA Update

   Greenhouse
   a. 208 Poinsettas Planted
   b. Phase 1 of Greenhouse Facility Installation/Landscaping

3. Old Business:

   CTE & Pathways Grant- Stegall
   a. Industry Certifications
      a. Pitter - uneasy and very specific
         i. Concerned with OSHA - not good?
ii. Where does it come from? Consultation? Enforcement?

b. OSHA - Sr. only
   i. Common sense
   ii. 2g Cert in Position 7018

4. **New Business:**
   
   **Current Financial Report – Madi**
   
   a. FFA $1,700
   b. AIG $12,000

   **2017-2018 Courses Offered – Stegall / Tenneson**
   
   a. Stegall
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      b. Animal Science
      c. Ag Gov / Ag Econ
   
   b. Tenneson
      a. Ag Science
      b. Ag Biology
      c. Horticulture
      d. Floral..... Why not?? Replaced with project period to manage greenhouse and
department. Tenneson is offering a “Floral Pod” afterschool program for students
interested in playing with flowers.

   **2017-2018 Fundraisers Stegall/ Tenneson**
   
   a. Tri-Tip Drive Thru (September) **ASB
   b. HamAway (November) **ASB
   c. LambAway (Spring) **ASB
   d. Fall/Winter Plant Sale – Mums, Ornamental Cabbage, Cold Crops, and Poinsettias
   e. Spring Plant Sale – Veggie starts, Flowers, Succulents
   f. Rabbit Meat- 10-12 Rabbits butchered each month

**Committee Report**
FUNCTIONS AND DUTIES OF ADVISORY COMMITTEES

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the teacher(s) establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting workplace learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher(s) with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher(s) technical skills and knowledge.
Advisory Committee’s Constitution and By-laws 17
FUNCTIONS AND DUTIES OF ADVISORY COMMITTEES

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
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Los Molinos Ag Department
Agriculture Department
PROFICIENCY STANDARDS

(n/a) not applicable, (O) does not meet basic standards, (1) basic, (2) good, or (3) excellent
Areas of Competency

______ Implements & Practices personal and group safety practices.

______ Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.

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

______ Complete a concrete project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

______ Understand agricultural cold metal processes.

______ Properly lay out materials for a given project.

______ Understand oxy-fuel cutting and welding.

______ Oxy-Fuel weld in the flat and horizontal positions

______ Arc weld in the flat, horizontal, vertical positions

______ Mig weld in the flat, horizontal, vertical positions

______ Understand the Tig process and weld in the flat position

______ Complete an individual project on the 3D printers

______ Complete an individual project on the Plasma

______ Complete an individual project on SolidWorks

______ Complete an individual project for the fair using metal, wood, or a combination of the two.

______ Agriculture Mechanics Careers

______ FFA importance to the Agriculture Mechanics Field
California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

MELISSA STEGALL

is hereby awarded the

Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 05/06/2016 to 06/01/2021

[Signature]

Linda Darling-Hammond
Chair, Commission on Teacher Credentialing

[Signature]

Mary Vivie Sandy
Executive Director, Commission on Teacher Credentialing

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

MELISSA STEGALL

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 05/31/2014 to 06/01/2019

Linda Darling-Hammond
Chair, Commission on Teacher Credentialing

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
Department & Chapter Activities 20
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<td>3 pm - Dentist</td>
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<td>3 pm - CATEMA</td>
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<td>8 am - K Coverage</td>
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<td>6 pm - Bible study</td>
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<td>3:20 pm - Meet with</td>
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<td>COLC - SESSION 2</td>
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<td>7 am - LMHS FFA COLC - Mt. Meadows - Var?</td>
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<td>8 am - Cover for</td>
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<td>10 am - site visit</td>
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<td><strong>Greenhand</strong></td>
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<td><strong>National Convention - Uli Delegate</strong></td>
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<td><strong>4pm - Nails with Niki</strong></td>
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<td><strong>Road Show and Regional Meeting - Alturas</strong></td>
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<td>6:30pm - Farm</td>
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- Feb 2018 (Pacific Time)

**Sunday, February 28th:**
- Regional Officer

**Monday, February 29th:**
- Regional Officer

**Tuesday, February 28th:**
- Colusa Farm Show

**Wednesday, February 31st:**
- Tulare Farm Show

**Thursday, February 1st:**
- Colusa Farm Show

**Friday, February 2nd:**
- ARBUCKLE FIELD
- Superior Region

**Saturday, February 3rd:**
- 8am - Chico state
- 6pm - Heartworm

**Sunday, February 4th:**
- Colusa Farm Show

**Monday, February 5th:**
- Colusa Farm Show

**Tuesday, February 6th:**
- Colusa Farm Show

**Wednesday, February 7th:**
- Colusa Farm Show

**Thursday, February 8th:**
- Colusa Farm Show

**Friday, February 9th:**
- Regional Officer
- 7pm - School Board

**Saturday, February 10th:**
- Regional Officer

**Sunday, February 11th:**
- Regional Officer

**Monday, February 12th:**
- Regional Officer
- 7pm - School Board

**Tuesday, February 13th:**
- Regional Officer

**Wednesday, February 14th:**
- Regional Officer

**Thursday, February 15th:**
- Regional Officer

**Friday, February 16th:**
- Regional Officer

**Saturday, February 17th:**
- Regional Officer

**Sunday, February 18th:**
- Regional Officer

**Monday, February 19th:**
- Regional Officer

**Tuesday, February 20th:**
- Regional Officer

**Wednesday, February 21st:**
- Regional Officer

**Thursday, February 22nd:**
- Regional Officer

**Friday, February 23rd:**
- Regional Officer

**Saturday, February 24th:**
- Regional Officer

**Sunday, February 25th:**
- Regional Officer

**Monday, February 26th:**
- Regional Officer

**Tuesday, February 27th:**
- Regional Officer

**Wednesday, February 28th:**
- Regional Officer

**Thursday, February 1st:**
- Regional Officer

**Friday, February 2nd:**
- Regional Officer

**Saturday, February 3rd:**
- Regional Officer

**Sunday, February 4th:**
- Regional Officer

**Monday, February 5th:**
- Regional Officer

**Tuesday, February 6th:**
- Regional Officer

**Wednesday, February 7th:**
- Regional Officer

**Thursday, February 8th:**
- Regional Officer

**Friday, February 9th:**
- Regional Officer

**Saturday, February 10th:**
- Regional Officer

**Sunday, February 11th:**
- Regional Officer

**Monday, February 12th:**
- Regional Officer

**Tuesday, February 13th:**
- Regional Officer

**Wednesday, February 14th:**
- Regional Officer

**Thursday, February 15th:**
- Regional Officer

**Friday, February 16th:**
- Regional Officer

**Saturday, February 17th:**
- Regional Officer

**Sunday, February 18th:**
- Regional Officer

**Monday, February 19th:**
- Regional Officer

**Tuesday, February 20th:**
- Regional Officer

**Wednesday, February 21st:**
- Regional Officer

**Thursday, February 22nd:**
- Regional Officer

**Friday, February 23rd:**
- Regional Officer

**Saturday, February 24th:**
- Regional Officer

**Sunday, February 25th:**
- Regional Officer

**Monday, February 26th:**
- Regional Officer
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<td>28</td>
<td>UC Davis - Job</td>
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<td>UC Davis Field Day</td>
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<td>13</td>
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<td>3:30 pm - LMHS FFA Modesto Junior College</td>
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Mar 2018 (Pacific Time)
6 pm - Heartworm

Close of Escrow

6:30 pm - Farm

7 pm - School Board
1
2
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21

Fri
Sat
Mon
Tues
Wed

Jul 2018 (Pacific Time)

Feb 6
Fri
Fiske Birthday

Feb 13
Fri
Charleen Birthday
7 p.m. - School Board

Feb 18
6:30 p.m. - Farm

Feb 19
6 p.m. - Heartworm
Professional Growth & Development
Activities 21
Professional growth and development activities

This year for my professional growth I plan on being a mentor for a CATIP 1st or 2nd year teacher. I was a part of a we share solar Grant where I went to a training in August and then came back to my school site and had a sustainability project that I had to complete in the end of October. On June 16th I attended a SolidWorks training part 1. I attended the mandatory dual enrollment meeting on August 12th in order to be compliant with my dual enrolled courses through Shasta College. I have been apart of guest lecturing for CSU Chico’s teach Ag mechanics course as well as an industry tour for those students. I am on our districts LMTA negotiating committee as well as apart of our district’s technology committee. We are a part of the Farms leadership program for Tehama County. I attended the Shasta sectional meeting on September 21st. I attended the digital trips Edtech through the Tehama Department of Education. On October 3rd and 4th I attended with 4 students the Shasta College Welding Academy at Shasta College. Registration has been approved for January’s Arc exposure to take for kids to that as well. I attend regular Junior livestock committee meetings, monthly fair board meetings, and monthly school board meetings. On November 3rd and 4th I attended the regional meeting and Roadshow in Alturas. On November 16th I took 55 students to the Northstate manufacturing expo at Chico State. It is my plan to attend one day at the Colusa Farm Show. I plan on taking kids to the Temple Grandin visit on February 23rd. I plan on attending the superior region CATA meeting on March 10th. I plan on attending the CATA Summer Conference on June 24th through June 29th including Agri skills. In the spring I will be having a student teacher from CSU Chico. I work closely with Tehama Department of Education with their technology and Google person to keep up-to-date and be involved in trainings and events throughout the year. these are what I have planned so far for this year but there is always more events that come up throughout the year that I go to as well.
Current R-2 22
### R2 Teacher Information

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Los Molinos FFA

Chapter Overview

Annual Membership

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Gender

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Gender By Grade

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Race

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**Annual Membership**

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**School Population**

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**FFA Membership**

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**Race/Ethnicity**

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**FFA Membership**

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### Membership Roster

**2017-2018 Student/Member Roster**

Clicking on the "2017-2018 Student/Member Roster" will take you to an Excel file with a list of all your student/members and their associated roster/profile data.

Once the file has loaded, you can sort, modify and/or save the file however you'd like to use the data.

Membership Roster (https://roster.ffa.org/Pages/MembershipRoster.aspx)

### Chapter Invite Code

The chapter invitation code is for your members to register with FFA.org using one shared code. Individual invitation codes from the roster should be used if members encounter a problem during registration.

**Invite Code**

- **HDK31R**

**Update**

**Note:** Members must use their first and last name with this code during registration.

https://profile.ffa.org/Pages/FFAChapterMemberStudentData.aspx?id=yE7llRR2nttmx77DR4qnQ2
Copy of Completed Travel Request 23
# 2017-2018 FFA Travel Schedule

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# 2018 Dates

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<td>Tulelake Speaking Invitational</td>
<td>Tulelake</td>
<td>Sat. January, 20th</td>
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<tr>
<td>Arc Exposure</td>
<td>Butte College</td>
<td>January, 16-19th</td>
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<td>CSU Chico Swine Day</td>
<td>Chico</td>
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<tr>
<td>Regional Officer Workshop (Pending qual)</td>
<td>Chico State Farm</td>
<td>Friday, Feb 2nd</td>
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<tr>
<td>Arbuckle Field Day</td>
<td>Arbuckle</td>
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<td>Regional Officer Interviews</td>
<td>Chico</td>
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<td>Shasta Sectional Contests</td>
<td>Redding</td>
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<tr>
<td>UC Davis Field Day</td>
<td>Davis</td>
<td>Fri- Sat. March 2nd-3rd</td>
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<td>Transfer Flow Tour</td>
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<td>Chico</td>
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<td>Superior Regional Mtg &amp; State Degrees</td>
<td>Chico</td>
<td>Wed. March 22th</td>
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<td>Fri- Sat. March 16-17th</td>
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<td>March 16-17th</td>
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<td>MJC Field Day</td>
<td>Modesto</td>
<td>Fri- Sat. March 23-24th</td>
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<td>Sacramento</td>
<td>Sat. April 7th</td>
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<td>State Speaking Semi - Finals</td>
<td>Fresno</td>
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<td>Fresno</td>
<td>Sat. April 21st</td>
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<td>Anaheim</td>
<td>Sun. April 22-25th</td>
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<td>State FFA Finals * Pending Qualification</td>
<td>San Luis Obispo</td>
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<td>Red Bluff</td>
<td>July 17th-22nd</td>
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<td>2018-2019 Officer Retreat</td>
<td>TBA</td>
<td>LM High School</td>
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**High Priority**

**Pending Qual**

Could leave at lunch or after school. But extra study time is always appreciated :)

Possibly Rotate w/ Stegall
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Serving Agriculture by Teaching
2017/2018 Active Member
Report submitted to Administration for professional development

Dear Mr. Barriga,

Thank you for allowing me to attend the Shasta College welding Academy in 2017. While at this event my students were able to learn about oxygen acetylene cutting, propane cutting, MIG welding, and TIG welding. While these are all things that they can learn within our shop walls they were able to learn from professionals within the industry and practice what they were learning from those professionals while they were there to help them. While the students were at their respective rotations the teachers were upstairs working with a Miller representative on the augmented reality welders, how they could be applied to the high school setting, as well as some of their teaching resources for other than augmented reality welding processes. This event helps me to stay up on what technologies industry is incorporating into the equipment so I know what the future holds with our industry. While at this event I was able to practice welding with the augmented reality welders, and network with welding professionals, and other Ag Teachers.

Thank you for allowing me and my students to attend this event and I look forward to next year's event to see my kids succeed at the welding processes as well as see what industry has to offer.

Sincerely

Melissa Stegall
Wish List (Five-Year) Acquisition List 26
2017-2022
AGRICULTURE DEPARTMENT
FIVE YEAR FACILITY AND EQUIPMENT
ACQUISITION SCHEDULE
AGRICULTURE DEPARTMENT
FIVE YEAR PLAN

Year 1 2017-2018

1. Plant additional trees and shrubs for plant identification
2. Expand on other small animal projects; develop small poultry unit.
3. Build waterproof soil container for OH facility.
4. Build a French drain in the Rabbit Barn.
5. Finish the butcher room in Rabbit Barn.

Year 2 2018-2019

1. Further department repairs/ replacements.
2. Install sheep and goat pens at the barn.
3. Install adequate outdoor lighting for the new greenhouse.
4. Purchase a P.A. system for Agriculture and FFA use.
5. Purchase two color copiers for agriculture department.
6. Purchase equipment to facilitate new greenhouse.

Year 3 2019-2020

1. Internal livestock trailer door.
2. Paint and replace the flooring in the livestock trailer.
3. Refurbish trailer.
4. Re-design fencing systems in current barn.
5. Replace electric fence with traditional wire fence around the planted portions of the pasture
6. Coordinate with local industry leaders to cultivate and fund crops/orchard (grapes, roses, and trees) on LMHS acreage.

Year 4 2020-2021

1. Build a sales/cashier area adjacent to the greenhouse.
2. Purchase tables for room 311 & 205
3. Continue facilities/equipment repairs.
4. Replace missing or damaged shop tools.
5. Build an additional trophy case on the east hallway, adjacent to the gym, for FFA awards, ribbons and trophies.
6. Build a tack/feed storage room in the barn.

Year 5

1. Continue facility/equipment repairs.
2. Replace missing or damaged shop tools.
3. Repair and upgrade the current septic system for the livestock barn.
4. Purchase a Cricut system for scrapbooking.
5. Purchase/Build an aluminum truck bed livestock box (Topper) for ag truck.
Operating Budget 27
Operating budget

For the 2017-2018 school year the operating budget for the AG Metals department is $6,000.

For the AG Incentive Grant our department received $18,763. This will be spent on our students to go to Judging events, conferences registration and hotel rooms and will include some fuel for travel.

These are the only budgets that I was able to get dollar amounts for from our district office and our new superintendent. For the Ag Metals account I manage that account, I request monthly reports of the amount spent to that point. For the AIG Budget my teaching partner manages that account and she receives the monthly reports.
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<tr>
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<th>Description</th>
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Account Total: 6,000.00       6,000.00       2,000.00       104.50

Account Total: 1,000.00       1,000.00       1,000.00       895.50

Total for Expense Accounts: 7,000.00       7,000.00       3,000.00       209.00

Total for Org 912 and Expense accounts: 7,000.00       7,000.00       3,000.00       209.00

Have bill that has not been posted yet of $1,054.82 will be paying that soon.
## Account Transaction Detail-Balance

### Fiscal Year 2017/18

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912 - Los Molinos Unified School District

Generated for CHRISTIE LANDINGHAM (CLANDINGHAM912), Nov 7 2017 11:13AM
District and Department Budget Process 28
District and Department budgeting process

The district budgeting process has been in the past to budget $6,000 for the AG Metals classroom to run for the Year. This has been the case for the past 4 years, with a new district office staff and the new superintendent I am not sure if this will hold true next year.

The department budgeting process for the Ag Incentive Grant goes towards all of the students travel, conferences registration, hotel rooms, and fuel costs. after these have been paid for in the beginning of the school year the rest of the money is operating cost for the Ag Department which there's not much of, if any left at all.

We also have an ASB account for the FFA chapter which is where all of our fundraising money goes, the majority of this money goes back to our winter and spring Banquets for awards and we also have a revolving livestock account that is available to use for loans for students when needed. these accounts are used in District and are basically zeroed out each year.
Chair Responsibilities 29
Chair responsibilities

Los Molinos high school has a two-person Ag Department so we split the duties as evenly as possible on the chart of responsibilities in section 30. The chair of our department is Katie my teaching partner.
Chart of Responsibilities 30
2017-2018
AGRICULTURE DEPARTMENT
CHART OF RESPONSIBILITIES
**CATEGORY: Departmental/Program Responsibilities**

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<th>Responsibility</th>
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<td>1. Develop &amp; Update Department Program of Activities</td>
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<td>2. Present POA to Board of Trustees</td>
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<tr>
<td>3. Attend Monthly School Board Meetings</td>
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<td>4. Coordinate FFA Activities/Student Attendance with Registrar</td>
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<td>5. Coordinate Student/Teacher Activities with Regional Supervisor and CATA</td>
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<tr>
<td>Director</td>
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<td>6. Application for and Monitor Grants (Ag. Incentive)</td>
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<td>7. Work with Finance Office on Claim of Expenditures of Ag. Incentive Grant</td>
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<td>and Pathways</td>
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<td>8. Leadership Conference Registration/Chaperone</td>
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<td>9. Disseminate Information/Liaison to Parents about Activities</td>
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<td>10. Receive/Track/Deposit Money for all Activities and Departments</td>
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<td>11. Attend Weekly Department Meetings</td>
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<td>12. Member of Junior Livestock Auction Committee (10-12 per yr.)</td>
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<td>13. Oversee Ag. Advisory Committee</td>
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<td>15. Type Agenda for Ag Advisory Committee Meetings</td>
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<td>16. Attend Ag. Advisory Committee Meetings (3 per yr. minimum)</td>
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<td>17. Align Curriculum with State Standards</td>
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<td>18. Conduct Program Review with Advisory Committee Annually</td>
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<tr>
<td>19. Review Test Books with State Standards</td>
<td></td>
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<tr>
<td>20. Assess Curricular Needs in Advanced Cluster Areas to Meet the Needs of the Community</td>
<td></td>
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<tr>
<td>21. Expand Curriculum and Course Offerings to Meet More UC/CSU Entrance</td>
<td></td>
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<tr>
<td>Requirements</td>
<td></td>
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<tr>
<td>22. Create Recruitment Flyers for Program</td>
<td></td>
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<tr>
<td>23. Develop Program Completion Standards for Advanced Cluster Areas</td>
<td></td>
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<tr>
<td>24. Monitor Program Completion Standards and Award Graduation Sashes</td>
<td></td>
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<tr>
<td>25. Conduct Field Trips to Enhance Advanced Cluster Areas</td>
<td></td>
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<tr>
<td>26. Coordinate Guest Speakers for Classroom Presentations</td>
<td></td>
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<tr>
<td>27. Develop Community Classroom Possibilities for Internship and Community</td>
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<tr>
<td>Classroom Opportunities (ROP)</td>
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<tr>
<td>Responsibility</td>
<td>Stegall</td>
<td>Tenneson</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>28. Order Educational Supplies</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>29. Update and Register New Members on the State FFA Roster</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>30. Revise and Send in the Required R-2 Annually</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>31. Submit the 5 Year Facility and Equipment Acquisition Schedule</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>32. Maintain Graduate Follow Up System to Enter Data for AIG</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>33. Maintain Description of Facilities and Major Equipment</td>
<td>✔</td>
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</tr>
<tr>
<td>34. Maintain Department Inventory</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>35. Complete all Transportation Requests for Student Leadership and Field Trips; Coordinate with Head of Transportation</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>36. Coordinate with the Head of Transportation to Maintain School Ag Truck (and Trailer) Oil Changes, Tire Rotation and Routine Maintenance Issues</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>37. Attend CATA Sectional, Regional, State and National Professional Development Activities</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>38. Serve as Cooperating Teacher for Student Teachers of CSU, Chico</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>39. Attend Professional Ethics Workshops</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>40. Attend SST Meetings</td>
<td>✔</td>
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<tr>
<td>41. Attend IEP Meetings</td>
<td>✔</td>
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<tr>
<td>42. Attend School and District Staff Development Meetings</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>43. Purchase and Maintenance of Power Equipment and Tools in Ag Shop</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>44. Visit Feeder Schools with Students for Program Recruitment</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>45. Attend 8th Grade Career Day with Students for CTE Program Recruitment and Outreach, Red Bluff Fair Grounds (Responsibility Rotational by Year)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>46. Articulate Courses with local Community Colleges</td>
<td>✔</td>
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</table>

**CATEGORY: SAEP, School Farm, Greenhouse Facility Responsibilities**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Stegall</th>
<th>Tenneson</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. Oversee Development of Greenhouse &amp; Rabbit Barn Facility</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>48. Oversee Maintenance of the School Farm, Tractors, Fences, Water System, Septic System and Other Equipment</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>49. Conduct Educational Programs that Promote Fair and Ethical Treatment/Management of Livestock</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>50. Oversee <strong>Beef Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>51. Oversee <strong>Swine &amp; Rabbit Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>52. Oversee <strong>Sheep Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>53. Oversee <strong>Poultry Projects</strong> at the School Farm and at Student Homes</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>54. Oversee <strong>Goat Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>55. Purchase and Supervise Livestock for Educational Purposes (Rabbits &amp; Sheep)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>56. Develop Feeding and Breeding Programs for all Livestock</td>
<td>✔</td>
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</tr>
<tr>
<td>57. Be available for Birthing/Doctoring Livestock at all Times of the Day or Night (See Species Responsibilities Above)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Stegall</td>
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<tr>
<td>58.</td>
<td>Develop a Contract for Student Accountability for Projects Housed at School Farm</td>
<td>✔️</td>
</tr>
<tr>
<td>59.</td>
<td>Make Arrangements for Farm Coverage if Farm Managers are not Available (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>60.</td>
<td>Check Animals Daily to Insure Student Responsibility and Animal Health/Nutrition, Includes Non-Attend. Days (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>61.</td>
<td>Arrange Market Animal Processing for any Animals not Sold at the TDF Junior Livestock Auction, (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>62.</td>
<td>Haul Animals to Processing Facility when Necessary</td>
<td>✔️</td>
</tr>
<tr>
<td>63.</td>
<td>Purchase Vet Supplies and Treat Sick Animals when Necessary, Demonstrating Practices to Students (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>64.</td>
<td>Manage Pasture Rotation and Irrigation</td>
<td>✔️</td>
</tr>
<tr>
<td>65.</td>
<td>Purchase and Pickup all Feed Necessary (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>66.</td>
<td>Purchase Vaccinations for New Animals, Teaching Injections to Students (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>67.</td>
<td>Purchase De-Worming Medication for Student and School Housed Projects, Develop Schedule for De-Worming (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>68.</td>
<td>Meet with Necessary Vendors to Arrange or Facilitate Improvements</td>
<td>✔️</td>
</tr>
<tr>
<td>69.</td>
<td>Purchase and Pickup Supplies Needed for Farm Maintenance and Improvements (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>70.</td>
<td>Coordinate with the Head of Maintenance for Repairs and Emergency Operations During Non-Attendance Days</td>
<td>✔️</td>
</tr>
<tr>
<td>71.</td>
<td>Respond to Night and Weekend Calls (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>72.</td>
<td>Capture and Return Escaped Animals (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>73.</td>
<td>Transport Animals to Student Locations (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>74.</td>
<td>Attend Private Treaty or Organized Sales in Order to Purchase Fair Animals for Student Projects</td>
<td>✔️</td>
</tr>
<tr>
<td>75.</td>
<td>Acquire Mother Stock Plants for Propagation Purposes</td>
<td>✔️</td>
</tr>
<tr>
<td>76.</td>
<td>Conduct Plant Sales for Student Education</td>
<td>✔️</td>
</tr>
<tr>
<td>77.</td>
<td>Sales and Dispersals of Animals Used for Classroom Education</td>
<td>✔️</td>
</tr>
<tr>
<td>78.</td>
<td>Conduct Project Visits and Weigh Every Projects Every Two Weeks, Logging Student Contact and Suggestions (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>79.</td>
<td>Properly Insure Student Fair Projects (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>80.</td>
<td>Help Students Acquire Financing for Fair Projects FSA loans (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>81.</td>
<td>Supervise Ag. Mech. Projects for Exhibits at TDF</td>
<td>✔️</td>
</tr>
<tr>
<td>82.</td>
<td>Open shops in Evenings or Weekends for Project Construction when Needed for Completion</td>
<td>✔️</td>
</tr>
<tr>
<td>83.</td>
<td>Facilitate DMV Paperwork for Trailer Project Transportation</td>
<td>✔️</td>
</tr>
<tr>
<td>84.</td>
<td>Disposal of Mortalities at School Farm or Student’s Homes when Needed (See Species Responsibilities Above)</td>
<td>✔️</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Stegall</td>
<td>Tenneson</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>85. Budget for Supervised Officer Retreat (Responsibility Rotational by Year)</td>
<td>✔</td>
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<tr>
<td>86. Complete Transportation Request, Requisitions and Permission Slips for Supervised Officer Retreat</td>
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<tr>
<td>87. Develop Officer Retreat Agenda and Officer Binders</td>
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<tr>
<td>88. Meet with Officers to Schedule Calendar of Events</td>
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<tr>
<td>89. Schedule Officer Portraits and Include Team Picture in POA &amp; Media</td>
<td>✔</td>
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<tr>
<td>90. Conduct and Supervise FFA Officer Meetings Every Thursday at Lunch</td>
<td>✔</td>
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<tr>
<td>91. Supervise Officer planning of FFA Monthly Chapter FFA Meetings</td>
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<tr>
<td>92. Attend FFA Monthly Chapter FFA Meetings</td>
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<tr>
<td>93. Update and Register New Members on the State FFA Roster</td>
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<tr>
<td>94. Register and Chaperone Students for Greenhand FFA Conference (Responsibility Rotational by Year)</td>
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<tr>
<td>95. Register and Chaperone Students for Made for Excellence FFA Conference (Responsibility Rotational by Year)</td>
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<tr>
<td>96. Register and Chaperone Students for Advanced Leadership Academy (Responsibility Rotational by Year)</td>
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<tr>
<td>97. Complete Housing Registration for State FFA Convention through the Fresno Housing Bureau</td>
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<tr>
<td>98. Register and Students for State FFA Convention</td>
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<tr>
<td>99. Chaperone Students for State FFA Convention</td>
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<tr>
<td>100. Register and Chaperone Students for National FFA Convention</td>
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<tr>
<td>101. Register and Chaperone Students for COLC</td>
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<tr>
<td>102. Order Supplies &amp; Pins for Chapter Fall Awards Ceremony – Greenhand Initiation</td>
<td>✔</td>
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<tr>
<td>103. Plan and Conduct Chapter Fall Awards Ceremony – Greenhand Initiation</td>
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<tr>
<td>104. Order Plaques, Awards and Pins for Chapter End of Year Awards Banquet</td>
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<tr>
<td>105. Plan and Conduct Chapter End of Year Awards Banquet</td>
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<tr>
<td>106. Schedule and Attend Officer Rehearsals for Awards Banquet</td>
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<tr>
<td>107. Teach and Oversee Every Student’s FFA Recordbook</td>
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<tr>
<td>108. Teach FFA in Classes</td>
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<tr>
<td>109. Coach Creed Speakers</td>
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<tr>
<td>110. Organize Chapter Level Creed Contest to Determine Sectional Competitors</td>
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<tr>
<td>111. Coach Best Informed Greenhand Team</td>
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<tr>
<td>112. Coach Job Interview Contestants</td>
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<tr>
<td>113. Organize Chapter Level Job Interview Contest to Determine Sectional Competitors</td>
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<tr>
<td>114. Coach Prepared Public Speaking Contestants</td>
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<tr>
<td>115. Secure Coach for Extemporaneous Public Speaking Contestants</td>
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<tr>
<td>116. Secure Coach for Impromptu Public Speaking Contestants</td>
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<td>117. Supervise Regional Officer Applications</td>
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<tr>
<td>118. Applications for State FFA Degrees – Evenly Divided Between Advisors</td>
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<tr>
<td>119. Score State and National FFA Degree Candidates</td>
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<tr>
<td>120. Applications for Proficiency Awards Regional, State and National</td>
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<td>FFA Responsibility</td>
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<tr>
<td>121. Score Proficiency Award Applicants</td>
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<tr>
<td>122. Applications for National FFA Degrees</td>
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<tr>
<td>123. Organize Holiday Lamb Away Raffle Fundraiser</td>
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<tr>
<td>124. Implement Holiday Lamb Away Raffle Fundraiser</td>
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<tr>
<td>125. Organize Tri-Tip Drive Thru Fundraiser</td>
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<tr>
<td>126. Implement Tri-Tip Drive Thru Fundraiser</td>
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<tr>
<td>127. Organize Holiday Ham-Away Fundraiser</td>
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</tr>
<tr>
<td>128. Implement Holiday Ham-Away Fundraiser</td>
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<tr>
<td>129. Monitor Treasurer’s Deposits and Check Requests in FFA Student Body Account</td>
<td></td>
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<tr>
<td>130. Plan and Hold Fair Exhibitor/Parent Meeting, Students and Parents Sign Exhibitor Contract (See Species Responsibilities Above)</td>
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<tr>
<td>131. Hold a Fair Entry Form Meeting (See Species Responsibilities Above)</td>
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<tr>
<td>132. Purchase FFA Jackets through the Cash for Corduroy Sponsorship Program</td>
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<tr>
<td>133. Maintain a Chapter Set of Official Dress for Students to Borrow</td>
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<tr>
<td>134. Coach CDE Team(s) in preparation for Shasta College Field Day</td>
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<tr>
<td>135. Coach CDE Team(s) in preparation for Arbuckle Field Day</td>
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<tr>
<td>136. Coach CDE Team(s) in preparation for UC Davis Field Day</td>
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<tr>
<td>137. Coach CDE Team(s) in preparation for Chico State Field Day</td>
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<tr>
<td>138. Coach CDE Team(s) in preparation for Merced College Field Day</td>
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<tr>
<td>139. Coach CDE Team(s) in preparation for Reedley College Field Day</td>
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<tr>
<td>140. Coach CDE Team(s) in preparation for MJC Field Day</td>
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<tr>
<td>141. Coach CDE Team(s) in preparation for Fresno Field Day</td>
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<tr>
<td>142. Coach CDE Team(s) in preparation for State Finals</td>
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<td>x</td>
</tr>
<tr>
<td>143. Attend Public Speaking Contests</td>
<td></td>
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<tr>
<td>144. Assist Students with Sectional Project Competition</td>
<td>x</td>
<td></td>
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<tr>
<td>145. Organize Local Speaking Contest</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>146. Implement Local Speaking Contest</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>147. Maintain a Chapter Website for State Competition</td>
<td></td>
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</table>
Substitute Teacher procedures and Plans

31
Substitute Teacher Procedures and Plans

My substitute teacher procedures and plans depend upon which substitute I get for that day. If I get a shop certified sub then my students are able to work in the shop as a privilege as long as they respect the sub and do what they're supposed to do and clean up how they know they're supposed to. If they do not follow the normal shop rules, leave the shop a mess or are goofing off with the sub the next time they have a shop certified sub they are not in the shop. My students earn the ability to work in the shop with a sub and if they are not doing what they're supposed to be doing I take that privilege away from them. Sub plans are left in a detailed fashion with an area to write each classes grade for the day on how they worked and how they respected the sub. At the bottom of each sub plan I leave my cell phone number for them to call me if they have any questions or concerns for that class period or need anything immediately along with a few class norms that I expect from each class.

If I have a not shop certified sub, which I get regularly, the students are working normally through their icev lessons watching videos at their own pace and answering the online assignments that go with those. Those that are not shop classes with a non shop certified sub will continue the work that they were doing or would have been doing if I was there. Having mechanics classes makes subs a little trickier but they understand the reason why not all the time they can be in the shop with a sub and it makes it all that more important for them to respect the sub when they get into the shop so that way the next time they are still allowed to work in the shop.
Good Morning Mr. Pitter, Thank you for subbing today. 11/13

With all classes please have them start with the following activity then they can continue onto the following days activity.

Each student is to make a hand turkey for our FFA meeting for the month. They are to cut out their hand on paper using colored paper. On the palm they must write a goal, and on each finger is one thing they are thankful for (so there should be 5 total) Madi will help you first period.

Period 2:
**AG Computers and Design:** Please have them get their warm ups out and complete them for the day. Then they are to continue working on their first part. We have been working on this and they should have all the tools. Their biggest thing is to go SLOW! If they are already done with it they need to figure out how to turn it in through google classroom.

**Introduction to AG Mechanics:** Please have them get their warm ups out and submit them for the week when done. Then please have them finish the work from the last couple of days. If they are done they are to go into the shop and start working in their electrical walls. May have to get one per pair down from upstairs with a matching box.

**Intermediate Ag Mechanics:** Please have them get their warm ups out and submit them for the week when done. Then please have them finish the work from the last couple of days. Once done Dione can start preparing to Oxygen Acetylene weld. Will need some coupons cut.

Madi and Cheyenne are your TA’s please have them work on items on the chart.
Please Leave a Grade for This Classes Performance __________________________

Period 3:
**AG Computers and Design:** Please have them get their warm ups out and submit them for the week when done. Then they are to continue working on their first part. We have been working on this and they should have all the tools. Their biggest thing is to go SLOW! If they are already done with it they need to figure out how to turn it in through google classroom.

**Introduction to AG Mechanics:** Please have them get their warm ups out and submit them for the week when done. Then please have them finish the work from the last couple of days. If they are done they are to go into the shop and start working in their electrical walls. May have to get one per pair down from upstairs with a matching box.

**Intermediate Ag Mechanics:** Please have them get their warm ups out and submit them for the week when done. Then please have them finish the work from the last couple of days. Once done Chris can continue practicing to weld Tenneson’s stools back together.

Please Leave a Grade for This Classes Performance __________________________
Period 4:
**AG Computers and Design:** Please have them get their warm ups out and submit them for the week when done. Then they are to continue working on their first part. We have been working on this and they should have all the tools. Their biggest thing is to go SLOW! If they are already done with it they need to figure out how to turn it in through google classroom.

**Denny and Juan M. are working on putting together a group of lockers.**

Madi is your TA's please have her work on items on the chart.
Please Leave a Grade for This Classes Performance ____________________________

Period 5:
**AG Computers and Design:** Please have them get their warm ups out and submit them for the week when done. Then please have them finish the work from the last couple of days. If they are done they are to get their SolidWorks computers out and start on the first assignment. This assignment is available online for them.

**Introduction to AG Mechanics:** Please have them get their warm ups out and submit them for the week when done. Then please have them finish the work from the last couple of days. If they are done they are to go into the shop and start working in their electrical walls. May have to get one pair down from upstairs with a matching box.

Please Leave a Grade for This Classes Performance ____________________________

Period 6 Animal Science: Please have all students pull out their chromebook at the beginning of the period, they are to work on their warm up silently while you are taking role, and please remind them that they are due today. Please have them start/continue on chapter 7 By-Products of Meat Animals vocabulary and chapter end questions.

Kendall is your TA please have her work on the cleaning of the whiteboard, custodial approved.

Please Leave a Grade for This Classes Performance ____________________________

Period 7 - Ag Gov/Econ: Please have all students pull out their chromebook at the beginning of the period, they are to work on their warm up silently while you are taking role, it is available on Google classroom, and please remind them that they are due today. Please have them continue watching Lincoln, They are NOT to be on chromebooks or cell phones at all!! Cobi will help set up the tv for you (find where we left off on the video). Then when they are done with Lincoln please go back and finish the CNN 10's for the previous days, there is 30 minutes of them. Madi can help get those going.

Please Leave a Grade for This Classes Performance ____________________________
Please leave any good names of students that were helpful:


Please leave any names of students that were disruptive or disrespectful:


Thank you, feel free to call at any time

- No hats in class
- No cellphones in class
- No disrespect towards anyone
- If they are working individually and want to listen to their own music they can, make sure they have it to where they can still hear you if you are talking and that you can’t hear it walking around the room. They should still be on task, if not don’t let them listen to music.
Description of Program Completer 32
Los Molinos High School
Agriculture Department

PROGRAM COMPLETION STANDARDS

To be considered a "Program Completer" a student must meet or exceed the following expectations set forth by the Agriculture Department.

1) Agriculture Course Enrollment:

   Have been an enrolled in an Agriculture course for at least four years prior to graduation (one or more schools is acceptable).

2) State FFA Degree Recipient:

   Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.

   Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.

   Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.

   Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent. GPA: 2.5 or higher.

   Participated in the planning and implementation of the chapter's Program of Activities.

   Participated in at least five different FFA activities above the chapter level.

   Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.
2+2 Agreements & Dual Enrollment
Agreements 33
**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**  
3536 Butte Campus Drive, Oroville, CA 95965

**ARTICULATION/CREDIT BY EXAMINATION AGREEMENT**

**MAY 15 2017**

**Statement of Intent:** In an effort to prepare high school students for college and motivate students to attend college and be successful, Los Molinos High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement for the Ag Computers and Design course taught at the high school.

**Academic Year:** 2017 to 2019  
**Name of High School Teacher:** Melissa Stegall  
**Email Address:** mstegall@hmusd.net  
**Mailing Address:** 7900 Sherwood Blvd. Los Molinos CA 96055  
**Phone #:** 530-384-7900

**Prospective Articulated College Course:** DFT 12: Beginning AutoCAD Drafting  
**Units:** 3  
**Recommended assessment level(s):** Reading IV  
**Math III**

Through this Articulation Agreement, staff from both districts consulted with appropriate representatives, and coordinated instruction and student learning to ensure that each CTE Transitions student’s transition from high school to community college, and/or to further education or employment, occurs without unnecessary duplication of effort or loss of credit.

**Credit will be awarded upon completion of high school course with grades of B or better and 70% or higher on credit-by-exam, approved by college faculty member as measuring competence in the course objectives, in accordance with Title 5, Section 51022(b), 55050, 55051 attached hereto as Attachment 1.** High School instructor will administer the credit-by-exam, provided by the Butte College department, to his/her students, and will turn in grades at the end of the academic year, due no later than June 30th.

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**HIGH SCHOOL ACTION**

**High School Instructor**  
☑ Approved  
☐ Not Approved  
**Print Name:** Melissa Stegall  
**Signature:** Melissa Stegall  
**Date:** 4/20/17

**High School Principal**  
☑ Approved  
☐ Not Approved  
**Print Name:** Cliff Curr  
**Signature:** Cliff Curr  
**Date:** 4/20/17

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**COLLEGE ACTION**

**Course Instructor**  
☑ Approved  
☐ Not Approved  
**Print Name:**  
**Signature:**  
**Date:** 5/4/17

**Department Chair**  
☑ Approved  
☐ Not Approved  
**Print Name:** John Dahlgren  
**Signature:**  
**Date:** 5/4/17

**Department Dean**  
☑ Approved  
☐ Not Approved  
**Print Name:** Denise Adams  
**Signature:**  
**Date:** 5/8/17

**CTE Transitions Coordinator**  
☑ Approved  
☐ Not Approved  
**Print Name:** Delia Go  
**Signature:**  
**Date:** 5/15/17

**Vice President of Instruction**  
☑ Approved  
☐ Not Approved  
**Print Name:** Virginia Guleff  
**Signature:**  
**Date:** 5/18/17

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**Attachments**

1. Title 5 Policy  
3. High School Course Outline

2. Butte College Course Outline  
4. Credit-by-Exam

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REVISED SPRING 2017
Dual Enrollment & High School Articulation Program
2017-18 Request for Course Approval

High School Course Info:
Please check ONE: Dual Enrollment [ ] Articulation [ ] Have you offered this course in the past? (please select one) Yes [ ] No [ ]
High School: Los Molinos High School District: Los Molinos Unified School District
Instructor: Melissa Stegall Email: mstegall@lmsud.net
Instructor's Subject(s): Master's: Bachelor's: Ag Ed AA: Animal Science, Ag Mechanics, Ag Science
High School Course Title: Ag Mech 4/Welding Fabrication Credits: 5
Class Period(s) to be Taught: 4th Time(s): 11:05-11:55 (or 8:45 - 9:45, 11:40 - 12:40, etc.) Number of class hours required by Shasta College to run this course (note: look up in the Shasta College catalog): Lecture: 27 Lab: 81
When do you plan to teach these hours during the academic year? Fall [ ] Spring [ ] Year-long [ ] Specify Dates:

College Course Info:
College Course: Weld 70 Title: Beginning Welding (i.e. BUAD 10)
Corresponding Shasta College Faculty, if applicable: Mark Smith Units: 3

Please attach the proposed course syllabus and description to this request form. Use the template provided.
For Articulation requests, include your proposed final exam.
For Dual Enrollment requests, if you are new to the program, include your Shasta College Application, resume and transcripts. Please note that all Dual Enrollment and Articulation courses must make progress toward a Shasta College degree or certificate.

Required Signatures:
High School Approvals (needed prior to submission)

Shasta College Approvals (will be obtained by the Shasta College Dual Enrollment Office)

Email request to l.kohn@shastacollege.edu OR mail to Shasta College Dual Enrollment, P.O. Box 496006, Redding, CA 96009
Dual Enrollment & High School Articulation Program 2017-18 Request for Course Approval

High School Course Info:

Please check ONE: Dual Enrollment [ ] Articulation [ ]

Have you offered this course in the past? (please select one) [ ] Yes [ ] No

High School: Los Molinos High School
District: Los Molinos Unified School District

Instructor: Melissa Stegall
Email: mstegall@lmusd.net

Instructor’s Subject(s); Master’s: [ ] Bachelor’s: [ ]

High School Course Title: Animal Science

Credits: [ ]

Class Period(s) to be Taught: [ ]

[i.e. 2, 4, OR if unknown please write TBD]

Timetable: [ ]

[i.e. 8:00 - 9:30; 11:00 - 12:30, OR if unknown please write TBD]

Number of class hours required by Shasta College to run this course (note: look up in the Shasta College catalog): Lecture: [ ] Lab: [ ]

When do you plan to teach these hours during the academic year? [ ] Fall [ ] Spring [ ] Year-long OR Specify Dates:

Textbook to be used: Scientific Farm Animal Production: An Introduction

Author: T. Field & R. Taylor
Year: 2016 Edition: [ ]

College Course Info:

College Course: AGAS 19
Title: Principles of Animal Science
[i.e. BUAD 10 / i.e. Introduction to Business]

Units: [ ]

Corresponding Shasta College Faculty, if applicable:

Please attach the proposed course syllabus and description to this request form. Use the template provided.

~ For Articulation requests, include your proposed final exam.
~ For Dual Enrollment requests, if you are new to the program, include your Shasta College Application, resume and transcripts.
Please note that all Dual Enrollment and Articulation courses must make progress toward a Shasta College degree or certificate.

Required Signatures:

High School Approvals
[ ] (needed prior to submission)

Shasta College Approvals
[ ] (will be obtained by the Shasta College Dual Enrollment Office)

Requesting Teacher
[ ]

[ ]

[ ]

[ ]

[ ]

[ ]

[ ]


Email request to koehn@shastacollege.edu OR mail to Shasta College Dual Enrollment, P.O. Box 496005, Redding, CA 96049
SHASTA COLLEGE DUAL ENROLLMENT PROGRAM

Dual Enrollment & High School Articulation Program
2017-18 Request for Course Approval

High School Course Info:

Please check ONE: Dual Enrollment ☑ Articulation ☐

High School: Los Molinos High School

District: Los Molinos Unified School District

Instructor: Melissa Stegall

Email: mstegall@lmusd.net

Instructor's Subject(s): Master's: Ag Ed

Bachelors: Animal Science, Ag Mechanics, Ag Science

High School Course Title: Ag Economics

Credits: 5

Class Period(s) to be Taught: 7th

Time(s): 2:25-3:15

Number of class hours required by Shasta College to run this course (note: look up in the Shasta College catalog): Lecture: 54 Lab: __________

When do you plan to teach these hours during the academic year? ☑ Fall ☑ Spring ☑ Year-long ☑ Specify Dates: __________

Textbook to be used: Principles of Agricultural Economics

Author: P. Barkley, P. Barkley

Year: 2016 Edition: 2nd

College Course Info:

College Course: AGAB 54

Title: Agriculture Economics

Units: 3

Corresponding Shasta College Faculty, if applicable:

Please attach the proposed course syllabus and description to this request form. Use the template provided.

- For Articulation requests, include your proposed final exam.
- For Dual Enrollment requests, if you are new to the program, include your Shasta College Application, resume and transcripts.

Please note that all Dual Enrollment and Articulation courses must make progress toward a Shasta College degree or certificate.

Required Signatures:

High School Approvals (needed prior to submission)

Shasta College Approvals (will be obtained by the Shasta College Dual Enrollment Office)


Email request to lkohn@shastacollege.edu OR mail to Shasta College Dual Enrollment, P.O. Box 496006, Redding, CA 96049
Reimbursement Process for Personal Expenses 34
Reimbursement Process for Personal Expenses

The reimbursement process at Los Molinos high school has changed a little bit over the time that I have been there. For our classroom budget we have a budget amount of $300 for the entire school year. For travel we can be reimbursed mileage and get the conference per-diem if we apply for it before the conference. In order to receive reimbursement we must talk to our Administration first which is my site principal, then I take it to my superintendent who then takes it to our payroll district office gal. Ninety of the time anything that I put in that relates to my classroom that I have purchased I get reimbursed for. In the last three years I have not put in for mileage nor conference per diem because I don't think about it before I go to the conference.
Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 1 - Curriculum and Instruction.

Goal or Purpose of the Project:
The goal of this project is to get my courses either A-G approved, dual enrolled or articulated with surrounding junior colleges.

Specific Objectives to Accomplish (Be as detailed as possible):
Agriculture Computers and Design articulated with Butte College
Agriculture Computers and Design A-G approved (or in the process)
Agriculture Economics dual enrolled with Shasta College
Animal Science dual enrolled with Shasta College

Estimated number of hours on this project: ________________

Estimated expenditures ($) on this project (your costs): ________________

Proposed timeline for completion of the project:
Done by December 1, 2017

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
I will email with Dr. De Lay as my courses progress through the approvals.

For Office Use Only:
Project Approved By: ________________________________
Date of Approval: ________________________________
Quarter student will enroll in AGED 539: ________________________________
Project Overview
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Project Overview

The goal of my 539 project was to get my courses either A-G approved, dual enrolled or articulated with surrounding junior colleges. In order for this to be successful there were timelines that I had to meet based upon each of the three parts of my goal that I set.

To be A-G Approved there were three different phases that I could submit my paperwork in, the first phase was February 1st through May 31st, if I were to submit my paperwork in this phase I would be able to resubmit the paperwork up to 2 times for corrections if needed. The second phase was June 1st through July 31st with a resubmission window of 1 time. The third phase was August 1st through September 15th with no resubmissions. My Ag Computers and Design course was submitted in the F category as a visual art. Ag Computers and Design was submitted June 2nd in Phase 2 which allowed for 1 resubmission if needed. Resubmissions must be revised by February 28th in order for it to count for both the year it was submitted in and the next calendar year. Unfortunately for the Ag Computers and Design it was provisionally approved as long as I make the corrections by February 28th they are asking for. Introduction to Ag Mechanics, Intermediate Ag Mechanics, and Advanced Ag Mechanics were all submitted August 1st in the G category and were all approved. With these approvals that makes all of my courses that I teach A-G approved in one category or the other.

The next part of this project was a completed articulation with Butte College for AG computers and Design. The articulation for credit by examination with Butte College is drafting 12
beginning AutoCAD Drafting and Los Molinos High School's Ag Computers and Design course was approved for the 2017 to 2019 academic school years. This paperwork had to be submitted by May 1, 2017, and I attended the articulation meeting on March 9, 2017 where all the paperwork got started.

The next part of the project was completing dual enrollments with Shasta College. This year for the 2017-2018 school year there are three Los Molinos High School classes that have been dual-enrolled with Shasta College. Those courses are Ag Economics which is dual enrolled with AGAB 54 Agricultural Economics for 3 units at Shasta College. The next course that was dual enrolled at Shasta College is the Animal Science at the high school to Shasta College's AGAS 19 Principles of Animal Science for three units. The final course that was approved for dual enrollment at Shasta College was my Advanced Ag Mechanics, this course was approved for Shasta College's Weld 70 course which is their beginning welding course for a total of 3 units. The unique part of dual enrolling with Shasta College is that the students do not have to pay for the units that they take, nor does the high school, with this program these students take these courses completely for free. The courses had to be submitted by Friday Feb 10, 2017 with an approved instructor meeting on August 10, 2017.
Reflection on Process

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Reflection on the AGED 539 Project

Looking back at the project after its completion has a very interesting feel, knowing that my students have more options now that courses have been A-G approved, articulated, and dual-enrolled. Once these courses have been officially approved, then I was able to go talk to my counselor and principal to share the good news of these approvals. With having a new principal this year he was not in the loop for the majority of these changes since they were approved before he got there, being able to show him that they were approved and explain to him what they were was really awesome.

Reflecting on the whole of the 539 project with the 34 questions that go along with it some of them were fairly difficult because trying to find information related to the old website for example, R2 information, is not available in the form of what they were asking for in the documents.
Budget
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Budget

The budget for this project was pretty simple; it was time, not money, needed to complete this project. There was a lot of time that went into this, yes, there has been a lot of time put into these articulations, A-G approvals, and dual enrollment. I am super excited to see where this leads my students in the future.
Documents & Outcomes

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Ag Computers and Design
Los Molinos High School (051860)

Submission Feedback

Decision:

**APPROVED**

Comments from the reviewer

Hello,

Thank you for submitting your course for potential UC approval.

The instructions for the Course Content section request a brief description (3-5 sentences) per unit of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered. Please provide a more expository description of each unit's topics. A listing of learning activities is not sufficient.

Aesthetic Valuing - Demonstration that students are emerging from the course with a fluency in responding to, analyzing, and making judgments about works in the arts discipline they are studying.

Historical and Cultural Context - Demonstration that students are developing confidence and fluency in working within an art form by acquiring the skills required to create, produce, perform, and present works of art.

Sincerely,

High School Articulation

Basic Course Information

**Title:**
Ag Computers and Design

**Transcript abbreviations:**
Ag Cmpt & Design / 9411

**Length of course:**
Full Year

**Subject area:**
Visual & Performing Arts (VP) / Visual Arts

**Integrated (Academics / CTE):**
Yes

**Grade levels:**
9th, 10th, 11th, 12th

**UC honors designation:**
No

**Course learning environment:**
Classroom Based

Course Description
Course overview:

This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assemblies development and detail drawing output. Graphics standards including American National Standards Institute (ANSI) Y14.5 and international standards application will be introduced and practiced.

Objectives:

Upon successful completion of this course, the student will be able to:

1. Describe the role of technical graphics in the engineering design
2. Set up a solid modeling application to develop parts, assemblies and output
3. Create orthographic and pictorial sketches of mechanical parts and objects using freehand sketching techniques.
4. Create parts with extrudes, sweeps and loft attributes using a solid modeling
5. Manipulate and combine parts to produce assemblies from modeled parts using a solid modeling
6. Create drawings from parts and assemblies including three view orthographic projection, isometric and exploded pictorial projection using a solids modeling
7. Apply relevant areas of graphics standards to document attributes of parts, assemblies and associated drawings.

Prerequisites:
None

Co-requisites:
None

Course content:

Unit 1: Technical Graphics Applications

1. Learn, perform and demonstrate SolidWorks procedures

Learning Activities

1. Participate in a demonstration of SolidWorks application procedures.
2. Perform SolidWorks program/file manipulation.
4. Grasp of the Cartesian Coordinate System.
5. Understand Geometric entities.
6. Comprehend Free Hand Sketches.
7. Recognize the Alphabet of Lines and Precedence of Line Types.
8. Be familiar with Orthographic Projection using the glass box method.

Lab: Active Learning exercise - Using the Interface

Exercise 1 - Starting and Exiting the Program
Exercise 2 - Searching for a File or Folder
Exercise 3 - Opening an Existing File
Exercise 4 - Saving and Copying a File
Exercise 5 - Resizing Windows and SolidWorks Windows
Exercise 6 - Toolbars and Mouse Buttons
Exercise 7 - Context-sensitive Shortcut Menus and Getting Online Help.
Exercise 8 - Create a simple drawing and expand it using the glass box method.

Assessment Activities

1. Complete and print a sample new file using Solid Works.
2. List and use Solid Works shortcut menu
3. Use and present Getting Online Help with a particular question.
4. Complete individual or group presentation using various media on Getting Started with Solid Works.
5. Successfully identify the six principal views using the glass box method.
Unit 2: The SolidWorks Model, Parts, Assemblies and Drawings, Describing the Base Feature, More to Explore and Modifying a Part.
2. Learn, perform, and demonstrate beginning or basic SolidWorks 2D sketch.

Learning Activities
1. Participate in a demonstration of SolidWorks document/sketch.
2. Create, sketch, and modify a 2D figure.

Lab: Active Learning Exercise - Creating a Basic Part

Exercise 1 - Creating a New Part Document
Exercise 2 - Overview of the SolidWorks Window
Exercise 3 - Sketch a Rectangle
Exercise 4 - Adding Dimensions and Changing the Dimension Values
Exercise 5 - Extrude the Base Feature
Exercise 6 - View Display and Saving the Part
Exercise 7 - Round the Corners of the Part (Fillet)
Exercise 8 - Hollow out the Part (Shell)
Exercise 9 - Extruded Cut Feature
Exercise 10 - Open a Sketch, Sketch the Circle and Dimension the Circle
Exercise 11 - Extrude the Sketch and Rotate the View.

Assessment Activities
1. Create a new 2D sketch/model.
2. Modify and change dimension values of the sketch.
3. Further explore and modify parts of the sketch.
4. Complete individual or group presentation using various media on the SolidWorks Model.
5. Successfully modify the rectangle stated in the exercises above.

Unit 3: Base Features, Modeling More Parts.
3. Create, convert, modify, and calculate material and base feature.

Learning Activities
1. Convert dimensions of a part.
2. Calculate and modify the part.
3. Calculate modification, material volume and base feature.

Lab: Active Learning Exercise - Create and Modifying a Part

Exercise 1 - Converting Dimensions
Exercise 2 - Calculating the Modification
Exercise 3 - Modifying the Part
Exercise 4 - Calculating Material volume
Exercise 5 - Calculating the volume of the Base Feature.

Assessment Activities
1. Create a new SolidWorks part.
2. Show and demonstrate conversion of the part dimensions.
3. Show and demonstrate calculation of material volume and base feature.
4. Complete individual or group presentation using various media on
Unit 4: 3D Model Documents, Features and Assembly Basics.

4. Create a 3D document using basic features and assembly basica.

Learning Activities
1. Participate in a demonstration of creating and developing a model 3D document and assembly.
2. Perform the lab activities as listed.

Lab: Active Learning Exercise - Creating an Assembly

Exercise 1 - Modifying Feature Size
Exercise 2 - Designing a Fastener
Exercise 3 - Creating an Assembly
Exercise 4 - Component Patterns
Exercise 5 - Size, Fit and Function
Exercise 6 - The Hole Wizard and Fastener Selection.

Assessment Activities
1. Create a new 3D model with basic assembly features.
2. Complete individual or group presentation using various media on their own 3D Model.
3. Successfully create a simple assembly.

Unit 5: Toolbox Basics, Adding and Modifying Toolbox Parts.

5. Use the Toolbox and Toolbox parts to enhance model.

Learning Activities
1. Participate in a demonstration of using the Toolbox basic and parts.
2. Perform the lab activities as listed.

Lab: Active Learning Exercise - Adding Toolbox Parts

Exercise 1 - Open Toolbox Browser, In the Design Library Task Pane
Exercise 2 - Selecting Appropriate Hardware
Exercise 3 - Placing Hardware
Exercise 4 - Specifying the Properties of the Toolbox Part
Exercise 5 - Placing Washers and Screws
Exercise 6 - Thread Display
Exercise 7 - Modifying Toolbox Parts.

Assessment Activities
1. Perform and demonstrate the use of the Toolbox and modification of Toolbox parts.
2. Complete individual or group presentation using various media on using the Toolbox and adding Toolbox parts.
3. Successfully create a part using the toolbox above to model for Ag Mechanics.

6. Create a basic drawing and an engineering drawing following basic format and procedures.

Learning Activities

1. Participate in a demonstration of basic and engineering drawings.
2. Perform the lab activities as listed.

Lab: Active Learning Exercise - Creating Drawings

Exercise 1 - Create a Drawing Template
Exercise 2 - Add a Sheet to an Existing Drawing
Exercise 3 - Add a Sheet to an Existing Assembly Drawing
Exercise 4 - Creating a Parametric Note

Assessment Activities

1. Perform and demonstrate the steps in creating a basic and an engineering drawing.
2. Complete individual or group presentation using various media on using the Toolbox and adding Toolbox parts.
3. Successfully create a drawing from an existing assembly with all proper faces using the glass box method.

Unit 7: Drawings, Isometric views, Three standard views, Dimensions

7. Create, explore, and email Drawings.

Learning Activities

1. Participate in a demonstration of Drawings
2. Explain, differentiate and demonstrate understanding of isometric views, standard views, dimensions.
3. Perform the lab activities as listed.

Lab: Active Learning Exercise - Creating an Drawing

Exercise 1 - Creating an Drawing
Exercise 2 - Exploring Drawings
Exercise 3 - Saving Drawings to external flashdrive

Assessment Activities

1. Write an essay explaining, differentiating, and illustrating isometric views, standard views, dimensions and their differences.
2. Complete individual or group presentation using various media on using the Toolbox and adding Toolbox parts.
3. Perform the lab activities as listed.
4. Successfully export a saved Drawing that shows proper understanding of all key views in relation to glass box view.

Unit 8: Families of Parts, Design Tables

8. Learn the families and parts of a design table; create own design table.

Learning Activities

1. Participate in a demonstration of a design table.
2. Create a design table using the parts and families of a design table.
3. Perform the lab activities as listed.
Lab: Active Learning Exercise - Creating a Design Table

Exercise 1 - Creating a Design Table
Exercise 2 - Configurations
Exercise 3 - Assemblies
Exercise 4 - Excel Spreadsheet Families of Parts.

Assessment Activities
1. Write an essay explaining how a design table is created and its importance in engineering design.
2. Complete individual or group presentation using various media on creating a design table.
3. Perform the lab activities as listed.
4. Successfully create a design table with all proper parts.

Unit 9: Revolved, Swept and Loft Features.
9. Learn and demonstrate understanding of Revolved, Swept and Loft Features.

Learning Activities
1. Participate in a demonstration of Revolved, Swept and Loft Features.
2. From the design table created or a new one, sketch and create a sweep path, use the revolve features and create a loft path and direction using one or more loft types.
3. Perform the lab activities as listed.

Assessment Activities
1. Write an essay explaining how to enhance a design table using the Revolved, Swept and Loft Features.
2. Complete individual or group presentation using various media on creating a design table.
3. Perform the lab activities as listed.
4. Complete learning journal.

Lab: Active Learning Exercise - Creating Revolve, Sweep and Loft Features

Exercise 1 - Revolve Feature
Exercise 2 - Create an Assembly
Exercise 3 - Create a Design Table
Exercise 4 - Sketch a Sweep Section
Exercise 5 - Create the Sweep Path
Exercise 6 - Loft Section
Exercise 7 - Loft Path and Direction
Exercise 8 - Different loft Types.

Assessment Activities
1. Write an essay explaining how to enhance a design table using the Revolved, Swept and Loft Features.
2. Complete individual or group presentation using various media on creating a design table.
3. Perform the lab activities as listed.
4. Successfully create a new part using the above exercises.
Unit 10: Review progress and difficulties, applications, visualization; What you need to know to pass the Certified SolidWorks Associate exam.
19. Create and develop a complete SolidWorks project incorporating all the concepts, steps, and procedures learned in this course.

Learning Activities
1. Use learning journal to complete a SolidWorks project incorporating all the concepts, steps, and procedures learned in this course.
2. Work individually or in groups to evaluate project by section.

Lab: All exercises are due by the end of this Unit. Study and practice for Credit By Examination for Butte Colleges Drafting 12
Exercise 1: Drafting 12 practice exam # 1
Exercise 2: Drafting 12 exam #1

Assessment Activities
1. Write an essay explaining how to enhance a design table using the Revolved, Swept and Loft Features
2. Complete individual or group presentation using various media on creating a design table.
3. Perform the lab activities as listed.
Furthermore, all project-based assignments will be based on the competency and performance objectives as previously identified.

Course Materials

Textbooks

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Edition</th>
<th>Website</th>
<th>Primary</th>
</tr>
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</table>

Additional Information

Course Author:
Melissa Stegall
Teacher
mstegall@lmsd.net
5303847900 ext. 1316

Comment to UC:

© 2017 Regents of the University of California
Introduction to Agriculture Mechanics
Los Molinos High School (051860)

Basic Course Information

Title:
Introduction to Agriculture Mechanics

Transcript abbreviations:
Intro Ag Mech / 9420

Length of course:
Full Year

Subject area:
College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?
Yes

Grade levels:
9th, 10th, 11th, 12th

UC honors designation?
No

Course learning environment:
Classroom Based

Course Description

Course overview:
Introduction to Agriculture Mechanics provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic electricity, welding, construction, cold metal work, and operating agricultural equipment safely. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Prerequisites:
None

Co-requisites:
None

Course content:

https://hs-articulation.ucop.edu/agcmp#/courses/submission/a372d58c-62c5-4102-ac4a-083815dad6b4:2443
Safety In Agricultural Mechanics

Objective:
Students will be introduced to the shop and the safety procedures that must be followed to ensure the safety of everyone working in it.

Key Assignment:
Students will prepare a 5-10 min presentation on one particular power tool, its purpose, and safety precautions associated with it. Also the students will be required to pass a safety exam.

Project Planning and Design

Objective:
Upon completion of this unit students will understand the basics of how to measure and lay out a project that they have designed. Students will become proficient with a tape measure, square, compass, ruler, and other tools involved in the design/layout process.

Key Assignment(s):
Students will be walked through the layout of a small wood project (boat puller) in order to gain an understanding of layout terms as well as how to properly use the tools.
Students will be given a metal dustypan that was built in the shop and asked to reverse engineer it, and develop a set of plans using SolidWorks to build one. This will require the student to use analytical skills to think through the steps that were required to create this project. Furthermore students will also have to draw out and label measurements for cuts and bends that need to be made on SolidWorks.
Students will be charged with the task of designing using SolidWorks and creating a small project of their own choosing. Before beginning construction on the project, the students must submit a complete set of plans detailing the dimensions of the project, as well as any cuts or bends that need to be made.

Electrical

Objectives:
Student will be able to:
• Demonstrate safe working procedures in a construction environment
• Explain the purpose of the occupational safety and health administration
• Identify electrical hazards and how to avoid or minimize them in the workplace
• Explain safety issues concerning lockout and tagout procedures, personal protection using assured grounding and isolation programs, confined space entry, respiratory protection and fall protection
• Describe ways to ensure circuit safety, personal safety and end user safety
• Describe the relationship between current, voltage resistance and power
• Solve mathematical problems regarding current, voltage, resistance and power
• Describe the difference between series and parallel circuits, and how they affect current and voltage
• Describe the power grid, where electrical power comes from, and how it gets to the home
• Describe how power is distributed within the home
• Describe common types of wires and their uses
• Demonstrate how to cut and strip wires
• Describe different types of outlets and their uses
• Demonstrate how to read a typical wiring print
• Describe techniques for troubleshooting electrical wiring

Key Assignment(s):
Students will successfully complete 4 distinctly different wiring exercises using the knowledge that they gained through the lessons.
Students will be able to identify important items of personal safety, personal protective equipment, circuit safety, and end user safety.
Students will be able to identify core electrical principles relevant to electrical wiring, including current, voltage, series and parallel circuits, and power.
Students will be able to identify home electrical system, fixtures, wires, reading prints, and troubleshooting electrical.

Fabrication techniques Using Oxygen/Acetylene Torch

Objective:
Upon completion of the unit students will understand the theory of the oxygen/acetylene torch, as well as be able to properly demonstrate common cuts made with the torch.

Key Assignment(s):
Students will be asked to demonstrate the proper procedure for setting up and shutting down the torch.

Using the torch, the students will be asked to cut a straight line, a 45 degree beveled cut, and pierce and a circular hole.

Understanding Design and Fabrication Processes Using Shielded Metal Arc Welding
Objective:
Students will understand the basic theory of SMAW welding, understand and identify five basic welding joints, and identify and correct basic weld defects.

Key Assignment(s):
Following an instructor lead demonstration the students will use the SMAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds.

Understanding Design and Fabrication Processes Using Gas Metal Arc Welding
Objective:
Students will understand the basic theory of GMAW welding, understand and identify five basic welding joints, and identify and correct basic weld defects.

Key Assignment(s):
Following an instructor lead demonstration the students will use the GMAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds.

Exploring Careers in Agricultural Engineering/Mechanics/Welding
Objective:
Students will continue to explore various career opportunities available in the Agricultural Engineering/Mechanics field. Within each career we will explore and discuss parts of the job, such as working conditions, job requirements, educational requirements, and job outlook.

Key Assignment(s):
Students will be introduced to industry professionals who will inform the students about available careers in the agricultural engineering industry. These presenters will also be able to inform students about post high school educational opportunities for students wishing to pursue agricultural engineering.

Students will complete a 3-5 page paper on a career interest within the Agricultural Engineering/Mechanics Industry. The papers are meant to be a way of further developing the student’s knowledge of Ag engineering career opportunities.

FFA & SAE
Objective:
Supervised Agricultural Experience Project (SAEP): All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project.

FFA Participation: By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that’s four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

Key Assignment(s):
Students will understand the importance of documenting their work in their record books as well as how to properly enter in their record books.

Students will be able to define FFA & SAE.

Students will plan out an SAE project and implement it within their 4 years of high school.

Cold Metal
Objectives:

Students will be able to understand the importance of bend radius, spring back, and how to work in general with cold metal.

Student will identify different metal types including hot rolled & cold rolled, and be able to differentiate between strengths of those metals.
Key Assignment(s):

Students will complete a sheet metal box using all cold metal tools, no welding nor cutting with a torch.

Students will complete in groups a panel frame bent out of pipe using the hydraulic pipe bender.

Course Materials

Textbooks

<table>
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<tr>
<td>Modern Welding</td>
<td>Andrew Althouse</td>
<td>Goodheart Wilcox</td>
<td>11th Edition</td>
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</tr>
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Additional Information

Course Author:
Melissa Stegall
Teacher
mstegall@lmusd.net
5303847900 ext. 1316

Comment to UC:

© 2017 Regents of the University of California
Intermediate Agriculture Mechanics
Los Molinos High School (051860)

Basic Course Information

Title:
Intermediate Agriculture Mechanics

Transcript abbreviations:
Inter Ag Mech / 9431

Length of course:
Full Year

Subject area:
College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?
Yes

Grade levels:
10th, 11th, 12th

UC honors designation?
No

Course learning environment:
Classroom Based

Course Description

Course overview:
Intermediate Agricultural Mechanics courses focuses on specialized skill development in welding, fabrication, equipment operation and repair. This course provide students an opportunity to learn the practices and technical practice of welding processes used in agricultural fields. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Plasma Arc Cutting, Safety and Metal Fabrication. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Prerequisites:
None

Co-requisites:
None

https://hs-articulation.ucop.edu/agcmp/#/courses/submission/d2f5642e-b66d-4130-8e76-6f018cc105d8:2443
Course content:

Safety in Agricultural Engineering
Objective:
Students will be introduced to the shop and the safety procedures that must be followed to ensure the safety of everyone working in it. Students will practice and master the safety procedures and use of all necessary hand tools, power saws, drill, shears, Arc welding and oxy-acetylene welding and cutting equipment.

Key Assignment:
Students will prepare a 5-10 min presentation on one particular power tool, its purpose, and safety precautions associated with it. Also the students will be required to pass a safety exam.

Project Planning and Design
Objective:
Upon completion of this unit students will understand the basics of how to measure and lay out a medium project that they have designed. Students will become proficient with a tape measure, square, compass, ruler, and other tools involved in the design/layout process including SolidWorks software and techniques.

Key Assignment(s):
Students will be walked through the layout of a small project in order to gain an understanding of layout terms as well as how to properly use the design tools. Students will be given a completed metal-based project that was built in the shop, and asked to reverse engineer it, and develop a set of plans to build one. This will require the student to use analytical skills to think through the steps that were required to create this project. Furthermore students will also have to draw out and label measurements for cuts and bends that need to be made.

Students will be charged with the task of designing and creating a medium size project of their own choosing with instructor approval. Before beginning construction on the project, the students must submit a complete set of plans using SolidWorks to detail the dimensions of the project, as well as any cuts or bends, etc. that need to be made.

Fabrication Techniques Using Oxygen/Acetylene Torch
Objective:
Upon completion of the unit students will understand the theory of the oxygen/acetylene torch, as well as be able to properly demonstrate common and more difficult cuts made with the torch.

Key Assignment(s):
Students will be asked to demonstrate the proper procedure for setting up and shutting down the torch.

Using the torch, the students will be asked to cut a straight line, a 45 degree beveled cut, and pierce a circular hole in addition to specific use on their projects.

Design and Fabrication Processes Using Shielded Metal Arc Welding
Objective:
Students will understand the theory of SMAW welding, understand and identify five welding joints, and identify and correct weld defects.

Key Assignment(s):
Following an instructor led demonstration the students will use the SMAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds. In addition, students will use these skills to continue to develop and construct their project.

Design and Fabrication Processes Using Gas Metal Arc Welding
Objective:
Students will understand the theory of GMAW welding, understand and identify five welding joints, and identify and correct weld defects.

Key Assignment(s):
Following an instructor led demonstration the students will use the GMAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds. In addition, students will use these skills to continue to develop and construct their project.

Design and Fabrication Processes Using Flux-cored Arc Welding (FCAW)
Objective:
Students will understand the theory of FCAW welding, understand and identify five welding joints, and identify and correct weld defects.

Key Assignment(s):
Following an instructor led demonstration the students will use the FCAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds. In addition, students will use these skills to continue to develop and construct their project.

https://ns-articulation.ucop.edu/agcmp/#/courses/submission/d2f5642e-b66d-4130-8e7b-6016cc105d6:2443
Design and Fabrication Processes Using Gas Tungsten Arc Welding (GTAW)
Objective:
Students will understand the theory of GTAW welding, understand and identify five welding joints, and identify and correct weld defects.
Key Assignment(s):
Following an instructor lead demonstration the students will use the GTAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.
Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds. In addition, students will use these skills to continue to develop and construct their project.

Design and Fabrication Processes Using Plasma Arc Cutting
Objective:
Students will understand the theory of Plasma Cutting, understand how a plasma works and cut defects.
Key Assignment(s):
Following an instructor lead demonstration the students will use the plasma machine to cut a design they created using SolidWorks. They will be asked to focus on safety and proper technique.
Following the creation of their design they will be asked to create a small piece of garden art to sell at either the Fall or Spring plant sale.

Exploring Careers In Agricultural Engineering/Mechanics/Welding
Objective:
Students will continue to explore various career opportunities available in the Agricultural Engineering/Mechanics field. Within each career we will explore and discuss parts of the job, such as working conditions, job requirements, educational requirements, and job outlook.
Key Assignment(s):
Students will be introduced to industry professionals who will inform the students about available careers in the agricultural engineering industry. These presenters will also be able to inform students about post high school educational opportunities for students wishing to pursue agricultural engineering.
Students will complete a 3-5 page paper on a career interest within the Agricultural Engineering/Mechanics Industry. The papers are meant to be a way of further developing the student’s knowledge of Ag engineering career opportunities.

FFA & SAE
Objective:
Supervised Agricultural Experience Project (SAEP): All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project.

FFA Participation: By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that’s four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

Key Assignment(s):
Students will understand the importance of documenting their work in their record books as well as how to properly enter in their record books.
Students will be able to define FFA & SAE.
Students will plan out an SAE project and implement it within their 4 years of high school.

Course Materials

Textbooks

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<td>Cengage Learning</td>
<td>7th</td>
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Manuals

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</table>

**Additional Information**

**Course Author:**

Melissa Stegall  
Teacher  
mstegall@fmusd.net  
530-384-7500 ext. 1316

**Comment to UC:**

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Advanced Agricultural Mechanics
Los Molinos High School (051860)

Submitted: Aug 1, 2017
Decision: Sep 19, 2017
APPROVED

Basic Course Information

Title:
Advanced Agricultural Mechanics

Transcript abbreviations:
Adv Ag Mech

Length of course:
Full Year

Subject area:
College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?
Yes

Grade levels:
11th, 12th

UC honors designation?
No

Course learning environment:
Classroom Based

Course Description

Course overview:
This Advanced Agricultural Mechanics course may include advanced skill development in welding, fabrication, equipment operation and repair. This course challenges the student to apply and further advance their skills in use of wood, electrical, masonry, cold metal, and welding in the construction of agricultural structures and equipment. Project planning, cost estimate, record keeping, and safety will be emphasized. This capstone course uses knowledge and skills they have gained over Introduction and Intermediate Ag Mechanics to combine all their skills together to create a medium or large sized project. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Prerequisites:
None

Co-requisites:
None

Course content:
https://hs-articulation.ucop.edu/agcmp//courses/submission/f8d6859c-b3b9-4a45-ab67-c653bc9eb107-2443
Safety In Agricultural Engineering
Objective:
Students will be introduced to the shop and the safety procedures that must be followed to ensure the safety of everyone working in it. Students will practice and master the safety procedures and use of all necessary hand tools, power saws, drill, shears, Arc welding and oxy-acetylene welding and cutting equipment.
Key Assignment:
Students will prepare a 5-10 min presentation on one particular power tool, its purpose, and safety precautions associated with it. Also the students will be required to pass a safety exam.

Project Planning, Design, and Fabrication/Construction
Objective:
Upon completion of this unit students will understand more complicated methods of how to measure and lay out a large-scale project that they have designed. Students will become proficient with a tape measure, square, compass, ruler, and other tools involved in the design/layout process including SolidWorks software and techniques.
Upon completion of this unit students will have a finalized large-scale project plan, design, and completed their large scale project for fair. They can use any and all skills learned from Introduction and Intermediate Agriculture Mechanics including: basic electricity, construction, cold metal work, Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (GMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Plasma Arc Cutting

Key Assignment(s):
Students will be walked through the layout of a past project in order to gain an understanding of layout terms as well as how to properly use the design tools.

Students will be charged with the task of designing and creating a large-scale project of their own choosing with instructor approval. Before beginning construction on the project, the students must submit a complete set of plans using SolidWorks to detail the dimensions of the project, as well as any cuts or bends, etc. that need to be made, bill of materials, and tools needed.

Exploring Careers in Agricultural Engineering/Mechanics/Welding
Objective:
Students will continue to explore various career opportunities available in the Agricultural Engineering/Mechanics field. Within each career we will explore and discuss parts of the job, such as working conditions, job requirements, educational requirements, and job outlook.
Key Assignment(s):
 Students will be introduced to industry professionals who will inform the students about available careers in the agricultural engineering industry. These presenters will also be able to inform students about post high school educational opportunities for students wishing to pursue agricultural engineering.
Students will complete a 3-5 page paper on a career interest within the Agricultural Engineering/Mechanics Industry and various educational institutions of higher learning which have relevant programs. The papers are meant to be a way of further developing the student’s knowledge of Ag engineering career opportunities.

FFA & SAE
Objective:
Supervised Agricultural Experience Project (SAEP): All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project.

FFA Participation: By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two activities a quarter, that’s four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

Key Assignment(s):
Students will understand the importance of documenting their work in their record books as well as how to properly enter in their record books.
Students will be able to define FFA & SAE.
Students will plan out an SAE project and implement it within their 4 years of high school.

Course Materials

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<td>Cengage Learning</td>
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https://hs-articulation.ucop.edu/agcomp#courses/submission/8d6859c-b3b9-b4da5-ab67-cf653bc9e1b07:2443
### Modern Welding
**Manuels**

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**Other**

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<th>Authors</th>
<th>Date</th>
<th>Course material type</th>
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### Additional Information

**Course Author:**

Melissa Stegall  
Teacher  
mstegall@lmsd.net  
5303847900 ext. 1316

**Comment to UC:**

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https://hs-articulation.ucop.edu/agcmp#/courses/submission/f8d6859c-b3b9-4e45-ab67-c053bc9eb107:2443
Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, Los Molinos High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement for the Ag Computers and Design course taught at the high school.

Academic Year: 2017 to 2019
Name of High School Teacher: Melissa Stegall
Email Address: mstegall@lmusd.net
Mailing Address: 7900 Sherwood Blvd. Los Molinos CA 96055
Phone #: 530-384-7900

Prospective Articulated College Course: DFT 12: Beginning AutoCAD Drafting
Units: 3
Recommended assessment level(s): Reading IV English III Math III

Through this Articulation Agreement, staff from both districts consulted with appropriate representatives, and coordinated instruction and student learning to ensure that each CTE Transitions student’s transition from high school to community college, and/or to further education or employment, occurs without unnecessary duplication of effort or loss of credit.

Credit will be awarded upon completion of high school course with grades of B or better and 70% or higher on credit-by-exam, approved by college faculty member as measuring competence in the course objectives, in accordance with Title 5, Section 51022(b), 55050, 55051 attached hereto as Attachment 1. High School instructor will administer the credit-by-exam, provided by the Butte College department, to his/her students, and will turn in grades at the end of the academic year, due no later than June 30th.

HIGH SCHOOL ACTION

High School Instructor
Print Name: Melissa Stegall
Signature: Melissa Stegall
Date: 4/20/17

High School Principal
Print Name: Cliff Curry
Signature: Cliff Curry
Date: 4/20/17

COLLEGE ACTION

Course Instructor
Print Name: John Dahlgren
Signature: John Dahlgren
Date: 5/4/17

Department Chair
Print Name: Denise Adams
Signature: Denise Adams
Date: 5/8/17

Department Dean
Print Name: Virginia Guleff
Signature: Virginia Guleff
Date: 5-18-17

CTE Transitions Coordinator
Print Name: Delia Go
Signature: Delia Go
Date: 5/15/17

Vice President of Instruction
Print Name: Virginia Guleff
Signature: Virginia Guleff
Date: 5-18-17

Attachments
1  Title 5 Policy
2  Butte College Course Outline
3  High School Course Outline
4  Credit-by-Exam

REVISED SPRING 2017
ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 1

TITLE 5

Section 51022. Instructional Programs.
(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.
(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools.

HISTORY
1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Editorial correction of History 2 (Register 95, No. 15).
4. Amendment of section and Note filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).
This database is current through 1/27/17 Register 2017, No. 4

Section 55050. Credit by Examination.
(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.
(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.
(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

REVISED SPRING 2017
ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 1

TITLE 5

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.


HISTORY

1. New article 5 (sections 55050-55052) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
This database is current through 1/27/17 Register 2017, No. 4

Section 55051. Articulation of High School Courses.
(a) For purposes of this section, the term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.
(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section.
Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:
(1) requirements for a certificate program, including the total number of units required for the certificate; or,
(2) The major or area of emphasis requirements in a degree program.
(c) Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.
(d) Except through credit by examination, as defined in section 55753, high school courses may not be used to satisfy:
(1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,
(2) Any general education requirement for the associate degree established by the district.


HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
This database is current through 1/27/17 Register 2017, No. 4
BUTTE COLLEGE
COURSE OUTLINE

I. CATALOG DESCRIPTION
DFT 12 - Beginning AutoCAD Drafting 3 Unit(s)
Prerequisite(s): NONE
Recommended Prep: Reading Level IV; English Level III; Math Level III
Transfer Status: CSU/UC
34 hours Lecture
51 hours Lab

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

II. OBJECTIVES
Upon successful completion of this course, the student will be able to:
A. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
B. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
C. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
D. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

III. COURSE CONTENT
A. Unit Titles/Suggested Time Schedule

<table>
<thead>
<tr>
<th>Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sketching</td>
<td>2.00</td>
</tr>
<tr>
<td>2. Starting AutoCAD</td>
<td>1.00</td>
</tr>
<tr>
<td>3. Drawing Setup and Saving Drawing Files</td>
<td>1.00</td>
</tr>
<tr>
<td>4. Basic Drawing Commands</td>
<td>1.00</td>
</tr>
<tr>
<td>5. Cartesian Coordinate Problems</td>
<td>2.00</td>
</tr>
<tr>
<td>6. Templates and Layers</td>
<td>2.00</td>
</tr>
<tr>
<td>7. Dimensioning</td>
<td>3.00</td>
</tr>
<tr>
<td>8. Mechanical Parts Problems</td>
<td>4.00</td>
</tr>
<tr>
<td>9. Geometric Construction Problems</td>
<td>2.00</td>
</tr>
<tr>
<td>10. Orthographic Construction Problems</td>
<td>4.00</td>
</tr>
<tr>
<td>11. Sectional Views</td>
<td>2.00</td>
</tr>
<tr>
<td>12. Auxiliary Drawings</td>
<td>2.00</td>
</tr>
<tr>
<td>13. Annotation and Pictorial Drawings Applications</td>
<td>4.00</td>
</tr>
<tr>
<td>14. Architectural Drawings, Layers and Scales</td>
<td>4.00</td>
</tr>
<tr>
<td>Total Hours</td>
<td>34.00</td>
</tr>
</tbody>
</table>
I. **Topics**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sketching</td>
</tr>
<tr>
<td>2</td>
<td>Drawing Setup and Saving Drawing Files</td>
</tr>
<tr>
<td>3</td>
<td>Basic Drawing Commands</td>
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<tr>
<td>4</td>
<td>Cartesian Coordinate Problems</td>
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<tr>
<td>5</td>
<td>Templates and Layers</td>
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<tr>
<td>6</td>
<td>Dimensioning</td>
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<tr>
<td>7</td>
<td>Mechanical Parts Problems</td>
</tr>
<tr>
<td>8</td>
<td>Geometric Construction Problems</td>
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<tr>
<td>9</td>
<td>Orthographic Construction Problems</td>
</tr>
<tr>
<td>10</td>
<td>Sectional Views</td>
</tr>
<tr>
<td>11</td>
<td>Auxiliary Drawings</td>
</tr>
<tr>
<td>12</td>
<td>Annotation and Pictorial Drawing applications</td>
</tr>
<tr>
<td>13</td>
<td>Architectural Drawings, Layers and Scales</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

IV. **METHODS OF INSTRUCTION**

   A. Lecture
   B. Collaborative Group Work
   C. Class Activities
   D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
   E. Demonstrations
   F. Multimedia Presentations

V. **METHODS OF EVALUATION**

   A. Exams/Tests
   B. Quizzes
   C. Projects
   D. Homework
   E. Class participation

VI. **EXAMPLES OF ASSIGNMENTS**

   A. Reading Assignments

      1. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
      2. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.

   B. Writing Assignments

      1. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.
      2. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.

   C. Out-of-Class Assignments

      1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit
your sketch at the next class meeting.
2. For extra credit, please search the acronym NIST and the term ISO and prepare hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

VII. RECOMMENDED MATERIALS OF INSTRUCTION
Textbooks:

Created/Revised by: John Dahlgren
Date: 04/16/2012
ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 3

HIGH SCHOOL COURSE OUTLINE

REVISED SPRING 2017
I. Course Description
This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assemblies development and detail drawing output. Graphics standards including American National Standards Institute (ANSI) Y14.5 and international standards application will be introduced and practiced.

II. Objectives
Upon successful completion of this course, the student will be able to:
A. Describe the role of technical graphics in the engineering design process.
B. Set up a solid modeling application to develop parts, assemblies and output drawings.
C. Create orthographic and pictorial sketches of mechanical parts and objects using freehand sketching techniques.
D. Create parts with extrudes, sweeps and loft attributes using a solid modeling application.
E. Manipulate and combine parts to produce assemblies from modeled parts using a solid modeling application.
F. Create drawings from parts and assemblies including three view orthographic projection, isometric and exploded pictorial projection using a solids modeling application.
G. Apply relevant areas of graphics standards to document attributes of parts, assemblies and associated drawings.

III. Course Content
A. Unit Titles/Suggested Time
Schedule
Lecture Topics
1. Technical Graphics Applications
2. Engineering Design
3. Basic solids modeling operations
4. Freehand Sketching and Lettering
5. Engineering Geometry and Modeling
6. Parts with extrudes, sweeps and lofts
7. Assemblies with mates and limits
8. Drawings with orthographic and pictorial views
9. Dimensioning, annotation and tolerancing
10. Graphic Standards
Lab Topics
1. Technical Graphics Applications
2. Engineering Design
3. Basic solids modeling operations
4. Freehand Sketching and Lettering
5. Engineering Geometry and Modeling
6. Parts with extrudes, sweeps and lofts
7. Assemblies with mates and limits
8. Drawings with orthographic and pictorial views
9. Dimensioning, annotation and tolerancing
10. Graphic Standards

IV. Methods of Instruction
A. Lecture
B. Collaborative Group Work
C. Class Activities
D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
E. Demonstrations
F. Multimedia Presentations

V. Methods of Evaluation
A. Exams/Tests
B. Quizzes
C. Projects
D. Homework
E. Class participation

VI. Examples of Assignments
A. Reading Assignments
   1. Please read the chapter on the History of Engineering Graphics. Be prepared to discuss at our next scheduled class.
   2. Please read the preface and introduction to the ANSI Y14.5 standard provided by the instructor. Be ready to discuss at our next scheduled class.

B. Writing Assignments
   1. After reading the preface and introduction to the ANSI Y14.5 standard, please summarize in your own words the scope of application of the standard to engineering graphics and submit to instructor when complete.
   2. After reading the chapter on the History of Engineering Graphics, please complete the questions in the study guide and submit to the instructor.

C. Out-of-Class Assignments
   1. Outside of class, go to YouTube on the web and search the terms "engineering graphics and solidworks" exactly as in the quotes. Find the video entitled: "Create an exploded view with SolidWorks 2011" and watch video. Answer the following question: "How does an exploded view apply to the assembly development process?". Submit written answers to instructor at next class.
   2. Please complete the study guide exercises outside of class and be prepared to review your results in groups at the next class.
Course Materials:
The course instructor will provide all necessary personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share. However, if a student wishes to they may purchase their own personal equipment at their own expense and store it in their locker.

Shop Fees:
Students will be financially responsible for the costs of extra projects built in the shop. Before any projects are built, a detailed plan, bill of materials, and funds, must be submitted to the instructor/office staff. Also students will be responsible for their locker equipment which includes a welding hood, welding jacket, and gloves, please see page 9 for a detailed list. There locker will be checked out to them just like a school book. Please see page 10 detailing the computer for SolidWorks use. There computer will be checked out to them just like a school book.

Supervised Agricultural Experience Project (SAEP):
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

Attendance
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

FFA Participation
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is responsible for attending at least two (2) activities a quarter, that’s four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

Basic Expectations:

1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don’t know something.....ASK ME!!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation is the key to success in all agriculture courses as well as life.
8. You must keep an organized section of your binder with most current information first.
9. Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Submit at least one (1) project to the fair.
13. Complete all assignments in a timely manner and to the best of your ability.
14. Greet any and all visitors with a firm hand shake and a respectful greeting.
15. Keep yourself and others safe by informing the instructor of any unsafe situation.
16. No hats are worn in class.
17. No food or drink is allowed in class.
18. Foul Language will NOT be tolerated.
19. The instructor releases the class, not the bell.
20. Abide by all School & Class rules.

**Grading:**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>90-100% A</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
<td>80-89% B</td>
</tr>
<tr>
<td>Labs &amp; Projects</td>
<td>20%</td>
<td>70-79% C</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
<td>60-69% D</td>
</tr>
<tr>
<td>SAE / Record Book</td>
<td>10%</td>
<td>0-59% F</td>
</tr>
<tr>
<td>FFA Activities</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Course Grading and Evaluation**

Evaluation will be based on the **Quality** and **Craftsmanship** of work completed, as well as **Attitude** and **Work Ethic** of the student, good **Safety** practices.

**Late Work Accepted:** Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time.

**Expectations for Students**

An effective education is vigorous, demanding, deeply satisfying and requires behavior conductive to achieving excellence. High School is a fundamental asset in building a student's character, citizenship, and employment future.

- **Horseplay/Pranking:** The act of causing unsafe, hazardous, and potentially deadly environments, and situations in a school related setting, (example: Ag Shop, Lab areas, etc...) is strictly forbidden. The health and safety of students is paramount and the jeopardizing of student safety will not be tolerated. Horseplay and disregard for safety protocols and equipment can be used as grounds for removal of the student from the course and future courses taught by the instructor.

- **Tobacco:** The possession and or the use of Tobacco related products by minors is illegal under CA. Penal Code 308 and can be punishable by law with monetary fines and hours of community service. In addition, the possession and/or use of tobacco products can result in harsh discipline actions by school administrators and can be used as grounds for removal of the student from the course or the school site (expulsion). California Health and Safety Code 104420 prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles by anyone, regardless of age.

- **Disruptive Behavior & Defiance:** This course is based in the agriculture industry and as such we will use tools and resources that could be potentially dangerous if students disregard safety protocols, or instructor verbal and written instructions. Since these instructions and protocols are designed to maximize safety and effective learning, those individuals who disregard said instructions or otherwise engage in behavior that can result in an unsafe situation, may be permanently removed from the course and any other lab/shop courses taught be the instructor.

- **Cheating & Plagiarism:** Plagiarism occurs when a student uses someone else's literary works, ideas, or other materials without acknowledging or properly citing its source. 
  Example: Power point projects, written assignments, research project, etc.

- **Tardies:** Upon being tardy for a third time in a quarter, a student will be assigned “quality time” for that tardy. A fourth tardy or beyond will result in referral to the office.
• **Textbook and Tool ID Booklet:** Students will have online access to the textbook Agriculture Mechanics Fundamentals and Applications 7th Edition as well as an in class copy. The in class copies are **NOT** to leave the classroom unless checked out with me. Each student will also have a tool ID booklet. This booklet will be used throughout the year as an interactive tool for the compression of common tools within the industry. Each student will get ONE copy of the booklet. If they lose their first copy, the next copy will be $5. There will be 6 color copies available only for in classroom use. The Tool ID Booklet can be left in the filing cabinet drawer assigned to their specific class to decrease the risk of losing their booklet except if they need to study; it should be taken home to study.

• **Binders:** Each student will be required to keep a section of their operation organization binder for this class. The section must contain all class notes, writing assignments, grade sheet, projects, current time card, syllabus and FFA calendar. Binders will be graded for organization and content at random throughout the year.

• **Planners:** All students will be expected to maintain the planner provided by the school. Each day students will note any homework and upcoming assignments. Please use this planner as a communication tool to be aware of what students are doing in class.

• **Behavioral Standards:** All students are expected to adhere to the behavioral standards. These standards are as follows: Be Respectful, Be Prepared, Follow Directions. Those individuals not meeting these standards will be assigned to extra "quality time" (detention) that will be served at lunch on the preceding Tuesday or Thursday. Gross breaches of conduct will be referred to the Administration. Positive behavior will result in enrichment time earned for the class.

• **Passes:** Each student will be given two bathroom passes per quarter. If a student uses his/her bathroom passes, permission to use the bathroom will be given at the cost of 30 minutes of out-of-class time. Unused passes may be turned in at the end of the quarter for extra credit.

**Communication:** Communication between home and school is very important! You can stay in communication in any of the variety of ways:

- For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.
- Sign up for reminder text messaging via Remind 101. This allows me to send reminder text messages to you without exchanging personal information. Instructions are on a separate sheet.

<table>
<thead>
<tr>
<th>Daily Class Protocol/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Shop Rules Apply at ALL TIMES.</td>
</tr>
<tr>
<td><strong>2.</strong> Collect your folder from the storage area and take your seat quickly and quietly.</td>
</tr>
<tr>
<td><strong>3.</strong> Open your binder to the daily warm-up sheet, copy and complete the warm-up task.</td>
</tr>
<tr>
<td><strong>4.</strong> While working be aware of teacher taking role. No talking to neighbors.</td>
</tr>
<tr>
<td><strong>5.</strong> Participate in warm-up task discussion.</td>
</tr>
<tr>
<td><strong>6.</strong> Transition to lecture notes, presentation, guest speakers, lab/shop assignments.</td>
</tr>
<tr>
<td><strong>7.</strong> Work efficiently, respectfully, and safely.</td>
</tr>
<tr>
<td><strong>8.</strong> At end of period, clean your work areas, replace all tools and materials appropriately.</td>
</tr>
<tr>
<td><strong>9.</strong> Help others clean their areas if they need help doing so.</td>
</tr>
</tbody>
</table>
10. Sweep the shop and use dustpans to pick up debris and place in waste bins.
11. Store PPE, wash up.
12. When directed return to classroom, and fill out timecard prompt for the day.
13. Replace your binder neatly in storage area when directed and return to seat.
14. Participate in wrap up discussion with instructor.
15. Wait for instructor dismissal. The bell does not dictate the class the instructor does.

### Agriculture Mechanics Fundamental Rules

**BE SAFE!**
- ALWAYS Wear your personal protective equipment (PPE).
- Operate equipment safely, follow all safety and operation rules.
- Be aware of your surroundings, and keep other students safe at all times.
- Horseplay will not be tolerated in any fashion.
- Ask for help if you are unsure or just need a hand, we are here to help you.
- Help other classmates when needed, to keep them safe.
- Report any hazards or injuries immediately to the instructor.
- If you are unsure of a situation, of operation procedures, or need clarification of any matter, always ask the instructor.

**BE RESPECTFUL!**
- Show respect for yourself, your peers, your instructors, and the shop and class environments.
- Remove your hat while in class.
- Introduce yourself politely to visitors to our class with a firm handshake and heartfelt welcome.
- No Eating or drinking in class or shop areas.
- No cussing, spitting, dishonesty, phones, mp3 players, theft, use of tobacco, racism, or vandalism will be tolerated.
- Set an example for others to aspire towards.

**BE RESPONSIBLE!**
- Come to school prepared, Pen/Pencil & Paper.
- Make decisions that will keep yourself and those around you safe and secure.
- Complete the tasks and projects you are charged with to the best of your ability.
- Report broken tools and equipment immediately to the instructor.
- Be sure to leave your work area in a state better than which you found it.
Student Name: ___________________________  First Name  ___________________________

Last Name, ___________________________

It is my goal to offer the most rigorous and engaging education in any agriculture science course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,

Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

Parent Name  ___________________________

Parent Signature  ___________________________

X

Mother/ Guardian Name: ___________________________

Student Name  ___________________________

Student Signature  ___________________________

X

Father/ Guardian Name: ___________________________

Home Phone: ___________________________

Home Phone: ___________________________

Cell Phone: ___________________________

Cell Phone: ___________________________

Work Phone: ___________________________

Work Phone: ___________________________

Resides with student: Yes / No  ___________________________

Resides with student: Yes / No  ___________________________

Please see back side of this page.
I am now offering an email list that will have important information related to your student's courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month's activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: ________________________________

I have a website with information related to your student's course that can be found at http://mstegall8.wixsite.com/stegall
Ag Mechanics Locker Supplies

You are privileged to be selected to use a locker that has a welding hood, gloves, apron, glasses, and jacket for you to use during this class. It is now your responsibility to care for those items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition minus the normal wear and tear of use you will not be charged for these items. If you choose to supply your own shop supplies you can put them in an Ag shop locker but the high school is NOT responsible for lost, stolen, or damaged items while at the school. If you make sure to store your items in your locker at the end of each class period they are in a safe area.

<table>
<thead>
<tr>
<th>Item in your locker</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Hood</td>
<td>$86.17</td>
</tr>
<tr>
<td>Welding Gloves</td>
<td>$6.53</td>
</tr>
<tr>
<td>Safety Glasses</td>
<td>$1.34</td>
</tr>
<tr>
<td>Welding Jacket</td>
<td>$22.05</td>
</tr>
<tr>
<td>Welding Apron</td>
<td>$27.15</td>
</tr>
</tbody>
</table>

Total Cost $143.24

Student Name: ____________________________

Student Signature: ____________________________ Date: _________

Parent Name: ____________________________

Parent Signature: ____________________________ Date: _________

Student Assigned Locker Number: _________
AG COMPUTERS SUPPLIES

You are privileged to be selected to use a SolidWorks computer for you to utilize during this class. It is now your responsibility to care for these items. As your instructor I have checked these items to be in working condition at the start of each semester. If I find that any of the above items are NOT in working order while you are assigned to them it will be YOUR responsibility to pay for any damage to those items. If you cannot pay for those items it will be charged to your school account and must be paid back before you get your diploma, or transfer schools. If you make it through the year and they are in the same condition you will not be charged for these items. If you choose to supply your own computer with SolidWorks on it (software must be purchased for your own computer, the school will not supply it) the high school is NOT responsible for lost, stolen, or damage to personal items while at the school.

<table>
<thead>
<tr>
<th>Item</th>
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<tr>
<td>SolidWorks Computer</td>
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<tr>
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<tr>
<td>Case</td>
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<td><strong>$1462.14</strong></td>
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Student Name: ____________________________

Student Signature: ____________________________ Date: ____________

Parent Name: ____________________________

Parent Signature: ____________________________ Date: ____________

Student Assigned Computer Number: ________
ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 4

CREDIT-BY-EXAM
1. All of the following are the advantages of using CAD systems to create engineering drawings except:
   A. Faster and more accurate geometric constructions
   B. Engineering Drawings created by CAD systems can be re-used and modified faster.
   C. CAD drawings can be easily transferred through internet. Large number of CAD drawings can be easily moved, from one location to another, by using portable storage devices.
   D. Trainings are required to implement using the CAD systems, which may require additional time and money.

2. What is the default AutoCAD filename extension?
   A. DWG
   B. ISO
   C. BMP
   D. BAK

3. T – F: The GRID and SNAP options can be used to provide a visual reference as to the size of objects and to restrict the movement of the cursor to a set increment on the screen.

4. One of the following is NOT a coordinate entry methods in AutoCAD:
   A. Absolute coordinates
   B. Indirect coordinates
   C. Relative coordinates
   D. Polar coordinates

5. T – F: When using the Line command, the close option allows us to quickly create a line-segment connecting back to the starting point.

6. T – F: The DEL key is used to quickly cancel a command?

7. T – F: When the Pan command is used, do the graphic space coordinates of an object or objects change?

8. T – F: The Center Ellipse command can be used to position the center of the ellipse to a specific location.

9. T – F: Using 3 points arc draws an arc using three specified points on the arc's circumference. The first point is the start point. The third point is the endpoint. The second point is a point on the circumference of the arc.

10. One of the following is NOT an option on the AutoCAD Object Snap toolbar:
    A. Snap to Endpoint
    B. Snap to Tangent
    C. Snap to Circle
    D. Snap to Center
11. Which AutoCAD command can we use to remove a portion of an existing entity?
   A. TRIM
   B. EXTEND
   C. OFFSET
   D. STRETCH

12. T – F: When using AutoCAD Polygon command, inscribed in circle polygon command specifies the radius of a circle on which all vertices of the polygon lie.

13. Create the following triangle and choose the correct length from the following list (dims in inches):
   A. Length = 5.959
   B. Length = 3.141
   C. Length = 4.445
   D. Length = 5.315

14. Create the following triangle and choose the correct angle from the following list (dims in inches):
   A. Angle = 41°
   B. Angle = 51°
   C. Angle = 17°
   D. Angle = 33°
15. Create the following drawing; line $AB$ is tangent to both circles and choose the correct length of the line from the list below. (Dimensions are in inches.)
A. Length = 3.873
B. Length = 3.994
C. Length = 3.225
D. Length = 3.470

16. Create the following drawing; line $AB$ is tangent to both circles and choose the correct angle of the line from the list below. (Dimensions are in inches.)
A. Angle = 41 degrees
B. Angle = 47 degrees
C. Angle = 14 degrees
D. Angle = 19 degrees
17. T or F: Layers we can set up in AutoCAD are limited to 256.

18. There are _____ faces to a cube.
   A. 4
   B. 6
   C. 7
   D. 10

19. When producing an orthographic projection of an object, construction lines are projected from view to view and are translated from top to side views by way of a __________ line.
   A. Dead line
   B. Miter line
   C. Zip line
   D. Visible line

20. UNITS can be accessed in AutoCAD by all of the following ways, except:
   A. Command line entry
   B. Format menu tab
   C. Drawing Utilities at the application menu
   D. Modify menu tab

21. To load linetypes in AutoCAD, the following sequence of choices and commands are made:
   A. Modify, Lengthen, Line
   B. Format, Linetype, Load
   C. Format, Lineweights, Units
   D. Manage ribbon, User Interface

22. T – F: Dynamic Input is a tool allowing coordinate entry directly in the graphic area

23. T – F: The GRID function can be turned on or off in the graphic area by depressing F9

24. A POLYLINE can be initiated by only ONE of the following ways:
   A. Command line entry PLINE
   B. Format, Linetype
   C. Modify, Explode
   D. Insert ribbon, Import

25. To create a new text style, the following sequence is completed:
   A. Insert ribbon, insert
   B. Format menu, Text Style, New
   C. Drawing utilities, Drafting settings
   D. Annotate ribbon, Text
26. All of the following are advantages of Object Snap and Object Track EXCEPT:
A. Symbols: Automatically displays the Object Snap type at the object snap location
B. Dynamic: Coordinate data entry direct in the graphics window
C. Tooltips: Automatically displays the Object Snap type below the cursor.
D. Magnet: Locks the cursor onto a snap point when the cursor is near the point

27. T – F: In isometric projections, the direction of viewing is such that the three axes of space appear equally foreshortened, and therefore the angles between the axes are equal.

28. Center lines extend ______ outside a hole or feature.
A. 1/2"
B. 1/8"
C. 1/4"
D. 5/8"
E. 0"

29. There is a customary gap between object and extension line of ______.
A. 1/8"
B. 3/8"
C. 1/2"
D. 1/16"

30. The two basic methods of transferring an electronic CAD drawing to paper are
A. Printing and voice recognition
B. Printing and plotting
C. Printing and digitizing
D. All of the above

31. T – F: The triangle is the basis for the study of trigonometry.

32. The parts of a circle do NOT include a
A. Quadrant.
B. Sector.
C. Torus.
D. Chord.

33. In a three-view orthographic projection drawing, the right side and top view always "line up" with the _______ view.
A. Back view
B. Left side view
C. Bottom view
D. Front view
34. Shapes or entities that are invisible on any given view are shown by what type of line?  
A. Center line  
B. Leader line  
C. Break line  
D. Hidden line

35. When a visible line coincides with a hidden line or a center line, which line should be shown?  
A. Leader line  
B. Section line  
C. Visible object line  
D. Hidden line

36. T – F: Dimensions should be placed only on the view that shows the measurement in its true length.

37. T – F: Center lines are also used to indicate the symmetry of shapes, and frequently eliminate the need for a positioning dimension.

38. T – F: It is acceptable to extend center line between views.

39. Using AutoCAD as a reference, review the two options below and choose the most appropriate choice you would use to quickly create a 2-inch line attached to a 2-inch circle, as shown in the below figure.

A-Method  
1. Setup the Grid and Snap increments to 1-inch intervals.  
2. Create the 2-inch circle with the circle command.  
3. Create a line by placing the first endpoint directly below the center point and use the polar coordinate input method to create the 2-inch line.

B-Method  
1. Create the 2-inch circle with the circle command.  
2. Activate the Line command.  
3. Create a line by placing the first endpoint at the lower Quadrant point of the circle.  
4. Use the relative coordinate input method to create the 2-inch line.
40. The __________ command not only provides the detailed information about geometric objects, modifications can also be done very quickly.
   A. Properties  
   B. Time  
   C. Drafting settings  
   D. User interface  
   E. None of the above

41. The top view of an orthographic projection drawing shows the __________ and __________ dimensions.
   A. Height and depth  
   B. Width and depth  
   C. Front and side  
   D. East and west  
   E. None of the above

42. Which of the following is NOT the proper way to set up a three-view drawing?
   A. The left-side view is directly to the left of the front view  
   B. Shading should be used to give the object a three-dimensional appearance.  
   C. The right-side and top views must "line up" with the front view.  
   D. Never draw views in reversed positions.

43. Computer-aided drafting (CAD) makes drawing views easier because
   A. the object does not have to be measured  
   B. hidden lines and center lines are drawn automatically  
   C. no drafting skills are necessary  
   D. Corrections are not necessary

44. T – F: Units for LENGTH can be changed to metric from architectural.

45. T – F: To use the TRIM command you have to select the objects you wish to trim FIRST then select the boundary to trim to.

46. There are a variety of ways to make the appearance of a wall in AutoCAD. From the list below, choose a method or command that is NOT a typical way to create a wall:
   A. OFFSET  
   B. MULTILINE  
   C. LINE  
   D. POLYLINE  
   E. POLYGON

47. In AutoCAD, another term for projection line is:
   A. Multiline  
   B. Polyline  
   C. Construction line  
   D. Ray
48. A block in AutoCAD is something created to:
   A. Save for use in other projects
   B. Save for use multiple times in the same project or drawing
   C. Save for use and allow block to be placed at different scales and angles of insertion
   D. All of the above

49. Dimensions can be placed in a variety of ways in AutoCAD however before dimensions are placed you should:
   A. Use the defpoints layer to set up dimensions
   B. Create a layer for dimensions and use Format, Dimension Style to create a properly formatted dimension style
   C. Use the zero layer for dimensions always
   D. Always use feet and inches for dimensions

50. To align a line and a curve at a single point along the curve, you should:
   A. Snap to midpoint
   B. Snap to intersection
   C. Snap to tangent
   D. Turn off snap and grid
   E. None of the above
Butte College DFT-12 Question Bank for Summative Credit Examination
Revision 1.0 4/25/2011

Answer Key
1. D  39. A
2. A  40. A
3. T  41. B
4. B  42. B
5. T  43. B
6. F  44. F
7. F  45. F
8. T  46. E
9. T  47. C
10. C  48. D
11. A  49. B
12. T  50. C
13. D
14. A
15. A
16. C
17. F
18. B
19. B
20. D
21. B
22. T
23. F
24. A
25. B
26. B
27. T
28. C
29. D
30. B
31. T
32. C
33. D
34. D
35. C
36. T
37. T
38. F
Dual Enrollment & High School Articulation Program
2017-18 Request for Course Approval

High School Course Info:

Please check one: Dual Enrollment [ ] Articulation [ ] Have you offered this course in the past? (please select one) Yes [ ] No [ ]

High School: Los Molinos High School
District: Los Molinos Unified School District

Instructor: Melissa Stegall
Email: mstegall@lmusd.net

Instructor's Subject(s): Master's: Bachelor's: Ag Ed AA: Animal Science, Ag Mechanics, Ag Science

High School Course Title: Ag Economics
Credits: 5

Class Period(s) to be Taught: 7th
Time(s): 2:25-3:15

(i.e., 1st, 2nd, 3rd, or if unknown please write TBD)
(i.e., 9:00 - 9:50, 10:00 - 11:00, 11:50 - 12:45; or if unknown please write TBD)

Number of class hours required by Shasta College to run this course (note: look up in the Shasta College catalog): Lecture: 54 Lab:

When do you plan to teach these hours during the academic year? [] Fall [] Spring [] Year-long OR Specify Dates:

Textbook to be used: Principles of Agricultural Economics
Author: P. Barkley & P. Barkley
Year: 2016 Edition: 2nd
ISBN: 978-1-138-91408

College Course Info:

College Course: AGAB 54 Title: Agriculture Economics
Units: 3

Corresponding Shasta College Faculty, if applicable:

Please attach the proposed course syllabus and description to this request form. Use the template provided.

~ For Articulation requests, include your proposed final exam.
~ For Dual Enrollment requests, if you are new to the program, include your Shasta College Application, resume and transcripts.

Please note that all Dual Enrollment and Articulation courses must make progress toward a Shasta College degree or certificate.

Required Signatures:

High School Approvals (needed prior to submission)

Shasta College Approvals (will be obtained by the Shasta College Dual Enrollment Office)


Email request to lkohne@shastacollege.edu OR mail to Shasta College Dual Enrollment, P.O. Box 496006, Redding, CA 96049
Los Molinos High School/Shasta College (Dual Enrollment)
Ag Economics/Agriculture Economics Syllabus
Spring 2018

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>AGAB 54</th>
<th>Instructor:</th>
<th>Melissa Stegall</th>
</tr>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Agriculture Economics</td>
<td>Instructor</td>
<td>530-384-7900</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone:</td>
<td>ex 2022</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>5</td>
<td>Instructor Email: <a href="mailto:mstegall@lmusd.net">mstegall@lmusd.net</a></td>
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</tr>
<tr>
<td>Days/Times:</td>
<td>M-F 2:25-3:15</td>
<td>Office Hours: 3:30-4:30 T &amp; Th</td>
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</tr>
<tr>
<td>Division:</td>
<td>Ag - Agriculture Business</td>
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</table>

Advisory:
This is a dual enrolled course that allows students to earn both high school and college credits. Students are expected to be prepared for college level coursework.

College Catalog Course Description:
An introduction to economic and business principles as they relate to resource management. The focus of the course will be to relate economic theories and principles to applied agribusiness and resource management problem solving. Student involvement in practical marketing, financing, promotions, business analysis, retailing, or some other practical economic problem will be required.

Course Objectives:
Upon successful completion of the course the student will be able to:
1. Explain the role of agriculture business in California, U.S., and world economics.
2. Explain how varying demand and supply conditions formulate agriculture prices of commodities.
3. Explain how budget, taste, preference and utility affect demand.
4. Determine concepts of agriculture marketing, finance and agriculture policy, and how they relate to an individual producer.
5. Explain the role of human and natural resources in agriculture economic performance, growth, and development.
6. Explain the concepts of sustainability as it pertains to agriculture; making socially, environmentally and economically sound decisions.

Student Learning Outcomes:
1. Economics of Food: Upon successful completion of the course, the student should be able to use these economic concepts to answer questions that producers and consumers of food and fiber products regularly face.
2. Marketing Proposal: Student will complete an agriculture marketing proposal and orally present the proposal.
Course Content:
1. Scope of Agriculture Business
   A. Farm and food systems – overview of California, U.S., and global agriculture
   B. Impact of agri-business on society
   C. World food needs
   D. Distribution challenges
   E. Concepts of sustainable agriculture
2. Price Discovery in a Free Enterprise System
   A. Demand determination
   B. Modifying demand
   C. Demand elasticity
   D. Supply defined
   E. Factors effective supply
   F. Price discovery
3. Consumer Demand Theory
   A. Utility
   B. Tastes and preferences
   C. Budget lines and prices
   D. Demand
   E. Demand shifters
   F. Elasticity
4. Producer Decision-Making
   A. Resources
      1. Land
      2. Labor
      3. Capital
      4. Management
   B. Physical Relationships
      1. Constant returns
      2. Law of diminishing returns
      3. Marginal and average physical product
   C. Value Relationships
      1. Price change
      2. Demand for resources
      3. Product value
5. Production Costs and Supply
   A. Opportunity Costs and Supply
   B. Supply Curve-Changes in Market Supply, Elasticity of Supply
   C. Price Determination

Grading Policies:
Assignments 20%  Presentations 20%
Tests and Quizzes 20%  SAE / Record Book 10%
Labs & Projects 20%  FFA Activities 10%
90-100%  A
80-89%   B
70-79%   C
60-69%   D
0-59%    F

Late Work Accepted: Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time.

Cell phones: I do not want to see cell phones out during class unless it is for an assignment. If it is being misused during class time I will take if for a determined amount of time.

Tardies: Students are to be in there seat when the bell rings ready to work if they are not they will be assigned lunch detention with me the following Tuesday or Thursday after the tardy has been issued.

Attendance: Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

Class Participation: Students are expected to be an active part of the classroom environment. There will be random assignments that are based upon this participation.

Instructor Contact: For specific questions, do not hesitate to email mstegall@imusd.net or call 384-7900.

College Policies:
Students may drop a class and have no notation on their transcripts through the fourth week of a full-term class, or 30% of a short term class. IT IS THE STUDENT’S RESPONSIBILITY TO DROP CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by mail. Students can drop a class in person at Admissions and Records or Extended Education sites, or online through MyShasta. If a student intends to drop a class and stops attending but fails to file the necessary forms, a failing letter grade may be assigned by the instructor. Students may be dropped by the instructor based on excessive absences from a class so long as the instructor has announced attendance criteria.

Academic dishonesty is the fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior intended to gain or provide unearned academic advantage by fraudulent and/or deceptive means.
The student has the full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the
consequences of that rule. Students unclear about a specific situation should ask their instructors, who will explain what is and is not acceptable in their classes. Violation of this policy will result in appropriate disciplinary action. Specific examples of academic dishonesty include but are not limited to:

Taking Information

a. Copying graded homework assignments from another student.
b. Working together on a take-home test or homework when not specifically permitted by the instructor.
c. Looking at another student’s paper during an examination.
d. Looking at text or notes during an examination when not specifically permitted by the instructor.
e. Accessing another student’s computer and using his/her data as one’s own.

Providing Information

a. Giving one’s work to another to be copied or used in an oral presentation.
b. Giving answers to another student during an examination.
c. After taking an examination, informing a student enrolled in a later course section of questions that appear on the examination.
d. Providing a term paper to another student.
e. Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism

a. Failing to give credit for ideas, statement of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.
b. Submitting a paper acquired from a “research” or term paper service.
c. Copying another person’s assignment and handing it in as one’s own.
d. Giving a speech or oral presentation written by another and claiming it as one’s own work.
e. Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
f. Presenting another’s computer data as one’s own.

Other Academic Dishonesty

a. Planning with one or more fellow students to commit any form of academic dishonesty together.
b. Having another student take one’s examination or do one’s computer data or lab experiment.
c. Lying to an instructor to increase a grade.
d. Submitting papers or speeches that are substantially the same for credit in two different courses without prior approval of the instructors involved.
e. Altering a graded work after it has been returned, then submitting the work for re-grading unless specifically allowed by the instructor.
f. Removing tests from the classroom without the approval of the instructor, or stealing tests.
g. Copying computer software from a floppy disk or a hard drive unless specifically allowed by the instructor.

The Standards of Conduct are set forth in BP 5500 and apply to conduct that relates to District activity or District attendance, including conduct that occurs while at District campuses or facilities, or at District sponsored activities, including before classes begin, after classes end, during the academic year, and during periods between terms of actual enrollment. The Standards of Conduct shall apply even if the student withdraws from school while a disciplinary matter is pending.

Shasta College offers students with disabilities numerous services including counseling and academic advisement, testing for learning disabilities, readers, note providers, e-texts, audio format texts, in class interpreting for students who are deaf or hard-of-hearing, designated parking areas, special equipment, assistive technology, test facilitation, etc. These services, accessed by referral from the DSPS Counselor or Learning Disabilities Specialist, are available to students attending either the main Shasta College campus or the extended education locations throughout the District. The DSPS Counselor and Learning Disability Specialist work with students to evaluate their educational needs and to plan and prescribe suitable programs and services. A specially equipped assistive technology computer lab, located in Room 2004, is available for qualifying students with disabilities. Special classes are provided through Adaptive Education curriculum (ADAP). For more information on the various programs and services available through DSPS, call (530) 242-7790 or stop by our office located in the Student Center, Room 2005.

DSPS also offers a College to Career (C2C) program which provides vocational training to students with Intellectual Disabilities. College to Career is a three-year program leading to competitive, integrated employment. More information can be found at the DSPS website (www.shastacollege.edu/dsp) or in room 2006 on the Shasta College Main Campus.

Service Area Outcome
1. Counselors will develop an Education Contract specifying academic and vocational goals, steps to completing those goals, and relevant services appropriate to their strengths and limitations.

Student Support Learning Outcomes
1. Students will identify individual educational limitations and successfully access appropriate disability accommodations. 2. Students will utilize appropriate disability management strategies

Textbooks and Materials:
2. Pencil/Pen
3. Paper
4. Computer

**Tentative Class Schedule:**
Class will meet on a daily basis that school is in session from 11:05-11:55

*The Shasta-Tehama Trinity Joint Community College District ("Shasta College") does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.*
Dual Enrollment & High School Articulation Program 2017-18 Request for Course Approval

High School Course Info:
Please check ONE: Dual Enrollment □ Articulation □ Have you offered this course in the past? (please select one) □ Yes □ No
High School: Los Molinos High School District: Los Molinos Unified School District
Instructor: Melissa Stegall Email: mstegall@lmusd.net
Instructor's Subject(s): Master's: Bachelor's: Ag Ed AA: Animal Science, Ag Mechanics, Ag Science
High School Course Title: Animal Science Credits: 5
Class Period(s) to be Taught: 5th Time(s): 12:35-1:25 (i.e. 2, 4, or unknown please write TBD)
Number of class hours required by Shasta College to run this course (note: look up in the Shasta College catalog): Lecture: 36 Lab: 54
When do you plan to teach these hours during the academic year? □ Fall □ Spring □ Year-long □ Specify Dates:
Textbook to be used: Scientific Farm Animal Production: An Introduction
Author: T. Field & R. Taylor Year: 2016 Edition: 11th

College Course Info:
College Course: AGAS 19 Title: Principles of Animal Science (i.e. BUAD 10) (i.e. Introduction to Business)
Units: 3
Corresponding Shasta College Faculty, if applicable:

Please attach the proposed course syllabus and description to this request form. Use the template provided.
- For Articulation requests, include your proposed final exam.
- For Dual Enrollment requests, if you are new to the program, include your Shasta College Application, resume and transcripts.
Please note that all Dual Enrollment and Articulation courses must make progress toward a Shasta College degree or certificate.

Required Signatures:
High School Approvals (needed prior to submission)

Shasta College Approvals (will be obtained by the Shasta College Dual Enrollment Office)

Email request to lkoen@shastacollege.edu OR mail to Shasta College Dual Enrollment, P.O. Box 496006, Redding, CA 96049
Los Molinos High School/Shasta College (Dual Enrollment)
Animal Science/Principles of Animal Science Syllabus
Fall 2017

<table>
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<tr>
<th>Course Number:</th>
<th>AGAS 19</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Principles of Animal Science</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Melissa Stegall</td>
</tr>
<tr>
<td>Phone:</td>
<td>530-384-7900</td>
</tr>
<tr>
<td>Instructor Email:</td>
<td><a href="mailto:mstegall@lmusd.net">mstegall@lmusd.net</a></td>
</tr>
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<td>Credit Hours:</td>
<td>5</td>
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<td>Days/Times:</td>
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<td>Office Hours:</td>
<td>3:30-4:30 T-Th</td>
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<tr>
<td>Division:</td>
<td>Ag – Animal Science</td>
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</tbody>
</table>

Advisory:
This is a dual enrolled course that allows students to earn both high school and college credits. Students are expected to be prepared for college level coursework.

**College Catalog Course Description:**
An introduction to the principles of animal science presented in terms of an animal’s biological cycle of production. Topics will include basic nutrition, genetics, reproduction, and animal health relating to domestic farm animals. In addition to investigating modern production practices, the impact of animal agriculture upon mankind and the environment will also be considered. The weekly lab session will be devoted to investigating the basic management practices associated with each livestock species.

**Course Objectives:**
Upon successful completion of the course the student will be able to:
1. Investigate non-traditional livestock production.
2. Distinguish between the major breeds and categories of farm livestock.
3. Evaluate the basic genetic principles used to create superior and more productive farm animals.
4. Explain the concepts of animal nutrition and its importance to animal health and profitable animal production.
5. Investigate the basic management practices such as parturition, artificial breeding, feed ration formulations, and animal health practices, which occur in any production facility.
6. Explain the importance of “sustainability” in modern animal production, making socially, economically and environmentally sound decisions.
7. Analyze the impact that government agencies and consumer groups have upon animal agriculture.
8. Explain how domestic animals can enhance ecosystems.
9. Analyze proper biological planning and grazing practices.
Student Learning Outcomes:
1. Animal Vaccines: Given a specific medication/vaccine to administer, the student should be able to demonstrate the proper technique of vaccinating livestock both subcutaneous and intramuscular.
2. Breeds of Livestock: Given a specific breed of livestock, the students should be able to develop a written response which includes the history, origin, physical and genetic characteristics.
3. Conventional vs. Sustainable: Given an a comparison between conventional and sustainable livestock husbandry practices, a student will apply knowledge of the two systems in a pros and cons response.
4. Farm Animal Reproduction: Given a reproductive tract of a farm animal species, the student should be able to identify and describe the various functions in a written response.
5. Species and Production of Livestock: Given a list of terms related to livestock production, the student should be able to identify the various types of livestock species and production methods.

Course Content:
1. Animals and man, breeds of livestock
2. Breeds and their purpose, introduction to genetics
3. Genetics/animal selection
4. Production records and animal improvement
5. Animal growth: basic production cycle
6. Physiology of reproduction in farm animals / A.I.
7. Physiology of lactation and egg laying
8. Principles of nutrition
   A. Digestive physiology comparison
   B. Basic nutrients
   C. Nutritional deficiencies in California
9. Animal health practices
10. Investigation of sustainable production practices
11. Government programs and their effects
12. Consumer activism and their effects
13. Research areas in animal science
14. Animal impact on ecosystems
15. Low-stress livestock handling principles

Grading Policies:
- Assignments: 20% 90-100% A
- Tests and Quizzes: 20% 80-89% B
- Labs & Projects: 20% 70-79% C
- Presentations: 20% 60-69% D
- SAE / Record Book: 10% 0-59% F
- FFA Activities: 10%
Classroom Policies:
Late Work Accepted: Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time.

Cell phones: I do not want to see cell phones out during class unless it is for an assignment. If it is being misused during class time I will take if for a determined amount of time.

Tardies: Students are to be in their seat when the bell rings ready to work if they are not they will be assigned lunch detention with me the following Tuesday or Thursday after the tardy has been issued.

Attendance: Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade.

Class Participation: Students are expected to be an active part of the classroom environment. There will be random assignments that are based upon this participation.

Labs: This is a lab class; students will have the opportunity to work in the lab as long as they follow all the rules. Labs can be in the classroom, out at the school farm, or offsite.

Instructor Contact: For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.

College Policies:
Students may drop a class and have no notation on their transcripts through the fourth week of a full-term class, or 30% of a short term class. IT IS THE STUDENT’S RESPONSIBILITY TO DROP CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by mail. Students can drop a class in person at Admissions and Records or Extended Education sites, or online through MyShasta. If a student intends to drop a class and stops attending but fails to file the necessary forms, a failing letter grade may be assigned by the instructor. Students may be dropped by the instructor based on excessive absences from a class so long as the instructor has announced attendance criteria.

Academic dishonesty is the fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior intended to gain or provide unearned academic advantage by fraudulent and/or deceptive means. The student has the full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the
consequences of that rule. Students unclear about a specific situation should ask their instructors, who will explain what is and is not acceptable in their classes. Violation of this policy will result in appropriate disciplinary action. Specific examples of academic dishonesty include but are not limited to:

Taking Information
a. Copying graded homework assignments from another student.
b. Working together on a take-home test or homework when not specifically permitted by the instructor.
c. Looking at another student’s paper during an examination.
d. Looking at text or notes during an examination when not specifically permitted by the instructor.
e. Accessing another student’s computer and using his/her data as one’s own.

Providing Information
a. Giving one’s work to another to be copied or used in an oral presentation.
b. Giving answers to another student during an examination.
c. After taking an examination, informing a student enrolled in a later course section of questions that appear on the examination.
d. Providing a term paper to another student.
e. Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism
a. Failing to give credit for ideas, statement of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.
b. Submitting a paper acquired from a “research” or term paper service.
c. Copying another person’s assignment and handing it in as one’s own.
d. Giving a speech or oral presentation written by another and claiming it as one’s own work.
e. Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
f. Presenting another’s computer data as one’s own.

Other Academic Dishonesty
a. Planning with one or more fellow students to commit any form of academic dishonesty together.
b. Having another student take one’s examination or do one’s computer data or lab experiment.
c. Lying to an instructor to increase a grade.
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e. Altering a graded work after it has been returned, then submitting the work for re-grading unless specifically allowed by the instructor.
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Service Area Outcome
1. Counselors will develop an Education Contract specifying academic and vocational goals, steps to completing those goals, and relevant services appropriate to their strengths and limitations.

Student Support Learning Outcomes
1. Students will identify individual educational limitations and successfully access appropriate disability accommodations. 2. Students will utilize appropriate disability management strategies

Textbooks and Materials:
2. Pencil/Pen
3. Paper
4. Computer

Tentative Class Schedule:
Class will meet on a daily basis that school is in session from 12:35-1:25

The Shasta-Tehama Trinity Joint Community College District ("Shasta College") does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.
This is a dual enrolled course that allows students to earn both high school and college credits through Shasta College. Students are expected to be prepared for college level coursework.

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>Required Materials</th>
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</thead>
<tbody>
<tr>
<td>1. Terminology, Basic tools &amp; Equipment</td>
<td>Chromebook charged everyday</td>
</tr>
<tr>
<td>2. Animals and man, breeds of livestock</td>
<td>Paper</td>
</tr>
<tr>
<td>3. Animal restraint/handling</td>
<td>Writing Utensil</td>
</tr>
<tr>
<td>4. Animal Management</td>
<td>A Good Attitude</td>
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<td>5. Animal Health</td>
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<td>6. Animal nutrition</td>
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<tr>
<td>• Digestive physiology comparison</td>
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<td>• Basic nutrients</td>
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<td>• Nutritional deficiencies in California</td>
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<tr>
<td>7. Animal growth: basic production cycle</td>
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<td>8. Physiology of reproduction in farm animals /A.I.</td>
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<tr>
<td>9. Physiology of lactation and egg laying</td>
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<td>10. Animal Systems</td>
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<td>11. Breeds and their purpose, introduction to genetics</td>
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<tr>
<td>12. Genetics/animal selection</td>
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<tr>
<td>13. Production records and animal improvement</td>
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<tr>
<td>14. Investigation of sustainable production practices</td>
<td></td>
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<tr>
<td>15. Government programs and their effects</td>
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<td>16. Consumer activism and their effects</td>
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<td>17. Research areas in animal science</td>
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<td>18. Career focus</td>
<td></td>
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<tr>
<td>• Portfolio Creation</td>
<td></td>
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<tr>
<td>• Communication</td>
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</tbody>
</table>

**Course Description:**
This course is presented in terms of an animal's biological cycle of production. Topics will include basic nutrition, genetics, reproduction, and animal health relating to domestic farm animals. In addition to investigating modern production practices, the impact of animal agriculture upon mankind and the environment will also be considered. The lab sessions will be devoted to investigating the basic management practices associated with each livestock species. This animal
science class will also help prepare students for a job with a veterinary hospital or help guide students for a career as a veterinarian or related field. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. (UC/CSU approved)

Course Objectives:
Upon successful completion of the course the student will be able to:
1. Investigate non-traditional livestock production.
2. Distinguish between the major breeds and categories of farm livestock.
3. Evaluate the basic genetic principles used to create superior and more productive farm animals.
4. Explain the concepts of animal nutrition and its importance to animal health and profitable animal production.
5. Investigate the basic management practices such as parturition, artificial breeding, feed ration formulations, and animal health practices, which occur in any production facility.
6. Explain the importance of “sustainability” in modern animal production, making socially, economically and environmentally sound decisions.
7. Analyze the impact that government agencies and consumer groups have upon animal agriculture.
8. Explain how domestic animals can enhance ecosystems.
9. Analyze proper biological planning and grazing practices.

Student Learning Outcomes:
1. Animal Vaccines: Given a specific medication/vaccine to administer, the student should be able to demonstrate the proper technique of vaccinating livestock both subcutaneous and intramuscular.
2. Breeds of Livestock: Given a specific breed of livestock, the students should be able to develop a written response which includes the history, origin, physical and genetic characteristics.
3. Conventional vs. Sustainable: Given an a comparison between conventional and sustainable livestock husbandry practices, a student will apply knowledge of the two systems in a pros and cons response.
4. Farm Animal Reproduction: Given a reproductive tract of a farm animal species, the student should be able to identify and describe the various functions in a written response.
5. Species and Production of Livestock: Given a list of terms related to livestock production, the student should be able to identify the various types of livestock species and production methods.

Lab Expectations:
This is a lab class and students are expected to participate in all labs. Students will be given prior notice of when labs will be in order to help facilitate proper attire for labs.

<table>
<thead>
<tr>
<th>Expected Labs</th>
<th>Location</th>
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<tbody>
<tr>
<td>1. Farm Tour</td>
<td>School Farm</td>
</tr>
<tr>
<td>2. Animal Products</td>
<td>Classroom Lab</td>
</tr>
<tr>
<td></td>
<td>Course Content</td>
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<tr>
<td>3.</td>
<td>Hematology</td>
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<td>4.</td>
<td>DNA Extraction</td>
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<td>5.</td>
<td>Scientific Method</td>
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<td>6.</td>
<td>Nutrition</td>
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<td>7.</td>
<td>Animal Selection</td>
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<td>8.</td>
<td>Male Reproduction System</td>
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<td>9.</td>
<td>Female Reproduction System</td>
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<tr>
<td>10.</td>
<td>Growth and Development</td>
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<tr>
<td>11.</td>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>12.</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>13.</td>
<td>Animal Health</td>
</tr>
<tr>
<td>14.</td>
<td>School Sheep Heard Labs</td>
</tr>
</tbody>
</table>

**Course Materials:**
The course instructor will provide all necessary literature and textbooks as well as personal protective equipment (PPE) to the students. A class set of safety glasses will be available for the students to share.

**Supervised Agricultural Experience Project (SAEP):**
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. Projects types and parameters will be discussed in class and will require periodic visits by the FFA advisor assigned to the student and their project. The project will constitute 10% of the student’s grade.

**Attendance**
Attendance is required; missing classes will cause you to fall behind the rest of the class! Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an alternative assignment with the instructor to make up for the work missed in class. This assignment will be figured into your overall grade. If you miss a lab it will be very difficult to make up, you will have to make arrangements with Ms. Stegall in order to do either the lab make up (determined by the lab activity) or an alternative assignment.

**FFA Participation**
By being enrolled in an Agriculture course you are automatically enrolled into the FFA! Participation in FFA activities is required and will account for 10% of the grade. FFA activities will be offered throughout the year with on and off campus opportunities for all of the students. Each student is
responsible for attending at least two (2) activities a quarter, that is four (4) per semester. The Fair project assignment counts as one (1) FFA activity.

**Basic Expectations**

1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   a. Students that ignore safety protocols can be removed from the class and barred from joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don’t know something.....ASK ME!!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation & Communication is the key to success in all agriculture courses as well as life.
8. You must keep an organized Google Sites Website.
9. Please come to class prepared for the day’s lesson with assignments completed, your computer, your binder (if you use on), pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Complete all assignments in a timely manner and to the best of your ability.
13. Greet any and all visitors with a firm handshake and a respectful greeting.
14. Keep yourself and others safe by informing the instructor of any unsafe situation.
15. No hats are worn in class.
16. No food or drink is allowed in class.
17. Foul Language will NOT be tolerated.
18. The instructor releases the class, not the bell.
19. Abide by all School & Class rules.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Labs &amp; Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>SAE / Record Book</td>
<td>10%</td>
</tr>
<tr>
<td>FFA Activities</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades:

- 90-100%  A
- 80-89%    B
- 70-79%    C
- 60-69%    D
- 0-59%     F

**Course Grading and Evaluation**

Evaluation will be based on the **Quality** and **Craftsmanship** of work completed, as well as **Attitude** and **Work Ethic** of the student, good **Safety** practices.

**Late Work Accepted**

Points will be deducted according to lateness of assignment. You will have only one (1) week to make up any tests. It is up to you to collect missed assignments from the instructor during non-class time. You will have as many days as you are absent to turn in your assignment. After that it will
automatically be at most 50% of the assignment points. If the assignment doesn’t have a late slip stapled to the paper copy or just the slip turned into the basket I will NOT grade the assignment.

**Extra Credit**
There will be opportunities for extra credit throughout the year at teacher’s discretion.

**Expectations for Students**
An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. High School is a fundamental asset in building a student’s character, citizenship, and employment future.

- **Horseplay/Pranking:** The act of causing unsafe, hazardous, and potentially deadly environments, and situations in a school related setting, (example: Ag Shop, Lab areas, etc...) is strictly forbidden. The health and safety of students is paramount and the jeopardizing of student safety will not be tolerated. Horseplay and disregard for safety protocols and equipment can be used as grounds for removal of the student from the course.

- **Tobacco:** The possession and or the use of Tobacco related products by minors is illegal under CA. Penal Code 308 and can be punishable by law with monetary fines and hours of community service. In addition, the possession and/or use of tobacco products can result in harsh discipline actions by school administrators and can be used as grounds for removal of the student from the course or the school site (expulsion). *California Health and Safety Code 104420* prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles by anyone, regardless of age.

- **Disruptive Behavior & Defiance:** This course is based in the agriculture livestock industry and as such we will use tools and resources that could be potentially dangerous if students disregard safety protocols, or instructor verbal and written instructions. Since these instructions and protocols are designed to maximize safety and effective learning, those individuals who disregard said instructions or otherwise engage in behavior that can result in an unsafe situation, may be permanently removed from the course and any other lab/shop courses taught by the instructor.

- **Cheating & Plagiarism:** Plagiarism occurs when a student uses someone else’s literary works, ideas, or other materials without acknowledging or properly citing its source.
  - Example: Power point projects, written assignments, research project, etc.

- **Tardies:** Upon being tardy for a third time in a quarter, a student will be assigned “quality time” for that tardy. A fourth tardy or beyond will result in referral to the office.

- **Website:** Each student will be required to keep a simple google sites this class. The website must contain all class notes, writing assignments, projects, syllabus, FFA calendar and anything else assigned to the website throughout the year. Websites will be graded for organization and content at random throughout the year. This will be a digital portfolio that students could potentially show to a prospective employer.

- **Calendar:** All students will be expected to maintain the calendar provided by the school through google. Each day students will note any homework and upcoming assignments on the
calendar. Please use this calendar as a communication tool to be aware of what students are doing in class.

- **Behavioral Standards:** All students are expected to adhere to the behavioral standards. These standards are as follows: Be Respectful, Be Prepared, Follow Directions. Those individuals not meeting these standards will be assigned to extra "quality time" (detention) that will be served at lunch on the preceding Tuesday or Thursday. Gross breaches of conduct will be referred to the Administration. Positive behavior will result in enrichment time earned for the class.

- **Labs:** This is a lab class; students will have the opportunity to work in the lab as long as they follow all the rules. Labs can be in the classroom, out at the school farm, or off site. If a student does not act appropriately the student will be dismissed from that lab with a zero for the day. Depending upon the offense the student can be barred from any and all of the rest of the labs for the class taking a zero score for those labs as well.

**Communication:** Communication between home and school is very important! You can stay in communication in any of the variety of ways:

- For specific questions, do not hesitate to email mstegall@lmusd.net or call 384-7900.

**College Policies:**
Students may **drop a class** and have no notation on their transcripts through the fourth week of a full-term class, or 30% of a short term class. IT IS THE STUDENT’S RESPONSIBILITY TO DROP CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by mail. Students can drop a class in person at Admissions and Records or Extended Education sites, or online through MyShasta. If a student intends to drop a class and stops attending but fails to file the necessary forms, a failing letter grade may be assigned by the instructor. Students may be dropped by the instructor based on excessive absences from a class so long as the instructor has announced attendance criteria.

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c. Copying another person’s assignment and handing it in as one’s own.
d. Giving a speech or oral presentation written by another and claiming it as one’s own work.
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1. Students will identify individual educational limitations and successfully access appropriate disability accommodations. 2. Students will utilize appropriate disability management strategies

Textbooks and Materials:
1. Scientific Farm Animal Production: An Introduction By Robert W. Taylor, Thomas G. Field 11th Edition (Supplied to high school students only)
2. Pencil/Pen
3. Paper
4. Chromebook Charged Everyday
5. Canvas Log In

Tentative Class Schedule:
Class will meet on a daily basis that school is in session from 1:30-2:20
Los Molinos High School
Animal Science Syllabus &
Conduct Contract

Student Name: ____________________________

Last Name, ____________________________
First Name ____________________________

It is my goal to offer the most rigorous and engaging education in any agriculture science course as possible. This is now your classroom and your program and you should treat all the areas as if they were your own. I will strive to always treat you as an adult and give you the respect that you deserve. I want everyone to be successful in this class and it is my goal to push you to succeed at an advanced level and to take on higher personal and professional responsibilities. I love to teach and want to be here. It is my sincere hope that at the end of the year you can look back on this course, Agriculture, and the FFA organization in a positive light.

Thank you,
Melissa Stegall
Ms. Stegall

By signing below, I agree and understand the class policies detailed in the class syllabi I have read, and will support my student in learning all they can in this class.

______________________________
Parent Name

X_______________________________
Parent Signature

Mother/ Guardian Name:

______________________________

Home Phone: _______________________
Cell Phone: _______________________
Work Phone: _______________________

Resides with student: Yes / No

______________________________
Student Name

X_______________________________
Student Signature

Father/ Guardian Name:

______________________________

Home Phone: _______________________
Cell Phone: _______________________
Work Phone: _______________________

Resides with student: Yes / No

Please see back side of this page.
I am now offering an email list that will have important information related to your student’s courses here at Los Molinos High School if you would like to be included in that email list please write your email below. Adding your name to this list will guarantee communication monthly about the upcoming month’s activities in the Ag Department.

☐ I do not want my email added to the list
☐ I want my email added to the list

Your Email: __________________________________________________________

I have a website with information related to your student’s course that can be found at http://mstegall8.wixsite.com/stegall

Parent authorization for student pictures

I grant permission to publish documents on the Internet to include the following:

- Child’s name/photograph to be used in local papers and television broadcasts.
- First name (Last names will NEVER be published on the website)
- Student produced work such as stories, poems, presentations, essays, etc.
- Identifiable photographs of student
- Group photograph (class photograph, athletic event photographs, team photographs, hands on learning photographs, etc.)

By signing below you authorize Ms. Stegall to use pictures in the above manners.

Parent/Guardian Signature: __________________________ Date: ________________

☐ I Decline Any of the above (please state below which)

_____________________________________________________________________

_____________________________________________________________________
Dual Enrollment & High School Articulation Program
2017-18 Request for Course Approval

High School Course Info:

- High School: Los Molinos High School
- District: Los Molinos Unified School District
- Instructor: Melissa Stegall
- Email: mstegall@lmusd.net
- Instructor's Subject(s): Master's: Ag Ed
- Bachelor's: AA

High School Course Title: Ag Mech 4/Welding Fabrication
- Credits: 5
- Class Period(s) to be Taught: 4th
- Time(s): 11:05-11:55

Number of class hours required by Shasta College to run this course (note: look up in the Shasta College catalog): Lecture: 27 Lab: 81

When do you plan to teach these hours during the academic year? Fall Spring Year-long Or Specify Dates:
- Textbook to be used: Agriculture Mechanics Fundamentals and Applications
- Author: Ray V. Herren
- Year: 2015
- Edition: 7th Edition

College Course Info:

- College Course: Weld 70
- Title: Beginning Welding
- Units: 3

Corresponding Shasta College Faculty, if applicable: Mark Smith

Please attach the proposed course syllabus and description to this request form. Use the template provided.
- For Articulation requests, include your proposed final exam.
- For Dual Enrollment requests, if you are new to the program, include your Shasta College Application, resume and transcripts.

Required Signatures:

- High School Approvals (needed prior to submission)
- Shasta College Approvals (will be obtained by the Shasta College Dual Enrollment Office)

Email request to lkohn@shastacollege.edu OR mail to Shasta College Dual Enrollment, P.O. Box 466006, Redding, CA 96049
Los Molinos High School/Shasta College (Dual Enrollment)
Ag Mech 4(Welding Fabrication)/Beginning Welding
Syllabus
Fall 2016

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Weld 70</th>
<th>Instructor:</th>
<th>Melissa Stegall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Beginning Welding</td>
<td>Instructor Phone:</td>
<td>530-384-7900 ex 1316</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>5</td>
<td>Instructor Email:</td>
<td><a href="mailto:mstegall@lmusd.net">mstegall@lmusd.net</a></td>
</tr>
<tr>
<td>Days/Times:</td>
<td>M-F 2:25-3:15</td>
<td>Office Hours:</td>
<td>3:30-4:30 T &amp; Th</td>
</tr>
</tbody>
</table>

Division: Welding Technology

Advisory:
This is a dual enrolled course that allows students to earn both high school and college credits. Students are expected to be prepared for college level coursework.

College Catalog Course Description:
A beginning course designed for the student interested in acquiring basic welding skills to be used in a trade or service occupation. Emphasis is placed on oxyacetylene and arc welding in all positions.

Course Objectives:
Upon successful completion of the course the student will be able to:

1. Demonstrate welding techniques and applications in arc and oxyacetylene welding.
2. Demonstrate safe and careful use of welding equipment.
3. Explain the quality and reliability of welded products.
4. Assess welding procedures and problems and be able to correct and apply them.
5. Ascertain the basic terminology and language related to welding.
6. Demonstrate and select an appropriate welding technique or process to solve welding problems in an effective manner.

Student Learning Outcomes:
Welding Torch Safety: Upon successful completion of the course, a student should be able to safely operate an oxygen and acetylene welding torch.

Welding Torch Safety: Upon successful completion of the course, a student should be able to safely operate an arc welder.

Course Content:
1. Introduction
   A. Oxyacetylene Applications
   B. Arc Welding Applications
2. Safety
   A. Safety and Health in Oxyacetylene Applications
   B. Safety and Health in Arc Welding Applications
3. Basic terminology and language
   A. Oxyacetylene Welding Terminology and Language
   B. Arc Welding Terminology and Language
4. Welding symbols
   A. Basic Oxyacetylene Welding Techniques
   B. Basic Arc Welding Techniques
5. Basic arc welding techniques
   A. Evaluation of Oxyacetylene Welding Quality and Reliability
   B. Evaluation of Arc Welding Quality and Reliability.

Grading Policies:
Assignments 20%
Tests and Quizzes 20%
Labs & Projects 20%
Presentations 20%
SAE / Record Book 10%
FFA Activities 10%
90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

Classroom Policies:
1. Safety is number one. Horseplay will not be tolerated especially in lab situations.
   a. Students that ignore safety protocols can be removed from the class and barred from
      joining any other shop/lab based class in the future.
2. Respect oneself, fellow students, the labs, the livestock, and instructor.
3. If you don’t know something.....ASK ME!!
4. Be in your seat with your materials BEFORE the bell rings or you are tardy.
5. Remain seated unless you have teacher permission.
6. Refrain from talking when Ms. Stegall or another person is speaking.
7. Cooperation is the key to success in all agriculture courses as well as life.
8. You must keep an organized section of your binder with most current information first.
9. Please come to class prepared for the day’s lesson with assignments completed, your binder,
   pen/pencils and paper.
10. Be responsible for completing and submitting all work assigned.
11. Have an open mind and allow oneself to learn new knowledge and skills.
12. Submit at least one (1) project to the fair.
13. Complete all assignments in a timely manner and to the best of your ability.
14. Keep yourself and others safe by informing the instructor of any unsafe situation.
15. No hats are worn in class.
16. No food or drink is allowed in class.
17. Foul Language will NOT be tolerated.
18. The instructor releases the class, not the bell.
19. Abide by all School & Class rules.

Late Work Accepted: Points will be deducted according to lateness of assignment.
You will have only one (1) week to make up any tests. It is up to you to collect missed
assignments from the instructor during non-class time.

Cell phones: I do not want to see cell phones out during class unless it is for an assignment. If it
is being misused during class time I will take if for a determined amount of time.

Tardies: Students are to be in there seat when the bell rings ready to work if they are not they
will be assigned lunch detention with me the following Tuesday or Thursday after the tardy has
been issued.

Attendance: Attendance is required; missing classes will cause you to fall behind the rest of the
class! Students are responsible for all work done in class. If a student must miss a class, a
message prior to the missed session is expected. If the absence is excused, the student will
need to arrange an alternative assignment with the instructor to make up for the work missed
in class. This assignment will be figured into your overall grade.

Class Participation: Students are expected to be an active part of the classroom environment.
There will be random assignments that are based upon this participation.

Instructor Contact: For specific questions, do not hesitate to email mstegall@lmsd.net or call
384-7900.

College Policies:
Students may drop a class and have no notation on their transcripts through the fourth week of
a full-term class, or 30% of a short term class. IT IS THE STUDENT’S RESPONSIBILITY TO DROP
CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by
mail. Students can drop a class in person at Admissions and Records or Extended Education
sites, or online through MyShasta. If a student intends to drop a class and stops attending but
fails to file the necessary forms, a failing letter grade may be assigned by the instructor.
Students may be dropped by the instructor based on excessive absences from a class so long as
the instructor has announced attendance criteria.
Academic dishonesty is the fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior intended to gain or provide unearned academic advantage by fraudulent and/or deceptive means. The student has the full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will explain what is and is not acceptable in their classes. Violation of this policy will result in appropriate disciplinary action. Specific examples of academic dishonesty include but are not limited to:

Taking Information
a. Copying graded homework assignments from another student.
b. Working together on a take-home test or homework when not specifically permitted by the instructor.
c. Looking at another student’s paper during an examination.
d. Looking at text or notes during an examination when not specifically permitted by the instructor.
e. Accessing another student’s computer and using his/her data as one’s own.

Providing Information
a. Giving one’s work to another to be copied or used in an oral presentation.
b. Giving answers to another student during an examination.
c. After taking an examination, informing a student enrolled in a later course section of questions that appear on the examination.
d. Providing a term paper to another student.
e. Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism
a. Failing to give credit for ideas, statement of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.
b. Submitting a paper acquired from a “research” or term paper service.
c. Copying another person’s assignment and handing it in as one’s own.
d. Giving a speech or oral presentation written by another and claiming it as one’s own work.
e. Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
f. Presenting another’s computer data as one’s own.

Other Academic Dishonesty
a. Planning with one or more fellow students to commit any form of academic dishonesty together.
b. Having another student take one’s examination or do one’s computer data or lab experiment.
c. Lying to an instructor to increase a grade.
d. Submitting papers or speeches that are substantially the same for credit in two different courses without prior approval of the instructors involved.
e. Altering a graded work after it has been returned, then submitting the work for re-grading unless specifically allowed by the instructor.
f. Removing tests from the classroom without the approval of the instructor, or stealing tests.
g. Copying computer software from a floppy disk or a hard drive unless specifically allowed by the instructor.

The Standards of Conduct are set forth in BP 5500 and apply to conduct that relates to District activity or District attendance, including conduct that occurs while at District campuses or facilities, or at District sponsored activities, including before classes begin, after classes end, during the academic year, and during periods between terms of actual enrollment. The Standards of Conduct shall apply even if the student withdraws from school while a disciplinary matter is pending.

Shasta College offers students with disabilities numerous services including counseling and academic advisement, testing for learning disabilities, readers, note providers, e-texts, audio format texts, in class interpreting for students who are deaf or hard-of-hearing, designated parking areas, special equipment, assistive technology, test facilitation, etc. These services, accessed by referral from the DSPS Counselor or Learning Disabilities Specialist, are available to students attending either the main Shasta College campus or the extended education locations throughout the District. The DSPS Counselor and Learning Disability Specialist work with students to evaluate their educational needs and to plan and prescribe suitable programs and services. A specially equipped assistive technology computer lab, located in Room 2004, is available for qualifying students with disabilities. Special classes are provided through Adaptive Education curriculum (ADAP). For more information on the various programs and services available through DSPS, call (530) 242-7790 or stop by our office located in the Student Center, Room 2005.

DSPS also offers a College to Career (C2C) program which provides vocational training to students with Intellectual Disabilities. College to Career is a three-year program leading to competitive, integrated employment. More information can be found at the DSPS website (www.shastacollege.edu/dsp) or in room 2006 on the Shasta College Main Campus.

Service Area Outcome
1. Counselors will develop an Education Contract specifying academic and vocational goals, steps to completing those goals, and relevant services appropriate to their strengths and limitations.

Student Support Learning Outcomes
1. Students will identify individual educational limitations and successfully access appropriate disability accommodations. 2. Students will utilize appropriate disability management strategies

Textbooks and Materials:
Agriculture Mechanics Fundamentals and Applications by Ray V. Herren 7th Edition
All Needed Materials Will Be Provided for Students in a Locker System.

Tentative Class Schedule:
Class will meet on a daily basis that school is in session from 2:25-3:15

The Shasta-Tehama Joint Union Community College District ("Shasta College") does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.
Quality Criteria
Narrative 1
Curriculum & Instruction
40
1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

The courses offered at Los Molinos High School include the following: Agriculture Biology, Environmental Horticulture, Agriculture Science, Animal Science, Agriculture Government, Agriculture Economics, Agriculture Computers and Design, Introduction to Agriculture mechanics, Intermediate Agriculture Mechanics, and Advanced Agricultural Mechanics. Each of these courses offered the students record keeping through the new AET system.

1B. A minimum of three sequential pathway courses consistent with the Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry sector. Curriculum addresses both "Pathway and Anchor" Standards.

In the Ag Mechanics Pathway there are four courses in the pathway, those include:
Ag Computers and Design
Introduction To Agriculture Mechanics
Intermediate Ag Mechanics
Advanced Ag Mechanics
Each one of these courses included both pathway and anchor standards.
1C. Career pathways in agriculture have been identified and can be found on a chart or diagram in the Program Plan.

**LOS MOLINOS HIGH SCHOOL CAREER TECHNICAL EDUCATIONAL ACADEMY**  
**AGRICULTURE MECHANICS: Agriculture Mechanics**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tr>
<td><strong>ENGLISH</strong></td>
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<td>English 2</td>
<td>English 3 or 3 AP</td>
<td>English 4 or AP Literature</td>
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<td>Integrated Math 2</td>
<td>Pre-Calc AP Statistics</td>
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<tr>
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<td>Integrated Math 2</td>
<td>Pre-Calc</td>
<td></td>
<td></td>
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<td>Ag Biology</td>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Ag Biology Physics</td>
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<td>Chemistry</td>
<td>Anatomy</td>
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<td><strong>SOCIAL SCIENCE</strong></td>
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<td>World History</td>
<td>US History or AP</td>
<td>Government/Economics</td>
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<td>US History</td>
<td>Ag Government &amp; Economics</td>
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<td><strong>PHYSICAL EDUCATION</strong></td>
<td>PE 9</td>
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<tr>
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<td>Spanish 1</td>
<td>Spanish 1 or 2</td>
<td>Spanish 2 or 3</td>
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<tr>
<td><strong>FINE ART</strong></td>
<td>Dance/ Art 1 / Floral Design /Ag Computers &amp; Design</td>
<td></td>
<td></td>
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<tr>
<td><strong>COMPUTERS</strong></td>
<td>Freshman Core</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>CAREER TECHNOLOGY PATHWAY COURSES</strong></td>
<td>Ag Computers and Design&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Introduction to Ag Mechanics&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Intermediate Ag Mechanics&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Advanced Ag Mechanics&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>*</sup> Meets req for the LMHS diploma in Science
<sup>**</sup> Meets VPA for UC/CSU and the LMHS diploma req

**ADDITIONAL INFORMATION**

- Pink highlighted courses indicate integrated core classes.
- All students must meet district and state diploma requirements to earn a Los Molinos High School diploma.
- Students who complete a CAREER TECHNICAL EDUCATION ACADEMY at Los Molinos High School will be recognized and seated by their academy during commencement exercises and each academy will recognize a valedictorian and salutatorian during commencement exercises. Students wear color coded cord or sash or tassel.
- Students completing a CAREER TECHNICAL EDUCATION ACADEMY at Los Molinos High School will receive special recognition on their high school diploma and transcript.
1D. The school mayer schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career pathway.

The master schedule is built in a way that allows our students to take the Ag Mechanics Pathway in sequential order, we offer each course 4 times a day every year. So each course is embedded within the other.

1E. Agriculture Career Awareness information is included in every course.

Each course has a unit on agriculture careers, and is detailed in the syllabus.

1F. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.

Each course teaches the new AET record keeping system. Each student has an AET account and use it for SAE or Mock problems.

1G. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

- Agriculture Science A-G Approved (G)
- Ag Biology (A-G, Area D)
- Animal Science-10 Credits, Year Long Course (A-G, Area G)
- Environmental Horticulture-10 Credits, Year Long Course (A-G, Area G)
- AG Government-5 Credits, Fall Semester (A-G, Area A)
- AG Economics-5 Credits, Spring Semester (A-G, Area G)
- Ag Computers & Technology-10 Credits, Year Long Course (A-G, Area F)
- Introduction to Ag Mechanics-10 Credits, Year Long Course (A-G, Area G)
- Intermediate Ag Mechanics-10 Credits, Year Long Course (A-G, Area G)
- Advanced Ag Mechanics-10 Credits, Year Long Course (A-G, Area G)

1H. Instruction includes guest speakers and/or field trips.

Instruction in our courses include both guest speakers and field trips based upon the current content in the course.
Quality Criteria
Narrative 2
Leadership & Citizenship Development
41
2A. An FFA Chapter has been Chartered by the State Association or has been applied for.

Our chapter was chartered in 1929-1930 as the 74th chapter in the Superior Region. Our chapter is 140th chapter chartered in the National FFA Association.

2B. A Chapter Program of Activities is developed annually and a copy is made available to the Regional Supervisor by November 15th.

We have a chapter program of activities that is currently being developed and will be updated each year at our officer retreat.

2C. Every student is given a grade based upon participation in leadership activities.

In each course all students are given a grade based upon their FFA & SAE activities and involvement.

2D. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for leadership development.

Our program policies for full leadership credit is outline in each of our syllabi for all students to see.

2E. All students enrolled in agriculture classes are affiliated with the State FFA Association.

All of the courses that Katie and I teach are affiliated with the State FFA Association. Each student is entered on our R2 roster.

2F. Based on previous year’s records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

Our students have participated in the following activities on a yearly basis: Greenhand, MFE, ALA, COLC, State Leadership Conference, State Degree Application, Chapter Degree, O&C Contest, Creed Contest, Extemporaneous, Job Interview, Impromptu, Prepared, County Fair, Ran for Regional office, Vegetable Contest, Agronomy Contest, Farm Power Contest, Livestock Judging Contest, and Vet Science Contest. Our students have participated in at least 80% of the activities listed.

2G. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

Our students are required for their FFA credit to participate in at least three leadership development activities. These include things like Breakfast with Santa, Los Molinos High School Speaking Contest, Public Speaking, and Serving food at different events.
3A. Students participation in Supervised Agricultural Experiences (SAE) is part of the grading criteria for every agriculture student in the program.

Each of our students must participate in SAE's in order to get 10% of their grade as per our syllabi.

3B. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for their SAE.

In our syllabi it is outlined per course the department policy that they must participate in an SAE in order to earn 10% of their grade.

3C. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student's AET Experience Manager.

Each year in each course we have a unit that is geared towards student SAEs and how their plan for involvement.

3D. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.

Our students continue to be involved with SAE within our department and documents are kept in AET records.

3E. Students with SAE projects are visited by their agriculture teacher and the visits are documented in Department Records.

It is department policy to visit and monitor our SAE project once a month to monitor the progress during the duration of the project, whether it is a livestock, plant, or shop based project.

3F. Students apply for advanced degrees and/or awards above the local level based on their SAE.

Each of our students that has qualified to apply for advanced degrees based upon their specific SAE apply for at least their state degree and proficiencies.
Quality Criteria
Narrative 4
Qualified & Professional Personnel
43
4A. Every teacher has an appropriate credential (Single Subject Agriculture & Agriculture Specialist or a Designated Subject Agriculture) or has an approved variance request.

Both Katie and I have a single subject credential with an agriculture specialist degree, both of us have completed BTSA and have cleared our credentials.

4B. Based upon the previous year’s records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.

Both Katie and I attend the minimum of at least 4 professional development events, we attend the fall region meeting, region in service, spring regional meeting, and CATA. We also attend professional development events based upon our courses taught which are above the minimum of four professional development activities.

4C. The agriculture staff meets a minimum of twice a month. This is to be verified by minutes or records of actions taken. The records of such meetings are shared with the principal.

Katie and I meet at least twice a month, if not more, we try to meet weekly. The majority of our meetings our principal stops in and observes and is involved in the meetings. We plan our next week with events that are coming and what needs to get done for the month.

4D. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-services activities.

Both Katie and I are reimbursed either with per diem or when we put in reimbursement forms. We are to fill out the conference forms before we go in order to get the per diem amount added to our checks.
Quality Criteria
Narrative 5
Facilities, Equipment & Industry Involvement
44
5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

Modifications to our facilities do occur as needed. It has taken three years but it came with all donated funds our program now has a brand new greenhouse for Katie to use with her facilities. Recently we have been working with MJB welding to build new welding booths in the Ag Mechanics shop to bring the existing booths up to industry specification. The booths that we are getting is the same booth that is going to be in Butte College’s Welding Facilities Upgrade.

5B. There is appropriate storage space for materials, records, equipment and supplies.

Both Katie and I have storage rooms attached to each of our classrooms that we have organized to hold the supplies needed for our classes and judging teams. We each have an office located in the Metal or Wood Shops that allows for record storage if we are wanting it locked at times for confidentiality. All other records are stored within our classrooms.

5C. Community or school-based laboratory facilities have been provided to accommodate students who have no place for their SAE project(s): For Example:

School Farm Laboratory, Growing Area, Greenhouse, and Ag Shop.

We have multiple facilities to accommodate students who have no place for their SAE projects. At the school farm we have the facilities to house pigs, goats, lambs, rabbits, and chickens. The only animal we cannot house yet is the steers. Our plan is in the future we would like to see a barn expansion to help house steers as well. We have a Greenhouse and shade house available for students to grow items in for their SAE project as well. The Ag Shop is available to any Ag Mechanics student that wishes to build an SAE project. Each facility has a contract for facilities use that the student and the parent has to sign before they can start their project. This is important because it takes the liability off of the school and teacher incase something happens, which we hope never does.

5D. The facilities are appropriately equipped for the courses being taught.

Both of the Greenhouse and Ag Shop facilities are currently in an upgrade, we have the facilities but we are currently purchasing more tools that are necessary for these facilities to function at a higher level. Currently we do have enough to function for the students to work with.

5E. A school vehicle is readily available to each agriculture teacher for all SAE activities and transporting students associated with the program, or each teacher is adequately compensated for using their own personal vehicle. There is a replacement schedule for the vehicle.

Currently we have an ag pickup that is specific to the agriculture department, everything that is associated with the truck also is charged to the ag department. The school also allows for us to use the school vans to transport larger groups of students. If we use our own vehicles we can put in for mileage reimbursement, but that can be denied if they feel that we could have done something different.

5F. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly. Facilities and equipment are regularly maintained, repaired, or replaced and are functional and operational.

When our administration or our advisory committee meet with us and do a walk through of our facilities they find that they are neat, clean, and orderly for student to be working in. They also find that they are regularly maintained, repaired, or replaced to keep functionality and daily operation.
Quality Criteria
Narrative 6
Community, Business & Industry Involvement
45
6A. The Advisory Committee is operational and reflects the local agricultural industry for the courses being offered, as outlined in the “Agriculture Education Advisory Committee Manual”.

Our advisory committee has members that reflect the local industry, there are local supervisors, constructors, MJB Welding Rep, Andersen and Son’s Owner, retired local Ag Teacher, Pacific Sun Farms Orchards Supervisor, maintenance workers, and our principal. We meet 3 times a year and our advisory members volunteer their time at the high school to help with the events that we put on.

6B. The Agriculture Advisory Committee meets a least twice each year. (Three meetings recommended).

Each year our advisory committee meets at least three times a year formally and there are times that they meet more in order to help keep our ag department moving in the forward direction.

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes. Job Market Description, Total Program Goals and Objectives, Course Subject Matter Outlines, 5 Year Facility and Equipment Acquisition, Graduate Follow Up, Targeted Occupations, Program Description - Courses, SAE, FFA, Current Year budget, List of Active Placement Sites.

During our meeting we discuss a majority of the above components with our committee and allow for their input and direction if needed. Our committee has been with the Los Molinos Ag Department longer than either Katie or myself have been teachers. They are very supportive and helpful with the above listed items and have wonderful ideas on how to help guide the program to success, if we need. All minutes are available that shows what we discussed at each meeting.

The Agricultural Advisory Committee minutes clearly reflect programmatic recommendations made by the committee.

The committee minutes reflect the program recommendations made by the committee, we bring different and new thing to the committee each meeting. We bring up items that we wish their input and guidance on as well as the general this is what we are doing so far.

6E. The Agriculture Advisory Committee minutes are shared with the principal, superintendent school board and regional supervisor.

Currently we are using google throughout the school so we have set up a shared google folder for our ag department that is called Academy of Agricultural Sciences - Los Molinos HS. Both the principal and the superintendent are shared in with this folder which is where we store all of the related documents to our department.
Quality Criteria
Narrative 7
Career Guidance
46
7A. Evidence is provided that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education.

Each course our students do a research presentation based upon agriculture careers related to the course that they are taking. I have started using ageexplorer.com to help the students to find a career that they are interested in and see what it is going to take in order for them to see themselves in that career in the future.

7B. All students have a completed career plan on the AET Student Profile and it is updated annually.

The students update their AET Student Profile in the beginning of each year as part of the FFA and SAE unit that is taught.

7C. Progress has been made in developing Student Certification based on industry standards.

Since completing my masters projects and getting all of my mechanics courses A-G approved, articulated, or dual enrolled we have now started progressing on certifications for our students. The current certification that they take is after they have completed the Ag Computers and Design course where they take a SolidWorks certification with John Dahlgren down at Butte College. We are looking into other certifications also.
Quality Criteria
Narrative 8
Program Promotion
47
8A. The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.

Currently we have 2 different tri fold brochures that we hand out to incoming 8th graders as well as anyone interested in taking an FFA Course and SAE involvement. Also we have our Tanimoto's available on our FFA website for everyone to see what the chapter has done in the past month. We also send out monthly news blasts to our email subscribers to show what we have done in the past month.

8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Including FFA, SAE, Leadership Activities.

Our students have plenty of opportunities to earn financial support to attend things like FFA State Convention, Leadership Activities, and any other time we travel. They can sell Cash for Corduroy to pay there way to many of these different events. Also for their SAE projects we have a loan set up with the FSA for livestock loans. We also have small sponsorships available for students who cannot take a loan for a livestock animal or if they wish do to a different type of SAE that is not a livestock animal.

8C. The Agriculture Department conducts recruitment activities with local feeder schools.

We work closely with Los Molinos Elementary and are there at least once a year. The other local schools don't really allow us to come in and talk with their students because they are out of our district. We also have an 8th grade orientation where the 8th graders that are thinking about coming to Los Molinos High School come onto campus in the spring to go around the campus and see what we have to offer.
Quality Criteria
Narrative 9
Program Accountability & Planning
48
9A. A Comprehensive Program Plan has been provided electronically to the Regional Supervisor and is available for onsite review.

It is my understanding that we as a department don't yet have an up to date program plan. We are working on completing our by the end of this school year. We are newer to the industry and still trying to figure out everything that is needed each 3 year review.

9B. Updates of the Program Plan are forwarded to the Regional Supervisor by November 15th. These updates must include; (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Activities; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

Each year we updated the Chart of responsibilities and it is available digitally for review. We updated the Five Year Equipment Acquisition Schedule this year and it is available for digital review. We are currently working with our officer team to complete an updated program of activities by the middle of this school year to have available for recruitment for the upcoming year. Our Advisory Committee Roster and Minutes from our three yearly meetings are also available digitally for review.

9C. The Graduate Follow Up is posed on the state database as required by October 15th.

We have posted our graduate follow up on the calaged website by October 15th. We work together each year to complete this data.

9D. The Agriculture Education Program provides evidence that student retention and graduate follow up data is reviewed and used in for program evaluation and improvement.

Each year at our summer meeting we look at our graduate rate and student retention to adjust what we are doing with our program to retain more students and help them to be involved within the Agriculture Industry when they leave high school. We help our seniors with college applications and help them to determine what it is they want to do after they leave high school.

9E. The FFA Roster and the Program and Teacher Profiles were updated on calaged.org and the AIG Expenditure Report was received; all by no later than October 15th.

Each year in the beginning of September at our weekly meeting we discuss the upcoming AIG data that is due by October 15th and put into place a plan for the current year to get the data complete by October 15th. This year all the required data to my knowledge was complete.
Quality Criteria
Narrative 10
Student - Teacher Ratio
49
# Student to Teacher Ratio

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Quality Criteria
Narrative 11
Full Year Employment
50
Full Year Employment

11A. Each teacher is provided an FFA and Farm Manager Stipend to the amount of 10% and 5% respectively. The percent is calculated off of their base salary.

11B. Katie is provided a project supervision period on top of her preparation period. Melissa is not provided a project supervision period, she has just the preparation period.
Quality Criteria
Narrative 12
Program Achievement
51
12A. Curriculum and Instruction:
We had no students take the ACE Test, and none received recognition honors.

12B. Leadership and Citizenship
Our students have participated in the following activities on a yearly basis: Greenhand, MFE, ALA, COLC, State Leadership Conference, State Degree Application, Chapter Degree, O&C Contest, Creed Contest, Extemporaneous, job Interview, Impromptu, Prepared, County Fair, Ran for Regional office, Vegetable Contest, Agronomy Contest, Farm Power Contest, Livestock Judging Contest, and Vet Science Contest. Our students have participated in at least 80% of the activities listed.

12C. Practical application of Occupational Skills
Last year we had 7 students that received their state degree.

12D. Qualified and Professional Activities:
Both Katie and I have attended the following events; Fall Regional Meeting, Fall Regional In-service, Spring Regional Meeting, Summer Conference, AgEd Skills Week.

12E. Community, Business and Industry Involvement:
We held a total of three Ag Advisory Committee meetings, and plan on meeting three this year as well. Pat Andersen is our Chair.

12F Retention:
We had a total of 24 students who were in their 3rd year and 17 students in their 4th year of Ag Instruction.

12G. Graduate Follow-Up
The number of program completers for last year were 15, and the number of those employed in ag, military or continuing ed are 12.