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Criteria 1
Curriculum & Instruction
1a. Curriculum Components Analysis

All department members can access the state framework online. The course outlines are located in the Comprehensive Program Plan; there are also additional copies of course outlines on the Valley Regional Occupational Program (VROP) website as well as in the counseling office.

The curriculum for the corresponding course; Ag Biology, has a pacing guide, DPA’s, common assessments and benchmarks set by the science department during their PLC. The Ag Department is included in these meetings as well. As for the Ag Mechanics courses, the instructor has access to resource guides, teacher manuals, and software, in addition to other curriculum sets, which have been accumulated in the past. Other courses such as Floral Design, Ornamental Horticulture and Animal Science curriculum is in binders and folders on teachers computer, in addition to textbooks utilized in the classroom.

*Please refer to Program Plan Criteria D*

1b. Ag Curriculum Standards Analysis

Sanger High School Course outlines are based on the CTE Foundation and Pathway Standards. When courses were developed the standards were used in developing objectives, key assignments, course outlines and assessments. Currently, the VROP outlines are aligning all academic standards as well as CTE standards and listing them on their outlines. All teachers refer to the standards online and use them regularly in planning lessons.

*Please refer to Comprehensive Program Plan Criteria E*

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1c. Career Paths Analysis

Sanger High School has outlined the Agriculture Career Pathways, which are identified on the corresponding diagram as well as found in the Program Plan. The pathways in which students have to choose from are Agriculture Mechanics, Animal Science, Ornamental Horticulture or Natural Resources.

1d. Course Sequence Analysis

Sanger High School has outlined the Agriculture Career Pathways, which allows students to complete their selected pathway by following the recommended sequence of agriculture courses on our Master Schedule.

1e. Career Awareness Analysis

Each teacher in the Sanger High School Agriculture Department teaches a “Careers Unit” to each one of their classes and is apart of their grade. Each teacher does the following assignments to instill agriculture careers:

- Career Center Software
- Reports
- Research/Internet
- Career Choice Investigation
- College Major Choices
- Schools with Advanced Degrees
- Resumes
- Job Interview
- Industry Contact (Guest Speakers)
- Field Trips to Industry Spector

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1f. Computer Hardware & Software Analysis

All teachers in the Agriculture Department have access to multiple technology items. In the department we all have access to:

- 4 Laptops
- 5 Desktops
- 2 LCD Projectors
- 2 Document Readers
- 1 Media Console – Receiver/DVD Player/Surround Sound
- 3 Smart Boards
- Info Vets Online Software
- Educational CD-ROMS/DVD’s
- Microsoft Office 2007
  o Word
  o Excel
  o PowerPoint
  o Publisher
- Power School Online
- First Class Support Software
- Edusoft

1g. Computer Aided Instruction Analysis

All teachers give computer aided instruction in the following areas:

- Lessons on PowerPoint
- Portfolios
- Resumes & Cover Letters
- Research Papers
- Animal & Plant Identification
- Computerized Record book

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1h. Record Keeping Analysis

The Sanger High School Agriculture Department teaches record keeping in all of their classes and it is apart of the student’s grade. All students have a traditional record book for their SAE project or a mock project; students who get their books scored for State and American Degrees transfer to an electronic book. Our Graduate and Degree recipient students’ books are closed out for the years in which they have completed.

1i. Maintaining Record Book Analysis

The Agriculture Department ensures that each student’s record book is maintained in the department files until one year after the student graduates. Current students record books have been kept in a box, milk crate or filing cabinet in their current teachers classroom. Non-current students are kept in a file or stored in a box in our storage room. Graduate students’ record books are kept in the filling cabinet in room 1000. The department is transitioning over to the AET record books, therefore overtime they will be accessed wherever internet is available.

1j. Alternative Credit Analysis

The Agriculture Department at Sanger High School offers alternative credit in addition to our graduation requirements for the following courses in which our students take:

- Agriculture Biology UC “D” Lad Science Credit
- Floral Design meets UC “F” Art Credit
- Veterinary Science 1 meets UC “G” Elective Credit

*The rest of the courses are elective credit. Please see attached for the Dual Enrollment Courses.*

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Criteria 2
Leadership & Citizenship Development
2a. Charter Analysis

The Sanger FFA Agriculture Department's Chapter Charter is located in Mrs. Bonomi's Classroom; room 1000 on the North East wall. The original document is being preserved in a frame.

2b. Chapter Program of Work/Activities Analysis

At Sanger High School, our department's teachers along with the current Chapter Officer Team puts together/updates our existing Program of Work manual. This is done over the summer; once school is out and our officer team is ready for their first assignment. Once this book is completed, we send it too our districts print shop to be put together for our students in the Chapter as well as our Regional Supervisor.

2c. Leadership Grade Analysis

In our department, our teachers require students to participate in a minimum of three FFA leadership activities per semester; this is 10% of the student's grade. Each teacher has a chart hanging on their wall; indicating a list of activities available and students mark what they have participated in. This information is listed in the student's syllabus as well as in the teacher's grade book.

2d. FFA Affiliation Analysis

The Sanger High School Agriculture Department is proud to publicize that our Chapter currently has 425 members. Every student that is enrolled in an Agriculture Class is affiliated with the California State Association.

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2e. FFA Activities Analysis

During the 2015-16 school year our Ag Department participated in a number of activities, which are listed on the “FFA Activities Check Sheet.” The Check Sheet included, but was not limited to attending conferences, meetings and conventions, in addition to applying awards and degrees as well as participating in sectional speaking contests, county fairs, and career development event teams. Sanger was able to list a total of 20 items of the 12 in which that are required.

2f. Student Leadership Participation Analysis

In our department, our teachers require students to participate in a minimum of three FFA leadership activities per semester; this is 10% of the student’s grade. Each teacher has a chart hanging on their wall; indicating a list of activities available and students mark what they have participated in. This information is listed in the student’s syllabus as well as in the teacher’s grade book.

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Criteria 3

Practical Application of Agriculture Skills
3a. SAE Grading Criteria Analysis

Every student that is apart of the Sanger FFA Agriculture Department is required to have a Supervised Agriculture Experience. With that in mind, this is in every teachers grade book and apart of the grading criteria for every student in the program.

3b. First Year Students SAE’s Analysis

Our teachers require students to have a plan for a project if they are a first year member. This is listed on their student data sheet, which is located in their student file. Students must document projects in their record book as evidence.

3c. Continuing Students SAE’s Participation Analysis

In our department each teacher is responsible for keeping continuing students record books in addition to checking/verifying that each student is continuing a project or starting one, whether it be provided by the school, teacher or by discussion and visitation with parent and student.

3d. SAE Visitation Analysis

Teachers in our department have an SAE supervision report that teachers can keep track of student projects. This will be kept in the student file folder. SAE visits are made after school, on weekends and in the summer. Each teacher is responsible to complete his or her supervisions according to project responsibilities.

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3e. School Vehicle Analysis

Our department is fortunate enough to own three vehicles; two trucks, (2014 Chevy Crew Cab & 1999 4-door GMC) and one van (2014 Chevy Express) in addition to two trailers (one gooseneck and one bumper pull) for our department of five to use on a daily basis. In order to use the vehicles, the department consults with our department chair, which then refers to their vehicle calendar.

If a teacher needs to use their own vehicle, they may get reimbursed from school by completing the form which is attached.

Each member of the department is responsible for maintaining the vehicle. They should keep them clean and fueled. We have agreed to re-fuel the vehicles at ¼ of a tank and top off on the return from a trip so that there is fuel in it for the next person.
Criteria 4
Qualified & Professional Personnel
4a. Appropriate Credentials Analysis

In our department, four of our five teachers have the appropriate credentials, for teaching the subjects which they have been assigned. William (Tony) Herron, Audrey Bonomi, Laura Hanson and myself, Nicole Potstada all has the Single Subject Teaching Credential and the Specialist Instruction Credential (Agriculture). Larry Parades is currently working on his CTE credential and will apply for the Agriculture Specialist Credential through Fresno County this school year. He does have industry experience, which he is utilizing in the courses that he is teaching.

Appropriate credentials are attached in addition to being located in Section M of the program plan.

4b. Professional Development Activities Analysis

Reflecting on the 2015-16 school year, four out of four Agriculture Teachers attended a minimum of four professional development activities. Attached is the Incentive Grant In-Service Activities Document which outlines what teacher attended and which activities for the school year.

4c. Department Meeting Schedule Analysis

The Sanger High School Agriculture Department meets every Thursday morning. One Thursday a month there are Staff Meetings in the Multi-Purpose Room. Department meetings take place in room 1002 at 7:45am. The department chair develops an agenda and takes minutes during the meeting.

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4d. Department Meeting Minutes Analysis

The Sanger High School Agriculture Department meets every Thursday morning. One Thursday a month there are Staff Meetings in the Multi-Purpose Room. Department meetings take place in room 1002 at 7:45am. The department chair develops an agenda and takes minutes during the meeting.

Copies of the department meeting minutes are in Section V of the program plan and attached to this document.

4e. Teacher Reimbursement Analysis

All teachers may get reimbursed for FFA, SAE and professional CATA in-service activities, with prior approval of funds. To receive the prior approval, teachers must submit for following documentation: completion of a pre-approval form/requisition, receipts, conference request, trip request and/or overnight request, which must all be pre-approved.

Through the FFA/ASB account reimbursement takes about 3-7 working days, ROP takes about 2 weeks whereas reimbursement through the district takes about 3-4 weeks.

Enclosed are copies of forms, which are used for reimbursement.

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Criteria 5
Facilities, Equipment & Materials
5a. Special Population Modification Analysis

Sanger High School's current campus was built in 2000, therefore the classroom and laboratory facilities are fit for students with special needs. The high school would like to always improve facilities, the agriculture department more specifically would like improvements/upgrades made to their farm, but are adequate for special populations.

Accommodations are made for any student that need special assistance. The Special Education Department is in constant contact with the Ag Department; we have a strong working, cooperative relationship with the teachers and aids on campus. If a student needs support, there are aides available in the classes to help those students.

5b. Adequate Storage Analysis

The Agriculture Department at Sanger High School has adequate storage space for materials, records, equipment and supplies. We currently occupies the following:

- On-Campus Facilities
  - 4 Secured Offices
  - 3 Secured Shops
  - 5 Secured Storage Facilities
  - 1 Caged Chain Link Storage Area
  - 1 Locked Ag Shop Compound
  - 2 Secured Floral Coolers
  - 1 Secured Plant Cooler/Refrigerator

- Office Facilities
  - Locking Cabinets in Room 1000/Office & Room 1002
  - Locking Filing Cabinets in all Classrooms/Offices
  - Locking Desks in all Classrooms/Offices
  - Safe for funds in office of room 1000

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5c. Laboratory Facilities Analysis

The Agriculture Department at Sanger High School has the following facilities available to accommodate students with their SAE projects:

- School Farm Laboratory
  - Located on 2 Acres
    - Barn for Sheep, Goats and Beef
    - Pasture/Practice Ring
    - Rabbit Barn
- Greenhouse
  - Located on school farm
- Growing Area
  - Located on school farm
    - Orchard
    - Potting Benches
- Agriculture Shop
  - Small Engines Shop
  - Welding/Project Shop
  - Outdoor Project Shop/Work Area

5d. E-Mail Analysis

All Sanger Unified District Employees have email through First Class. It is a comprehensive software system that allows staff to email each other, in addition to parents/guardians of students, etc. The staff center box is used to retrieve information and documents sent for all staff members to read, as well as

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locate forms, board agenda items and minutes. In addition to that there is also a folder, which may be created for departments only to view, such as meeting minutes, agendas, confidential department information and calendars. There are also calendar postings available for individual use as well as sharing it with the staff.

5e. Facility Neatness Analysis

Teachers in our department use their computers daily to assist in keeping themselves organized. All teachers have access to the district server, which allows us access to store our entire curriculum and other necessary documentation if we wish, as well as a Google account to access Google Drive. Our department chair still has binders available with miscellaneous documentation forms, worksheets as well as curriculum if needed.

Storage facilities are in the process of being reorganized. Shelving is being built to store older files and paperwork that is not being used daily.

Additionally, storage facilities are being used for FFA, Banquet and BBQ Supplies, in addition to tools, equipment and SAE paraphernalia.

Our department is currently in the process of cleaning and reorganizing the farm and shop facilities. It is our goal to not only make these two work areas less maintenance, but also become a showcase to our community, advisory committee, parents and students. This is literally a building process; our plan is to make great strides within the next two years.

5f. Facility Maintenance Analysis

When it comes to needing whatsoever to be fixed/repaired or simply maintained the Sanger High School maintenance/grounds department will

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assist with anything that is needed. There is a work order that needs to be filled out and then the maintenance department will meet with the person who is requesting the order. The agriculture department usually isn’t charged for the repair, if it is something simple such as a light or sprinkler repair. We are generally not charged if it is a safety or facility repair either. If it is equipment in the shop or something that needs sent out, then it is the agriculture department’s responsibility to pay for it most of the time.
Criteria 6
Community, Business & Industry Involvement
6a. Advisory Committee Membership Analysis

The Sanger High School Agriculture Department has an operational Advisory Committee. Our Advisory Committee is fairly large consists of 12 members. Our members names, contact information and job description is listed and attached. Our committee’s membership reflects the duties as outlined in the “Agricultural Education Advisory Committee Manual.”

6b. Advisory Committee Minutes Analysis

Sanger FFA’s Advisory Committee meets on a fairly regular basis. Our meetings are generally set at the beginning and end of the school year. We typically will meet more often than that, especially when we have more taking place, such as our renovations in the welding shop and discussion of our new farm.

Attached are our past meeting minutes.

6c. Advisory Committee Assistance Analysis

Since our department has had a new department chair, our current advisory committee has assisted in the development/revision of the Comprehensive Program Plan in the following areas:

- Course Subject Matter Outlines
  - Courses
  - Scheduling
  - Pathways
- Targeted Occupations

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Since Audrey has been department chair, she has revamped the program plan. She has also begun working on updating the binder at the beginning, working towards the end therefore our advisory committee is informed of our Comprehensive Program Plan fully.

Attached are the current documents in the following areas:

- Job Market Description
- Targeted Occupations
- Total Program Goals & Objectives
- Program Descriptions
  - Courses
  - FFA
  - SAE
- Course Subject Matter Outlines
- Program Completion Standards
- 5-year Facility & Equipment Acquisition
- Current Year Budget
- Graduate Follow-Up
- List of Active Placement Sites

6d. Advisory Committee Chair Information Analysis

Bill Boos is our Advisory Committee Chair, his information has been provided on the cover of the “Agricultural Education Incentive Grant Checklist.”

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Criteria 7
Career Guidance
7a. Student Career Counseling Analysis

Students are counseled through the teaching of “Careers” unit in each class. Each teacher teaches a careers related unit to the subject matter of the course. There are various projects, research and career websites, which the instructors use. In some of the courses it is taught throughout the school year; every Friday, whereas others do this as a unit over the course of a couple of weeks. For the teachers that teach on Friday’s, they not only teach about careers but FFA, SAE and record books as well. In addition teachers also bring in guest speakers, attend industry field trips and has students complete a research paper on a career of the students’ choice. The students also practice filling out job applications, writing résumés and cover letters as well as are given documents on careers within their chosen pathway.

7b. Student Data Career Planning Sheet Analysis

The Sanger FFA has all students complete file online. Each student updates it annually, which includes his or her completed career plan. Teachers have created a profile, which allows them to have access to all of their students on www.calaged.org.

7c. Articulation Agreements Analysis

Sanger High School (and Valley ROP) has teamed up with both Reedley and Fresno City Colleges to offer Dual Enrollment Courses. These dual enrollment courses have taken the place of the 2+2 articulation agreements. Our Department alone offers several dual enrollment courses, which are identified on the following pages.

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Criteria 8
Program Promotions
8a. Recruitment Brochure Analysis

Our department has recruitment brochures/documents readily available for our students. Attached is our brochure, which is passed out during 8th Grade recruitment in addition to our pages in our POA that outlines our Education Program and Pathways.

8b. Financial Alternatives Analysis

Our students have alternative means of overcoming financial barriers to participate in our program's activities; Classroom, FFA, SAE's as well as Leadership Activities.

- Classroom
  - In our district, students who wish to take projects home must pay a “Fabrication Fee.” This fee is usually minimal as helps teachers cover cost of projects. If students can’t afford this, teachers make deals with the students. The student may work for the teacher for a number of hours, which the two parties agree upon. Another option is selling a certain number of items (or dollar amount) while class is doing a fundraiser.

- FFA
  - Generally our FFA activities do not cost any money to attend. If our chapter participates in an activity where money is involved our chapter either covers the cost or if it is an activity that requires us to collect money and the student doesn’t have the funds, the department takes appropriate measures to ensure that the particular individual is taken care of; usually case-by-case scenario.
• SAE
  o Students who cannot afford an SAE project, teachers normally will try to discuss other options with them and their parent/guardian. Options commonly include a smaller project or suggesting loans, which the student would be responsible to repay at the end of the project.

• Leadership Activities
  o Case-by-case basis, just like the FFA explanation.

8c. Recruitment Activities Analysis

Sanger High School has done many activities for recruitment, although over the past couple of years the school policy has changed for recruiting during the school day due to state testing. Being that we have been handed that scenario, this is section is the focus which needs to be improved.

In the past we have offered Farm Tours and National Ag Day Presentations for the younger elementary students. For the Junior High students, we plan activities and a booth at lunchtime. A teacher will take students to the different classes to pass out information about our program as well.

For our high school students, we have an Ag Exploration Day, which entails an informational booth, activities and prizes about the different courses offered and what the FFA is. Generally this event takes place in February or March, depending on weather.

*Samples are included in the Program Plan, Section T*

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Criteria 9
Program Accountability & Planning
9a. Comprehensive Program Plan Analysis

The Department’s Comprehensive Program Plan is kept in the Agriculture Office, Room 1000. It has been updated for the 2016-2017 school year and the Ag Incentive Grant Review with Regional Supervisor, Mr. Charles Parker.

9b. Updates Analysis

Updates of the Program Plan have been completed and submitted to Regional Supervisor, Charles Parker by October 15th. The updates included:

- Five Year Equipment Acquisition Schedule
  - Criteria H
- Chart of Staff Responsibilities
  - Criteria I
- Program of Work
  - Criteria J
- Advisory Committee Roster
  - Criteria N
- Advisory Committee Minutes
  - Criteria O

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9c. Graduate Follow-Up System Analysis

As a department, we conduct graduate follow-up surveys. Once the students have graduated we mail out a brief questionnaire to follow-up with our past students. The information that we attempt to gather is:

- Status of employment or school enrolled within
- Opinion regarding the value and relevance of the agriculture program
- Suggestions for improving the agriculture program

9d. Graduate Data Analysis

Once receiving the graduate surveys, the Sanger Ag Department tabulates/evaluates the results. Once information is collected it is entered online onto our R2/FFA Roster Data Entry Sheet. This information was submitted by October 15th.

9e. Strategies for Retention Analysis

Our Ag Department looks at and evaluates the data for advanced level courses in the planning schedule for the following year. With this, we get our students active as a first year student and keep them engaged in the course as well as putting them on the correct pathway towards college and career.

It is a goal that we try to retain our students by getting more A-G courses approved, innovative and new courses as well as FFA/SAE involvement. Currently being involved with the Wonderful Pathway has helped our program retain more of our students.

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9f. Reports Due (October 15th) Analysis

The following reports must be completed, submitted/received to the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th:

- R-2
- AIG Expenditure
- FFA Roster

This information was submitted by October 15th.
Criteria 10
Student/Teacher Class Ratio
10a. Class Size Analysis

The Sanger FFA Agriculture Department unfortunately does not meet the class size requirement. Each teacher is over the allotted number of 20 students per laboratory-based class and 25 students per classroom-based class. Included is the copy of rosters for each class.

10b. Teacher/Student Ratio Analysis

The Sanger FFA Agriculture Department unfortunately does not meet the student/teacher ratio.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Bonomi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>Animal Science/Vet Science 1, 2&lt;br&gt;Ag Science 1&lt;br&gt;Plant Propagation Production</td>
</tr>
<tr>
<td># of Students (10th-12th)</td>
<td>75</td>
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<td># of Students (9th)</td>
<td>56/2 = 28</td>
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<td>Total Count</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>Classes</td>
<td>Ag Biology&lt;br&gt;Introduction to Plant Science</td>
</tr>
<tr>
<td># of Students (10th-12th)</td>
<td>102</td>
</tr>
<tr>
<td># of Students (9th)</td>
<td>1/2 = .5</td>
</tr>
<tr>
<td>Total Count</td>
<td>102.5</td>
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<thead>
<tr>
<th>Teacher</th>
<th>Herron</th>
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<tbody>
<tr>
<td>Classes</td>
<td>Ag Construction, Ag Engineering/Manufacturing&lt;br&gt;Intro to Ag Mechanics&lt;br&gt;Ag Welding</td>
</tr>
<tr>
<td># of Students (10th-12th)</td>
<td>43</td>
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<tr>
<td># of Students (9th)</td>
<td>32/2 = 16</td>
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<tr>
<td>Total Count</td>
<td>59</td>
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<tr>
<td>Teacher</td>
<td>Parades</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| Classes | Ag Shop Manager Intern  
Intro to Ag Mechanics  
Small Engines |
| # of Students (10<sup>th</sup>-12<sup>th</sup>) | 91 |
| # of Students (9<sup>th</sup>) | 0 |
| Total Count | 91 |

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Potstada</th>
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</thead>
</table>
| Classes | Floral Design  
Advanced Floral Design 2, 3 |
| # of Students (10<sup>th</sup>-12<sup>th</sup>) | 124 |
| # of Students (9<sup>th</sup>) | \(24/2 = 12\) |
| Total Count | 136 |
Criteria 11
Full Year Employment
11a. Extended Contract Analysis

All five teachers in the department have an extended contract. The extended contract is 30 days in length totaling 215 days. Each teacher earns an additional 15% of his or her base pay for the additional days.

Enclosed is the SUTA contract.

11b. Supervision Period Analysis

Our department does not meet the requirements for this section. In our department, none of our teachers have a supervision period at this time.
f. .055  Varsity Assist. Coaches:  
        Pep/Cheer  

Junior Varsity Assist. Coaches:  
        Pep/Cheer  

Frosh Assist Coaches:  
        Pep/Cheer, Baseball  

g. .03  Assist. Coaches:  
        Pep/Cheer, Baseball  

OTHER COACHING ASSIGNMENTS  
Percentage Stipends  

Band  
B.6  
a. .08  SHS Band Director  
b. .06  SHS Assist. Band  
c. .05  Washington Band Director  

Set Amount Stipends  
B.7  
a. Advanced Placement Based on CBEDS (Class Size)  
   $250 per period  
   20 and below  
   $350 per period  
   21 and over  
  b. $475  Washington Flag and Letter.  
  c. $650  VEA, Jr. Hi Drama,  
          SHS Flag and Letter  
          NJROTC Drill Teams  
  d. $950  Chorus  
  e. $1500  Academic Decathlon, Mock Trial  
  f. $1500  Drama, Journalism, Model United Nations  
  g. $1000  Agriculture  
  h. $1500  Head Debate Coach  
         $1500  Head Forensics Coach  
         $ 650  Forensics Assistant  
         $ 650  Assistant Debate Coach  
         $ 650  Assistant Drama Vocal  
         $ 650  Assistant Drama Choreography  
         $1000  Fully Credentialed Special Education Teacher
Criteria 12
Program Achievement
**AGED 539**

Expected Supporting Completion Materials

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<td>School Board Approved Policy for FFA Requirement</td>
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<td>FFA Program of Activities</td>
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<td>Advisory Committee Meeting Minutes</td>
<td>16</td>
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<td>Advisory Committee Constitution &amp; By-Laws</td>
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<td>Proficiency Standards</td>
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<td>Teaching Credential Copy</td>
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<td>Calendar of Department/Chapter Activities</td>
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<td>5-Year Acquisition Plan</td>
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<tr>
<td>Reimbursement Process</td>
<td>34</td>
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</tbody>
</table>
Student Data Sheets
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name ___ ___ ___
   Last Name ___ ___ ___
   First Name, MI ___ ___ ___

B. Gender: Male ___ Female ___ X

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

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

E. Grade Level in School:
   11th ___
   (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.

H. Date: 8/21/16

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

J. Program of Instruction Being Pursued: (Select Only One)
   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 ___ X
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
I. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
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<td>2) Floral</td>
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<td>3) Chemistry</td>
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<td>4) Advance Math</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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</table>
A. Name: [Handwritten]
   Last Name: [Handwritten]
   First Name, M.I: [Handwritten]

B. Gender: Male ______ Female ______ [Handwritten]

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: 8/21/16

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

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

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

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

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<th>SENIOR YEAR</th>
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<tr>
<td>Course</td>
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<td>Course</td>
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</tbody>
</table>

- U.S. History
- Floral Design
- Math
- AP Spanish
- AP English
- Chemistry

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

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<th>S.A.E</th>
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</table>

N. Planned Department Activity (FFA)

Parents/Guardians Signature:
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:  X  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School:  11  
(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.

H. Date:  8-21-16

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

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

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

K. Please indicate below your plans after graduation from high school:
1. Go to Work Full-Time

   No Further Education
   Some College Later

2. Go to College

   Community College
   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major
   Non-Agriculture Major

3. Go Into Military Service
## Student Program Planning Form

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

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<th>SOPHOMORE YEAR</th>
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<tr>
<td>School Year</td>
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<td>Course</td>
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<td>Language arts</td>
<td>Math</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ___________________________ ___________________________
A. Name: [Handwritten name]
   Last Name: [Handwritten last name]
   First Name: [Handwritten first name]

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 X

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

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

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

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

H. Date: 08-21-16

I. Locator Data
   Street Address: [Handwritten address]
   City, Zip: [Handwritten city and zip]
   Phone Number: [Handwritten phone number]
   Email: [Handwritten email]
   Parent/Guardian Name (Print Full Name For Each): [Handwritten names]
   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 X
   2. Go to College X
      Community College ___
      Four Year College ___
      Full-Time Student ___
      Part-Time Student ___
      Agriculture Major ___
      Non-Agriculture Major ___
   3. Go Into Military Service ___
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<td>Career Child</td>
<td>Integrated Math 111</td>
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<td>American Lit P</td>
<td>US History P</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

| Parents/Guardians Signature: | | |
A. Name: [redacted]

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 [X]
- White

D. Year in Agriculture Program: [redacted]

E. Grade Level in School: [redacted]

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

[X] I plan a career in agriculture

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: 8/21/16

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

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

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

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

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<td>Floral 1</td>
<td>Vet science</td>
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<td>Vet science</td>
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<td>Vet science</td>
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<td>Vet science</td>
<td>U.S. History</td>
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<td>Advanced math</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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

H. Date: 08.21.15

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

Email: [redacted]
Parent/Guardian Name (Print Last Name First):
Mr. [redacted]
Miss/Mrs. [redacted]

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

L. 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.

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

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ____________________  ____________________
A. 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.
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   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black or African American
   Filipino
   Guamanian
   Samoan
   Tahitian
   White

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

E. Grade Level in School: 10
   (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.
   I would like to be a house designer

H. Date: AUGUST 21, 2016

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

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

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

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

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N. Planned Department Activity (FFA)

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

A. Name
   Last Name
   First Name, MI

B. Gender: Male ______ Female X

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

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

E. Grade Level in School: 11
   (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.
   I would like to have a career in the “law” vendor (Agricultural Engineer)

H. Date: 8-21-15

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

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 X
      Community College
      Four Year College
      Full-Time Student X
      Part-Time Student
      Agriculture Major X
      Non-Agriculture Major
   3. Go Into Military Service
      __________________________
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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- BOP Floral Design
- AP U.S. History
- Advance Math
- AP English Lit.
- Chemistry
- Spanish 3P

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

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Parents/Guardians Signature: ____________ ____________
### AGRICULTURAL EDUCATION

**A. Name**
- Last Name: [Redacted]
- First Name: [Redacted]

**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 [1st, 2nd, 3rd, 4th]

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

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

**G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
- I don't know what I want to do.**

### DENT CAREER DATA SHEET

**H. Date:** 8-21-16

**I. Locator Data**
- Street Address: [Redacted]
- City, Zip: [Redacted]
- Phone Number: [Redacted]

**Email:** [Redacted]

**Parent/Guardian Name (Print Full Name For Each):**
- Mr. [Redacted]
- Miss/Mrs./Ms. [Redacted]

**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]

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

3. Go Into Military Service [No]
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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

A. Name
   - Last Name
   - First Name, MI

B. Gender: Male ☐ Female ☐

C. Ethnicity/Race:
   - Are you Hispanic or Latino? (Check one): Yes ☐ No ☐
   - 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 ☐ (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11th ☐ (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.
   - Pre-school teacher ☐

H. Date: 8/21/16

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

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- Yearbook
- Integrated Math
- American Lit
- US History
- Spanish 1
- FLoral Design

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

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N. Planned Department Activity (FFA)

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

A. Name

B. Gender: Male   Female   

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

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- White

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

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

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

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

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

H. Date: 8-21-15

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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

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   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major
   Non-Agriculture Major

3. Go Into Military Service
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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ______________________  ______________________
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|              | 2017      | Member       | 601405037  | }
Permanent Agriculture Student File Description
Permanent Student File

The Agriculture Department ensures that each student's record book is maintained in the department files until one year after the student graduates. Current students record books have been kept in a box, milk crate or filing cabinet in their current teachers classroom. Non-current students are kept in a file or stored in a box in our storage room. Graduate students' record books are kept in the filling cabinet in room 1000. The department is transitioning over to the AET record books; therefore overtime they will be accessed wherever internet is available.
Course Outlines
COURSE DESCRIPTION
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

COURSE COMPETENCIES
- Flowers and Foliage, Mechanics and Materials:
  o Identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
  o Identify plant-growing structures.
  o Propagate plants by separation and division.
  o Explain the process of shipping, handling, processing and storing of fresh cut flowers.
  o Select marketable, healthy potted plants.
  o Demonstrate the ability to dry flowers.
  o Identify different media used in floral design.
  o Identify mechanics and materials used in floral design.
  o Identify career opportunities in floriculture.
  o Identify achievements, contests, and awards in vocation contests through floral design.
- Design Elements:
  o Explain the history of floral design.
  o Explain the cultural diversity and implications of different floral designs.
  o Explain the arrangement styles and techniques of modern floral design and their origination.
  o Explain, identify, and evaluate the elements and principles of design.
  o Explain, evaluate, and design seasonal, holiday, and occasion arrangements. Through elements and principles of design.
  o Explain, evaluate and design alternative arrangements.
- Design Practicum:
  o Demonstrate historical arrangements
  o Demonstrate floral arrangements styles and techniques.
  o Demonstrate construction of wedding work.
  o Demonstrate construction of sympathy work.
  o Demonstrate alternative arrangements.
- Special Project:
  o Develop a personal portfolio.
  o Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who are interested and/or plan to pursue a career in the area of floral design.
ACADEMIC CREDIT: This course counts towards the Fine Art credit for high school graduation, UC “F” Art Credit, Dual Enrollment through Fresno City & Reedley Colleges

Dual Enrollment consists of college classes offered at Sanger High School. Students participating in this program will have to complete a Community College application for enrollment at the start of the spring semester. Participating in this program will ease the transition from high school to college and encourage you to keep pursuing postsecondary education. Upon completion of the course the student will receive a community college transcript with the grade and units of the Dual Enrollment course.

Dual Enrollment benefits to students:
- No student fees for the course and the eventual credits (if CA resident.)
- Student does not need to leave the high school campus or go off-site to take the Dual Enrollment class.
- Immediate transferable credit/grade is awarded at the end of the course.
- Student is a HS student and a Community College student that same semester.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.

COURSE OUTLINE
A. History Of Floral Art
B. Elements and Principles of Design
C. Flowers, Foliage Forms and Identification
D. Mechanics and Materials
E. Arrangement Styles and Techniques
F. Seasonal, Holiday and Occasional Design
G. Alternative Arrangements: Weaving & Tying Techniques
H. Career Preparation
I. Leadership and Teamwork

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.

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.

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.

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.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes;
application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

G. 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.

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

CLASS NEEDS
- Spiral Notebook, 200 pages (5 Star is recommended)
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio
- Page Protectors, 50 to start
- Occasionally bring containers/greenery
- Occasionally bring accessories for floral wreaths and/or other projects

COURSE FORMAT/ASSESSMENT
This class is on a points based system. Each area is roughly worth the following:
- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects
- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups
- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations
- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)
REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
- Their binder/notebook
- Writing utensil

*Failure to do so before the bell will result in a tardy.*

REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:

1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Fall Wreath Design
4. Harvest Festive Centerpiece
5. Artificial Holiday Pine Wreath
6. Winter Fresh Pine Center Piece
7. Ice Cream Sundae/Soda Novelty Piece
8. Valentine’s Day Contemporary Design
9. St. Patty’s Day Novelty Piece
10. Spring Basket or Centerpiece
11. Mother’s Day Teacups
12. Father’s Day Succulent/Mini Garden

*Teacher Discretion:
Projects may be changed depending on:
- Cost
- Availability
- Time*

***See attached form for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time they will receive an automatic 15% reduction in the grade. *I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!*

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period’s designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

TESTS AND QUIZZES
Tests and quizzes will be administered throughout the school year. You will be provided with a study guide at the beginning of each chapter. The study guide should be utilized to prepare for and study for chapter tests and periodic quizzes. You should plan to take tests with the class even if you were absent the day before the test.

PARTICIPATION
Ten percent of the students’ grade will be based on classroom participation.
Active Participation:
Additional participation points are also awarded when a student actively participates in the day’s activity and when they clean up their designated area before leaving class.

RESTROOM POLICY
Students are allowed to use the facilities if they: Obtain my permission before leaving, sign out on “Hallway Passport” and return to class within 5 minutes. Failure to follow these rules will result in the loss of this privilege.

FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
All students must be in their assigned seat when the bell rings. It is the student’s responsibility to respect classmates, as well as the teacher by arriving on time each day. The teacher will advise the students as to his/her tardy status and follow the SHS Tardy Policy.

ABSENCES
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LAB CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean. If area is not clean when student leaves, it will result in a 10% deduction per day of current project.

TARDY POLICY
School rules are enforced! Step policy is followed... Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question.
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent “Six Pillars of Character” at all times.

* Trustworthiness
* Respect
  * Responsibility
* Fairness
* Caring
* Citizenship

STUDENT’S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 97%</td>
<td>A+</td>
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<td>D-</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be posted periodically. It is the student’s responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 1
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:

Wired & Taped Corsages/Boutonnieres, Form & Glued Corsage/Boutonnieres, Fall Wreath Design, Harvest Festive Centerpiece, Artificial Holiday Pine Wreath, Winter Fresh Pine Center Piece, Ice Cream Sundae/Soda Novelty Piece, Valentines Day Contemporary Design, St. Patty’s Day Novelty Piece, Spring Basket or Centerpiece, Mother’s Day Teacups, Father’s Day Succulent/Mini Garden

Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One (Direct Costs for Purchase & Fabrication Fee does not apply):**
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and **may not** be taken home by the student.

2. **Option Two (Direct Costs Purchase & Fabrication Fee applicable):**
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and **may** take their fabricated projects home upon completion and grading.

   **When choosing Option Two,** pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

**Choosing a Course Option**

Upon enrollment in Floral Design 1, and by October 1st, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in **Option Two must pay their fabrication fee of $25.00 when turning in this form.**

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
I have read the syllabus provided & understand what is expected of me in this course.

Student Name

Student Signature

Student Email

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

Parent Name

Parent Signature

Parent Email

Home Phone Number

Parent/Guardian Daytime Phone #

Best Time to Call

I look forward to a great year working with you!

Ms. Potstada
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name

Last

First

Student ID

Parent Signature

Period

Option 1

I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2

I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ___ Fall Wreath Design
2. ___ Harvest Festive Centerpiece
3. ___ Artificial Holiday Pine Wreath
4. ___ Winter Fresh Pine Center Piece
5. ___ Ice Cream Sundae/Soda Novelty Piece
6. ___ Valentines Day Contemporary Design
7. ___ St. Patty's Day Novelty Piece
8. ___ Spring Basket or Centerpiece
9. ___ Mother's Day Teacups
10. ___ Father's Day Succulent/Mini Garden

The lab fee is $25.00 for the 2016-2017 school year. If student chooses to take projects home and NOT pay the lab fee, each project will range $8-$10 in cost.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
COURSE DESCRIPTION
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics:
1) Importance of the floriculture industry
2) Floral crops and their characteristics
3) Tools and equipment
4) Care and management of floral crops
5) Principles and elements of design
6) Seasonal, holiday and occasional design
7) Plant propagation
8) Wedding and hi-style design
9) Merchandising and marketing of designs and arrangements.

Students will develop leadership and employability skills emphasized through the course. Integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills. Students will develop leadership skills through the FFA, maintain a Supervised Agricultural Experience and keep a California FFA record book.

COURSE COMPETENCIES
• Become aware of careers within the floral industry.
• Identify flowers and foliage.
• Explain growing, grading, bunching, and shipping of flowers.
• Demonstrate drying flowers.
• Explain the types/styles, elements, and principles of floral design.
• Demonstrate the use of color.
• Demonstrate construction of various floral products and arrangements.
• Demonstrate merchandising and sales of floral products.
• Demonstrate appropriate budgeting skills for floral design.
• Construct special projects.
• Create a career portfolio.
• Demonstrate job skills of specific floral related positions.
• Develop leadership skills through FFA activities.
• Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who have taken floral design 1 as well as interested and/or plan to pursue a career in the area of floral design.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.
COURSE OUTLINE
A. Flowers & Foliage
B. Design Elements
C. Design Practicum
D. Merchandising & Sales
E. Special Projects
F. Job Specific Skills
G. FFA, SAE & Recordkeeping
H. Career Preparation
I. Leadership and Teamwork

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.

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.

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.

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.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

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G. 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.

H. IMPORTANCE OF ETHICS - Students will understand proper ethics in the workplace.

CLASS NEEDS
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio & Page Protectors, 50 to start
  - (OR USE THE BINDER FROM YOUR FLORAL 1 CLASS)
- Occasionally bring containers/greenery
COURSE FORMAT/ASSESSMENT
This class is on a points based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
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  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)

REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
- Their binder/notebook
- Writing utensil

Failure to do so before the bell will result in a tardy.
REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:

1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Wall Mount Design
4. Harvest Festive Centerpiece
5. Specialty Holiday Design
6. Evergreen Center Piece
7. Contemporary Freestyle Arrangement
8. Valentines Day Gift Basket Design
9. St. Patty’s Day Novelty Piece
10. Spring Topiary Design
11. Mother’s Day Themed Arrangement
12. Deco Mesh Final

Teacher Discretion:
Projects may be changed depending on:
- Cost
- Availability
- Time

***See attached formed for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

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PARTICIPATION
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School rules are enforced! Step policy is followed... Refer to Student Handbook.

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  * Respect
  * Responsibility
  * Fairness
  * Caring
  * Citizenship

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Grades will be posted periodically. It is the student's responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success!! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 2
Course Options
Direct Costs Purchase & Fabrication Fee

**Required Assignments:** All students are required to complete the following assignments:


Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One (Direct Costs for Purchase & Fabrication Fee does not apply):**
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and **may not** be taken home by the student.

2. **Option Two (Direct Costs Purchase & Fabrication Fee applicable):**
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and **may** take their fabricated projects home upon completion and grading.

   **When choosing Option Two,** pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

**Choosing a Course Option**

Upon enrollment in **Floral Design 2,** and by **October 1st,** students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in **Option Two must pay their fabrication fee of $25.00 when turning in this form.**

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department
Floral Design
Ms. Potstada

I have read the syllabus provided & understand what is expected of me in this course.

Student Name ___________________________ Date ___________________________

Student Signature ___________________________

Student Email ___________________________

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

Parent Name ___________________________ Date ___________________________

Parent Signature ___________________________

Parent Email ___________________________

Home Phone Number ___________________________ Parent/Guardian Daytime Phone #

Best Time to Call ___________________________

I look forward to a great year working with you!

Ms. Potstada
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name ____________________________________________

Student ID _____________________________________________

Parent Signature _________________________________________

Period ________

Option 1 ________ I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2 ________ I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. _____ Wall Mount Design
2. _____ Harvest Festive Centerpiece
3. _____ Specialty Holiday Design
4. _____ Evergreen Center Piece
5. _____ Contemporary Freestyle Arrangement
6. _____ Valentines Day Gift Basket Design
7. _____ St. Patty’s Day Novelty Piece
8. _____ Spring Topiary Design
9. _____ Mother’s Day Themed Arrangement
10. _____ Deco Mesh Final

The lab fee is $25.00 for the 2015-2016 school year. If student chooses to take projects home and NOT pay the lab fee, each project will be based upon the cost of materials.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
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Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06-04-17  Time: 07:00  Location: Dairy
Student Name: [Redacted]
Instructor: [Redacted]

Project(s): Dairy Heifer
Record Book: Yes  No
Parent Contact: Yes  No

Visit Report

General condition of project:
Poor  Fair  Average  Above Average
Comments: picked up cow

Recommendations:
Walk, tie - love on her to tame

Notes:

Weight: ______  #’s Gained: ______  Days since last visit: ______

Student Signature: [Redacted]  Date: 05-24-17
Ag Instructor: [Redacted]  Date: 05-24-17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 09/10/17  Time: 1:00 am/pm  Location: SHS Farm

Student Name:
Instructor:
Project(s): Poor
Record Book: Yes  No
Parent Contact: Yes  No

Visit Report

General condition of project:

Poor  Fair  Average  Above Average

Comments:
A little light

Recommendations:
Feed like Crazy - exercise

Notes:

Weight: 23  #s Gained:  Days since last visit:

Student Signature: Date: 09/10/17
Ag Instructor: Date: 09/10/17
Sanger High School Agriculture Department

SAE Project Supervision Report

Date: 06-10-17  Time: 8:00 am/pm  Location: SHS Farm

Student Name: ____________________________
Instructor: ________________________________
Project(s): Dairy Calf

Record Book: Yes  No
Parent Contact: Yes  No

Visit Report

General condition of project:

Poor  Fair  Average  Above Average

Comments: ________________________________

A bit heavy

Recommendations:

Cut back on feed - EXERCISE 2x Daily

Notes: ___________________________________

Weight: 50  #’s Gained: ______  Days since last visit: ______

Student Signature: ________________________ Date: 06-10-17
Ag Instructor: ____________________________ Date: 06-10-17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06.10.17  Time: 4:00 am/pm  Location: SHS Farm

Student Name:-
Instructor: 

Project(s): Dairy Cow
Record Book: Yes  No
Parent Contact: Yes  No

Visit Report
General condition of project:

Poor  Fair  Average  Above Average

Comments: Looking too light

Recommendations:
Feed more - open feed
Walk daily

Notes:

Weight:  #’s Gained:  Days since last visit:

Student Signature: _______ Date: 06.10.17
Ag Instructor: _______ Date: 06.10.17
Sanger High School Agriculture Department

SAE Project Supervision Report

Date: 00.00.00
Time: 1:00 am/pm
Location: SHS Farm

Student Name: [Blacked out]
Instructor: [Blacked out]
Project(s): [Blacked out]

Record Book: Yes ☐ No ☐
Parent Contact: Yes ☐ No ☐

Visit Report

General condition of project:

○ Poor
○ Fair
○ Average
○ Above Average

Comments: 

________________________

Recommendations:

Continue to exercise, feed regularly

Notes: 

Warmed

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Weight: 462

#’s Gained: 

Days since last visit: 1st

Student Signature: [Blacked out] Date: 06.22.17

Ag Instructor: [Blacked out] Date: 06.22.17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06-22-17  Time: 7:00 am/pm  Location: SHS Farm
Student Name: [Redacted]
Instructor: [Redacted]
Project(s): Boer Goat
Record Book: Yes No
Parent Contact: Yes No

Visit Report
General condition of project:
Poor  Fair  Average  Above Average
Comments:
A little heavy

Recommendations:
Continue to exercise, feed regularly - try to hold

Notes:
Weaned

Weight: 69  #s Gained:  ______  Days since last visit: 1st

Student Signature: [Redacted]  Date: 06-22-17
Ag Instructor: [Redacted]  Date: 06-22-17
Visit Report

General condition of project:

Poor  Fair  Average  Above Average

Comments:

A little light

Recommendations:

Exercise, Open feed

Notes:


Weight: 79  #'s Gained:  Days since last visit:

Student Signature: __________________ Date: 01/06/17

Ag Instructor: __________________ Date: 01/06/17
Sanger High School Agriculture Department

SAE Project Supervision Report

Date: 07.30.17  Time: 6:00 am/pm  Location: Home

Student Name: ____________________________

Instructor: ________________________________

Project(s): Poor Goat

Record Book:  Yes  No

Parent Contact:  Yes  No

Visit Report

General condition of project:

Poor  Fair  Average  Above Average

Comments:

Looks Great!
GUESS WT. 6G #’s

Recommendations:

Exercise, Feed - Get Salt Lick

Notes:

Tagged for Fair

Weight: __________  #’s Gained: ________  Days since last visit: ________

Student Signature: ____________________________  Date: 07.30.17

Ag Instructor: ____________________________  Date: 07.30.17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 01-26-17  Time: 4:00 am/pm  Location: SHS Farm
Student Name: [redacted]
Instructor: [redacted]
Project(s): [redacted]
Record Book: [redacted]  No
Parent Contact: Yes  No

Visit Report
General condition of project:
Poor  Fair  Average  Above Average
Comments:

Recommendations:
[redacted]

Notes: [redacted]

Weight: 900  #’s Gained:  ______  Days since last visit:  ______

Student Signature: [redacted]  Date: 01-26-17
Ag Instructor: [redacted]  Date: 09-24-17
Sanger High School Agriculture Department

SAE Project Supervision Report

Date: 10.01.17  Time: 10:00 am/pm  Location: SHS Farm

Student Name: [Redacted]
Instructor: [Redacted]
Project(s): Dairy Cow

Record Book: Yes No
Parent Contact: Yes No

Visit Report

General condition of project:

Poor  Fair  Average  Above Average

Comments:

Recommendations:

Notes:

Weight:  #’s Gained:  Days since last visit:

Student Signature: [Redacted]  Date: 10.01.17
Ag Instructor: [Redacted]  Date: 10.01.17
School Board Approved Policy for SAE Requirement
Instruction
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students’ feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)
(cf. 5148.2 - Before/After School Programs)

No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student’s participation in an extracurricular or cocurricular activity be required or refused on those bases. Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. (5 CCR 4925)

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)
(cf. 6145.5 – Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district’s extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and cocurricular activities related to the educational program, including materials or equipment related to the activity.

(cf. 3260 - Fees and Charges)
(cf. 3452 - Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)
1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes

2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.32 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference
EDUCATION CODE
35145 Public meetings
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
35181 Students' responsibilities
48850 Participation of foster youth in extracurricular activities and interscholastic sports
48930-48938 Student organizations
49024 – Activity Supervisor Clearance Certificate
49700-49704 Education of children of military families
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Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils
UNITED STATES CODE, TITLE 42
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
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Student Fees Litigation Update, ELA Advisory, May 20, 2011
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 11-01, November 9, 2011
CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE
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10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010
WEB SITES
CSBA: http://www.csba.org
California Association of Directors of Activities: http://www.cada1.org
California Department of Education: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov

Adopted: 2-12-02; 02-09-10; 03-12-13; 12-13-16
Administrative Regulation
SANGER UNIFIED SCHOOL DISTRICT

Instruction
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Definitions

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, may take place before, during, or after school hours, and have all of the following characteristics: (Education Code 35160.5)
   a. The program is supervised or financed by the school district.
   b. Students participating in the program represent the school district.
   c. Students exercise some degree of freedom in the selection, planning or control of the program.
   d. The program includes both preparation for performance and performance before an audience or spectators.

2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

(cf. 6143 – Courses of Study)

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA
used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

(cf. 5113 – Absences and Excuses)

When a student becomes ineligible to participate in extracurricular or cocurricular activities in the upcoming grading period, or when he/she is subject to probation, the principal or designee may provide written notice to the student and his/her parent/guardian.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

01/10; 03/13; 12/16

CSBA 03/12
School Board Approved Policy for FFA Requirement
Instruction
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)
(cf. 6148.2 - Before/After School Programs)

No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and cocurricular activities related to the educational program, including materials or equipment related to the activity.

(cf. 3260 - Fees and Charges)
(cf. 3452 - Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)
1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes

2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

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Adopted: 2-12-02; 02-09-10; 03-12-13; 12-13-16

CSBA 03/12
Administrative Regulation
SANGER UNIFIED SCHOOL DISTRICT

Instruction
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(cf. 1240 - Volunteer Assistance)
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01/10; 03/13; 12/16
FFA Program of Activities
Program of Activities 2016 - 2017
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Sanger High School Agricultural Education Program

INTRODUCTION – The purpose of this outline is to acquaint you with the opportunities offered by the Sanger High School Agricultural Education Department so that your son/daughter will be able to take full advantage of these opportunities.

CLASSROOM
Students will be exposed to hands on learning through the Agriculture Department Class instruction.

NATIONAL FFA ORGANIZATION
This is an organization for all students studying agriculture education, the purpose of which is a learning tool to strengthen the “Hands On” part of the high school agriculture education curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
This is the project the student has taken on related to their agriculture pathway. They will be keeping records of the transactions related to the project (i.e. hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS
- Vet Science, Ag Science, Biotech, Plant Science-Sheep, Beef, Dairy..... Mrs. Bonomi
- Agriculture Biology—Dairy Goats, Breeding rabbits................. Mr. Herron
- Ag Biology, Plant Science, Plant SAE’s, Swine................. Miss Henson
- Floral Design 1 and Floral Design 2-3, Floral SAE’s, Boer Goat,..... Ms. Potstada
- Ag Mechanics/Welding/Engines, Ag Mech SAE’s, Poultry and Rabbits... Mr. Parades

What is taught in the Agricultural Education Courses:

Agriculture Science Area
- California Agriculture
- Importance and Purpose of Agriculture
- Breed Identification/Terminology
- State Biology Standards (CE/CSU Approved)
- Selection and Anatomy
- New Trends and Career Opportunities
- Special Projects: “Hands On” Experience
- FFA Organization
- Record Book
- Supervised Agricultural Experience Programs

Animal Production
- Rabbits Poultry
- Beef
- Dairy Goats
- Sheep
- Market Goats
- Swine
- Specialty Animals

Floral and Plant Production
- Floral Design
- Growing and Harvesting
- Botany and Plant Structure
- Plant Requirements

Agriculture Mechanics Area
- Safety
- Arc/Oxyacetylene Welding
- MIG and TIG Welding
- Woodworking
- Hand & Power Tool Usage
- Cold Metal Working
- Tool Sharpening & Maintenance
- Electricity/ Plumbing
- Materials and Fasteners
- Small/Advanced Engines
- Equipment/Machinery Operation
- Student Projects SAE’s
RESOURCES
Student Research & Experience Projects
Career Education and Research
Plant Science Growing Greenhouse
Guest Speakers and Field Study Tours
Agriculture Floral Design Lab
Science Lab Equip. – Microscopes
Sanger High School Farm
Agriculture Mechanics Laboratories
Outdoor Planting Benches
Career Development Events and Field Days

CLASSES OFFERED
Introduction to Agriculture
Agriculture/ROP Floral Design
Agriculture Biology
Ag/ROP Veterinary Science
Ag/ROP Biotechnology
Agriculture Mechanics
Agriculture/ROP Welding
Ag/ROP Engineering/Manufacturing
Ag/ROP Small Gas Engine Repair
Ag/ROP Gas Engine Internship

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES
Agriculture Mechanics/Welding
Agronomy
Ag Banking Contest
Best Informed Greenhand (FFA Knowledge)
Creed Recitation
Extemporaneous Public Speaking
Farm Record Book Contest
Floral Design Contest
Veterinary Science
Job Interview
Marketing (Coop Quiz)
Opening and Closing Ceremonies
Parliamentary Procedures
Meats Evaluation
Proficiencies (specialized areas)
Prepared Public Speaking

LEADERSHIP DEVELOPMENT PLAN
Greenhand Conference
Made for Excellence Conference
Advanced Leadership Academy
Sacramento Leadership Experience
Chapter Officer Leadership Experience
State FFA Leadership Conference
National FFA Convention
-Freshman
-Sophomore
-Junior
-Senior
-Chapter Officers
-Freshman to Seniors
-Any Member

TYPICAL FIRST YEAR ACTIVITIES
Greenhand Officer
Apache Closet
Greenhand Initiation
Best Informed Greenhand Contest
National FFA Week
Creed and Speaking Contests
Achievement Trip
Staff Appreciation Barbecue
Ice Cream Social
Annual Parent Member Awards
Banquet
Plan a SAE

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:
Scholarships
SAE Project Ideas
Recommendations – Colleges and Jobs
Transportation – to and from contests and events
Financing – Loans for projects
Officer Letter

Dear FFA Members, Parents and Supporters,

The Sanger FFA Officer Team would like to welcome you into the 2016-2017 school year. We hope you had an exciting and action packed summer.

This year, our theme is Ag in Action. Since community outreach is our number one goal, we intend to make a lasting difference in our local neighborhoods. With your involvement and belief in the FFA, we will grow, strengthen, and positively impact our chapter for years to come.

Together, we will develop a program that is unmatched by any other organization.

Through your commitment and collaboration with our chapter, we will thrive and prosper as we accomplish our goals. We hope this year you will discover your passion for hard work and leadership. The opportunities for growth in this organization are endless.

Sincerely,

The Sanger FFA Officer Team

President: Titus Patton
V. P: Makenzie Flach
V.P: Talie Cloud
Committee Chair: Anthony Limpus
Secretary: Allyson Highfill
Reporter: Kayla Cornelius
Treasurer: Hannah Steagall
Sentinel: David Cisneros
Historian: Cassi Grainer
Chaplain: Molly Irvin
Parliamentarian: Atticus Humphrey
Sweetheart: Lulu Herrera
Advisor's Message

The Sanger FFA advisors would like to welcome you to the 2016-2017 school year. We are excited to have you as a member of the Sanger Agriculture Department. There are many events and opportunities for you to involve yourself in throughout the year. Our FFA Chapter is a place that you will feel welcome and can be a part of. Our mission is to promote agriculture education by supporting each student’s potential for premier leadership, personal growth, and career success.

Our goal this year is to involve all students in a productive SAE project by informing you of all of the agricultural and FFA opportunities available to you, helping you select a suitable project, and supervising you in the production of your project. We feel strongly about the FFA motto line, “doing to learn.” We work hard to engage our students in hands-on learning activities as often as possible. We want students to have a high quality education at Sanger High School and real-world experiences that will become embedded in the minds of our students and deepen their understanding of their classroom learning.

We hope that you will take part in as many of our activities as possible. Active members get the opportunity to travel, make lifelong friends, and have amazing experiences. If you are interested in an area in this program of work, please talk to your agriculture instructor. It is our commitment that you are informed about the events, program goals, FFA, Supervised Agriculture Experience, and career opportunities within agriculture. Listen and watch in your agriculture class for posters, flyers, and announcements of upcoming events. Let’s have an exciting year and strive for excellence. With that, it gives us great pleasure welcome you to the Sanger FFA.

FFA Advisors

Audrey Bonomi ...... 524-7300
audrey_bonomi@sanger.k12.ca.us

Nicole Potstada......524-7335
nicole_potstada@sanger.k12.ca.us

Tony Herron ...... 524-7302
tony_herron@sanger.k12.ca.us

Laura Henson ...... 524-7302
laura_henson@sanger.k12.ca.us

Larry Parades ...... 524-7303
larry_parades@sanger.k12.ca.us
Sanger FFA 2016-2017 Chapter Goals

1. Encourage FFA member participation
   a. Create quality experiences at meetings and activities
   b. Officers and members get to know each other
   c. Use committees effectively
   d. Establish an effective Greenhand officer team

2. Inform School, Community, and Nation about Agriculture and Sanger FFA
   a. Elementary students through Farm Tours
   b. Monthly Newsletters
   c. Current and up-to-date social networking and website
   d. Effective Public Relations
   e. Published Articles in Sanger Newspaper
   f. Club Rush
   g. Radio Broadcast

3. Recruitment
   a. Recruitment of 8th, 9th, 10th graders
   b. Campus events and Activities
   c. Generate School wide Awareness

4. Continue to Serve our Community
   a. Cereal Drive
   b. Anything Goes Drive
   c. December Giving: Golden Living Center
   d. Cash Cow
   e. Nature Center
   f. Other Local Activities

5. Promote Agricultural Literacy
   a. Establish a program to develop literacy and agriculture awareness at local schools.

6. Improve department facilities
   a. Clean-up and Organize
   b. Fact plaques
   c. Signs
   d. Replace Temporary items
   e. Landscaping
## 2016-2017 Chapter Budgets

### FFA

**Estimated Expenses:**
- Awards/Prizes: $4000
- Buses/Travel: $2500
- Food/Serving: $3000
- General Supplies: $9700
- Community Service and Donations: $1000
- Conferences, Contests, and Events: $1500
- Farm Improvement: $1800
- Materials for Events: $1200

**Total:** $25,000

**Estimated Incomes:**
- Car Wash: $1000
- See's Candy: $2500
- Drive Thru BBQ: $2500
- Food Day/Car Show: $1000
- Raffle of Trailer: $2000
- Other Fundraisers/donations: $3000
- Chapter Shirt Payment: $3000
- Income from the Gala: $7000
- Sale of Crops: $1000
- Student Payment for Field trips: $5000

**Total:** $28,000

### Floral

**Estimated Expenses:**
- Flowers: $9000
- Supplies: $2000
- Buses: $1000
- Balloons: $1200

**Total:** $13,200

**Estimated Incomes:**
- Weddings/Events: $7500
- Floral Take Home Fee: $4000
- Holiday Flower Sales: $2200
- Prom Flower Sales: $1000

**Total:** $14,800

### Ag Mechanics

**Estimated Expenses:**
- Specialty Tools: $200
- Project Supplies: $500
- BBQ Food/supplies: $100
- Misc. Equipment: $1000
- Student Welding Gear: $700

**Total:** $2500

**Estimated Incomes:**
- Metal Recycling: $800
- Project Sales: $1000
- Donations: $300
- Payment for Welding Gear: $700

**Total:** $2800

As incomes are received and expenses are incurred, your chapter treasurer will report to the membership in his or her monthly treasurer’s report. If you have an amazing idea for a fundraiser, or something that our chapter should absolutely buy for the use/enjoyment of the membership, let your officer team know so it can be considered in this year’s plans.
Missions and Strategies

FFA makes a positive difference in the lives by developing their potential for premier leadership, personal growth, and career success through agricultural education. To accomplish this mission, we the FFA:

1. Develop competent and assertive agricultural leadership.
2. Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthen the confidence of agriculture students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage achievement in supervised agricultural experience programs.
6. Encourage wise management of economic, environmental and human resources of the community.
7. Develop interpersonal skills in teamwork, communication, human relations and interaction.
8. Build Character; Promote Citizenship, Volunteerism, and Patriotism.

An organization’s mission is its reason for existing and what it strives to do.

1) What is your mission?

2) How do you plan to accomplish it?
FFA History and Structure

History

- Founded in 1928, the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education. In Kansas City's Baltimore Hotel, 33 young farm boys charted a course for the future. They could not have foreseen how the organization would grow and thrive.

- Since 1928, millions of agriculture students - no one knows exactly how many - have donned the official FFA jacket and championed the FFA creed. FFA has opened its doors and its arms to minorities and women, ensuring that all students could reap the benefits of agricultural education.

- Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. Now, the organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse agriculture into the classroom.

What do the letters FFA stand for?

- The letters FFA stand for Future Farmers of America: however, the Future Farmers of America organization shall be known and shall do business as the National FFA organization. Over the past 83 years, FFA and agricultural education have grown to encompass all aspects of agriculture, from production farming, agribusiness and forestry to biotechnology, marketing and food processing.

SANGER CHAPTER

Sanger’s FFA Charter has been around since January 15, 1930, and our chapter has a strong history and sense of tradition. Sanger FFA has an annual membership of 350-400 members, including you! Our chapter has achieved great things through the participation of members like you. Our members do their best to promote agricultural in our community. Members have earned high level awards over the years including the State FFA Degree, American FFA Degree, Local, Sectional, Regional, State, and National Proficiencies, and Championship CDE Teams. Each of you has the opportunity to achieve as well. Our program of activities serves as a road map for planning and accomplishing tasks/goals at the local level.
The FFA operates on local, state and national levels. Student members belong to chapters organized at the local level. Agriculture education instructors serve as chapter advisors.

California chapters are organized under the state association headed by an advisor and youth consultant. The state association conducts programs and hosts annual conventions run by the state officer team.

The California FFA Association charters new chapters, provides direction, programmatic materials and support, and hosts the State FFA Convention which draws approximately 4,000 attendees each spring.
Meeting Room Arrangement

A properly arranged meeting room adds dignity to the function. It also instills pride and sets the stage for conducting chapter business. The Chapter Sentinel is responsible for setting up the meeting room for each FFA meeting. You can volunteer to help the chapter sentinel set up the meeting room. Make sure the chairs and podium are correctly positioned. Set the symbols of each office in the proper places before the meeting begins. The correct room arrangement is shown.

PRESIDENT

REPORTER

SECRETARY

TREASURER

ADVISOR

VICE PRESIDENT

SENTINEL—STATIONED AT THE DOOR

The following symbols or banners should be placed at the officers' stations:

- Rising Sun .................................................. President
- Plow ............................................................. Vice President
- Ear of Corn .................................................. Secretary
- Bust of Washington ........................................ Treasurer
- American Flag .............................................. Reporter
- Shield of Friendship ....................................... Sentinel
- Owl .............................................................. Advisor
FFA Emblem

THE CROSS SECTION OF THE EAR OF CORN provides the foundation of the American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

THE RISING SUN signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

THE PLOW signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country’s strength.

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

THE OWL, long recognized for its wisdom, symbolized the knowledge required to be successful in the industry of agriculture.

The words “AGRICULTURAL EDUCATION” and “FFA” are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

FFA Colors

As the blue field of our nation’s flag and the golden fields of ripened corn unify our country, the FFA colors of NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

FFA Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve.

Brotherhood Pledge

Members recite this when the president asks “FFA members, why are we here?” at an event.

"To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess."
**Official Dress**

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc. Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities.

**Female Official Dress**

- Black skirt.  
  *Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.*

- White collared blouse and official FFA blue scarf.

- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)

- Neutral nylon hosiery.

- Official FFA jacket zipped to the top.

**Male Official Dress**

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)

- White dress shirt and official FFA tie

- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)

- Black socks.

- Official FFA jacket zipped to the top.

**Boys and Girls Livestock Show Uniform**

- White jeans

- White dress shirt and official FFA tie/scarf

- Black or brown boots – If wearing a belt, must match your boots

- Black socks

- Official FFA jacket zipped to the top.

**How to wear Awards**

- Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.

- State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.

- No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.
The FFA Creed

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

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

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

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

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

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

- What do you believe the future of agriculture holds for you?
- What are some of the achievements won by present and past generations of agriculturists?
- What do you mean by leadership from ourselves?
- How would you describe a good farm?
- In what ways do you think an agricultural career would be pleasant?
- What are some of the discomforts of agricultural life?
- Why should there be less dependence on begging?
- What is meant by "the life abundant?"
- What can you do, as a freshman in Agricultural Education, to exert an influence in your home and in your community, which will stand solid for your part in that inspiring task?
Script for FFA Opening and Closing Ceremonies

Opening the Meeting
(When the time set for the opening of the meeting arrives, the president, after quietly arranging for any necessary officer substitutions, rises, raises flag for attention, secures order, and proceeds as indicated below. The other officers rise as called upon by the vice president, and remain standing until seated by the president.)

President: "The ______ will come to order. We are now holding a meeting of the ______ ______ FFA chapter, section, region. Mr./Mdm. Vice President, are all officers at their stations?"

Vice President: (Rising and facing the president) "I shall call the role of officers, determine if they are at their stations and report back to you, Mr./Mdm. President."

Vice President: (Calling roll of officers)
"The Sentinel."

Sentinel: "Stationed by the door."

Vice President: "Your duties there?"

Sentinel: "Through this door passes many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order."

Vice President: "The Reporter."

Reporter: "The reporter is stationed by the flag."

Vice President: "Why by the flag."

Reporter: "As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii."

Vice President: "The Treasurer."

Treasurer: "Stationed at the emblem of Washington."

Vice President: "Your duties there."

Treasurer: "I keep a record of receipts and disbursements just as Washington kept his farm accounts—carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent."

Vice President: "The Secretary."

Secretary: "Stationed by the ear of corn."

Vice President: "Your duties there."

Secretary: "I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet."

Vice President: "The Advisor."

Advisor: "Here by the owl."

Vice President: "Why stationed by the owl?"
Advisor: "The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.

"Mr./Mdm. Vice President, why do you keep a plow at your station?"

Vice President: "The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meeting in the absence of our president, whose place is beneath the rising sun."

Advisor: "Why is the president so stationed?"

Vice President: "The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation. Mr./Mdm. President, all officers are at the stations."

President: (Rises and faces the vice president) "Thank you, Mr./Mdm. Vice President." (All take seats at tap of gavel) "The secretary will call the roll of members."

Secretary: "There are ___ members and ___ guests present, Mr./Mdm. President."

President: "Thank you. FFA members, why are we here?" (All members stand at 3 taps of gavel.) All members in unison: "To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess." (All are seated at 1 tap of gavel.)

President: "May we accomplish our purposes. I now declare this meeting of the __________ FFA Chapter duly opened for the transaction of business, or attention to any matters which may properly be presented." (Proceed with the regular order of business.)

Closing the Meeting
When the business at hand has been disposed of or an appointed time for closing has arrived, the procedure is as indicated below.

President: "Mr./Mdm. Secretary, do you have a record of any further business which should now be transacted?"

Secretary: (Rises, replies and is seated.) "I have none, Mr./Mdm. President."

President: "Does any member know of any new or unfinished business which should properly come before this meeting? (If no answer, proceed as follows)

"We are about to adjourn this meeting of the __________ FFA Chapter."

As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and above all, honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag.

(Taps three times with gavel to call members to stand, face the flag at the at the reporters station, and, with their right hands over their hearts, repeat the following pledge.)

All in unison: "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." (Taps once with gavel and the meeting is adjourned.)
Career Development Events

Sanger FFA encourages students to participate in at least one of the following teams. You will
be able to travel to different colleges throughout the state of California as you learn critical
thinking, speaking, and leadership skills. There are 42 CDEs, covering job skills in everything
from communications to mechanics. Some events allow students to compete as individuals,
while others allow them to compete in teams.

<table>
<thead>
<tr>
<th>Banking</th>
<th>Parliamentary Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Marketing</td>
<td>Specialty Animals</td>
</tr>
<tr>
<td>Best Informed Greenhand</td>
<td>Farm Records</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>Floriculture</td>
</tr>
<tr>
<td>Opening/Closing Ceremony</td>
<td>Welding</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Small Engines</td>
</tr>
<tr>
<td>Job Interview</td>
<td>Meats Evaluation</td>
</tr>
<tr>
<td>Agriculture Mechanics</td>
<td>Veterinary Science</td>
</tr>
</tbody>
</table>

Public Speaking

Public speaking contests are major leadership activities in the FFA. They promote speaking
skills to large and small crowds alike. These skills are vital to any field of business you may be
entering in the future. Public speaking is becoming apparent in more and more contests.

Judging Teams

Judging teams are where teams of four students judge a series of classes (usually of four animals,
fruit trees, cuts of meat, etc. each class) and rank them based on criteria to choose the most
superior to least (e.g. muscling, conformation). In Livestock judging, students only judge cattle,
pigs and lambs; however there are judging contests for many different agricultural products. Part
of the contest is to give "reasons." This is basically a short persuasive speech in which the
contestant explains their evaluation of their “class” to an official for a score.

Specialized Contests

There are many other contest areas including:

- Agricultural Mechanics
- Agronomy
- Land
- Fruit Tree Judging
- Horticulture
- Vine Pruning
- Floriculture
- Farm Business Management
- Landscape Design
- Crops
- Citrus Judging
- Dairy Foods

Each of these areas has specific rules and requirements for competing and they offer
opportunities to learn about careers in that area!
Possible FFA Awards

Local Awards
• Greenhand Degree (1st year Ag students)
• Star Greenhand Degree (1st year Ag students)
• Chapter FFA Degree (2nd year Ag students)
• Star Chapter FFA Degree (2nd year Ag students)
• Outstanding Ag Student Awards (By grade)
• Top 10 Awards (FFA points)
  High Point Receives Belt Buckle
• Scholarships
• Proficiency Awards (Local, Section, Region, State, National)

CDE Awards
• Judging Team Awards
• Speaking Awards
• Proficiency Awards (Local, Section, Region, State, National)

SAE
• Outstanding Exhibitor Award (By species)

State Awards
• State FFA Degree (3rd or 4th year Ag students)
• Scholarships
• Proficiency Awards (Local, Section, Region, State, National)

National Awards
• American FFA Degree (5th to 8th year Ag students)
• Scholarships
• Proficiency Awards (Local, Section, Region, State, National)

Community Service

Sanger FFA is committed to community service and has made it our main chapter goal for the 2016-2017 school year. We plan to help in our community in many ways. The following are some ways you can help to participate in community service:

• Elementary School Gardens
• Sanger Nature Center
• Fresno Farm and Nutrition Day
• Apache Closet Giveaway
• Golden Living Center Wreaths
• Donate services to various organizations
Sanger FFA SAE Project Options for Members

Animal Systems

**SAE Activity Idea**
Buy and show a market animal at fairs.
Assist at a horse stable.
Operate a pet sitting service.
Raise and sell farm fresh eggs.
Raise your own livestock or specialty animals.
Work at a university research lab caring for small animals.
Work at livestock farms or a ranch.
Work at a vet hospital

Business Systems

**SAE Activity Idea**
Operate custom animal raising service.
Operate custom jam/jelly business.
Operate a lawn maintenance/mowing service.
Work for local cement company that installs ag applications.
Work at the local feed store.
Work for a local tax accountant that handles Ag customers.

Natural Resources Systems

**SAE Activity Idea**
Construct and sell game feeders.
Create and sell soil survey maps for farmers and land owners.
Build bat, bird, duck, and squirrel houses for use or sale.
Assist Christmas tree farmers with planting and trimming.
Assist local city management with summer programs as a guide.
Work/Volunteer in Forest Service pack station

Plant Systems

**SAE Activity Idea**
Grow flowers or fruit for sale at a local farmers market.
Rent land from a neighbor and grow ornamental plants or crops.
Start your own pruning business.
Start your own lawn mowing business.
Grow and sell plants through the high school greenhouse.
Work in an orchard.
Work with county soil scientist to map soils.

Power, Structural & Technical Systems

**SAE Activity Idea**
Restore a tractor and for someone or to sell.
Design, build, and sell lawn ornaments.
Operate a lawn mower service and repair business.
Build garden sheds for homeowners.
Operate a business that computerizes farmers' records.
Make business cards, stationary, etc., for businesses or members.
Work in a welding shop.
Work as an assistant for an auto, truck or tractor mechanic.
Work for a local electrician.
Fairs & Shows

In order to give our students an area to showcase the knowledge they have learned through their Supervised Agriculture Experience, Sanger FFA competes at the Fresno Fair in October. Student projects that can be exhibited are beef, sheep, swine, dairy, rabbits, chickens, goats, plants, floral arrangements and agricultural mechanics projects. If you are interested in participating in any of these opportunities, one of the Ag Teachers can get you started. Below are budgets and estimations on costs/profits/loss. It usually depends on the market and how well the FFA member promotes that sale of the animal and solicits buyers for the fair.

Dairy

Showing a dairy heifer is a lot of responsibility and requires time. You will be entering your animal in the Fresno Fair. The animal is purchased in March, so you will be required to feed, water and clean for approximately seven months. You will need to insure she is properly trained. You will practice showmanship and wash her every other day. You will have fun as long as you learn to work with this large animal.

Dairy Replacement Heifers Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heifer</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>$20.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>$130.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>$50.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3200.00</strong></td>
</tr>
</tbody>
</table>

Market Goats

A goat project is a fun project that does not require as much time as large animals. Basically you feed, clean, and practice showmanship. The Boer Goats are a good first project for a student. You gain a good experience both at the farm/home and fair. While at the fair you have to wash, feed, and clip your animal.

Market Goat Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goat</td>
<td>$250.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$130.00</td>
</tr>
<tr>
<td>Entry Fee/Insurance</td>
<td>$30.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$30.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$440.00</strong></td>
</tr>
</tbody>
</table>
Poultry

The poultry project does not require as much maintenance, as compared to other projects simply because they are small animals. You will take ownership and care for the animals for two months prior to the fair. When you get your animals you have to feed them and practice showmanship. Showmanship requires you to inspect the animal. After you show your animal, it will go to the auction if it does well at the show.

Poultry Project Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat Pen (2)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$25.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>$12.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$46.00</strong></td>
</tr>
</tbody>
</table>

Rabbits

Raising and showing rabbits can be a lot of fun. If you are the type of person who doesn’t like to work with larger animals then this is the animal for you! There are a lot of responsibilities when you show rabbits. You have to feed and water them every day and make sure you groom them everyday also. You can either show a meat pen (sell for meat) or fur rabbits which are used strictly for showing and keep these as your pet and use them for breeding.

Rabbit Project Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Cost (2)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$25.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>$12.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$137.00</strong></td>
</tr>
</tbody>
</table>

Steers

Showing a steer is a lot of hard work and you have to be willing to take a lot of responsibilities. Feeding and watering your steer to ensure weight gain is critical. You have to make sure you walk your steer every day. You also have to rinse and brush the hair daily. You also need to get them used to walking with a halter and making sure they get used to being shown with a show stick. If you are a first time showman, you don’t want this to be the first animal you show.

Market Steer Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Steer</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$1700.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>$ 40.00</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Vet. Supplies</td>
<td>$ 30.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>$ 130.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 3900.00</strong></td>
</tr>
</tbody>
</table>

**Sheep**

In showing sheep, there are a lot of responsibilities. When you purchase your animal you will have to feed and water it. After you and the animal get use to each other, you will begin to practice showing your animal, and exercise it daily. When it gets close to the fair, you will start washing and shearing. There are two classes to show and compete in. Showmanship judges your showmanship skills, not the animal. In market, the judges will judge the quality of the animal.

**Market Sheep Budget**

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Lamb</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$ 150.00</td>
</tr>
<tr>
<td>Entry Fee/Insurance</td>
<td>$ 40.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 490.00</strong></td>
</tr>
</tbody>
</table>

**Swine**

A swine project is a great experience. When you begin your project, you must exercise your pig everyday in order for it to maintain a quality build. You are responsible for feeding and cleaning daily. Like other projects, you compete in two types of shows: market and showmanship. In the market show, the judge evaluates the animal for meat quality and the showmanship show determines how well you control your animal, as well as how well you can show an animal.

**Market Swine Budget**

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeder Hog</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>Entry Fee/Insurance</td>
<td>$ 35.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 585.00</strong></td>
</tr>
</tbody>
</table>

**Dairy Goats**

The dairy goat project involves school owned breeding does. The students provide the labor in exchange of showing and animal raising experience. There are no costs involved, and students earn no profit. The project involves feeding, caring, health, and maintenance. During kidding season the student is a part of the birthing and milking of the does once the kids are weaned.
**Ag Mechanics Project**

Constructed or repaired at school or at home.

**Ex. BBQ 18X30 Plate Grill**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal</td>
<td>$80.00</td>
</tr>
<tr>
<td>Hardware</td>
<td>$20.00</td>
</tr>
<tr>
<td>Paint &amp; Miscellaneous</td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$120.00</strong></td>
</tr>
</tbody>
</table>

**Ex. Mower Repair**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts</td>
<td>$50.00</td>
</tr>
<tr>
<td>Chemicals/Oil</td>
<td>$20.00</td>
</tr>
<tr>
<td>Paint/Hardware</td>
<td>$15.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$85.00</strong></td>
</tr>
</tbody>
</table>

**Floral Project**

Create floral arrangements at school for weddings or events.

**Ex. Wedding Flowers**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flowers</td>
<td>$500.00</td>
</tr>
<tr>
<td>Vases (12)</td>
<td>$12.00</td>
</tr>
<tr>
<td>Ribbon/Tulle/Miscellaneous</td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$532.00</strong></td>
</tr>
</tbody>
</table>

It is important to note that these are the estimated basic costs associated with the example projects. **ANY** student who markets their project well is capable of earning a profit, however no profit can be achieved without **YOUR** hard work.

In past years, students have earned as much as $1000 profit on a market animal and as much as $500 profit on shop or floral enterprises, however these particular students searched for buyers and supporters of their projects, wrote numerous letters, asked family and local businesses for support, and worked very hard to achieve that level of profit.
2016-2017 FFA Officers

Sanger FFA Chapter Officers

President: Titus Patton
Vice President: Makenzie Flach
Vice President: Talie Cloud
Secretary: Allyson Highfill
Treasurer: Hannah Steagall
Reporter: Kayla Cornelius
Sentinel: David Cisneros
Historian: Cassidy Grainer
Parliamentarian: Atticus Humphrey
Chaplain: Molly Irvin
Sweetheart: Lourdes Herrera
Advisor: Audrey Bonomi
Advisor: Tony Herron
Advisor: Nicole Potstada
Advisor: Laura Henson
Advisor: Larry Parades

East Fresno Madera FFA Section Officers

President: Hena Sihota, Kingsburg
Vice President: Lantz Adams, Immanuel
Secretary: Mason Tarr, Sierra
Treasurer: Drew Vogt, Immanuel
Reporter: Macey Hammerstrom, Kingsburg
Sentinel: Salvador Velasco, Parlier

San Joaquin Region FFA Officers

President: Andrew Rezandes
Vice President EFM: Nitin Gupta
Vice President Kern: Mayte Magallon
Vice President Sequoia: Mathew Rosa
Vice President South Valley: Jordyn Samper
Vice President Tulare Kings: Bailee Stewart
Vice President WFM: Sierra Yeager
Secretary: Lexie Sherwood
Treasurer: Kaitlyn McDaniel
Reporter: Sage Clay
Sentinel: Nick Hudson
Regional Supervisor: Mr. Charles Parker
California State FFA Officers

President: Andrew Skidmore, Atwater
Vice President: Lauren Millang, Woodland- Pioneer
Secretary: Amanda Skidmore, Atwater
Treasurer: Samuel Looper, Apple Valley
Reporter: Conner Vernon, Nipomo
Sentinel: Jace Neugebauer, McArthur-Fall River
Advisor: Josiah Mayfield

Past State FFA Degrees

2016- Cassi Mae Grainer
    Molly Irvin
    Titus Patton
2015- Sarah Cotter
    Miya Fishel
    Cirenio Hisasaga
    Chelsey Limpus
    Isaiah Lopez
    Laura Villegas
    Brooke White
2014- Beau Drake
    Hollyn Gesinske
    Sarah Gibbs
    Alyssa Ortega
    Moriah Vick

2013- Ashley James
    Ray Farnsworth
    Nahshon Northrip
    Alison Webb
    Julia Nail

2012- Kenna Sandberg
    Paige Coffman

2011- Julia Reidelshiemer
    Erica Casares
    Savannah Hatashita
    Lacey Benefiel

2010- Andrew Warren
    Jaclyn Nelson
    Alicia Heredia

2009- Alexandria Alfaro
    Amanda Cherry
    Jeffrey Christensen
    Cody Greer
    Sarah Kelley
    Katherine Spendlove
    Ashley White
    Mellissa Wood

2008- Lydia Abbott
    Michael Alfaro
    Jeremy Crossland
    Tiffany Davis
    David Erhle
    Nicole Faulk
    Esmerelda Flores
    Alana Laird
    Marie Leso
    Steven Lopez
    Andrew McCarty
    Jessica Menezes
    Alva Reyes
    Anthony Rodriguez
    Will Terzian

2007- Kayla Betterton
2006- Kristen Cherry
   Katy Peoples
   Crystal Perkins
   Crystal Oropeza
   Haileigh Stainbrook
   Melody Terzian

2005- Briana Esqueda-Voigt
   Shane Gibbs
   Gabriela Gutierrez
   Matt Henson
   Alyssa Menezes
   Kashe Messer
   Herman Sihota

2004- Tabatha Casares
   Laura Henson
   Samantha Kister

2003- Mark Anderson
   Josh Butts
   Colby Campbell
   Dominique Casares
   Lindsay Dudley
   Krystle Encinas
   Steven Henderson
   Kristin Jauregui
   Pat Denatale
   James Pellegrini
   Troy Powell
   Robin Sani

2002- Brandon Bedrosian
   Pat Biddy
   Wesley Messer
   Morgan Schmitz

2001- Cory Ballis
   Andy Cosentino
   Dustin Degraw
   Martina Otterbeck
   Jarrod Takemoto

2000- Chad Anderson
   Kenny Anderson
   Billy Boos
   Michelle Brough
   Jennifer Champion
   Brett Carver
   Nathan Johnson
   Justin Lerma
   Jay Lett
   Rosana Macias
   Jana Martin
   Josh Schmidt
   JD Triffon
   Jacob Viau
   Jessica Willhoite
   Ashley White

1999- Michelle Brown
   John DeGraw
   Jamie Greer
   Chris Herron
   Troy Keiser
   Dustin Summers

1998- Erin Bushell
   Daniel Meine
   Mellissa Ochoa
   Brandon Streeter
   Miranda Williams

1997- Laura Baker
   Renee Dell
Past American FFA Degrees

2015-Kenna Sandberg
2011- Katie Spendlove
    Ashlee White

2010- Cody Greer
    Steven Lopez
    Brooke Schmitz

2009- Kristin Cherry
    Lydia Abbott
    Jestine Butts

2008- Melody Terzian
    Haileigh Stainbrook
    Alana Laird

2006- Laura Henson

2005- David Biddy
    Dominique Casares

2004- Wesley Messer
    Morgan Schmitz

2002- Kenny Anderson
    Billy Boos
    Michelle Brough
    Jana Martin
    Nathan Johnson
    Joshua Schmidt
    JD Triffon

2001- Dustin Summers

2000- Erin Bushell

1999-Laura Baker
    Renee Dell

Past State Judging Teams

2001- Best Informed Greenhand

2001- Vine Pruning Team

2003-Meats Evaluation & Technology

Past State and National Proficiency and Agriscience Award Winners

1998- Laura Baker-Specialty Animal Production-Top Four Finalist

1999- Laura Baker-Diversified Livestock Production
    National Winner

2015- Talie Cloud-Animal Science Novice Agriscience Winner
The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2014

ARTICLE I – NAME

Section A. The name of the organization is the Sanger FFA Chapter. Member and the letters, “FFA,” may be used to designate the chapter, its activities, or member therefore.

ARTICLE II – OBJECTIVES

Section B. The organization shall cooperate with national and state government agencies and officials for vocational education in accomplishing the following objectives:

1. To be an integral part of the organization instructional programs in agriculture education, which prepares students for a wide range of careers in agriculture, agribusiness, and other agriculture, related occupations.

2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of time, by learning to assume responsibility, and by developing competencies in communications, human relation, and other social abilities leading to intelligent choice of a career and a successful employment or entrepreneurship in the agricultural industry.

BY-LAWS

Article I

Section A: All provisions of these by-laws shall be considered a part of the constitution of the Sanger FFA Chapter.

Section B: The following by-laws may be amended, deleted; by a two-thirds vote of the active members present providing it is not in conflict with the state or national organizations.

Article II Degree Initiations

Section A: Candidates for the Greenhand and/or chapter degree, who do not attend their respective initiation meeting, shall not be allowed that degree during that current year, without a valid written excuse as deemed by the chapter executive committee and/or Advisor.
Section B: The advisor can and will have the final say in any matter concerning a members status and award.

**Article III Active Membership Status**

**Section A:** In order for an FFA member to maintain an active status and participate in all out of class chapter activities including fairs, the following provisions must be met:

**Provision I:** FFA members must maintain a 2.0 GPA during each semester.

a. Sanger FFA will use the current athletic policy for GPA status and probationary periods.

b. Sanger FFA will use semester grades following the fall and summer school periods.

**Provision II:** FFA members exhibiting livestock, poultry, horticulture and agricultural mechanics projects in the fairs must turn in an up-to-date record book at the time entries are completed for the fair.

**Provision III:** To be an active member, a student must attend a minimum of two meetings per school year. One meeting per semester.

**Article IV General Officer Responsibilities**

**Section A:** Chapter officers are required to attend all chapter meetings and functions/events with a “three strikes” rule enforced.

**Provision I:** “Three Strikes Rule” - Any officer will be eliminated from the officer team for the following:

a. Missing any FFA meeting called by the Advisor.

b. Not fulfilling assigned responsibilities.

c. Not holding up to ethics required by the National, State and Local requirements. ***Suspension from the school will supersede the three strikes rule on a case-by-case basis.

2. The Executive Committee has the right, by unanimous vote; to place an officer on probation after the “three strikes” policy has been enforced. The Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.
3. The advisor has final say in any vote or punishment of a member or officer.

**Article V Fair Amendment**

We, as a chapter will not participate in any market show or fair, which does not include a sale of market animals.

**Section A:** Market animals including champions and non-champions.

**Section B:** Breeding stock will be allowed to show at the advisor’s discretion.

**Section C:** If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

**Section D:** FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

**Section E:** FFA students must have a GPA of 2.0 or higher at the time of purchasing a market or breeding animal for fairs.

**Article VI Officers**

**Section A:** The following officers for the chapter shall be as follows:

a. President  
b. Vice-President-1st-2nd-3rd  
c. Secretary  
d. Reporter  
e. Treasurer  
f. Sentinel  
g. Historian  
h. Parliamentarian  
i. Chaplain  
j. Sweetheart  
k. Committee Chair

2. The advisor shall be the teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

**Section B:** Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.
Section C: The officers of the chapter shall constitute the chapter executive committee. This executive committee shall have full power to act as necessary for all chapter activities in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

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

Section E: The 6 chapter officers (a-f) on previous page must have chapter degree. (g-k) officers must hold at least Greenhand degree. If officer applicant does not have appropriate degree, then it can be overruled by the advisor.

Section F: Advisors will have final say in determining the amount of officers for that year.

Article VII Meetings

Section A: Regular chapter meetings shall be held once a month during the school year, at such time and place as designated by the executive committee. Special meetings may be called at any time.

Section B: Delegates who are eligible for State leadership conference are as follows:

a. Must complete an application
b. Sophomore or junior executive committee members are first for eligibility.
c. If not available, then senior executive committees members are next for eligibility.
d. If neither is available, then top 15 from the previous year may apply.

Provision I:

1. All elected delegates who represent the chapter shall be elected from the freshman, sophomore, and junior classes.

2. Only executive members can be delegates.

3. If the delegates can not select from the executive members, it will be open to the top 15 point members as of the fall semester of the current school year.

Provision II:
1. Delegate applicants will be screened by advisors before executive committee.

2. Delegate applications will be completed by all candidates and will be scored and screened by the Executive Committee.

3. If members of the Executive Committee are part of the application process, they will be excused and the remainder of the members will proceed with the scoring.

Provision III:

Any member representing the chapter at an FFA Function including banquets and contests should follow FFA dress code or have approved attire.

Provision IV:

The advisor can allow for additional members to attend. The number of students is at the advisors discretion. Students that fill out applications will be allowed to attend the State FFA Convention with advisor approval. The additional members will be responsible for their expenses.

Section C:

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

Article VIII Amendments

Section A: This constitution may be amended or changed at any regular meeting by a two-thirds vote of active members present, providing that it is not in conflict with State Association Constitution or that of the National FFA.

Section B: By-Laws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of active members present, providing such by-laws do not conflict with the State or National Organizations.
Job Market Description

Sanger is located in the San Joaquin Valley, 20 miles East of Fresno. Sanger is rich in Agriculture and a growing population for Industrial Agriculture. Agriculture has changed in this area greatly. It was once a thriving packing house and fruit production area is now slowly being converted to other crops, livestock and smaller farms. It is important that we meet the needs of our agriculture community as well as growing and changing student populations.

Sanger’s climate is hot during the summers and cold winters. In July average temperatures are 97 degrees. While in December it can be an average of 37 degrees. The annual rainfall is 11.23 inches and is distributed evenly throughout the tear. The wettest month is March with a 2.20 average.

Some of the agriculture commodities in the Sanger area are mostly fruit production that includes peaches, plums, nectarines, citrus fruits. Additionally, there is strong viticulture production that includes wine grapes, table grapes, raisin grapes and juice grapes. With the poor price in viticulture there are less and less vineyards. There are also almonds, nurseries, beef and horse production as well. With the production side of agriculture, there are also the supporting careers as well. There are manufactures in Sanger, packing houses, machine shops and other agriculture services provided, like insurance, banking an loan operations and local agriculture agencies.

About 85% of Sanger High Graduates attend a post-secondary education. Many of them also join the workforce while continuing their education. The others join military and the full-time work force. Sanger High Agriculture believes that all students completing the program will have a skill that is vocational and hands-on and can market themselves in a field even if it is not their final choice of an occupation. Sanger High Agriculture Department believes that all students need a vocational skill whether or not they will be continuing their education. If we help promote the career areas, they may not have to be further trained to obtain a job. It is our job to make sure all of our students successfully complete the skills necessary to pursue a career in the area and/or prepare them to explore options in post-secondary education.
Sanger, California  
"The Nation’s Christmas Tree City"

- Centrally located in the state, the city of Sanger provides direct access to the vast California market.
- Equidistant between Los Angeles, & San Francisco / San Jose.
- 20 minutes to Fresno-Yosemite International Airport; interstate highway networks & rail connections.
- Labor rates are much lower than major metropolitan areas.
- Sanger is active in utilizing industrial development bonds, land financing, & tax increment financing.

### MAJOR EMPLOYERS

<table>
<thead>
<tr>
<th>Manufacturing</th>
<th>Name</th>
<th>Product</th>
<th># of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADCO</td>
<td>Packaging Equipment</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>American West Books</td>
<td>Wholesale Book Distributor</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Cal Custom Tile</td>
<td>Stone Fabrication</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Clovis-Sanger Cabinet</td>
<td>Cabinets</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Gibson Wine Company</td>
<td>Wine Processing &amp; Bottling</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Hart &amp; Cooley</td>
<td>Air Distribution Products</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Initiative Foods</td>
<td>Baby Food Mfg.</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Kings River Casting</td>
<td>Park Benches &amp; Accessories</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Kings River Door</td>
<td>Doors &amp; Accessories Mfg.</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>KW Automotive</td>
<td>Auto Parts Mfg.</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>M.C. Truss</td>
<td>Pre-fabricated Trusses</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Pet Carousel</td>
<td>Pet Treats</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Peters Roofing</td>
<td>Roofing Contractors</td>
<td>45</td>
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<tr>
<td>Sanger Poultry</td>
<td>Poultry Processing</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Sanger Power L.L.C.</td>
<td>Power &amp; Hydromulch</td>
<td>20</td>
<td></td>
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<tr>
<td>International Paper</td>
<td>Corrugated Containers</td>
<td>160</td>
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</tr>
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</table>

### Non-Manufacturing

<table>
<thead>
<tr>
<th>Name</th>
<th>Product</th>
<th># of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ak-mak Bakeries</td>
<td>Armenian Bread &amp; Crackers</td>
<td>20</td>
</tr>
<tr>
<td>Califresh</td>
<td>Food Processing</td>
<td>40</td>
</tr>
<tr>
<td>City of Sanger</td>
<td>Municipal Government</td>
<td>135</td>
</tr>
<tr>
<td>DelMonte Fresh Produce</td>
<td>Fresh Fruit Packing</td>
<td>150</td>
</tr>
<tr>
<td>Gong’s Markets</td>
<td>Food: Retail</td>
<td>100</td>
</tr>
<tr>
<td>Hedrick’s GMC</td>
<td>Auto Dealer</td>
<td>16</td>
</tr>
<tr>
<td>Mid Valley Publishing /</td>
<td>Sanger Herald Newspaper</td>
<td>20</td>
</tr>
<tr>
<td>Rite Aid</td>
<td>Retail</td>
<td>30</td>
</tr>
<tr>
<td>Sanger Ford Mercury</td>
<td>Auto Dealer</td>
<td>33</td>
</tr>
<tr>
<td>Sanger Unified School District</td>
<td>Education</td>
<td>900</td>
</tr>
<tr>
<td>Save Mart</td>
<td>Food: Retail</td>
<td>61</td>
</tr>
<tr>
<td>Sequoia Chevrolet</td>
<td>Auto Dealer</td>
<td>25</td>
</tr>
<tr>
<td>Walmart</td>
<td>Retail</td>
<td>400</td>
</tr>
</tbody>
</table>

#### Assessed Valuation
$626,768,705

Sales Tax: 7.25%

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For information contact the Sanger Chamber of Commerce  
1789 Jensen Ave., #B, Sanger, CA 93667 Phone: (559) 875-4575 Fax: (559) 875-0745  
E-mail: sanger@psnw.com Web: http://www.sanger.org
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 1

CBEDS TITLE: Horticulture and the Environment
CBEDS NUMBER: 4050

JOB TITLES:
- General Floral Designer 142.081-010
- Production Floral Designer 142.081-010
- Head Florist Designer 142.081-010
- Specialized Floral Designer 142.081-010
- Floral Department Designer 142.081-010
- Freelance Floral Designer 142.081-010
- Salesperson-Customer Serv/Counter 299.367-010
- Delivery Person 299.477-010
- Interior Landscape/Maint. Person 408.364-010
- Cut Flower Processor 405.687-010
- Greenhouse Worker 405.684-010
- Balloon Designer 142.081-010
- Salesperson, Flowers 260.357-010
- Salesperson, Florist Supplies 275.357-054

COURSE DESCRIPTION:

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

ARTICULATION:
- 2+2+2 articulation with Reedley College

PREREQUISITES:
- NONE

DATE:
- December 2000

REVISION:
- January 2006

HOURS:
- 180

CREDITS:
- 10

GRADE LEVEL:
- 11-12
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Advanced Floral Design
CBEDS TITLE: Horticulture and the Environment
CBEDS NUMBER: 4050

JOB TITLES:
- General Floral Designer: 142.081-010
- Production Floral Designer: 142.081-010
- Head Florist Designer: 142.081-010
- Specialized Floral Designer: 142.081-010
- Floral Department Designer: 142.081-010
- Free Lance Floral Designer: 142.081-010
- Salesperson (Customer Service/Counter): 299.367-010
- Delivery Person: 299.477-010
- Interior Landscape/Maintenance Person: 408.364-010
- Cut Flower Processor: 405.687-010
- Greenhouse Worker: 405.684-014
- Balloon Designer: 142.081-010
- Salesperson, Flowers: 260.357-010
- Salesperson, Florist Supplies: 275.357-054

COURSE DESCRIPTION:

The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) importance of the floriculture industry, 2) floral crops and their characteristics, 3) tools and equipment, 4) care and management of floral crops, 5) principles and elements of design, 6) seasonal, holiday and occasional design, 7) plant propagation, 8) wedding and hi-style design and 9) merchandising and marketing of designs and arrangements.

Students will develop leadership and employability skills emphasized through the course. Integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills.

Students will develop leadership skills through the FFA, maintain a Supervised Occupational Experience Program and keep a California FFA recordbook.

HOURS: 360 Hours
PREREQUISITES: NONE; Floral Design recommended.
## VALLEY ROP COURSE OUTLINE

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Floral Design 3—Advanced Floral Wedding and High-Style Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBEDS TITLE:</td>
<td>Horticulture and the Environment</td>
</tr>
<tr>
<td>CBEDS NUMER:</td>
<td>4050</td>
</tr>
<tr>
<td>JOB TITLES:</td>
<td>General Floral Designer 142.081-010</td>
</tr>
<tr>
<td></td>
<td>Production Floral Designer 142.081-010</td>
</tr>
<tr>
<td></td>
<td>Head Floral Designer 142.081-010</td>
</tr>
<tr>
<td></td>
<td>Specialized Floral Designer 142.081-010</td>
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<td></td>
<td>Floral Department Designer 142.081-010</td>
</tr>
<tr>
<td></td>
<td>Salesperson (Customer Service/Counter) 299.367-010</td>
</tr>
<tr>
<td></td>
<td>Delivery Person 299.477-010</td>
</tr>
<tr>
<td></td>
<td>Balloon Designer 142.081-010</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION:

This course in Floristry is for students who are interested in the advancement of pursuing a career in floral design: Wedding designer, high-style designer, balloon designer, production designer and other related floral fields. Instruction includes the basic design skills used in everyday floral shops to elite designs, styles and weddings.

Students are taught to properly design corsages, centerpieces, wedding bouquets, funeral pieces and all phases of design work commonly used in the planning and staging of events or parties. Flower materials to be used, but not limited to, fresh flowers and foliage or dried, silks and other textures as may be required to complete a project. Students who are job ready and have a genuine interest in floristry will be given an opportunity to go into a community classroom setting and obtain actual on the job training in the floral industry. Students who are successful in the industry can usually expect to obtain full or part-time employment.

### PREREQUISITES: Floral Design 1 AND 2

### GRADE LEVEL: 12

### DATE: May 2003

### DEPARTMENT: Agriculture

### HOURS: 180 Classroom hours
           45-90 hours Community Classroom

### CREDITS: 10 credits per year
VROP COURSE OUTLINE

COURSE TITLE: Ornamental Horticulture

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

JOB TITLES: 408.687-014 Laborer, Landscape
408.364-010 Plant-care worker
408.161-010 Landscaper, Landscape Gardener
408.684-010 Lawn Service worker
142.081-010 Floral Designer, Floral Arranger
408.684-010 Sprayer, Hand

COURSE DESCRIPTION:

Ornamental Horticulture is a two-semester class (one year) designed to introduce and develop entry-level skills and experiences associated with the Ornamental Horticulture and Floriculture industries, as well as pursuing further education at a Community College or University. Students will obtain skills in the area of horticulture, landscape design, landscape maintenance, floriculture, turf, business sales and communications. Emphasis will be on a nursery landscape laboratory that includes: propagation, shade and green houses, a class landscape project, landscape park laboratory, vegetable, flower gardens and a retail sales project. This class articulates with Reedley College (2+2+2) and as graduation credit for Fine Arts at Selma High School. To receive in-depth training in design and career skills in the field of Horticulture, this course should be taken in succession with Floriculture, either following or preceding.

HOURS: 180 Hours (2 semesters)

PREREQUISITES: NONE

DATE: September 1999

CREDITS PER SEMESTER: 5

GRADE LEVEL: 11-12

I. COURSE INFORMATION:

A. Course Title: Veterinary Science
   Developed By: Santa Cruz ROP; adopted by Valley ROP March 10, 2005

B. Grade Level: 11-12 Grades

C. Length of Course: 1 Year
   Hours/Credits: 180 hours/year; 10 credits/year

D. Prerequisites: Algebra I

E. CBEDS: 4020 – Agriculture, Animal Science

F. Job Titles: Animal Care and Service Workers
   ONET Codes: 39-2011.00, 39-2021.00;
   Veterinary Technician DOT 079.361-014

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The student will be able to:
   1. Access research material from the library, internet, and other
      sources to complete increasingly challenging assignments
      as self-directed learners. In depth study of the anatomy and
      physiology of a variety of animal species is designed to build
      knowledgeable problem solvers in the field of Veterinary
      Science.
   2. Acquire advanced animal principles, know and respect
      diversity in the animal kingdom, and become an animal
      advocate for their welfare on all levels encompassing family
      pets, domestic livestock and our wildlife resources.
   3. Prepare for advanced post-secondary level education in
      animal science, biology, and/or zoology.
   4. Demonstrate ability to solve problems and think critically by
      effectively completing challenging group and individual
      projects and assignments. The combination of science labs
      and academic research enables students to use complex,
      creative thinking skills to reach sound conclusions.
VALLEY ROP COURSE OUTLINE

COURSE TITLE: VETERINARY SCIENCE II

CBEDS TITLE: Ag Animal Science
#4020

CTE SECTOR: Agriculture and Natural Resources

JOB TITLES:
(ONET #s)
29-1131.00 Veterinarian
31-9096.00 Veterinarian Assistant
29-2056.00 Veterinary Technician
45-2021.00 Animal Breeder
45-2093.00 Farm Workers, Farm and Ranch Animals

COURSE DESCRIPTION:
The Veterinary Science II class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

HOURS: 180 hours per year
CREDITS: 10 credits per year

PREREQUISITES: Veterinary Science I
DATE ORIGINATED: August 2006
GRADE LEVELS: 11-12
ARTICULATION: None

TEXTS AND SUPPLEMENTAL MATERIALS:


Introduction to Veterinary Science, James B. Lawhead, Delmar Learning, 2005.

Modern Livestock and Poultry Production, James Gillespie, Delmar Learning, 7th Edition

An Illustrated Guide to Veterinary Medical Terminology, Janet Amundson Romich, Delmar Learning
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Ag Mechanics/Construction 1
CBEDS TITLE: Mechanics and Engineering Technology
CBEDS NUMBER: 4030
JOB TITLES: Welder, Mechanic

COURSE DESCRIPTION:
This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of farm machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, harvesters, tilling equipment and trucks. The student will also learn the principles and theories of hydraulic systems. The course integrates math, and physical applications to applied principles within the everyday work world. The course curriculum is built around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

HOURS: 360 Hours
PREREQUISITES: NONE
DATE: August 2001

COURSE OUTLINE
DEPARTMENT: Agriculture
SCHOOL: Kingsburg High School, Reedley High School

CREDITS PER SEMESTER: 10
GRADE LEVEL: 11-12

ARTICULATION: Reedley College Course L14, 2 college credits

INSTRUCTIONAL METHODS:
1. Lecture
2. Laboratory
3. Demonstration
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Ag Mechanics/Construction 2
CBEDS TITLE: Mechanics and Engineering Technology
CBEDS NUMBER: 4030
JOB TITLES: Welder, Mechanic

COURSE DESCRIPTION:
This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of farm machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, harvesters, tilling equipment and trucks. The student will also learn the principles and theories of hydraulic systems. The course integrates math, and physical applications to applied principles within the every day work world. The course curriculum is build around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

HOURS: 360 Hours
PREREQUISITES: NONE
DATE: August 2001

COURSE OUTLINE

DEPARTMENT: Agriculture
SCHOOL: Kingsburg High School, Reedley High School

CREDITS PER SEMESTER: 10
GRADE LEVEL: 11-12
ARTICULATION: Reedley College Course L14, 2 college credits

INSTRUCTIONAL METHODS:
1. Lecture
2. Laboratory
3. Demonstration
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Small Gas Engines and Outdoor Power Equipment—
(Two- & Four-Stroke Gasoline Engines Certification)

CBEDS TITLE: Small Engine Repair

CBEDS NUMBER: 5661

JOB TITLES: Small Engine Mechanic DOT # 625.281-034

COURSE DESCRIPTION:

This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Students will demonstrate ability to repair small engines such as lawn, garden, and small engines used in agriculture. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. This course prepares students for the Outdoor Power Equipment (OPE) Category 1 Two-and Four-Stroke Gasoline Engine Technician Certification—a industry-recognized certification through the Outdoor Power Equipment & Engine Service Association (OPEESA) an approved certification through the Equipment & Engine Training Council (EETC).

STUDENT OUTCOMES:

- Acquire knowledge of appropriate Theory in the areas of Two-Stroke and Four-Stroke Cycle Gasoline Engines.
- Demonstrate use of proper Safety with tool and material handling within a shop environment.
- Complete appropriate Service Paperwork
- Use Technical Publications in performing services.
- Identify, demonstrate proper use of, and clean Hand Tools
- Identify and demonstrate proper use of Precision Measuring Tools
- Demonstrate procedure for Troubleshooting.
- Identify Engine numbers.
- Explain Two- and Four-Stroke Cycle Engine operating theories.
- Describe engine components, theories, and functions.
- Describe Lubrication Fundamentals.
- Describe functions of Engine Maintenance.
- Perform Engine Maintenance.
- Test a Two-Stroke cycle Gasoline Engine
- Conduct a Two-Stroke Cycle Gasoline Engine Overhaul
- Conduct Four-Stroke Cycle Gasoline Engine Diagnosis
- Service a Four-Stroke Cycle Gasoline Engine
- Perform Failure Analysis
- Identify Career Opportunities and Conduct Job Search
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Small Gas Engine Internship

CBEDS TITLE: Small Engine Repair

CBEDS NO: 5661

JOB TITLES: 49.9099.99 Installation, Maintenance and Repair Workers

HOURS: 180 hours

CREDITS PER YEAR: 10

PREREQUISITES: Small Engines or permission of instructor

DEPARTMENT: Agriculture

SCHOOL: Sanger High School

GRADE LEVEL(S): 11-12

TEXT: Technical Repair Manuals for the specific engine they are working on.

COURSE DESCRIPTION:

This course is designed to expand the student's knowledge from the basic principles they have learned in the beginning small engines class. Students will demonstrate ability to repair small engines such as lawn, garden, and small engines used in agriculture. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. This class is also designed to be completely hands-on.

STUDENT OUTCOMES:

- Acquire knowledge of appropriate Theory in the areas of Two-Stroke and Four-Stroke Cycle Gasoline Engines.
- Demonstrate use of proper Safety with tool and material handling within a shop environment.
- Complete appropriate Service Paperwork
- Use Technical Publications in performing services.
- Identify, demonstrate proper use of, and clean Hand Tools
- Identify and demonstrate proper use of Precision Measuring Tools
- Demonstrate procedure for Troubleshooting.
- Identify Engine numbers.
- Explain Two- and Four-Stroke Cycle Engine operating theories.
- Describe engine components, theories, and functions.
Do you just belong?

Are you an active member,
the kind that would be missed?
Or are you just content
to have your name among the list?
Do you attend the meetings
and mingle with the flock?
Or do you usually stay away
and criticize and knock?

Do you take an active part,
to help and work along?
Or are you satisfied
to be the kind that just belongs?
Do you pitch in, and do you share,
to really make things tick?
Or leave the work to just a few,
that you would call “the clique?”

There's quite a program scheduled
that we're sure you've heard about,
and we'll appreciate it if you too,
will help us work things out.
So come to the meetings often,
and help with hand and heart.

Don't just be a member,
but take an active part.
Think this over, friend,
because you know right from wrong,
Are you an “ACTIVE MEMBER”,
or do you just belong?

Author Unknown
Recruitment Plan
**Background:**

When I was hired at Sanger High School in the summer of 2014 and working on my Masters, many projects went through my mind for improvement. The one that I felt was most prominent was the activities for recruitment. Due to the school policy changing over the past couple of years, and not allowing the high school participate in recruitment activities during the school day in the months of March and April; due to state testing, I decided that I wanted to focus on this area do something like I have in the past (while I was at my previous school.)

In the past, Sanger FFA has offered Farm Tours and National Ag Day Presentations for the younger elementary students. For the Junior High students, we plan activities and a booth at lunchtime. A teacher will take students to the different classes to pass out information about our program as well. For our high school students, we have an Ag Exploration Day, which entails an informational booth, activities and prizes about the different courses offered and what the FFA is. Generally this event takes place in February or March, depending on weather.

**Goal or Purpose of the Project:**

My overall goal while doing this project is to improve the following area of the Sanger FFA Chapter, my goal is to begin a program for recruitment. While I was working at Pershing Continuation High School, I ran an Ag Day for the district's 3rd grade students. I would like to do that here as well. I feel that in the long run it would help increase our member numbers. Students would remember this exciting experience and want to join our club at their first opportunity, which beginning the 2018-19 school year we are hoping to have an Exploratory Program at our Junior High.

"Always With Pride"
Specific Objectives to be Accomplished:

While working towards my goal of recruitment, I would like to begin with elementary aged students. I will pick a day in mid-May and have 20-25 local vendors from different aspects of the industry come and present 10 minute presentations on their specialty. During these presentations the students will not only walk away with the knowledge but also experience another sense; something to touch, taste, feel or see.

Objectives In Progress:

Attached are my contacts, which are being made, flyers that I have made in the past and I am currently editing to send out to our elementary schools and vendors. Maps and rotation schedules are in progress as well, in addition to our final activity. This will be our 1st AG DAY for Sanger High School. Students will be receiving a backpack with initial goodies donated by vendors. As the third-graders go through each booth/station, they will have the opportunity to touch, taste, feel and/or see something pertaining to that agricultural area. Several of our vendors also have stated that they are bringing additional items with them, to give to our students to take home. These kids will get to add to their backpacks, which our department finds to be extremely exciting!

“Always With Pride”
<table>
<thead>
<tr>
<th>Topic</th>
<th>Department</th>
<th>Presenter</th>
<th>Contact Info</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch an Animal</td>
<td>Tranquility FFA</td>
<td>Rick Gragnani</td>
<td>(559) 692-5828, <a href="mailto:gragnani@ppusd.org">gragnani@ppusd.org</a></td>
<td>PO Box 457, Tranquility, Ca. 95668</td>
</tr>
<tr>
<td>Pomegranates</td>
<td></td>
<td></td>
<td></td>
<td>1644 W. Lincoln, Fresno, Ca. 93706</td>
</tr>
<tr>
<td>Observation Bee Hives</td>
<td></td>
<td>Vicla Blair</td>
<td>(559) 311-9396, vicla/blair@yahoo.com</td>
<td>16256 W. Whitesbridge, Kerman, Ca. 93601</td>
</tr>
<tr>
<td>Landscapes</td>
<td></td>
<td>Hilario Guerrero</td>
<td>(559) 374-563</td>
<td>4393 N. Lorna Avenue, Fresno, Ca. 93705</td>
</tr>
<tr>
<td>Meat Industry</td>
<td></td>
<td>Ryan Person</td>
<td>(559) 126-8554, <a href="mailto:rtperson272@gmail.com">rtperson272@gmail.com</a></td>
<td>3690 N. Dewolf, Clovis, Ca. 93619</td>
</tr>
<tr>
<td>Beef Cattle, Pork</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Guide Dogs</td>
<td>Lemoore FFA</td>
<td>MaryBeth Hearn</td>
<td>(559) 203-474, <a href="mailto:mhearn524@gmail.com">mhearn524@gmail.com</a></td>
<td>1274 W. Hedges Avenue, Fresno, Ca. 93728</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td></td>
<td>Katie Rodger</td>
<td>(559) 221-4735, (559) 271-7345</td>
<td>2220 Tulare Street, 6th Floor, Fresno, Ca. 93721</td>
</tr>
<tr>
<td>Recycling</td>
<td>Fresno County of Public Works &amp; Planning</td>
<td>Cathy Crosby</td>
<td>(559) 650-4500, <a href="mailto:crosby@fsu.edu">crosby@fsu.edu</a></td>
<td>1111 Van Ness Avenue, Fresno, Ca. 93721</td>
</tr>
<tr>
<td>Healthy Kids</td>
<td>Fresno County Office of Ed</td>
<td>Rhismon Stacey</td>
<td>(559) 415-1834, (559) 801-5829</td>
<td>1730 S. Maple, Fresno, Ca. 93702</td>
</tr>
<tr>
<td>Heathy Foods</td>
<td>U.C. Cooperative Extension</td>
<td>Geanie Nash</td>
<td>(559) 600-7216, <a href="mailto:gnmash@ucanr.edu">gnmash@ucanr.edu</a></td>
<td>5734 S. Cedar, Fresno, Ca. 93721</td>
</tr>
<tr>
<td>Horse Back Packing</td>
<td>Central Unified Bus Lady</td>
<td>Veronica Lewis</td>
<td>(559) 251-6739,</td>
<td>5406 W. Dakota Avenue, Fresno, Ca. 93722</td>
</tr>
<tr>
<td>Raisins</td>
<td>Sun Made</td>
<td>Randy Ross</td>
<td></td>
<td>10110 N. Douglas Court, Porterville, Ca. 93257</td>
</tr>
<tr>
<td>Poultry</td>
<td>Fresno State</td>
<td>Cella Boyd</td>
<td>(559) 920-561</td>
<td>250 F. Belmont, Fresno, Ca. 93701</td>
</tr>
<tr>
<td>Milk</td>
<td>Producers Dairy</td>
<td>Joanne Heredia</td>
<td>(559) 336-7810,</td>
<td>11730 S. Maple, Fresno, Ca. 93702</td>
</tr>
<tr>
<td>Bugs-Entomology</td>
<td>U.C. Cooperative Extension</td>
<td>Gene Hoenow</td>
<td>(559) 407-8080, <a href="mailto:ghoenow@uc.fresno.edu">ghoenow@uc.fresno.edu</a></td>
<td>16471 W. Whitesbridge, Kerman, Ca. 93601</td>
</tr>
<tr>
<td>Almonds</td>
<td>Shaa Family</td>
<td>Chaz Shewel</td>
<td>(559) 816-967</td>
<td></td>
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*Given Books*
<table>
<thead>
<tr>
<th>Industry</th>
<th>Company/Contact Details</th>
<th>Address</th>
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<tbody>
<tr>
<td>Dairy Industry</td>
<td>Bill Idsinga Dairy</td>
<td>6045 S. Madera Avenue, Kerman, CA 93630</td>
</tr>
<tr>
<td>Hay, Cotton, Grapes</td>
<td>Porto Family</td>
<td>Cheryl, Alex &amp; Jarred PO Box 283, Sanger, CA 93637</td>
</tr>
<tr>
<td>Rabbits (Swine-No)</td>
<td>Clovis FFA</td>
<td>Cheryl, Alex &amp; Jarred PO Box 283, Sanger, CA 93637</td>
</tr>
<tr>
<td>Welding or Wood Working</td>
<td>Clovis FFA</td>
<td>Cheryl, Alex &amp; Jarred PO Box 283, Sanger, CA 93637</td>
</tr>
<tr>
<td>Misc. Leadership Class Farm Tour Stuff</td>
<td>Clovis FFA</td>
<td>Cheryl, Alex &amp; Jarred PO Box 283, Sanger, CA 93637</td>
</tr>
<tr>
<td>USDA Canine</td>
<td>Department of Ag</td>
<td>1730 S. Maple, Fresno, CA 93702</td>
</tr>
<tr>
<td>Saddles</td>
<td>Fresno State</td>
<td>Bryn, 8420 S. Valentine, Fresno, CA 93701</td>
</tr>
<tr>
<td>Engineering</td>
<td>Fresno-Central FFA</td>
<td>80799 N. Archie, Fresno, CA 93720</td>
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<tr>
<td>Taxidermy</td>
<td>Freitas &amp; Son Taxidermists</td>
<td>Manuel Ponce</td>
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<td>Taxidermy</td>
<td>Bob’s Wildlife Taxidermy Studio</td>
<td>Tom Freitas</td>
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<td>Taxidermy</td>
<td>Life Like Taxidermy</td>
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<td>Taxidermy</td>
<td>Rick's Taxidermy</td>
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<td>Tractors, Farm Equipment</td>
<td>John Deere</td>
<td>Pat O’Neal</td>
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<tr>
<td>Auctioneer</td>
<td>Fresno Livestock</td>
<td>Fire Safety</td>
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<td>Pine Trees</td>
<td>U.S. Forest Service</td>
<td>Fish</td>
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<td>Reading</td>
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<td>Farm Machinery</td>
<td>Quinn Caterpillar</td>
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<td>Trees</td>
<td>Tree Fresno</td>
<td>Trees</td>
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<td>SPCA</td>
<td>Fresno Chaffee Zoo</td>
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<td>Ancient Indian Artifacts</td>
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"Back-up Plan" Ideas

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<tr>
<th>Plant Seeds in Dixie Cups</th>
<th>Fresno-Pershing FFA</th>
<th>Misc Students</th>
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<tr>
<td>Livesock Feed Samples</td>
<td>Fresno-Pershing FFA</td>
<td>Misc Students</td>
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<td>Different Hay Samples</td>
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<td>Difference between Fruits &amp; Veggies</td>
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<td>Misc Students</td>
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<td>Product</td>
<td>Fresno-Pershing FFA</td>
<td>Miscellaneous Students</td>
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<tr>
<td>Cheese Samples</td>
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<td>Dairy Products</td>
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<tr>
<td>Booth</td>
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<tr>
<td>Citrus Booth</td>
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<tr>
<td>Nut Booth</td>
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**Additional Thank You's**

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<thead>
<tr>
<th>Name</th>
<th>Address/Contact</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Martha Jones</td>
<td>6223 W. Clinton</td>
<td>(559)</td>
<td>Hospitality</td>
</tr>
<tr>
<td></td>
<td>Fresno, Ca. 93722</td>
<td>978-2036</td>
<td></td>
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<tr>
<td>Henry Paul</td>
<td>5302 W. Sample</td>
<td>(559)</td>
<td>Rose Pick-up and Booth</td>
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<tr>
<td></td>
<td>Fresno, Ca. 93722</td>
<td>417-4287</td>
<td></td>
</tr>
<tr>
<td>Christy Rose</td>
<td>D.O.</td>
<td>(559)</td>
<td>Photography</td>
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<td></td>
<td></td>
<td>719</td>
<td></td>
</tr>
<tr>
<td>George Postado</td>
<td>11404 Road 30 1/2</td>
<td>(559)</td>
<td>Cook, Dairy Booth</td>
</tr>
<tr>
<td></td>
<td>Madera, Ca. 93637</td>
<td>706-3242</td>
<td></td>
</tr>
<tr>
<td>Miguel Antonio</td>
<td>1590 N. Lorna Ave</td>
<td>(559)</td>
<td>Smoke Tri-Tip</td>
</tr>
<tr>
<td></td>
<td>Fresno, Ca. 93705</td>
<td>790-5861</td>
<td></td>
</tr>
<tr>
<td>Saddan Guerrero</td>
<td>395 N. Lorna Ave</td>
<td>(559)</td>
<td>Smoke Tri-Tip</td>
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<tr>
<td></td>
<td>Fresno, Ca. 93705</td>
<td>273-1790</td>
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<tr>
<td>Payadores Roses</td>
<td>153 Hughes Road</td>
<td>(831)</td>
<td>Rose Donation</td>
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<tr>
<td></td>
<td>Watsonville, Ca. 93076</td>
<td>722-6374</td>
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<tr>
<td>Christian Resto</td>
<td>5105 N. Polk</td>
<td>(559)</td>
<td>Helped Plant Flowers (Booth)</td>
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<td></td>
<td>Fresno, Ca. 93722</td>
<td>304-7847</td>
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<tr>
<td>Jacob Ward</td>
<td>2834 N. Cornell</td>
<td>(559)</td>
<td>Helped Plant Flowers (Booth)</td>
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<td></td>
<td>Fresno, Ca. 93722</td>
<td>477-9349</td>
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<tr>
<td>Benny JAques</td>
<td>4160 W. Scott</td>
<td>(559)</td>
<td>Tour Guide</td>
</tr>
<tr>
<td></td>
<td>Fresno, Ca. 93722</td>
<td>708-3914</td>
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</table>
Pershing Continuation High School
Presents
the 15th annual
"AG DAY"
Friday, May 23, 2014 from 10:30am-1:30pm
Vendors/Presenters are to arrive NO LATER than 10am to Set-Up

Ag Day will be held @ Pershing Continuation High School
855 W. Nielsen Avenue
Fresno, Ca. 93706
(The corner of Nielsen and Teilman)

PCHS is inviting 500 3rd Graders to this event.
As a vendor our hopes are for you to present a 5-7 minute
presentation on the industry which you are representing. We would
greatly appreciate it if you would bring something for the kids to see, feel,
taste and/or take home!

Pershing Staff is sincerely thankful your help in educating our future!

If you have any questions, please feel free to contact
Nicole Potstada @ 706-2814 or 268-2272 ext 324
npotstada@centralusd.k12.ca.us
REMINDER:

Pershing Continuation High School
Presents the 15th annual
AG DAY
Friday, May 23, 2014
from 10:30am-1:30pm

Vendors/Presenters are to arrive NO LATER than 10am to Set-Up

Ag Day will be held @ Pershing Continuation High School

455 W. Nielsen Avenue
Fresno, Ca. 93706

* You will need to bring your own table and tent/canopy
* We would appreciate it if you would bring something for the kids to see, feel, taste and/or take home!
* If you have anything that you would like to send us in advance to place in their “goodie” bag, please give Nicole a call & we can make arrangements.

Lunch will be provided!
Staff is sincerely thankful for your help in educating our future!

If you have any questions, please feel free to contact

Nicole Potstada @ 706-2814 or 268-2272 ext 324
npotstada@centralusd.k12.ca.us
<table>
<thead>
<tr>
<th>Vendor</th>
<th>Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auctioneer</td>
<td>21</td>
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<tr>
<td>Bees</td>
<td>18</td>
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<tr>
<td>Bugs</td>
<td>10</td>
</tr>
<tr>
<td>Citrus</td>
<td>3</td>
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<tr>
<td>Dairy</td>
<td>22</td>
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<tr>
<td>Erosion</td>
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<tr>
<td>Farm Bureau</td>
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<td>Farm Machinery</td>
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<td>Flower Pencils</td>
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<tr>
<td>Healthy Kids</td>
<td>13</td>
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<tr>
<td>Horses</td>
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<tr>
<td>Indian Artifacts</td>
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<tr>
<td>Meat Industry</td>
<td>12</td>
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<tr>
<td>Milk</td>
<td>14</td>
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<tr>
<td>Petting Zoo</td>
<td>20</td>
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<tr>
<td>Planting Flowers</td>
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<td>Planting Seeds</td>
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<tr>
<td>Rabbits</td>
<td>19</td>
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<tr>
<td>Raisins</td>
<td>11</td>
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<tr>
<td>Reading</td>
<td>4</td>
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<td>Recycling</td>
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<tr>
<td>Roses</td>
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<td>Saddles</td>
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<td>SPCA</td>
<td>25</td>
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<tr>
<td>USDA Canine</td>
<td>24</td>
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Starting Rotation Plan:

1. Planting Seeds – Heggen
2. Flower Pencils – Hien Hinh
3. Citrus Booth – Vue
4. Reading
5. Farm Bureau – Satre
6. Recycling
7. Saddles – Bass
8. Horses
9. Indian Artifacts – Vargas
10. Entomology
11. Raisins – Tienken
12. Meat Industry – Glover
13. Healthy Kids
14. Milk – Hullender
15. Roses
16. Planting Flowers – Deubenetto
17. Erosion
18. Bees – Gammel
19. Rabbits
20. Petting Zoo – Reitz
21. Auctioneer – Romero
22. Dairy
23. Farm Machinery – Fikes
24. USDA Canine – Alexander
25. SPCA – Bolton

Helpers:

- Sergio Cantu
- Dejon Edwards
- Isonn Wright
- Alex Conerly
- Roger Ramirez
- Stephanie Saenz
- Christina Rodriguez
- Alex Ramos
- Richard Ponting
- Deanna Fragerio
- Adrian Valdivinos
- Kendral York
- Tanner Infausto
- Carlos Beza
- Caleb Garrett
- Josh Brown
Ag Day 2014 Assignments: Friday, May 23, 2014 10:00 am-1:30 pm

Staging Area: (Cafeteria) Nicole Pottsgrove and Ag Day student helpers

Sound System and umbrellas: Tony Appling

Canopies (from East) / e2020 in room 9: John Barber

Back-up & Vendor Gate (main gate-staff parking lot): Amy Hall

Back-up & Elementary Check-in Entrance Gate (*Gate 1 by Pathway) Sean Soares & Jill Young

Back-up & Pershing student release gate at 10 am (Gate 2 by Emancipation) Reggie & Art

Ag Day Welcome: Wayne

Bells: Diane

Phones: Mary

Nurse’s station (in library) LaVonne English

Radio/Rotations (student timer): Brent Dettman

Hospitality Room (in library): Emelda Medina, Sue Steffen, Marla Jones

Roses booth station #15 Nicole’s mother & student, Jose Alatorre

Dairy booth station #22 Kristi Mulligan

Citrus booth station #3 Jerry Samora & students, Maryah Gonzalez & Karla Gorman

Back Ups - Rhonda Frost & Destiny Rivers

Planting Seeds station #1 Rhonda Modica & students, Thomas Xiong & Anthony Soin

Flower pencils station #2 Henry Paull Chaplain & students, Mike Barrios & Alicia Valdez

Planting Flowers Station #16 Student helpers, Ricardo & Jose Teniza

Bus departure for (1) Pershing bus at 1:30 pm-Gate 2 (Ag day helpers & e2020 kids) Reggie & Art

Bus departure direction for all (9-10) elementary buses at 1:30 pm-Gate 1/Gate 2 Sean/Brett

Back up: Roy Munoz or Jose Almanuz or Eriks

Radio/announcer’s Assistant: Carolina Rodriguez

Water Distributor’s/Runner’s: Nathan Celis, Gabe Rocha, Andrea Martinez, Luisa Riley

Back up’s: Dominic Flores, Mikey Fuller, Poncho Soto, Jacob Velasco, DJ Nielsen, Iris Vendita
On May 17, 2012 the Fresno-Pershing FFA Chapter held their 14th Annual "Ag Day." This event is to educate our youth about the agriculture industry. The FFA chapter had 30 students volunteer after school hours to guide 500 third graders and their teachers from station to station to gain background on each agricultural commodity. The stations included fruits and vegetables, floriculture and landscape design, livestock animals, as well as the equine species and their saddle/tack used to farm equipment to health and nutrition for both livestock and humans. We also incorporated bees and specialty animals. The pictures below demonstrate the diversity of each unit presented.
FFA Chapter Scrapbook
Sanger FFA Chapter Scrapbook

The FFA Scrapbook is a wonderful way to display the FFA Chapter’s Accomplishments throughout the year. The scrapbook is also a special way to collect and preserve the history of the Sanger FFA Chapter for future generations to enjoy.

“Always With Pride”
Summer Activities Plan
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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</thead>
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</tbody>
</table>

- **June 2016**
- 1: Shop for/pick up Goats, Set up Pens
- 3: Pick up Goat Feed
- 7: School Ends
- 10: Kids pick Goats!!
- 13: Final Grades Due
- 15: Master's Program
- 16: Year 3 Starts
- 17: Leave For SLO
- 19: CATA Summer Conference
- 20: Goats Practice 6:30 am
- 21: Goats Practice 6:30 am
- 22: Goats Practice 6:30 am
- 23: Goats Practice 6:30 am
- 24: Goats Practice 6:30 am
- 25: Goats Practice 6:30 am
- 26: Goats Practice 6:30 am
- 27: Goats Practice 6:30 am
- 28: Goats Practice 6:30 am
- 29: Goats Practice 6:30 am
- 30: Goats Practice 6:30 am

- **Sell Goat Feed**
- **Visit Local Goat Show**
# July 2016

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
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<th>Sat</th>
</tr>
</thead>
</table>
|     |     |     | **6** Goat Practice 6:30am  
Parent Meeting in Library 4-6pm | **7** Goat Practice 6:30am | **8** Dept Meeting: Calendar  
Livestock Check |     |
| **3** |     |     |     |     | **1** | **2** |
|     | 11  | **13** |     | **14** |     |     |
| **10** | **12** | **13** | **14** | **15** |     | **16** |
| **17** | **18** |     | **20** | **21** |     |     |
| **24** | **25** |     | **27** | **28** |     | **29** |
| **31** |     |     | **27** Goat Practice 6:30am  
Officer Meeting 11:30am-3:30pm | **28** Goat Practice 6:30am | **29** Wedding Flowers Construction | **30** |

- 6:30am Goat Practice
- 4-6pm Parent Meeting in Library
- 6:30am Dept Meeting
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
- 11:30am-3:30pm Officer Meeting
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
- 6:30am Goat Practice
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<td>Goat Practice 6:30am</td>
<td>Goat Practice 6:30am</td>
<td>Goat Practice 6:30am</td>
<td>Goat Practice 6:30am</td>
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<tr>
<td></td>
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<td>Buyer Letters/Flyers</td>
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<td>13</td>
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<tr>
<td></td>
<td>Goat Practice 6:30am</td>
<td>Wonderful Meet and Greet 6-7pm Feed Store - Hay &amp; Grain</td>
<td>Goat Practice 6:30am</td>
<td>Teacher Duty Day</td>
<td>SJR Boot Camp</td>
<td>SJR Boot Camp</td>
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<tr>
<td></td>
<td>Buyer Letters/Flyers Classroom Prep</td>
<td></td>
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<td>17</td>
<td>18</td>
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<tr>
<td></td>
<td>Feed Clinic with Goat Kids</td>
<td>Drenched all Goats</td>
<td></td>
<td>School Starts</td>
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<td>E/EFM COLC/CATA 5pm@Chowchilla Fair Parent Mtg 6-7pm Livestock Prac. 6-7pm</td>
<td>Livestock Prac 3:30-5pm</td>
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<td>Livestock Prac 6-7pm</td>
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</tbody>
</table>
Graduate Follow-Up Survey
Name: 

Address: 

Phone: 

1. What are you doing at the present time?
   
   _____ Attending school  
   _____ Full-time  
   _____ Part-time  

   _____ Working  
   _____ Full-time  
   _____ Part-time  

   _____ In the military  
   _____ Not working  
   _____ Looking for work  

   _____ Homemaker  
   _____ Not looking for work  

   _____ Other 

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

3. What is your job title or job description? 

4. Which statement best applies to your present occupation? 

   _____ I am using most of the skills I learned in the vo-ag program at SHS. 
   _____ I am using some of the skills I learned in the vo-ag program at SHS. 
   _____ I am not using any of the skills I learned in the vo-ag program at SHS. 

5. What type of school are you currently attending? 

   _____ High school  
   _____ 4-year college  
   _____ Adult education  

   _____ Trade/technical school  
   _____ Private business school  

6. What is your major course of study? 

7. How would you rate the training received in the SHS vo-ag program?
   _____ Excellent   _____ Good   _____ Fair   _____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
   _____ Excellent   _____ Good   _____ Fair   _____ Poor

   FFA

1. Please check the following areas you feel are valuable components of FFA.
   _____ Officer and committee chairman experience
   _____ Judging contests
   _____ Advanced degree and proficiency awards
   _____ Participation in chapter activities, working with others
   _____ Livestock raising, shows, fairs, etc.
   _____ Other - please describe

2. 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

3. Please rate the facilities and equipment used at SHS for the vo-ag program:
   Facilities:
   _____ Overcrowded   _____ Adequate space provided
   _____ Modern   _____ Out-of-date

   Equipment:
   _____ Modern   _____ Out-of-date
   _____ Well-maintained   _____ Poorly maintained
   _____ Adequate amount of equipment for all students in class

   _____ Other - please describe

Please note any suggestions you have for improving the Instructional Program, including the
following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.
Results of Graduate Follow Up Survey
## Students by Graduation Year

**2016**

Only students with 3 or more years in Ag Ed will be shown in this list.

<table>
<thead>
<tr>
<th>NAME</th>
<th>FFA ID</th>
<th>GRAD YEAR</th>
<th>YEARS IN AG</th>
<th>GRAD STATUS</th>
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<tbody>
<tr>
<td>Monzo-Moreno, Mitchel</td>
<td>601021954</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Cervera, Dais</td>
<td>600516428</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Fernandez, Rubi</td>
<td>600516444</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Flores, Ricardo</td>
<td>600516445</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Garvan, Amanda</td>
<td>601022749</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Jackson, Timora</td>
<td>600529629</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
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<td>Jimpus, Chelsea</td>
<td>600529627</td>
<td>2016</td>
<td>6</td>
<td>Two Year College - Ag Major</td>
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<td>Lopez, Isaiah</td>
<td>601403863</td>
<td>2016</td>
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<td>Two Year College - Non-Ag Major</td>
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<td>Lopez, Kyra</td>
<td>600520554</td>
<td>2016</td>
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<tr>
<td>Martinez, Adrianna</td>
<td>601405198</td>
<td>2016</td>
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<td>McCue, Chloe</td>
<td>600529626</td>
<td>2016</td>
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<tr>
<td>Meilike, Krist</td>
<td>600529625</td>
<td>2016</td>
<td>4</td>
<td>Employed - Parttime - Non-Ag Jol</td>
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<tr>
<td>Prewitt, R.</td>
<td>600529622</td>
<td>2016</td>
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<tr>
<td>Purser, Matthew</td>
<td>600521496</td>
<td>2016</td>
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<td>Employed - Fulltime - Ag Job</td>
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<td>Uek, Alison</td>
<td>601022112</td>
<td>2016</td>
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<td>Four Year College - Ag Major</td>
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<tr>
<td>Valasco, Vinciane</td>
<td>600521491</td>
<td>2016</td>
<td>3</td>
<td>Location or Position Unknown</td>
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<tr>
<td>Villa, Francisco</td>
<td>601022120</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
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</table>
### Students by Graduation Year (16 Students) 2017

Only students with 3 or more years in Ag Ed will be shown in this list.

<table>
<thead>
<tr>
<th>Name</th>
<th>FFA ID</th>
<th>Grad Year</th>
<th>Years in AG</th>
<th>Grad Status</th>
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<tbody>
<tr>
<td>Castellanos</td>
<td>601022718</td>
<td>2017</td>
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<tr>
<td>Gonzales</td>
<td>601022004</td>
<td>2017</td>
<td>4</td>
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<td>Gonzalez</td>
<td>601022005</td>
<td>2017</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Grauer, Cassie</td>
<td>601022009</td>
<td>2017</td>
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<td>Two Year College - Ag Major</td>
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<tr>
<td>Guillen, David</td>
<td>601022011</td>
<td>2017</td>
<td>5</td>
<td>Four Year College - Ag Major</td>
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<tr>
<td>Hughes, Chandler</td>
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<tr>
<td>Jen, Molly</td>
<td>601067195</td>
<td>2017</td>
<td>5</td>
<td>Four Year College - Ag Major</td>
</tr>
<tr>
<td>Lavelle, Candy</td>
<td>601022891</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Lovick, Allie</td>
<td>601022897</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Mata, Xavier</td>
<td>601022903</td>
<td>2017</td>
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<td>Two Year College - Ag Major</td>
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<tr>
<td>Masser, Manah</td>
<td>601022905</td>
<td>2017</td>
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<td>Talloe, Julia</td>
<td>601022920</td>
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<td>Tewell, Ryanne</td>
<td>601021763</td>
<td>2017</td>
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<tr>
<td>Simons, Sarah</td>
<td>601021785</td>
<td>2017</td>
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<tr>
<td>Souza, Casey</td>
<td>601021790</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Tyra, Austin</td>
<td>601021795</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
</tr>
</tbody>
</table>
Comprehensive Program Plan
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Program Completion Standards .................................................................................. F

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Five Year Facility and Equipment Acquisition Schedule ........................................... H

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Department Inventory .................................................................................. W
B. TARGETED OCCUPATIONS

The following is a list of the various jobs in agriculture that are available to students completing one of the agriculture programs at Sanger High School. The list reflects the various program offerings available to students and the jobs to be found in the area of Fresno County.

<table>
<thead>
<tr>
<th>EMPHASIS</th>
<th>JOBS</th>
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<tbody>
<tr>
<td>Production Agriculture</td>
<td>Feeder, Milker, Herdsperson, Ranch Manager, Animal Scientist, Livestock Journalist, General Livestock Laborer, Meat Inspector, Veterinarian</td>
</tr>
<tr>
<td>-Livestock</td>
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<tr>
<td>-Crops</td>
<td>Farmer, General Farm Laborer, Agronomist, Entomologist, Pest Control Advisor, Fruit Inspector, Irrigation Supervisor, Field Representative, Equipment Operator, Produce Salesperson</td>
</tr>
<tr>
<td>Agriculture Mechanics</td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>Arc Welder, Agriculture Engineer, Machine Operator, Tractor Mechanic, Ag. Shop Supervisor, Salesperson, Metal Fabricator, Parts Counter Manager, Truck Driver, Dairy Equipment Repairer, Gardener, Greenhouse Technician, Garden Center Manager, Florist</td>
</tr>
</tbody>
</table>
Agriculture Business

Botanist
Research Technician
Christmas Tree Grower
Extension Specialist
Nursery Technician
Lawn Service Business

Bookkeeper
Data Entry Person
Warehouse Worker
Retail Sales Clerk
Retail Manager
Production Manager
Farm Realtor
Crop Insurance Agent
Economist
# Agriculture Science

## JOBS REQUIRING ADVANCED EDUCATION (College or University)

- Agriculture Teacher
- Ecologist
- Agricultural Researcher
- Biologist
- Soil Conservationist
- Biophysicist
- Agronomist
- Agriculture Marketing
- Parasitologist
- Entomologist
- Agriculture Chemist

## JOBS REQUIRING SPECIALIZED TRAINING (Post Secondary)

- Agriculture Sales Management
- Farm and Ranch Supervisor
- Irrigation Specialist
- Agricultural Lobbyist
- Customer Relations
- Chemical Applicators
- Agriculture Consulting
- Forestry Operations
- Land Surveyors
- Agriculture Real Estate

## JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE

**ENTRY LEVEL (Secondary and Adult Education)**

- Farm and Ranch Workers
- Irrigators
- Research Technicians
- Crop Sampler
- Agriculture Product Sales
- Livestock Trader
- Tillage and Planting Operations
- Ag Laborer
- Crop Harvesting
- Agriculture Transportation
- Farm Supply Store
- Ag Service Writer
- Greenhouse Worker
- Soil Sampler/Tester
- Food Processing
- Nursery Worker
ANIMAL SCIENCE

JOBS REQUIRING ADVANCED EDUCATION
(College or University)

Veterinarian
Microbiologist
Zoologist
Laboratory Scientist
Dairy Scientist
Pharmacologist
Animal Researcher
Geneticist

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)

Animal Confinement System Manager
Laboratory Animal Care
Animal Nutritionist
Artificial Insemination Specialist
Ranch/Dairy Supervisor
Animal Product Sampler/Analyst
Animal Breeder
Animal Specialists
Livestock Inspector

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)

Large or Small Animal Handler
Herdsmen
Feed and Water Systems Installer
Animal Housing Construction
Barn/Stable Manager
Farm/Ranch Worker
Animal Drivers/"Ranch Riders"
Animal Groomer
Fitting and Showing Expert
Feed and Supply Store
Livestock Sales
Sheep Shearer
Animal Products Processing
ORNAMENTAL HORTICULTURE

JOBS REQUIRING ADVANCED EDUCATION
(College or University)

- Agri-Chemical Manager
- Air Pollution Control Inspector
- Campground Manager
- Conservation Officer
- Forest Fire Ranger
- Forest Fire Fighter
- Fire Warden
- Forest Fire Suppression Crew Leader

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)

- Chemical Applicator
- Field Technician
- Animal (Vet) Technician
- Plant Propagator
- Work Foreman-Parks/Rec.
- Air Pollution Control Technician
- Forestry Technician
- Groundsperson-Arboriculture

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)

- Sales Clerk
- Laborer
- Nursery Worker
- Conservation Aide
- Forestry Aide
- Trainee-Arboriculture
- Climber-Arboriculture
- Floral Sales Person
AGRICULTURE MECHANICS

JOBS REQUIRING ADVANCED EDUCATION
(County or University)

- Agricultural Engineer
- Equipment Designer
- Mechanical Engineer
- Project Manager
- Failure Analyst
- Research and Development
- Agriculture Construction Contractor

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)

- Shop Manager
- Agriculture Electrician
- Equipment Operator
- Lead Mechanic
- Irrigation Systems Designer
- Equipment Sales
- Specialty Welder
- Construction Foreman/Supervisor

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)

- Small Equipment Operator
- Irrigation Systems Installer
- Small Power Equipment Mechanic
- Parts Supplier
- Ag Equipment Mechanic
- Agricultural Welder
- Ag Construction Apprentice
- Customer Service
- Farm Shop Worker
- Mobile Repair Mechanic
- Equipment Lube Technician
Sanger High School Agriculture Department Goals

1. Provide leadership for effective professional learning community as well as the implementation of explicit direct instruction in the classroom.
2. Provide an effective learning environment for all students.
3. Ensure all students, parents and community is aware of FFA activities and functions.
4. Provide a safe, healthy environment for students that will help ensure student success.
5. Maintain safe and clean area in the ag classroom, shop area and farm so they can be a learning laboratory for all students.
6. Develop and implement a sound Agriculture Departmental Program Plan that coincides with the State Department of Agriculture Education.
7. Develop a strong Program of Work for the FFA complete of departmental policy, calendars, budgets, goals and FFA information.
8. Provide a fair and equitable use of funds within the department, so all students has equal opportunity.
9. Provide a complete inventory of livestock, equipment, educational resources, textbooks, technology equipment and capital outlay. Items that are district owned and ROP owned as well.
10. Keep administration current with progress and improvement of the department.
11. All members of the department work collaboratively to maximize the educational experience for Sanger High students.
12. Advisors attend all FFA and CATA events to ensure growth and development for the chapter.
13. Provide a community of caring within the agriculture department so students are a part of the school wide Apache Pride.
14. Strengthen Advisory committee and meet regularly to make improvements within the department.
15. Increase FFA student participation with instructor promoting all events, activities, meetings, fundraisers and community service.
16. Develop departmental policies to run an efficient, cooperative, positive department that provide equality for teachers and staff.
AGRICULTURAL DEPARTMENT GOALS

1. Each student shall have the opportunity to explore the field of agriculture by taking courses in agriculture production, agriculture mechanics, or ornamental horticulture.
2. Each student completing the agriculture program shall have the basic skills and knowledge necessary to successfully meet the job entry requirements in an occupational area.
3. Each student enrolled in the agriculture program shall have the opportunity and shall be encouraged to participate in the FFA and other activities of the department.
4. Each student in the agricultural production program shall be encouraged to have some type of supervised occupational experience program and keep a complete set of production records on the enterprise.
5. Each agriculture teacher shall be encouraged to attend in-service meetings and workshops provided by the State Department of Agricultural Education, for professional improvement.
6. Development of the necessary attitudes and responsibilities needed by students to become successful in our society and in the chosen occupation.

AGRICULTURE DEPARTMENT OBJECTIVES

1. During the summer vacation, one or more of the agriculture teachers will make home visits at 90% of the incoming freshman pre-enrolled in the Agriculture production classes.
2. Each student visited will be encouraged to have some type of a supervised occupational experience program.
3. A meeting shall be called each summer for the purpose of filling out fair entries and encouraging students to get involved in exhibiting their projects at the county fair.
4. The department will enroll 120 students in the agriculture program each year.
5. Graduate 15 students each year with two or more years of agriculture course work.
6. Hold two meetings each year with the agriculture advisory committee.

I. AGRICULTURAL PRODUCTION (01.01)

A. The goals of the instructional program are:
   1. To supply students with the knowledge and skills required for entry into and successful progress in those agricultural production occupations that do not require education beyond the secondary school level.
   2. To prepare students for post-secondary level vocational education in agricultural education.
   3. To enable students to acquire an understanding of the economic and social impact of the agricultural production industry upon society and its relationship to agricultural in general.
4. To provide the agricultural production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

II. AGRICULTURAL MECHANICS (01.03)

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Agricultural mechanics maintain and repair farm equipment and machinery, fabricate parts, and perform welding tasks.

The goals of the instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural mechanics occupations that do not require education beyond the secondary school level.
2. To prepare students for advanced post-secondary vocational education in agricultural mechanics.
3. To enable students to acquire an understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.
4. To provide the agricultural mechanic industry adequately prepared for successful employment in those occupations which presently exist and which are developing in the industry.

III. ORNAMENTAL HORTICULTURE

This instructional program is designed to prepare persons for employment in enterprises associated with floriculture, greenhouse operation and management, turf production and management, and forestry. The occupations in this industry involve mostly outdoor work growing and managing plants.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those ornamental horticulture occupations that do not require education beyond the secondary school level.
2. To prepare students for post-secondary vocational education in agriculture.
3. To enable students to acquire an understanding of the economic and social impact of the ornamental horticulture industry upon society and its relationship to agriculture in general.
4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.
IV. INTRODUCTION TO AGRICULTURE (01.08)

This course, called Agriculture Science 1, is the introductory vocational agriculture course that is taught as the common entry point for all instructional programs in the agricultural education.

The goals of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agriculture occupations.
2. To supply students with the knowledge and understanding required making informed career choices in agriculture and assisting them to do so.
3. To assist students to prepare a personal plan of preparation for their chosen agricultural career.

The objectives of the course are:

1. Each student completing Ag. Science 1 will possess certain basic agricultural competencies that are commonly required at entry-level agricultural occupations and that form the foundation for advanced, specialized vocational education in one of the four instructional programs in agricultural education.
2. Each student completing Ag. Science 1 will have made at least a preliminary tentative personal choice pertaining to an agricultural career.
3. Each student completing Ag. Science 1 and selecting a personal career in agriculture will have prepared an educational plan for achieving their career goal. The plan shall consist of learning activities in at least the following: course work in agriculture, selected activities conducted through FFA organization, and supervised occupational experience.
AGRICULTURE SCIENCES

INTRODUCTION TO AGRICULTURE SCIENCE (AG SCIENCE I)  
The one-year course is designed to explore basic areas of agriculture including livestock and small animals. Topics are animal health, nutrition, anatomy and physiology. In plants, ornamental horticulture, landscaping, nursery practices, floriculture and design topics are covered. In Ag. mechanics, plumbing, electrical, tool and equipment use and safety. FFA, leadership and SAE will be taught in the course.

AG BIOLOGY P  
A one-year laboratory science course, designed for the college-bound student interested in an agriculture career. The extensive laboratory component connects the big ideas of life science with Ag applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

ENVIRONMENTAL SCIENCE P  
Prerequisite: Integrated Mathematics I P or taking Integrated Math I P concurrently.  Intro to Ag, recommended prior to this course.

AG SCIENCE II P  
Prerequisite: Intro to Ag. or Department approval.  (10, 11, 12)

ROP BIOTECHNOLOGY IN AGRICULTURE  
Prerequisite: Biology or Ag Biology  
This course is designed to expose students to the agricultural biotechnology revolution. Students will study areas of: Plant and Animal Tissue cultures, Biotechnology in agriculture, Aquaculture, Artificial Embryo Transfer and Artificial Insemination, Biotechnology in Food Industry and The Environment, Genetic Engineering, Genetically Modified Organisms, Cell's, Scientific Procedures and Laboratory Skills. FFA leadership and SAE will be taught in the course.

ANIMAL SCIENCE

ANIMAL SCIENCE P  
Prerequisite: Completed Intro to Ag. or Department approval.  
Course designed to follow Ag Science I or II includes: production records, feeds, and nutrition of farm animals, livestock selection and judging, meats, dairy products, wool, livestock breeding and genetics, artificial insemination, anatomy of farm animals, and livestock diseases.

ROP VETERINARY SCIENCE I P  
Prerequisite: Ag Biology or Biology.  
This course provides the students with knowledge of both small and large animals. It covers anatomy and physiology, basic animal skills, animal health and sanitation, infectious diseases identification and control, breeding and breeding systems, feed and nutrition, environment and ecology, marketing of animals/livestock evaluation, and financial planning and record keeping, and clinical practices as well as careers in veterinary sciences. It provides advanced training and experience in services related to raising and caring of animals.

ROP VETERINARY SCIENCE II  
Prerequisites: Veterinary Science I  
The Veterinary Science II class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities, and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

MECHANICS

ROP INTRO AG MECHANICS/WELDING  
Course teaches introductory skills in shop equipment and tools. Skills include electric wiring, rope work, plumbing, basic woodworking, measurement, intro to Arc Welding, mixing and finishing concrete, small engine troubleshooting, fence construction and introduction to land measurement and surveying. FFA leadership and SAE will be taught in the course.

ROP AG WELDING  
Prerequisite: ROP Intro Ag Mechanics/Welding or instructor approval  
Agricultural Welding Fabrication provides an opportunity for students to advance their understanding of welding technology. This course integrates mathematics and scientific principles to applied processes in the specialized field of metal fabrication. The course operates within an extensive laboratory to provide practical applications and advanced instruction in foundry principles in welding as follows: 1) OFW, 2) OPC, 3)
SMAW, and 4) GMAW. This advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by CDE. The development of leadership and employability skills are emphasized throughout the course.

ROP AGRICULTURE CONSTRUCTION
Prerequisite: ROP Ag Welding
This advanced course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, harvesters, tilling equipment, and others. This course integrates math and physical applications to applied principles within the everyday work world. The course curriculum is built around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

ROP AG ENGINEERING & MANUFACTURING
Prerequisite: ROP Ag Construction or Department approval
This advanced course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. The class will give the student basic knowledge of allowable stress and design requirements/limitations of common materials. Students will understand work flow in a fabrication/manufacturing shop. This course integrates math and physical applications to applied principles within the everyday work world. The course curriculum is built around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

ROP AG SHOP MANAGER INTERNSHIP
Prerequisite: Ag Welding or above AND Instructor approval
This advanced one year course builds on students’ shop skills and machine knowledge by providing them the opportunity to keep their skills up to date and to develop leadership abilities. This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Emphasis is placed on over haul, repair, adjustment, troubleshooting, and small shop operation. Prepares students for Outdoor Power Equipment (OPE) Category 1, 2, and 4-Stroke Engine Technician Certification.

ROP SMALL ENGINE REPAIR
This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. Prepares students for Outdoor Power Equipment (OPE) Category 1, 2, and 4-Stroke Engine Technician Certification.

ROP ENGINE INTERNSHIP
Prerequisite: ROP Small Engine Repair AND Instructor approval
This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. Prepares students for Outdoor Power Equipment (OPE) Category 1, 2, and 4-Stroke Engine Technician Certification.

HORTICULTURE

ROP AGRICULTURE & NATURAL RESOURCES P
Course gives insight into the many interesting areas of forestry and natural resources. Includes timber, recreation, and the use and conservation of other natural resources such as rangeland soils, minerals, water and air, and the many employment opportunities available in outdoor recreation and forestry in the Sanger area.

ROP ENVIRONMENTAL HORTICULTURE SCIENCE 1 & 2P
Course for students interested in professional landscaping, nursery work, or obtaining a deeper understanding of home gardening. Includes horticulture mechanics, plant materials, landscaping, landscape maintenance and nursery practices.

ROP FLORAL DESIGN 1P
Dual Enrolment course with Reedley College (EH 37) 3 Units.
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating designs, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

ROP FLORAL DESIGN 2
Prerequisite: Floral Design 1P
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) importance of the floriculture industry, 2) floral crops and their characteristics, 3) tools and equipment, 4) care and management of floral crops, 5) principles and elements of design, 6) seasonal, holiday and occasional design, 7) plant propagation, 8) wedding and civic events, and 9) merchandising and marketing of designs and arrangements. Students will develop leadership and employability skills throughout the course.
Agriculture Science & Technology

AG BICOLY P
(Grades 10, 11, 12. Meets UC "g" requirement)

A one-year laboratory science course, designed for the college-bound student interested in an agriculture career. The extensive laboratory component connects the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

ENVIRONMENTAL SCIENCE P
(Grades 9, 10, 11, 12. Prerequisite: Algebra I or taking Algebra concurrently or have completed Ag Science 1. Meets UC "g" requirement)

An extensive one-year lab science course designed to create a "hands-on" bond between exploration into student surroundings and world problems. Topics covered are: Introduction to Environmental Science, Ecosystems Identification & Management, Soil Conservation, Waste Management, Land Use, Regulations, & Ordinances, Chemicals and the Environment, Water Quality and Air Quality.

AG SCIENCE 1
(Grades 9, 10, 11, 12. No prerequisite. Meets SHS Biology graduation requirement)

A beginning agriculture course covering basic areas of study in animal and plant science, horticultural horticulture, fitting and showing of livestock and animal industries such as beef, dairy, swine, sheep, horses and poultry. Group leadership and participation (FAA), the account book and parliamentary procedure will also be studied in this course.

AG SCIENCE 2 P
(Grades 10, 11, 12. Prerequisite: Ag Science 1 or instructor's permission. Meets UC "g" requirement)

Course designed to follow Ag Science 1 includes: careers and opportunities, soil management, irrigation, advanced cultural practices in grape production, advanced cultural practices in fruit production, commercial vegetable growing, weed and insect control, cotton, corn, citrus, and hay production.

AG SCIENCE 3
(Grades 11, 12. Prerequisite: Either Ag Science 2 or Instructor's Permission)

Course designed to follow Ag Science 1 or 2. Includes both agricultural macro and microeconomics. Also includes international agriculture, agricultural financial planning, marketing, salesmanship and agricultural occupations. Agricultural leadership and the California Record Book will be part of the classroom instruction.

ANIMAL SCIENCE P
(Grades 10, 11, 12. Prerequisite: Ag Science 1 & Adv. Plant Science OR Instructor's permission. Meets UC "g" requirement)

Course designed to follow Ag Science 1 or 2 includes: production, feeding, and nutrition of farm animals, livestock selection and judging, meats, dairy products, wool, livestock breeding and genetics, artificial insemination, anatomy of farm animals, livestock diseases, livestock management problem and equipment for livestock.

AG CONSTRUCTION 1 AND 2
(Grades 10, 11, 12. Prerequisite: Ag Mech 1 & 2 OR Welding Practice OR Permission of Instructor. $10 shop fee/sem)

This course is designed for those students interested in the construction of wood and metal projects. Students must furnish materials.

MECHANICS 1
(Grades 9, 10, 11, 12. No prerequisite. $10 shop fee/sem)

Course gives background needed to advance into the Ag mechanics classes. Subject matter includes the identification, care, and use of shop tools and equipment; shop safety; basic mechanical drawing, woodworking, metalworking, soldering, and introduced to the fundamentals of arc and oxyacetylene welding.

ADVANCED AG ENGINE
(Prerequisite: ROP Engine Repair)

This diesel technology course is designed to provide students in the rapidly changing diesel engine field with up-to-date information on the construction, operation, service, and repair of diesel engines. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation.

MECHANICS 2
(Grades 10, 11, 12. Prerequisite: Ag Mechanics 1 OR Permission of Instructor. $10 shop fee/sem)

Course continues safety and shop skills introduced in Mechanics 1 and develops higher skill levels for shop equipment and tools. New skills include electric wiring, rope work, mixing and finishing concrete, small engine troubleshooting, fence construction and introduction to land measurement and surveying.

AG WELDING 1
(Grades 10, 11, 12. Prerequisite: Ag Mech 1 recommended. $10 shop fee/sem)

This course is designed to teach the fundamentals of oxyacetylene welding, cutting and brazing, and arc welding in all positions with mild steel electrodes. Students will weld cast iron, aluminum, stainless steel, and hard facing materials. Layout work, control of distortion, and the interpretation of welding symbols and blue prints will also be taught.

AG WELDING 2
(Grades 10, 11, 12. Prerequisite: Ag Mech 1 or Ag Welding 1) ($10 shop fee/semester)

This course is designed for the advanced welder. Students will work primarily with the MIG and TIG processes. Enhancement of their techniques and skills will be applied to "real" job applications.

HORTICULTURE

ROP AGRICULTURE & NATURAL RESOURCES P
(Grades 11, 12. No prerequisite. Meets UC "g" requirement)

Course gives insight into the many interesting areas of forestry and natural resources. Includes timber, recreation, and the use and conservation of other natural resources such as rangeland, soils, minerals, water and air, and the many employment opportunities available in outdoor recreation and forestry in the Sanger area.

ROP ENVIRONMENT HORTICULTURE SCIENCE 1 & 2 P
(Grades 11, 12. No prerequisite. Meets UC "g" requirement)

Course for students interested in professional landscaping, nursery work, or obtaining a deeper understanding of home gardening. Includes horticulture mechanics, plant materials, landscaping, landscape maintenance and nursery practices.

ROP FLORAL DESIGN I P
(Grades 9, 10, 11, 12. Prerequisite: Meets 1 yr Fine Art SHS graduation requirement. 2+2=2 RDC)

Course designed for artistic application to floral design through exploration in design, harmony, color, balance, proportion and scale to floral design. Students will have a well-balanced curriculum in art history, 3D design, flower anatomy, principals and mechanics of flower arrangement.

ROP FLORAL DESIGN 2 (Prerequisites: Floral Design 1)

This advanced course is designed to allow students to further study an artistic approach to floral design. The students will be encouraged to explore design, harmony, color, balance, proportion and scale in floral design. Students will have a well-balanced curriculum in three-dimensional design, flower anatomy, and the principals and mechanics of flower arrangement.

SEE ADDITIONAL COURSES IN VALLEY ROP SECTION
D. DESCRIPTION OF AGRICULTURE COURSES

Introduction to Agriculture
Prerequisites: None
Year 9-12
Fulfills: Science graduation requirement

This course will introduce students to basic plant and animal science, ornamental horticulture, record keeping, leadership development (FFA), agriculture careers, computers, and the agriculture industry on the local, state, and national level. FFA membership and laboratory participation is required.

Plant and Animal Science
Prerequisites: Introduction to Ag
Year 10-12
Fulfills: Science graduation requirement

This course completed along with Introduction to Agriculture fulfills the science graduation requirement. This course emphasizes the importance of both plants and animals to Fresno County, while familiarizing students with anatomy and physiology of animals, nutrition and health, livestock selection and evaluation, and history of the livestock industry. The plant section of this course will emphasize the growth and development of plants, photosynthesis, fertilizer, soil science, as well as the function of development of plants, photosynthesis, fertilizer, soil science, as well as the function of plant parts. FFA membership and laboratory participation is also required part of the course.

Integrated Agriculture Biology
Prerequisites: Introduction to Ag
Year 10-12
Fulfills: UC and CSU entrance requirements

Agricultural Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: The molecular and cellular aspects of life, the chemical and structural basis of life, energies of life, growth and reproduction in plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. FFA leadership, SOE development and the California Recordbook is required part of this course.

Agriculture Economics
Prerequisites: Intro to Ag, Plant and Animal Science or Ag Biology
Year 11-12
Fulfills: Economics graduation requirement

Students completing this course will have basic and practical understanding of the different ways of conducting an agribusiness, banking practices, and marketing strategies. Agriculture Business will present students with instruction in the following areas:
computer applications in agriculture, careers in agribusiness, economics principles, agribusiness management and accounting, financial planning and analysis, finance and credit, sales and marketing, agriculture taxation and law, and employability and college entrance skills. FFA development, SOE participation and California Recordbook is required.

**Agriculture Mechanics I**
Prerequisites: None
Year 9-12
Fulfills: elective requirement

This course provides students with knowledge of general shop safety, proper use of hand and power tools, electricity, plumbing, arc and oxyacetylene welding techniques, cutting, bills of material, project layout and fabrication. FFA membership, California Recordbook and SOE participation is required.

**Agriculture Mechanics II**
Prerequisites: Ag Mechanics I
Year 10-12
Fulfills: elective requirement

This course continues to provide students with knowledge of shop safety, shop equipment and tools, arc welding in flat, vertical and horizontal positions, MIG welding, oxyacetylene cutting, brazing, agricultural equipment and machinery repair, project design and fabrication. FFA, SOE and the California Recordbook are taught in this course and is required.

**Agriculture Welding and Construction**
Prerequisites: Ag Mech. I & II
Year 11-12
Fulfills: elective requirement

A student completing Ag Welding and Construction will know how to safely operate shop equipment, perform basic and advanced skills related to the processes of arc welding, MIG welding, TIG welding and oxyacetylene welding. They will also be proficient in cutting and metal identification, and productively design and fabrication welding projects. FFA and Recordbooks are required in this class. Supervised Occupational Experience is also required in the course.

**Ornamental Horticulture I**
Prerequisites: None
Year 9-12
Fulfills: life science graduation credit

This course familiarizes students with basic terminology, care and propagation of greenhouse plants, tools and equipment, the floral industry, turf and garden maintenance, horticulture careers and variety of hands-on skills related to the industry. FFA membership, SOE development and leadership is required and taught in this course.

**Ornamental Horticulture II**
Prerequisites: Ornamental Horticulture I
Year 10-12
Fulfills: elective/1 year life science

A student completing Ornamental Horticulture II will explore their career opportunities in this industry. They will become familiar with greenhouse design and management,
water systems, fertilizers, light and temperature, insect control, and marketing. Students will also study the floral industry and participate in activities using fresh and dry flowers. FFA development and SOE participation will be graded and required in the class.

**Floral Design I**
Prerequisite: None

Year 9-12
Fulfills: 1 year of fine art/UC articulated

This course is designed to allow students to explore and artistic approach to floral design. Students will explore elements and principles of design, two-three dimensional designs, history of floral art, arrangement styles and techniques, seasons, holiday and occasional designs. Students will complete this through creating, designing, identifying, explaining and evaluating all topics of study. FFA, SOE and record keeping are also taught in this course and are required from all students.

**Floral Design II**
Prerequisite: Floral Design I

Year 11-12
Fulfills: elective credit

This course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) importance of the floral industry, 2) floral crops and characteristics, 3) tools and equipment, 4) care and management of floral crops, 5) principles and elements of design, 6) seasonal, holiday and occasional Design, 7) plant propagation, 8) wedding and hi-style design and 9) merchandising and marketing of designs and arrangements. Students will develop leadership skills through the FFA, maintained a SOE and keep a California FFA recordbook.

**Forestry and Natural Resources**
Prerequisite: None

Year 10-12
Fulfills: elective credit

This course will give insight and to the many different areas of forestry and natural resources. The major sections will deal with timber, recreation, wildlife, conservation, rangeland, wildlife, soils, water and air. Students will discover many careers and employment opportunities an outdoor recreation and forestry in the Sanger area. FFA, SOE and a California Recordbook are a required part of the course.

**Environmental Science**
Prerequisite: None

Year 9-12
Fulfills: UC “F” Lab Science

This course is designed for the college bound student with the interest in agriculture and the environment. This course is structured to cover current problems and issues affecting our environment. Topics of instruction will include, Ecology, Ecosystems, Soils and Soil Conservation, Land Uses and Regulations, Chemicals and the Environment, Air Quality, Water Quality and Waste Management, FFA, SOE and the California Record book.
CTE Model Curriculum

The following standards are used in the respected courses:

- **Agricultural Mechanics:**
  - FS – 1.1 (10.0-15.0), 2.0 (2.1, 2.6), 2.2 (1.3, 1.5), 2.5 (2.5-2.6), 2.4 (2.3-2.4), 3.0 (3.1-3.6), 4.0 (4.1-4.6), 5.0 (5.1-5.2), 6.0 (6.1-6.6), 7.0 (7.1-7.6), 8.0 (8.1-8.4) 9.0 (9.1-9.6), 10.0 (10.1-10.4)
  - PS – Agriculture Mechanics
    - B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B12.0
  - PS – Welding
    - B7.0, B8.0, B9.0
  - PS – Small/Diesel Engines
    - B10.0, B11.0

- **Animal Science/Agriscience:**
  - FS – 1.1 (10.0-15.0), 1.2 (1.a-1.m), 2.0 (2.1, 2.6), 2.2 (1.3, 1.5), 2.5 (2.5-2.6), 2.4 (2.3-2.4), 3.0 (3.1-3.6), 4.0 (4.1-4.6), 5.0 (5.1-5.2), 6.0 (6.1-6.6), 7.0 (7.1-7.6), 8.0 (8.1-8.4) 9.0 (9.1-9.6), 10.0 (10.1-10.4)
  - Introduction to Agriculture
    - C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C8.0, C9.0, C11.0, C12.0
  - Veterinary Science
    - D1.0, D2.0, D3.0, D5.0, D6.0, D9.0, D10.0, D11.0, D12.0

- **Ornamental Horticulture:**
  - FS – 1.1 (10.0-15.0), 1.2 (1.a-1.m), 2.0 (2.1, 2.6), 2.2 (1.3, 1.5), 2.5 (2.5-2.6), 2.4 (2.3-2.4), 3.0 (3.1-3.6), 4.0 (4.1-4.6), 5.0 (5.1-5.2), 6.0 (6.1-6.6), 7.0 (7.1-7.6), 8.0 (8.1-8.4) 9.0 (9.1-9.6), 10.0 (10.1-10.4)
  - PS – Ornamental Horticulture
    - F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0
  - PS – Floral Design
    - F1.1, F8.0, F9.0, F11.0
Sanger Agriculture Education Pathways

Yr 1 (9th)
Ag AMP Intro to Ag

Yr 2 (10th)
Ag Weld 1
Ag Small Gas Engines
Ag Mechanics 2

Yr 3 (11th)
Ag Weld 2
Ag Advanced Engines
Ag Construction 1

Yr 4 (12th)
Ag Fabrication and Design
Ag Power and Machinery
Ag Construction 2

Yr 1 (9th)
Ag AMP Intro to Ag

Yr 2 (10th)
Animal Science
Ag Biology

Yr 3 (11th)
Veterinary Science 1
Animal Science

Yr 4 (12th)
Veterinary Science 2
Veterinary Science 1
Sanger Agriculture Education Pathways

Yr 1 (9th)
- Ag AMP
- Intro to Ag

Yr 2 (10th)
- Floral Design 1
- Ag Biology or Environmental Science

Yr 3 (11th)
- Floral Design 2
- Ornamental Horticulture 1

Yr 4 (12th)
- Floral Design 3
- Ornamental Horticulture 2

Yr 1 (9th)
- Ag AMP
- Intro to Ag

Yr 2 (10th)
- Ag Biology

Yr 3 (11th)
- Environmental Science

Yr 4 (12th)
- Natural Resources
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<tr>
<th>Room</th>
<th>1ST PERIOD</th>
<th>2ND PERIOD</th>
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<tr>
<td>1002</td>
<td>Intro to Plant Sci (PLS1)/ Pesticides (PLS5) (PA)</td>
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**CSP - Career Tech. Ed.**

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<tr>
<td>330</td>
<td>Contemporary Health (PASED)</td>
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<td>IS-15 Computer Concepts (S1)/PA &amp; ED/ Economics (S2)</td>
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**Color Key**

- **EL Courses**: Wonderful (PA)
- **Digital Technology (DT)**
- **Project Lead the Way (EN)**
- **Combo (PA and EN)**
- **Education (ED)**
- **Prep**

**Dual Enrollment Courses** = **RED TEXT** OR **WHITE TEXT on dark color**

Revised 6/20/2016
**ROP FLORAL DESIGN 3**

Prerequisite: Floral Design 1 P & 2 P

This course in floristry is for students who are interested in the advancement of pursuing a career in floral design. Wedding designer, high-style designer, balloon designer, production designer and other related floral fields. Instruction includes the basic design skills used in everyday floral shops to create designs, styles and weddings. Students will be able to use artistic principles to properly design corsages, centerpieces, wedding bouquets, funeral pieces and all phases of design work commonly used in the planning and staging of events or parties. Flower materials to be used, but not limited to, fresh flowers and foliage or dried, silks and other textures as may be required to complete a project. In addition to design elements, students will also be able to demonstrate knowledge regarding the area of ornamental horticulture including plant reproduction, nursery management, and landscape design.

### SUGGESTED AGRICULTURE EDUCATION PATHWAY

#### ORNAMENTAL HORTICULTURE

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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</thead>
<tbody>
<tr>
<td>Intro to Ag</td>
<td>Floral Design 1 Introduction</td>
<td>Floral Design 2 Advanced</td>
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<tr>
<td>Intro to Ag</td>
<td>Ag Biology or Environmental Science</td>
<td>Ornamental Horticulture 1</td>
<td>Biotechnology in Agriculture</td>
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#### NATURAL RESOURCES

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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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</thead>
<tbody>
<tr>
<td>Intro to Ag</td>
<td>Ag Biology</td>
<td>Environmental Science</td>
<td>Natural Resources</td>
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</table>

#### AGRICULTURE MECHANICS

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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tr>
<td>Intro to Ag or Ag Mechanics 1</td>
<td>Ag Welding</td>
<td>Ag Construction</td>
<td>Ag Engineering/Manufacturing</td>
</tr>
<tr>
<td>Intro to Ag or Ag Mechanics 1</td>
<td>Ag Small Engine Repair</td>
<td>ROP Engine Internship</td>
<td>Ag Power and Machinery</td>
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<tr>
<td>Intro to Ag or Ag Mechanics 1</td>
<td>Ag Mechanics 2</td>
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#### ANIMAL SCIENCE

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<td>Intro to Ag</td>
<td>Animal Science</td>
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<td>Biotechnology in Agriculture</td>
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<tr>
<td>Intro to Ag</td>
<td>Ag Biology</td>
<td>Biotechnology in Agriculture</td>
<td>Veterinary Science I</td>
</tr>
</tbody>
</table>
Veterinary Science/Animal Science
Syllabus

Instructor: [Redacted]

E-mail: [Redacted]

Room: 1000

Prerequisites: None

Course Description:

This course is designed to provide students with advanced classroom and laboratory training with both large and small animals. This course will provide advanced training and experience in services related to raising and caring for animals. Veterinary science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project based learning. This is a science based class which will help prepare students for college animal science courses. Veterinary 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 Animal related field. (UC/CSU approved)

Course Goals:
The student will:

- The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
- The students will be able to demonstrate knowledge of the principle’s involved in animal nutrition and feeds.
- The students will be able to demonstrate knowledge of the structure, function and maintenance of the major organ systems of the animal.
- The students will demonstrate knowledge of the principles of livestock breeding
- The students will demonstrate knowledge of specific health problems related to horses, cattle, sheep and swine and the identification, treatment and prevention of these problems.
• The students will identify the major internal and external livestock pests, their life cycles and their control.

• The student will demonstrate an understanding of the basic principles of care, raising, breeding, selection of large animals and small animals.

• The student will demonstrate knowledge of correct pasture and rangeland management practices for animal health, pasture production and maintaining the balance of living things within the ecosystem.

• The students will be exposed to educational and industry opportunities as it relates to the field of study in this course.

• The student will have basic knowledge of all tools and equipment used in the animal science and veterinary science industry.

**Lab Dress:** Work clothes, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes and pants are required. Safety glasses will be worn at all times when in a lab situation and teacher requires. Rubber boots and scrubs are recommended. You may get dirty in class so please dress appropriate.

**Required Text:**
Supplemental [www.infovets.com](http://www.infovets.com)
Material Veterinary Medical Terminology

**Students Responsibility:**

• Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.

• No makeup’s will be allowed unless by prior permission of the instructor.

• Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.

• Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.

• Handouts/Google Classroom Assignments will be given in every class or laboratory.
Tentative Schedule:
Due dates and assignments will be posted each week for lab and classroom activities

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Chapter</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>PP-VT 4-5</td>
<td>Lab safety</td>
</tr>
<tr>
<td>August 24</td>
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<td>Basic Animal Skills</td>
</tr>
<tr>
<td>Week 2</td>
<td>Info Vets</td>
<td>Routine Observations</td>
</tr>
<tr>
<td>August 31</td>
<td>Supplemental</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Info-Vets</td>
<td>Routing Observations</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Supplemental</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Supplemental</td>
<td>Livestock Evaluation</td>
</tr>
<tr>
<td>Sept 14</td>
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<tr>
<td>Week 5</td>
<td>Supplemental</td>
<td>Marketing of Animals</td>
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<tr>
<td>Sept 21</td>
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<tr>
<td>Week 6</td>
<td>Supplemental</td>
<td>Meat Science and Technology</td>
</tr>
<tr>
<td>Sept 28</td>
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<tr>
<td>Week 7</td>
<td>VT-20</td>
<td>Ruminant Production</td>
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<td>Oct 5</td>
<td>VT-6</td>
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<td>Week 8</td>
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<td>Nutrition</td>
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<tr>
<td>Week 9</td>
<td>13</td>
<td>Feeds and Feeding</td>
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<td>Oct 19</td>
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<td>Week 10</td>
<td>VT-1 –</td>
<td>Medical Terminology and</td>
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<td>Oct 26</td>
<td>Appendix</td>
<td>Abbreviations</td>
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<tr>
<td>Week 11</td>
<td>VT-2</td>
<td>Positional and Body</td>
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<tr>
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<td>CC</td>
<td>Tools and Equipment</td>
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<tr>
<td>Nov 2</td>
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<td>Week 13</td>
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<td>Basic Veterinary Skills</td>
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<tr>
<td>Nov 9</td>
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<td>Week 14</td>
<td>CC</td>
<td>Tools and Equipment</td>
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<tr>
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<tr>
<td>Week 15</td>
<td>Supplemental</td>
<td>Large Animal Production</td>
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<td>Week 16</td>
<td>VT-19</td>
<td>Equine Production</td>
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<td>Week 17</td>
<td>VT-21</td>
<td>Hog Production</td>
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<td>Week 7 Feb 22</td>
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<td>Animal Diseases</td>
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<td>VT-18</td>
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<td>Meat and Bones</td>
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<td>Week 13 April 11</td>
<td>VT-3</td>
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<td>Week 14 April 18</td>
<td>VS-8</td>
<td>Small animal Breeding and Breeding Systems</td>
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<td>Week 15 April 25</td>
<td>VS-8</td>
<td>Gestation and Parturition</td>
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<td>Week 16 May 2</td>
<td>VS 4-5</td>
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<td>Week 17 May 9</td>
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<td>Nervous and Endocrine Systems</td>
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<td>Week 18 May 16</td>
<td>Supplemental</td>
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<td>Week 19 May 23</td>
<td>VT-17</td>
<td>Drugs, Disease and Dissection</td>
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<td>Week 20 May 30</td>
<td>VT-16</td>
<td>Testing</td>
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<tr>
<td>Week 21 June 6</td>
<td>VS-19</td>
<td>Surgical Procedures</td>
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Subject to Change:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

Evaluation:

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

   Lab Procedures/Assignments    25%
   Tests & Quizzes               15%
   Lab projects                  40%
   Mid-Term /Final Exam          20%

Your grade in this course will be based on the following scale:

   A - 90 - 100%
   B - 80 - 89%
   C - 70 - 79%
   D - 60 - 69%
   F - 59% and below

FFA/SAE

By being in an Agriculture Class you must earn two activity points a semester. There are many ways to earn activity points, here are examples:

   Attend an FFA meeting
   Help with Community Service
   Attend FFA Banquet
   Assist with an FFA activity
   Be on a Committee
   Enter a project in the Fair
   Fundraiser Sales
   Participate on a Team/Contest

Attendance

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. You must make up the work.

Lab: Attendance in all labs is important. Students must make prior arrangements with the instructor to be excused from lab, unless it is an illness. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: Students must make prior arrangements with the instructor to make up any quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to or have made them up within the same number of days of the absence.
Introduction to Agriculture Science
Syllabus

Instructor: Audrey Bonomi
E-mail: audrey_bonomi@sanger.k12.ca.us

Room: 1000

Prerequisites: None

Course Description:

This course will be offered to first year agriculture students interested in agriculture, animals, plants and mechanics. This course has been designed to offer a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA) as well as the foundation skills and knowledge in the seven program areas.

Students will be expected to acquire knowledge and organize, analyze, predict, evaluate, problem solve and apply the knowledge. Students must read and comprehend a variety of materials: demonstrate writing skills, speak with clarity, meaning and confidence, exhibit creativity, use technology in research and accessing information: appreciate and respect individual and cultural differences and demonstrate working collaboratively.

Course Goals:
The student will:

- Define agriculture and the agricultural industry.
- Describe important needs and sources of food and fibers.
- Explain ecosystems and their impact on agriculture.
- Explain the importance of standard measurements in agriculture.
- Identify and operate basic common tools and equipment used in agriculture.
• Explain heredity and genetics in agriculture.
• Identify breeds of Small Animal, Livestock and Exotic Animals
• Explain sexual and asexual propagation in plants.
• Explain and understand the major organ systems of animals.
• Describe basic plant identification, soil requirements, fertilizers and irrigation systems.
• Explain the food nutrients needed by animals and plants.
• Understand health concerns and diseases of animals.
• Demonstrate learned leadership skills associated with the FFA.
• Develop an Supervised Agricultural Experience Project.
• Develop an understanding of data entry in record books.
• Utilize California Computerized Recordbook.
• Explore Agricultural Careers and develop employability skills.

Lab Dress: Work clothes, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes and pants are required. Safety glasses will be worn at all times when in a lab situation and teacher requires. Rubber boots and scrubs are recommended. You may get dirty in class so please dress appropriate.

Required Text:
Agriscience: Fundamental’s and Application, L. Devere Burton, 6th Edition

Students Responsibility:
• Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
• No makeup's will be allowed unless by prior permission of the instructor.
• Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
• Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
• Handouts/Google Classroom Assignments will be given in every class or laboratory.
• Be Prepared and respectful at all times
• Follow Apache 4
• Respect Substitutes and guests in the classroom
Tentative Schedule:
Due dates and assignments will be posted each week for lab and classroom activities

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Chapter</th>
<th>Unit</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Supplemental</td>
<td>Animal safety Basic Animal Terms</td>
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<tr>
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<tr>
<td>Week 2</td>
<td>Supplemental</td>
<td>Animal Handling and Routine Observations</td>
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<td>Aug 31</td>
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<td>Animal Restraint and Routine Observation</td>
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<td>Sept 7</td>
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<tr>
<td>Week 4</td>
<td>Supplemental</td>
<td>Dairy and Livestock Management</td>
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<td>Sept 14</td>
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<tr>
<td>Week 5</td>
<td>27</td>
<td>Animal Health</td>
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<td>Sept 21</td>
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<tr>
<td>Week 6</td>
<td>26</td>
<td>Animal Anatomy and Nutrition</td>
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<td>Sept 28</td>
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<tr>
<td>Week 9</td>
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<td>Biotechnology In Agriculture</td>
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<td>Week 17</td>
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<td>Week 21</td>
<td>Supplemental</td>
<td>Parliamentary Law and Procedures</td>
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<td>June 6</td>
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</table>
Subject to Change:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

Evaluation:
Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

- Lab Procedures/Assignments 25%
- Tests & Quizzes 15%
- Lab projects 40%
- Mid-Term /Final Exam 20%

Your grade in this course will be based on the following scale:

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

FFA/SAE

By being in an Agriculture Class you must earn two activity points a semester. There are many ways to earn activity points, here are examples:

- Attend an FFA meeting
- Help with Community Service
- Attend FFA Banquet
- Assist with an FFA activity
- Be on a Committee
- Enter a project in the Fair
- Fundraiser Sales
- Participate on a Team/Contest

Attendance

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. You must make up the work.

Lab: Attendance in all labs is important. Students must make prior arrangements with the instructor to be excused from lab, unless it is an illness. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: Students must make prior arrangements with the instructor to make up any quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to or have made them up within the same number of days of the absence.
Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Occasional hand written items are allowed. Lecture/Lab assignments will be completed on google classroom and turned in on time or will be penalized 20% each week it is late.

Cheating & Plagiarism

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in discipline with administration.

Work Ethic - Most students are enrolled in agriculture classes want to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- Punctual: It is customary to arrive on time or before class starts.
- Responsible: It is expected than an employee work every scheduled work day.
- Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have appropriate clothing, safety glasses, and appropriate footwear to participate in the laboratory. Student is also required to have class material, such as ipad, textbook, paper and other class supplies to write and take notes with.

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Lab activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

Behavioral Standards

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop.
EH 43  
Plant Propagation/Production  
Syllabus

Instructor: Audrey Bonomi  
E-mail: audrey.bonomi@sanger.k12.ca.us

Class Meeting:  
Period 5: Monday, Tuesday, Friday 1:03-2:01pm  
Wednesday Block 1:15-3:05, Thursday Block 1:26-3:05pm  
Period 6: Monday, Tuesday, Friday 2:07-3:05pm  
Wednesday Block 1:15-3:05, Thursday Block 1:26-3:05pm

Room: 1000

Units: 03

Prerequisites: None

Course Description:  
Plant propagation and production Practices with emphasis on nursery operations including sexual and asexual reproduction, planting, transplanting, fertilizing, plant pest and disease control, structures and site layout. Preparation and use of propagating and planting mediums, the use and maintenance of common tools and equipment and regulations pertaining to plant production.

Course Goals:  
- Demonstrate the ability to grow plants from propagation to market size.  
- Practice the procedures of plant propagation including seed, cuttings, budding, grafting, layering, and division.  
- Determine the proper timing for the various propagation and production techniques appropriate to the plant species and propagation method.

Primary Learning Outcomes:  
The student will:  
- Explain the effect of temperature, water, humidity, and fertility on plant growth  
- Describe the principles of plant reproduction, sexual and asexual  
- Exhibit the personal skills (attitude, work habits, etc.) For successful employment in the wholesale and retail nursery business  
- Discuss control procedures for common garden, landscape, and greenhouse pests  
- Demonstrate proper merchandising techniques
Identify, use, and maintain common propagation, nursery and landscape tools and equipment
Plan and design a nursery layout
Construct nursery facilities
Develop and present a propagation method demonstration
Describe the various types of wholesale plant production industries
Students identify, organize, plan and allocate resources
Plan and design a wholesale nursery layout
Develop Interpersonal skills
Develop a group presentation on a propagation method
In the laboratory setting, students work cooperatively in meeting various objectives
Acquires and uses information
Identify common plants of landscape value in the area
Discuss control procedures for common garden, landscape, and greenhouse pests
Understands complex interrelationships
Describe the principles of plant reproduction, sexual and asexual
Describe and differentiate the processes of osmosis, transpiration, respiration, photosynthesis
Explain the effect of temperature, water, humidity, and fertility on plant growth
Works with a variety of technologies
Practice the procedures of plant propagation including seed, cuttings, budding, layering, grafting, division
Formulate planting and propagating media
Measure and mix fertilizers and apply them

Lab Dress: Work clothes, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes and pants are required. Safety glasses will be worn at all times when in a lab situation and teacher requires. You may get dirty in class so please dress appropriate.

Required Text:

Students are expected to have read the assigned reading before lecture.

Students Responsibility:
- Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
- No makeup’s will be allowed unless by prior permission of the instructor.
- Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
- Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
- Handouts/Google Classroom Assignments will be given in every class or laboratory.
Tentative Schedule:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Chapter</th>
<th>Unit/Topic</th>
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</table>
| Week 1     | 1 and 3 | Lab safety
| August 22  |         | Greenhouse                      |
| Week 2     | 2       | Growth and Identification       |
| August 29  |         |                                 |
| Week 3     | 4-5     | Seed Development and Selection Lab |
| Sept 5     |         |                                 |
| Week 4     | 6-7     | Propagation of seeds
<p>| Sept 12    |         | Sexual Reproduction             |
| Week 5     | 8       | Techniques of Seed Production and Pollination |
| Sept 19    |         |                                 |
| Week 6     | 9       | Asexual Propagation and Media Lab |
| Sept 26    |         |                                 |
| Week 7     | 10      | Asexual Propagation and Container Lab |
| Oct 3      |         |                                 |
| Week 8     | 11      | Grafting and Budding Techniques |
| Oct 10     |         |                                 |
| Week 9     | 12      | Propagation by Grafting         |
| Oct 17     |         |                                 |
| Week 10    | 13      | Propagation by Budding          |
| Oct 24     |         |                                 |
| Week 11    | 14      | Propagation by Layering         |
| Oct 31     |         |                                 |
| Week 12    | 15      | Propagation by Specialized Stems and Roots |
| Nov 7      |         |                                 |
| Week 13    | 16      | Media Solutions and Agar Lab    |
| Nov 14     |         |                                 |
| Week 14    | 17      | Tissue Culture and Micro Propagation Technique Lab |
| Nov 28     |         |                                 |
| Week 15    | 18      | Tissue Culture Propagation Lab for Fruit and Nuts |
| Dec 5      |         |                                 |
| Week 16    | 19      | Propagation methods and Rootstocks |
| Dec 12     |         |                                 |</p>
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<tr>
<th>Week/Date</th>
<th>Chapter</th>
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<td>Growth and Identification</td>
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<td>Propagation of seeds Sexual Reproduction</td>
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Subject to Change:
This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

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Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale:

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<th>Component</th>
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<td>Quizzes</td>
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<td>Lab projects/Journal</td>
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<td>Homework Questions</td>
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<tr>
<td>Mid-Term/Final Exam</td>
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</table>

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Attendance

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor.

Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: Students must make prior arrangements with the instructor to make up any quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by the SCCCD Dean of Admissions, Dr. John Cummings.

Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be completed on google classroom and turned in on time or will be penalized 20% each week it is late. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 20% of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.
College Policies:

Cheating & Plagiarism,

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

Work Ethic - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

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It is considered polite to turn off cell phones when in the classroom or shop. Please do so.

Important Dates

- Labor Day Holiday
- Last day to drop and qualify for a refund
- Last day to drop a class and not receive a letter grade
- Veterans Day Holiday
- Thanksgiving Holiday
- Finals Week

September 5
September
October
November 11
November 21-25
December 12-16

FINAL EXAM: — Thursday, December 15, at 10:57 a.m. for Per 5 and Friday, December 16, at 10:57 a.m. for Per 6
MAG 40
Introduction to Agricultural Mechanics
Syllabus

Instructor: Tony Herron
Office Hours: Monday 3:30-4:30
E-mail: Tony.herron@sanger.k12.ca.us
Class Meeting: Monday, Tuesday, Friday 11:14
Units: 03

Course Description: Selection, care, and use of common tools, safety, projects of wood and metal; mechanical skills in the field of agriculture. Course is taught primarily to prepare agricultural education students, but skills are applicable to general agriculture. (2 lecture, 3 lab hours).

Course Goals:
- The student will develop an understanding of basic farm projects, materials and tools used.
- The student will be able to perform basic shop tasks commonly found in agricultural farming enterprises.

Primary Learning Outcomes:
The student will:
- Have an understanding of basic shop tasks commonly found in agriculture
- Be able to perform basic shop tasks common to agriculture
- Develop the ability to work safely in a shop environment
- Demonstrate their ability to layout projects from drawings
- Be able to create drawings of simple projects
- Be able to correctly identify common tools and materials
- Develop an understanding of projects and materials that will enable them to create a bill of materials for common farm or classroom projects
- Be able to solve project construction problems such as efficient use of materials, materials selection, etc.

Secondary Learning Outcomes:
The student will:
- Work with cold metal and perform simple tasks
- Work with plumbing materials and perform simple and assembly/repair tasks
- Work with wood and perform simple repair tasks
- Work with electrical circuit components and perform simple assembly/repair tasks
- Work with surveying instruments and perform simple tasks
Lab Dress: Work clothes, shop coats, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes are required. Safety glasses will be worn at all times.

Required Lab Equipment:

- OSHA approved Z87.1 or higher safety glasses
- Steel tape measure

Lockers: Lockers are available in the restrooms in the Agricultural Mechanics building. Provide your own lock.

Safety: Safety is a primary concern while working in the shop. Students that are not working in a safe manner will be required to leave the shop. This includes failure to wear adequate eye protection. You will receive instruction on the safe operation of the equipment; any unsafe operation will be dealt with accordingly. **Proof of tetanus immunization is required.**

Required Text:

Students Responsibility:

- Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
- No makeup's will be allowed unless by prior permission of the instructor.
- Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
- No written assignments will be accepted after the last lecture meeting. Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
- Handouts will be given in almost every class or laboratory.

Tentative Schedule:

<table>
<thead>
<tr>
<th>Week 1-</th>
<th>LABS</th>
<th>BOOK UNITS</th>
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<tr>
<td>Safety/Measurement project</td>
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<tr>
<td>Week 2-</td>
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<td>Units 7 &amp; 8</td>
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<td>Week 3-</td>
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<td>Week 4-</td>
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<td>Week 5-</td>
<td>Sheet Metal (Dust Pan)</td>
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<tr>
<td>Week 6-</td>
<td>Tool Fitting (Sharpening Drill Bits Screwdrivers &amp; Chisels)</td>
<td>Units 21 &amp; 22</td>
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<td>Week 7-</td>
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<td>Week 8-</td>
<td>Electrical Wiring</td>
<td>Unit 33</td>
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<tr>
<td>Week 9-</td>
<td>Electrical Wiring/Motors and Controls</td>
<td>Unit 34</td>
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<tr>
<td>Week 10-</td>
<td>Motors and Controls</td>
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<td>Week 12-</td>
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<tr>
<td>Week 13-</td>
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<td>Week 14-</td>
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<td>Week 15-</td>
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<tr>
<td>Week 16-</td>
<td>Google Sketch-up</td>
<td>Units 18, 19 &amp; 20</td>
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<td>Week 18-</td>
<td>Open</td>
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</table>

*You will be responsible for completing the multiple choice sections of all unit assignments on a scantron sheet (882) and turned in the following week.

**Subject to Change:**
This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

**Evaluation:**
Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

- Unit Assignments 10%
- Tests & Quizzes 25%
- Lab projects 40%
- Final Exam 25%

Your grade in this course will be based on the following scale:
- A - 90 - 100%
- B - 80 - 89%
- C - 70 - 79%
- D - 60 - 69%
- F - 59% and below

**Attendance**

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an "excused" or "unexcused" absence. A "tardy" is considered an absence unless the student contacts the instructor at the end of class to change the status from absent to tardy. Two tardies will count as an absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor (i.e., class meets two times per week, 4 absences; class meets 1 time per week, 2 absences).
Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: There will be no make-ups for quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by the SCCCD Dean of Admissions, Dr. John Cummings.

Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be accepted late up to the test for that unit of the course; however, late assignments will be penalized 1/3 of the possible points. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 1/3 of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

College Policies:

Cheating & Plagiarism

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

Work Ethic - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- Punctual: It is customary to arrive at least 5 minutes before work begins. Individuals will be terminated if they are not punctual.
- Responsible: It is expected than an employee work every scheduled work day. Individuals will be terminated if they are not responsible.
- Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have work shirts, safety glasses, and appropriate footwear to participate in the laboratory. If a student is not prepared, he/she cannot participate and will receive a zero (see “responsible”).

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
All lab activities are conducted in groups and must have effective communication between all group members.

- Shop activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

**Behavioral Standards**

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop. Please do so.
- There is no smoking allowed in classrooms, shops, or school vehicles.
- This class is set for the semester. All doctor’s appointments, interviews, meetings with counselor, and other types of appointments should be scheduled during your time outside of class.

**Important Dates**

- Labor Day Holiday: September 7
- Last day to drop and qualify for a refund: September
- Last day to drop a class and not receive a letter grade: October
- Veterans Day Holiday: November 11
- Thanksgiving Holiday: November 16-20
- Finals Week: December 17-18

**FINAL EXAM:** – Thursday, December 17, at 9:45 a.m.
Agriculture ROP Mechanics/Welding
Sanger High School
Mr. Herron
Email: Tony.Herron@sanger.k12.ca.us

Agriculture ROP Mechanics/Welding
This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment and facilities. This class will teach the student to fabricate and adapt various pieces of farm machinery and facilities by cutting, forming, and welding different types of metals. Students will learn the basic principles of plumbing, electrical, welding, concrete work, fencing and some animal husbandry skills. The course integrates math, and physical applications to applied principles within the everyday work world.

COURSE OBJECTIVE:
The student will learn small gas engine systems including single and multi cylinder engines, fuel systems, small power equipment systems, along with basic engine operation, theory, and to analyzed engine malfunctions, determine corrective repairs, perform engine repairs, and adjust engine tune-up according to engine manuals.

GOALS/LEARNING OUTCOMES:
Upon completion of this course the student will successfully:

A. Familiarize students with career opportunities relevant to the broad industry of welding and fabrication.
B. Enable students to utilize appropriate trade terminology.
C. To provide students the basic shop skills as applied in the workplace.
D. Explain shop safety and workplace hazards
E. Identify and explain hand tools and their uses
F. Identify and explain common materials used in Ag Mechanics
G. Identify and explain woodworking tools and procedures
H. Demonstrate woodworking procedures
I. Identify and explain electrical system components
J. Demonstrate electric wiring procedures
K. Identify and Explain Plumbing system components
L. Demonstrate plumbing procedures
M. Identify and explain welding equipment and procedures
N. Demonstrate basic SMAW procedures
O. To provide students with the knowledge of job-seeking and employability skills.
P. To enable students to complete a career portfolio.
Q. To provide opportunities for leadership development.
R. To strengthen a student’s academic skills through demonstration of applied vocational training, primarily in mathematics and physical science disciplines.
S. To enable students to practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
T. To enable students to participate in relevant FFA competitions to assess classroom skills and theory.

Textbook Information
Agricultural Mechanics - provided in class
Students need a minimum 1” 3 ring binder and paper, Handouts and Technical Information to be kept in Binder

Course Fee
This course has potential costs associated with projects. Students will be required to pay for materials and consumables used in the construction/repair of projects that will be kept by the student.

SCHOLASTIC DISHONESTY:
Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. All work submitted MUST BE YOUR OWN. Penalties and/or disciplinary proceedings may be initiated by Sanger High School against a student accused of scholastic dishonesty. Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.
Cheating of ANY kind will result in loss of credit on the assignment or project and appropriate disciplinary action according to the student handbook and S.H.S policies.

**Valley ROP Expectations**

You are enrolled in a Valley ROP class to obtain a marketable skill that will enable you to better prepare yourself for future employment. Your attendance, behavior, and dress are expected to be the same as required in the workplace. If your classroom behavior creates an unsafe environment in the classroom and/or causes damage to the equipment, Valley ROP reserves the right to remove you from the class.

**Course Requirements and Grading Policy**

**A. Attendance Policy**

Students are expected to attend classes regularly. You must be in the classroom before the tardy bell rings. Flying through the door as the bell rings is considered a tardy. It is very important that you are here on time and ready to work. You will not be able to finish your work otherwise. Think of this class as your job. You could not continuously be late to work without getting fired. Students are responsible for material covered during their absences, and it is the student's responsibility to consult with instructor for make up assignments. Class attendance is checked daily by instructor.

**B. Lab Requirements:** Students must use tools/equipment safely and correctly and wear equipment at all times. Students must complete daily cleanup jobs.

**C. Dress Code**

Students will be expected to attend class and shop in short/long sleeve shirts, jeans or work pants and preferably leather shoes. No shorts are allowed. No open toe shoes are allowed.

**D. Cell Phones, I-Pods, Etc.**

Cell phones and other devices are very disruptive to class. They are not to be used for calls, texts, pictures, music, etc. in the classroom or shop. See Student handbook for school digital device policy.

**SPECIAL STUDENT SHOP REQUIREMENTS**

Each student is responsible for his/her own work area and for the cleaning up of his or her assigned cleanup area. B. If a student does not clean up his or her work area at the end of each class, they will not be allowed to work on special projects without the permission of the instructor.

1. No use of Alcohol, Tobacco, or drugs will be tolerated. Any student found to be under the influence of any substance will be immediately removed from class.
2. Wash your hands before leaving the laboratory for any reason. Proper hand washing is essential in preventing the acquisition and spread of potentially harmful organisms.
3. Clean up spills immediately.

**D. All accidents are to be reported immediately to the instructor.**

**STUDENT EVALUATION:**

To determine completion of the course, the instructor will assign grades for all exams, assignments, and lab activities and practical exams. Assignments must be submitted on time to receive full credit. Assignments more than 2 weeks late WILL NOT receive credit unless prior arrangements are made.

**GRADE BREAKDOWN**

1. Exams and quizzes – 25%
2. Shop performance and lab assignments – 55%
3. FFA Participation – 10%
4. SAE/SOEP Projects – 10%

**GRADING SCALE:**

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59-BELOW = F

You will be informed one week in advance before being given a major exam; however, pop quizzes may be given at anytime deemed appropriate by the instructor.
Make-up policy
Consult the instructor BEFORE missing any time to set up make-up work or tests.

Projects, Assignments, Portfolios, Service Learning, etc.

ASSIGNMENT:
A requirement of this block of instructions is the completion of a portfolio and resume, job application, and mock interview. The instructor will assist you in completing this portion of the course.

ASSIGNMENT:
Students will attend or participate in at least 3 FFA activities per semester to fulfill the 10% FFA portion of their Grade. Students will be given every available opportunity to meet this requirement. With 0 FFA participation, the highest possible grade is a B+, assuming SAE project completion.

ASSIGNMENT:
Students will make significant progress on or complete a SAE/ROSEP project throughout the year. Records will be kept on the hours and dollars spent, and if applicable, the dollars made from the project. With 0 SAE project hours/records, the highest possible grade is a B+, assuming FFA participation is met.

Shop Policy:
Students will conduct themselves in a professional manner and treat the shop environment as a place of business/employment. Failure to conduct oneself appropriately will be cause for loss of shop privileges. No outside projects will be allowed without PRIOR approval by the instructor.

Other Student Information (clubs, tutoring, web resources, etc.)
An after School Program may be available for additional time on projects, class work, exams, and enrichment activities. Tutorial times will be announced as per Sanger High School Calendar.

Class Contract

I, __________________ have read and understand all the contents of the syllabus for the ROP Ag Mechanics/welding class. By signing below, I agree to follow the rules and give my best effort to achieve a passing grade.

_________________________________________  ______________________________________
Student Signature  Date

As the parent/guardian of the student listed above, I have read and understand all the contents of the attached syllabus. By signing below, I agree to encourage my student to follow the guidelines that have been set. I am now aware of what Mr. Ravy expects from my student.

_________________________________________  ______________________________________
Parent/Guardian Printed Name  Date

_________________________________________
Parent/Guardian Signature

Please return this contract signed to Mr. Ravy on or before August ________, 20___.
If I have not received it by that date parents will be otherwise contacted.
# COURSE OUTLINE:

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<th>Pathway Standards</th>
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<td>- Simple Circuit Switch, Light Outlet</td>
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Agriculture ROP Welding
Sanger High School

Concepts and skills required for industry wide welding practices and procedures, project construction, and shop/workplace environment skills. Employability skills and job opportunities discussed, leadership opportunities available.

COURSE OBJECTIVE:
The student will learn basic shop safety and procedures concerning the four main welding processes, tool usage, tool and equipment repair, and project construction. Students will learn industry applications of different welding operations, standard industry language and practices, and gain employability skills as well as gain the opportunity to prepare for certification.

GOALS/LEARNING OUTCOMES:
Upon completion of this course the student will successfully:
A. Understand and identify different welding systems and components.
B. Understand and follow industry standards regarding safety and proper procedures.
C. Demonstrate skills and abilities in Oxy-Acetylene welding and cutting operations.
D. Demonstrate skills and abilities in SMAW welding operations.
E. Demonstrate skills and abilities in GMAW welding operations.
F. Demonstrate knowledge and skills in basic TIG welding.
G. Demonstrate proper use of shop tools and test equipment.
H. Understand and Demonstrate knowledge of common weld problems and critique welds.

Textbook Information
Welding Technology, Steel Construction Manual - provided in class

Students need a minimum 1" 3 ring binder and paper, Handouts and Technical Information to be kept in Binder

Course Fee
This course has potential costs associated with projects. Students will be required to pay for materials and consumables used in the construction/repair of projects that will be kept by the student.

SCHOLASTIC DISHONESTY:
Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. All work submitted MUST BE YOUR OWN. Penalties and/or disciplinary proceedings may be initiated by Sanger High School against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating of ANY kind will result in loss of credit on the assignment or project and appropriate disciplinary action according to the student handbook and S.H.S policies.

Valley ROP Expectations
You are enrolled in a Valley ROP class to obtain a marketable skill that will enable you to better prepare yourself for future employment. Your attendance, behavior, and dress are expected to be the same as required in the workplace. If your classroom behavior creates an unsafe environment in the classroom and/or causes damage to the equipment, Valley ROP reserves the right to remove you from the class.

Course Requirements and Grading Policy
Attendance Policy
Students are expected to attend classes regularly. You must be in the classroom before the tardy bell rings. Flying through the door as the bell rings is considered a tardy. It is very important that you are here on time and ready to work.
You will not be able to finish your work otherwise. Think of this class as your job. You could not continuously be late to work without getting fired. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructor for make-up assignments. Class attendance is checked daily by instructor.

Lab Requirements: Students must use tools/equipment safely and correctly and wear equipment at all times. Students must complete daily cleanup jobs.

C. Dress Code
Students will be expected to attend class and shop in short/long-sleeve shirts, jeans or work pants and preferably leather shoes. No shorts are allowed. No open toe shoes are allowed.

D. Cell Phones, I-Pods, Etc.
Cell phones and other devices are very disruptive to class. They are not to be used for calls, texts, pictures, music, etc. in the classroom or shop. See Student handbook for school digital device policy.

SPECIAL STUDENT SHOP REQUIREMENTS
A. Each student is responsible for his/her own work area and for the cleaning up of his or her assigned cleanup area.
B. If a student does not clean up his or her work area at the end of each class, they will not be allowed to work on special projects without the permission of the instructor.
1. No use of Alcohol, Tobacco, or drugs will be tolerated. Any student found to be under the influence of any substance will be immediately removed from class.
2. Wash your hands before leaving the laboratory for any reason. Proper hand washing is essential in preventing the acquisition and spread of potentially harmful organisms.
3. Clean up spills immediately.
D. All accidents are to be reported immediately to the instructor.

STUDENT EVALUATION:
To determine completion of the course, the instructor will assign grades for all exams, assignments, and lab activities and practical exams. Assignments must be submitted on time to receive full credit. Assignments more than 2 weeks late WILL NOT receive credit unless prior arrangements are made.

GRADE BREAKDOWN
1. Exams and quizzes – 25%
2. Shop performance and lab assignments – 55%
3. FFA Participation – 10%
4. SAE/SEOP Projects – 10%

GRADING SCALE:
100-90 = A
89-80 = B
79-70 = C
69-60 = D
59-BELOW = F

Testing
YOU WILL BE INFORMED ONE WEEK IN ADVANCE BEFORE BEING GIVEN A MAJOR EXAM; HOWEVER, POP QUIZZES MAY BE GIVEN AT ANYTIME DEEMED APPROPRIATE BY THE INSTRUCTOR.

Make-up policy
Consult the instructor BEFORE missing any time to set up make-up work or tests.

Projects, Assignments, Portfolios, Service Learning, etc.

ASSIGNMENT:
A requirement of this block of instructions is the completion of a portfolio and resume, job application, and mock interview. The instructor will assist you in completing this portion of the course.

ASSIGNMENT:
Students will attend or participate in at least 3 FFA activities per semester to fulfill the 10% FFA portion of their Grade. Students will be given every available opportunity to meet this requirement. With 0 FFA participation, the highest possible grade is a B+, assuming SAE project completion.
ASSIGNMENT:
Students will make significant progress on or complete a SAE/SOEP project throughout the year. Records will be kept on the hours and dollars spent, and if applicable, the dollars made from the project. With 0 SAE project hours/records, the highest possible grade is a B+, assuming FFA participation is met.

Shop Policy:
Students will conduct themselves in a professional manner and treat the shop environment as a place of business/employment. Failure to conduct oneself appropriately will be cause for loss of shop privileges. No outside projects will be allowed without PRIOR approval by the instructor.

Other Student Information (clubs, tutoring, web resources, etc.)
An after School Program may be available for additional time on projects, class work, exams, and enrichment activities. Tutorial times will be announced as per Sanger High School Calendar.

Class Contract

I, __________________, have read and understand all the contents of the syllabus for the ROP Ag Welding class.

By signing below, I agree to follow the rules and give my best effort to achieve a passing grade.

__________________________________________  __________
Student Signature  Date

As the parent/guardian of the student listed above, I have read and understand all the contents of the attached syllabus. By signing below, I agree to encourage my student to follow the guidelines that have been set. I am now aware of what Mr. Ravy expects from my student.

__________________________________________  __________
Parent/Guardian Printed Name  Date

__________________________________________
Parent/Guardian Signature

Please return this contract signed to Mr. Ravy on or before August _____, 20____.

If I have not received it by that date parents will be otherwise contacted.
<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Key Assignment</th>
<th>Anchor Standards</th>
<th>Pathway Standards</th>
<th>CCSS</th>
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<tbody>
<tr>
<td>Orientation</td>
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<td>6.1</td>
<td>B1.1</td>
<td>ETS</td>
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<tr>
<td>Review Course Outline</td>
<td>6.2</td>
<td>B1.2</td>
<td>RLST 9-10.4</td>
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<tr>
<td>Discuss welding shop safety procedure</td>
<td>6.3</td>
<td>B3.2</td>
<td>RLST 9-10.5</td>
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<tr>
<td>Demonstrate oxy-acetylene equipment</td>
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<td>B8.1</td>
<td>SEP 1</td>
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<tr>
<td>Demonstration electric arc equipment</td>
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<td>B3.6</td>
<td>SEP 6</td>
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<tr>
<td>Discuss shop clean-up procedures</td>
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<td>CC6</td>
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<tr>
<td>Safety</td>
<td>Safety Test</td>
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<td>B1.0</td>
<td>RLST 11-12, 1-12.3, 1-12.4</td>
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<td>6.3</td>
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<td>ETS2</td>
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<td>Measurements</td>
<td>Weld Symbol, Worksheets and Projects</td>
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<td>B2.2</td>
<td>ETS1</td>
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<td>Terminology</td>
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<td>10.0</td>
<td>B4.4</td>
<td>ETS2</td>
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<td>Reading a ruler</td>
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<td>Area, perimeter, and circumference calculations</td>
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<td>Understanding fractions</td>
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<tr>
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<td>Machines</td>
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### Properties & Materials
- **Visual Identification of Materials**
- **Types of Steel**
- **Sizes & Shapes**

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<tr>
<th>Material ID and Weight Book Tests</th>
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<th>Anchor Standards</th>
<th>Pathway Standards</th>
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### Unit of Instruction, cont.

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<th>Metal Arc—Intro to MIG Welding</th>
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### Small Project Construction
- **Drawing and sketching selected project**
- **Steel making and standard shapes**
- **Steel weight and cost calculations**
- **Individual instruction as related to the selected project**

<table>
<thead>
<tr>
<th>Project Plans and Completed Projects</th>
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<th>Pathway Standards</th>
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### Preparation Standards
- **Career Opportunities in Welding**

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Agricultural Construction

Instructor

Course Description
Agriculture is a field that comprises many different disciplines. In this course you will learn about safety in the shop, metalworking and woodworking. Students will be required to build projects through the year that will be at the expense of the student; all students should be prepared to work each day.

Grading:
Grades will be based upon the following criteria:
- Participation
- Projects
- Worksheets
- Quizzes
- Tests

Missing Assignments:
You are responsible for getting assignments and missed class notes when you are absent. However, late work will not be accepted for credit unless you have a valid excuse.

Course Outline

Unit 1 – World of Mechanics
Unit 2 – Shop Safety
Unit 3 – Tools
Unit 4 – Woodworking
Unit 5 – Arc Welding
Unit 6 – Mig Welding
Unit 7 – Oxy Acetylene
Unit 8 – Plasma Cutting
Unit 9 – Project Construction
Agricultural Construction

Student Expectations:
Students who enroll in this class agree to the student expectations in the following areas:

The P-3 Rule
1. Prompt
   • Be to class on time, If you must use the bathroom or other facilities see me first before the bell rings
   • Should be in your seat working on Ag Ringer when the bell rings.

2. Prepared
   • Always have writing utensils and paper; I will not lend out anything
   • Turn in assignments, quizzes, papers, projects, labs etc. on time
   • Lose 10% everyday late, and will not accept anything after the unit is completed.

3. Pleasant
   • Respect everyone in the classroom: teachers, classmates, guests, substitutes, etc.
   • Participate with no hassle, and do not waste time
   • Remember manners and appropriate language at all times
   • Swearing or inappropriate words = copying a page in dictionary
   • If repeated or other inappropriate offenses = detention

Other Expectations:
• Keep the room neat and orderly.
• NO food/beverages
• NO cheating or plagiarizing = receiving an “F” on item, may receive detention.

*This syllabus is subject to change at the discretion of the instructor. All modifications will be announced ahead of time and in writing whenever possible.

Student Name: ___________________________ Parent Name: ___________________________

Student Signature: ______________________ Parent Signature: ________________________

Date: ___________________________ Date: ___________________________

THIS IS YOUR FIRST ASSIGNMENT WORTH 25 POINTS!!!!
**COURSE DESCRIPTION**
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

**COURSE COMPETENCIES**
- **Flowers and Foliage, Mechanics and Materials:**
  - Identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
  - Identify plant-growing structures.
  - Propagate plants by separation and division.
  - Explain the process of shipping, handling, processing and storing of fresh cut flowers.
  - Select marketable, healthy potted plants.
  - Demonstrate the ability to dry flowers.
  - Identify different media used in floral design.
  - Identify mechanics and materials used in floral design.
  - Identify career opportunities in floriculture.
  - Identify achievements, contests, and awards in vocation contests through floral design.
- **Design Elements:**
  - Explain the history of floral design.
  - Explain the cultural diversity and implications of different floral designs.
  - Explain the arrangement styles and techniques of modern floral design and their origination.
  - Explain, identify, and evaluate the elements and principles of design.
  - Explain, evaluate, and design seasonal, holiday, and occasion arrangements. Through elements and principles of design.
  - Explain, evaluate and design alternative arrangements.
- **Design Practicum:**
  - Demonstrate historical arrangements
  - Demonstrate floral arrangements styles and techniques.
  - Demonstrate construction of wedding work.
  - Demonstrate construction of sympathy work.
  - Demonstrate alternative arrangements.
- **Special Project:**
  - Develop a personal portfolio.
  - Participate in FFA Floriculture events.

**PREREQUISITE**
The course is recommended for students who are interested and/or plan to pursue a career in the area of floral design.
ACADEMIC CREDIT: This course counts towards the Fine Art credit for high school graduation, UC “F” Art Credit, Dual Enrollment through Fresno City & Reedley Colleges

Dual Enrollment consists of college classes offered at Sanger High School. Students participating in this program will have to complete a Community College application for enrollment at the start of the spring semester. Participating in this program will ease the transition from high school to college and encourage you to keep pursuing postsecondary education. Upon completion of the course the student will receive a community college transcript with the grade and units of the Dual Enrollment course.

Dual Enrollment benefits to students:
- No student fees for the course and the eventual credits (if CA resident.)
- Student does not need to leave the high school campus or go off-site to take the Dual Enrollment class.
- Immediate transferable credit/grade is awarded at the end of the course.
- Student is a HS student and a Community College student that same semester.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.

COURSE OUTLINE
A. History Of Floral Art
B. Elements and Principles of Design
C. Flowers, Foliage Forms and Identification
D. Mechanics and Materials
E. Arrangement Styles and Techniques
F. Seasonal, Holiday and Occasional Design
G. Alternative Arrangements: Weaving & Tying Techniques
H. Career Preparation
I. Leadership and Teamwork

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.
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.
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.
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.
E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes;
application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

G. 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.

H. IMPORTANCE OF ETHICS - Students will understand proper ethics in the workplace.

CLASS NEEDS

- Spiral Notebook, 200 pages (5 Star is recommended)
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio
- Page Protectors, 50 to start
- Occasionally bring containers/greenery
- Occasionally bring accessories for floral wreaths and/or other projects

COURSE FORMAT/ASSESSMENT

This class is on a points based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)
REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
- Their binder/notebook
- Writing utensil

Failure to do so before the bell will result in a tardy.

REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:

1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Fall Wreath Design
4. Harvest Festive Centerpiece
5. Artificial Holiday Pine Wreath
6. Winter Fresh Pine Center Piece
7. Ice Cream Sundae/Soda Novelty Piece
8. Valentines Day Contemporary Design
9. St. Patty's Day Novelty Piece
10. Spring Basket or Centerpiece
11. Mother's Day Teacups
12. Father's Day Succulent/Mini Garden

Teacher Discretion:
Projects may be changed depending on:
- Cost
- Availability
- Time

***See attached form for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT'S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period's designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

TESTS AND QUIZZES
Tests and quizzes will be administered throughout the school year. You will be provided with a study guide at the beginning of each chapter. The study guide should be utilized to prepare for and study for chapter tests and periodic quizzes. You should plan to take tests with the class even if you were absent the day before the test.

PARTICIPATION
Ten percent of the students’ grade will be based on classroom participation.
Active Participation:
Additional participation points are also awarded when a student actively participates in the day’s activity and when they clean up their designated area before leaving class.

RESTROOM POLICY
Students are allowed to use the facilities if they: Obtain my permission before leaving, sign out on “Hallway Passport” and return to class within 5 minutes. Failure to follow these rules will result in the loss of this privilege.

FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
All students must be in their assigned seat when the bell rings. It is the student’s responsibility to respect classmates, as well as the teacher by arriving on time each day. The teacher will advise the students as to his/her tardy status and follow the SHS Tardy Policy.

ABSENCES
If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for receiving the work as soon as you return. The number of days you are absent determines the number of days you have to make-up the missing work. Unexcused absences will be allowed to make up the work however you will receive a 15% reduction in the grade. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence look at the white board and/or calendar, the assignments will determine what assignment you missed. It is your responsibility to find out the class work and homework that you missed during your absence.

LAB CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean. If area is not clean when student leaves, it will result in a 10% deduction per day of current project.

TARDY POLICY
School rules are enforced! Step policy is followed… Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question.
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent "Six Pillars of Character" at all times.

* Trustworthiness
  * Respect
  * Responsibility
  * Fairness
  * Caring
  * Citizenship

STUDENT'S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 97%</td>
<td>A+</td>
</tr>
<tr>
<td>96 - 93%</td>
<td>A</td>
</tr>
<tr>
<td>92 - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87 - 83%</td>
<td>B</td>
</tr>
<tr>
<td>82 - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79 - 78%</td>
<td>C+</td>
</tr>
<tr>
<td>77 - 73%</td>
<td>C</td>
</tr>
<tr>
<td>72 - 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69 - 68%</td>
<td>D+</td>
</tr>
<tr>
<td>67 - 63%</td>
<td>D</td>
</tr>
<tr>
<td>62 - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be posted periodically. It is the student's responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success!! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 1
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:

Wired & Taped Corsages/Boutonnieres, Form & Glued Corsage/ Boutonnieres, Fall Wreath Design, Harvest Festive Centerpiece, Artificial Holiday Pine Wreath, Winter Fresh Pine Center Piece, Ice Cream Sundae/Soda Novelty Piece, Valentines Day Contemporary Design, St. Patty’s Day Novelty Piece, Spring Basket or Centerpiece, Mother’s Day Teacups, Father’s Day Succulent/Mini Garden

Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One** (Direct Costs for Purchase & Fabrication Fee does not apply):
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and **may not** be taken home by the student.

2. **Option Two** (Direct Costs Purchase & Fabrication Fee applicable):
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and **may** take their fabricated projects home upon completion and grading.

When choosing **Option Two**, pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

Choosing a Course Option

Upon enrollment in **Floral Design 1**, and by **October 1st**, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in **Option Two must pay their fabrication fee of $25.00 when turning in this form**.

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department
Floral Design

Ms. Potstada

I have read the syllabus provided & understand what is expected of me in this course.

Student Name

Date

Student Signature

Student Email

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

Parent Name

Date

Parent Signature

Parent Email

Home Phone Number

Parent/Guardian Daytime Phone #

Best Time to Call

I look forward to a great year working with you!

Ms. Potstada
# Sanger FFA Floral Class

## Course Option Election and Direct Cost Purchase & Fabrication Fee

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Last</th>
<th>First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Option 1**

I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and **may not be taken home**. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

**Option 2**

I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, **I am able to take home** the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ___ Fall Wreath Design
2. ___ Harvest Festive Centerpiece
3. ___ Artificial Holiday Pine Wreath
4. ___ Winter Fresh Pine Center Piece
5. ___ Ice Cream Sundae/Soda Novelty Piece
6. ___ Valentines Day Contemporary Design
7. ___ St. Patty's Day Novelty Piece
8. ___ Spring Basket or Centerpiece
9. ___ Mother’s Day Teacups
10. ___ Father’s Day Succulent/Mini Garden

**The lab fee is $25.00 for the 2016-2017 school year. If student chooses to take projects home and NOT pay the lab fee, each project will range $8-$10 in cost.**

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to **Sanger High School** in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. **Payment is due by October 1st.**
COURSE DESCRIPTION
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics:
1) Importance of the floriculture industry
2) Floral crops and their characteristics
3) Tools and equipment
4) Care and management of floral crops
5) Principles and elements of design
6) Seasonal, holiday and occasional design
7) Plant propagation
8) Wedding and hi-style design
9) Merchandising and marketing of designs and arrangements.
Students will develop leadership and employability skills emphasized through the course. Integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills. Students will develop leadership skills through the FFA, maintain a Supervised Agricultural Experience and keep a California FFA record book.

COURSE COMPETENCIES
• Become aware of careers within the floral industry.
• Identify flowers and foliage.
• Explain growing, grading, bunching, and shipping of flowers.
• Demonstrate drying flowers.
• Explain the types/styles, elements, and principles of floral design.
• Demonstrate the use of color.
• Demonstrate construction of various floral products and arrangements.
• Demonstrate merchandising and sales of floral products.
• Demonstrate appropriate budgeting skills for floral design.
• Construct special projects.
• Create a career portfolio.
• Demonstrate job skills of specific floral related positions.
• Develop leadership skills through FFA activities.
• Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who have taken floral design 1 as well as interested and/or plan to pursue a career in the area of floral design.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.
COURSE OUTLINE
A. Flowers & Foliage
B. Design Elements
C. Design Practicum
D. Merchandising & Sales
E. Special Projects
F. Job Specific Skills
G. FFA, SAE & Recordkeeping
H. Career Preparation
I. Leadership and Teamwork

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.
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.
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.
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.
E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes; application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
G. 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.
H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.

CLASS NEEDS
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio & Page Protectors, 50 to start
  - (OR USE THE BINDER FROM YOUR FLORAL 1 CLASS)
- Occasionally bring containers/greenery
COURSE FORMAT/ASSESSMENT
This class is on a points based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)

REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:

- Their binder/notebook
- Writing utensil

*Failure to do so before the bell will result in a tardy.*
REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:
1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Wall Mount Design
4. Harvest Festive Centerpiece
5. Specialty Holiday Design
6. Evergreen Center Piece
7. Contemporary Freestyle Arrangement
8. Valentines Day Gift Basket Design
9. St. Patty’s Day Novelty Piece
10. Spring Topiary Design
11. Mother’s Day Themed Arrangement
12. Deco Mesh Final

Teacher Discretion:
Projects may be changed depending on:
• Cost
• Availability
• Time

***See attached formed for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period’s designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

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Ten percent of the students’ grade will be based on classroom participation.

Active Participation:
Additional participation points are also awarded when a student actively participates in the day’s activity and when they clean up their designated area before leaving class.
RESTROOM POLICY
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FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
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ABSENCES
If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for receiving the work as soon as you return. The number of days you are absent determines the number of days you have to make-up the missing work. Unexcused absences will be allowed to make up the work however you will receive a 15% reduction in the grade. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence look at the white board and/or calendar, the assignments will determine what assignment you missed. It is your responsibility to find out the class work and homework that you missed during your absence.

LAB CLEAN-UP POLICY
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TARDY POLICY
School rules are enforced! Step policy is followed… Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question.
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent "Six Pillars of Character" at all times.

*Trustworthiness

*Respect

*Responsibility

*Fairness

*Caring

*Citizenship

STUDENT'S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

100 – 97%  A+
96 – 93%  A
92 – 90%  A-
89 – 88%  B+
87 – 83%  B
82 – 80%  B-
79 – 78%  C+
77 – 73%  C
72 – 70%  C-
69 – 68%  D+
67 – 63%  D
62 – 60%  D-
< 59%  F

Grades will be posted periodically. It is the student’s responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 2
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:


Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One** (Direct Costs for Purchase & Fabrication Fee does not apply):
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and may not be taken home by the student.

2. **Option Two** (Direct Costs Purchase & Fabrication Fee applicable):
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and may take their fabricated projects home upon completion and grading.

   **When choosing Option Two**, pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

Choosing a Course Option

Upon enrollment in Floral Design 2, and by October 1st, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in **Option Two must pay their fabrication fee of $25.00 when turning in this form.**

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department
Floral Design

Ms. Portrada

I have read the syllabus provided & understand what is expected of me in this course.

Student Name

Student Signature

Student Email

Date

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

Parent Name

Date

Parent Signature

Parent Email

Parent/Guardian Daytime Phone #

Home Phone Number

Best Time to Call

I look forward to a great year working with you!

Ms. Portrada
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name ____________________________

Last Name ____________________________ First Name ____________________________

Student ID ____________________________

Parent Signature ____________________________

Period ____________________________

Option 1 ______ I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2 ______ I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ____ Wall Mount Design
2. ____ Harvest Festive Centerpiece
3. ____ Specialty Holiday Design
4. ____ Evergreen Center Piece
5. ____ Contemporary Freestyle Arrangement
6. ____ Valentines Day Gift Basket Design
7. ____ St. Patty’s Day Novelty Piece
8. ____ Spring Topiary Design
9. ____ Mother’s Day Themed Arrangement
10. ____ Deco Mesh Final

The lab fee is $25.00 for the 2015-2016 school year. If student chooses to take projects home and NOT pay the lab fee, each project will be based upon the cost of materials.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
These rules are addressed for ____________, an agriculture student for the 2006-2007 school year.

**Classroom Rules**

- **General Behavior**
  - Respect of other's right to learn
  - Respect of other's property
  - Respect of others! (put downs and dirty language are not acceptable behavior)

- **General Work Habits**
  - Use time wisely...Time is a finite resource, there is only so much of it!
  - Quality, Quality, Quality...Strive for excellence and understanding
  - Learn to enjoy learning

- **Specific Classroom Rules**
  - Be in your assigned seat when the bell rings- OR you are tardy!
  - Turn OFF all electronic devices before you get to class (cell phones, iPods, MP3 players, etc). They should not be seen OR heard during class.
  - Bring all materials necessary for class.
  - No personal grooming during class time.
  - Sit in your assigned seat daily.
  - Follow directions the first time they are given.

**Classroom Policies**

1. There will be no hats worn inside any building. Cell phones are not to be used, heard, or seen during school hours.

2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. **Students will be considered tardy if they are not in their proper seat when the bell rings.**

3. Students are EXPECTED to return all materials, tools, and supplies to their proper place, straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. The bell doesn't dismiss you I do!

4. Each student will be issued a restroom pass on the first day of school. This pass must be presented to the teacher before the student will be allowed to leave the classroom to use the restroom. Students must obtain permission from the instructor before leaving for the restroom.

5. Assignments are expected to be turned in on time. Late assignments may be turned in, for a reduced grade, until the unit test. After that has passed, work will not be accepted for any reason!

6. **It is the STUDENT'S responsibility to communicate with the teacher what was missed when returning to class.** Please do this before or after class has started for the day. Missing work must be turned in the day after the absence, for example if you are gone on Wednesday the work is due on Friday. Any missed quiz or test must be made up during the tutorial period following the absence for full credit; Failure to do so will result in a score of 0 (zero).

7. Inappropriate language, class disruption, or behavior will not be tolerated.
7. Inappropriate language, class disruption, or behavior will not be tolerated.

8. Students will be given a weekly cover sheet on Mondays outlining their work for the week and the work will be due that Friday. Students are to turn their work into the appropriate tray for the class period they are in.

**Attendance/Behavior:** Regular attendance is **NECESSARY** in order to be successful in these courses. Much work is done during class, which makes good attendance and behavior imperative. Students who are absent have one day to return the work without penalty. If this time frame is not recognized, then the work will be assigned a “0” grade without exception or make-up work.

**Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

- Class Assignments 25%
- Tests & Quizzes 25%
- Labs/Projects 30%
- Final Exam 10%
- FFA/SAE 10%

**FFA Participation:** In order to earn the full 10% in the FFA Participation category, four activity points must be earned during the semester and the student will need to have completed the FFA Record Book assignments assigned for the class. Opportunities to earn Activity Points will be announced in class as they become available.

**Units Covered**

- Introduction to Science
- Chemistry of Life
- Respiration and Photosynthesis
- Cells
- Ecology
- Genetics
- Evolution
- Plant and Body Systems

**Materials Recommended (EVERY DAY!!)**

- 3 Ring Binder (or a divided section in a binder)
- Pen or Pencil (preferably both)
- Charged iPad
- A GREAT ATTITUDE!!!

**Behavior Expectations and Consequences**

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or school administration action.

**How to contact Miss Henson**

Miss Henson can be reached by email at hensonm@taylor.k12.tx.us or by phone at 254-880-7361 Ext. 118.
We have discussed the above information in class. Please take the time to discuss the information with your student. Sign and return this form to Miss Henson by Friday August 26, 2016. If you have any questions, please don't hesitate to contact Miss Henson.

We have read, reviewed with our student, and agree to the policies and consequences as listed in the Classroom Policies Packet.

Date: ___________________ Student Name: ___________________ Student Signature: ___________________

Period: _______________ Parent/Guardian Signature: ___________________
Plant Science 1: Introduction to Plant Science

Course Information

Class Meeting:
Period 1: Monday, Tuesday, Friday 7:55-8:53am
Wednesday Block 8:30-10:20am, Thursday Block 9:15-10:55am
Period 2: Monday, Tuesday, Friday 8:59-10:01am
Wednesday Block 8:30-10:20am, Thursday Block 9:15-10:55am

Room: 10002

Units: 03

Catalog Description
The purpose of this course is to introduce the principles and practices of plant science. Topics include cell and plant structures, reproduction, and physiology, as they relate to management of crops for food, fiber, shelter, and recreation. On completion of the course, the student will be: (1) able to understand the importance of plants to society, animals, and the environment, (2) aware of the problems, opportunities, and crop production regions of California Agriculture, (3) identify plant organs, tissues, and life cycles, (4) comprehend the practical aspects of photosynthesis and the management schemes to maximize photosynthesis, (5) familiar with the relationships of plants with other organisms such as insects, diseases, and beneficial species. Laboratory exercises will cover plant anatomy, physiology, identification, and propagation.

Textbook

Student Learning Outcomes:
A. locate and explain the functions of plant cells, tissues and organs.

B. select the optimal reproduction method and system for agricultural and horticultural plants.

C. explain the effects of specific techniques and materials on plant growth, development, photosynthesis, and reproduction.

D. relate the applications of water and nutritional elements to key growth processes of plants and microbial populations.

E. comprehend the effects of plant science practices on ecosystems and society.
**Students Responsibility:**
- Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
- No makeup’s will be allowed unless by prior permission of the instructor.
- Cleanup of the lab is part of the laboratory exercise. Students not participating in cleanup will have points deducted from their project grades.
- Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
- Handouts/Google Classroom Assignments will be given in every class or laboratory.

**Assignments and Grading:**
Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Tests &amp; Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Lab projects</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-Terms /Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>
| FFA/SAE                     | 10%        | (Four FFA Activity Points and FFA Record Book)

Your grade in this course will be based on the following scale:

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

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be completed on google classroom and turned in on time or will be penalized 20% each week it is late. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 20% of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

**Last Day To:**
- Last Day to Drop Class with Refund: September
- Last Day to Drop w/o Transcript Record: September
- Last Day to Change CR/NR: September
- Last Day to Drop w/o Letter Grade Assigned: October

**Academic Dishonesty:** Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and or expulsion from the University. For more information refer to the "Academic Dishonesty" policy in the College Catalog.

**Behavioral Standards:**
• Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
• It is considered polite to turn off cell phones when in the classroom or shop. Please do so.

**Work Ethic:**
Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

• Punctual: It is customary to arrive on time or before class starts.
• Responsible: It is expected than an employee work every scheduled work day.
• Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have appropriate clothing, safety glasses, and appropriate footwear to participate in the laboratory. Student is also required to have class material, such as ipad, textbook, paper and other class supplies to write and take notes with.

**Need for Assistance:** If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require academic accommodations, please notify me as soon as possible.

**Attendance:** Attendance of lectures and labs is required and roll will be taken at each meeting. A "tardy" is considered an absence unless the student contacts and explains the incident. Students must make prior arrangements with the instructor to be excused from lectures and labs, make-up of missed tests and labs are permitted only with excused absences.

### Lecture Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Nature of Life</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>Cells</td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td>Tissues</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Roots &amp; Soils</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>1-6</td>
<td>Stems</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Leaves</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td>Flowers, Fruits &amp; Seeds</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td><strong>Review &amp; Midterm</strong></td>
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<tr>
<td></td>
<td>Water in Plants</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td>Plant Metabolism</td>
<td>Chapter 10</td>
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<tr>
<td>7-13</td>
<td>Growth</td>
<td>Chapter 11</td>
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<tr>
<td></td>
<td>Meiosis and Alternation of Generations</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td><strong>Review &amp; Midterm</strong></td>
<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Genetics</td>
<td></td>
</tr>
</tbody>
</table>
14-18

Plant Breeding Propagation
Evolution
Plant Names & Classification
Seed Plants
Flowering Plants & Civilization
Ecology
Biomes
Review

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Final Exam
2016 Fall Semester – 18 weeks – Aug 18, 2016 to Dec 16, 2016
Intro to Ag Mechanics – MAG 40 – 3 Units

Unit(s): 3 - Weekly Lecture Hours: 2.00
Weekly Lab Hours: 3.00 Total Contact hours: 90.00

Teacher: Larry Paredes
Department: Agriculture
School Email: larry_paredes@sanger.k12.ca.us
School Phone: (559) 524-7363
Office Hours: By appointment only
Class Room: 1003
Location: Sanger High School
Class Meets: M-F 5th period 1:03pm to 2:01 pm
6th period 2:07pm to 3:05pm
Wed/Thurs. Block: Refer to schedule

Catalog Description:
This course provides an introduction to the agricultural mechanics field. Instruction will be provided in the areas of safety, selection, care, and use of common tools; projects of metal, wood, electrical, and concrete will be emphasized.

Student Learning Outcomes:
Upon completion of this course, students will be able to:
1. Demonstrate an understanding of basic agricultural mechanics projects, materials and tools used.
2. Perform basic tasks commonly used in agricultural mechanics shops.

Objectives:
In the process of completing this course, students will:
1. Identify and demonstrate proper use, care, and adjustment of common and precision tools and machines found in the shop
2. Compute common shop problems regarding measuring and ordering supplies and equipment for given applications.
3. Demonstrate ability to communicate and work cooperatively with others.
4. Identify safe shop practices and potentially hazardous safety conditions in the shop.
5. Demonstrate knowledge of rope knots by tying several useful knots.
6. Prepare a simple three-dimensional drawing showing top, end, and side views.
7. Apply the techniques of sharpening and refitting common hand tools.
8. Explain the methods of painting, type of paints, their preferred uses, and cleanup procedures.
9. Select the most adequate (cost and quality) supplies (lumber, steel, materials) for a given situation – fences, buildings, etc.
10. Identify types of threads and properly use taps, dies, twist drills, and common fasteners. Measure and thread pipe, and correctly identify the more commonly used fittings.
11. Illustrate knowledge of concrete by forming, pouring, screeding, and finishing a slab to a proper size and slope.
12. Assemble an electrical wiring board or display as per instructions.
13. Differentiate between the four metal joining processes demonstrated in class
14. Select the proper method of joining metals and materials.
Lab Content:

1. Safety
2. Metal joining processes
3. Cold Metal Work
4. Woodworking
5. Sheet metal
6. Plumbing
7. Estimating construction jobs
8. Concrete
9. Painting and finishing
10. Electrical
11. Rope work
12. Project selection and construction

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>Intro to Mechanized Agriculture and Related Careers</td>
</tr>
<tr>
<td>Week2</td>
<td>Safety Lab</td>
</tr>
<tr>
<td>Week3</td>
<td>Measuring, marking</td>
</tr>
<tr>
<td>Week4</td>
<td>Metal joining processes Lab / Power tools--how to operate, adjust, and repair</td>
</tr>
<tr>
<td>Week5</td>
<td>Cold Metal Work Lab / Surveying, squaring and leveling tools</td>
</tr>
<tr>
<td>Week6</td>
<td>Selection and characteristics of different</td>
</tr>
<tr>
<td>Week7</td>
<td>Woodworking Lab</td>
</tr>
<tr>
<td>Week8</td>
<td>Woodworking Lab</td>
</tr>
<tr>
<td>Week9</td>
<td>Sheet metal Lab</td>
</tr>
<tr>
<td>Week10</td>
<td>Sheet metal Lab</td>
</tr>
<tr>
<td>Week11</td>
<td>Operation and care of plumbing tools</td>
</tr>
<tr>
<td>Week12</td>
<td>Plumbing Lab</td>
</tr>
<tr>
<td>Week13</td>
<td>Estimating construction jobs Lab</td>
</tr>
<tr>
<td>Week14</td>
<td>Concrete Lab</td>
</tr>
<tr>
<td>Week15</td>
<td>Painting and finishing Lab</td>
</tr>
<tr>
<td>Week16</td>
<td>Electrical Lab</td>
</tr>
<tr>
<td>Week17</td>
<td>Rope work Lab</td>
</tr>
<tr>
<td>Week18</td>
<td>Final</td>
</tr>
</tbody>
</table>

Materials Needed
- pen or pencil
- note book or writing paper
- binder

Attendance: You are required to attend **ALL class sessions**. There are NO excused absences except as defined in the Reedley College Catalog. If you are absent more than FIVE hours during the semester, you MAY be dropped from the class. If you are absent more than TEN hours, you WILL be dropped from class. If your ELEVENTH hour of absence occurs after the last day to drop, your final point total will be lowered by 25 points for each absence.
Tardiness: Three tardies equal one class absence.

Grading
The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

90% and above = A
80% and above = B
70% and above = C
60% and above = D
59% and below = F

Important Dates + Holidays and Breaks

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18, 2016</td>
<td>Fall classes begin - full-term (18 week)</td>
</tr>
<tr>
<td>January 18, 2016</td>
<td>Martin Luther King Jr. Day Holiday – the campus is closed/No CLASS</td>
</tr>
<tr>
<td>January 29, 2016</td>
<td>Last day to add a full-term class</td>
</tr>
<tr>
<td>January 31, 2016</td>
<td>Last day to add a full-term class on WebAdvisor</td>
</tr>
<tr>
<td>January 31, 2016</td>
<td>Last day to drop a full-term class on WebAdvisor and not receive a &quot;W&quot;**</td>
</tr>
<tr>
<td>February 8, 2016</td>
<td>Presidents’ Day Holidays – the campus is closed/No CLASS</td>
</tr>
<tr>
<td>February 15, 2016</td>
<td>Presidents’ Day Holidays – the campus is closed/No CLASS</td>
</tr>
<tr>
<td>March 11, 2016</td>
<td>Last day to Drop with a &quot;W&quot;** on transcripts.</td>
</tr>
<tr>
<td>March 21-28, 2016</td>
<td>Spring Break - the campus is closed/No CLASS</td>
</tr>
<tr>
<td>June 3, 2016</td>
<td>End of Spring Semester - Grades are Due</td>
</tr>
</tbody>
</table>

Cancellation Class Notification
Check high school website for any notification, Foggy Day Schedule, etc.

Attendance Policy make ups, Extra Credits etc.
Attendance policies as documented in the Sanger High School Handbook will be followed. Make up work is accepted with a reduced score as determined by the instructor. Extra credit may be assigned as determined by the instructor.

Class Rules and Behavior
Please refer to your school handbook for complete details, however some of these policies include:

- Cheating and Plagiarism
- Drug/Alcohol free campus
- Sexual harassment
- Student conduct
- Bullying
**Cheating is:**
A. Copying someone else's class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
C. Using a cheat sheet or unauthorized notes.
D. Turning in someone else's work as your own.
E. Text messaging and multi-media messaging.

**Consequences, Per School Year:**

1st Offense - The teacher shall send a referral to office. Student shall receive an “F” or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an “F” or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/alternative class with a “W/F” for the semester.

3rd Offense - Recommendation for transfer.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/alternative class and then required disciplinary removal from the study hall/alternative class shall be transferred to an alternative school site/program.

*Each student is expected to assist in the overall environment of the classroom making it conducive to learning.*

*Recommendations for students with disabilities must include this sentence:*

“If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible.”
Text:

Required Materials:
Pen, pencils, paper, ringed binder, and a notebook. Calculators will be necessary.

Course Description:
This course provides experiences in the theory of operation, maintenance, and repair of small gasoline internal combustion engines. Diesel power will be introduced during the course.

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

1. Demonstrate the ability to completely rebuild small gas engines as they relate to the compact equipment industry.
2. Demonstrate the ability to correctly troubleshoot and repair small engine systems.

Other Course Objectives:
Upon successful completion of this course, the student will:

1. Demonstrate proper safety procedures related to the small gas and diesel shop.
2. Demonstrate proper use of tools.
3. Utilize service manuals.
4. Explain the four-stroke operation.
5. Describe the sub systems of a compact engine.
6. Perform component rebuild.
7. Display clean and proper work habits.
8. Analyze engine components wear.
9. Demonstrate proper torquing techniques
10. Troubleshoot common starting problems.

Core Values:
The core values are a set of principles, which guide in creating educational programs and environments at Sanger High School. They include communication, ethics, critical thinking, human diversity, inquiry and respect for learning, and interpersonal skills and teamwork. The goals, objectives, and activities in this course will introduce and reinforce these Core Values whenever appropriate.

Class Room Expectation:
In order to encourage participation and growth, students are expected to be respectful of each other’s time and needs by not monopolizing class time. Questions unrelated to the subject at hand will be reserved for after class.

Attendance is mandatory. You must be present on the day of quizzes. The only exception will be if I am notified in advance, either by work phone or e-mail. If you are marked absent on the day of a quiz and I have not heard from you, you will not be able to make up the quiz and will be marked “0” as a score. I understand family crisis situations and other events that are out of one’s control I will allow for those exceptions, just recognize that the time away from class only harms your ability to learn.

Lecture Content: Small Gasoline and Diesel Engines

THE INSTRUCTOR HAS DISCRETION TO MODIFY THIS SYLLABUS
1. Introduction to Small Gas Engines
   - Shop orientation and safety
   - Tools and Equipment
   - Repair manuals

2. Basics of engines
   - Engine construction
   - 4-Stroke operation
   - Engine compression
   - Engine performance

3. Engine components and Service
   - Cylinder block
   - Camshaft
   - Crankshaft
   - Pistons, rings, and rods
   - Cylinder head and valves

4. Engine Systems
   - Air intake system
   - Exhaust System
   - Cooling System
   - Lubrication system

5. Engine Inspection
   - Precision measurement
   - Specifications
   - Engine analysis

6. Fuels systems
   - Gasoline fuel systems
   - Diesel fuel systems
   - Governing systems
   - Emissions systems

7. Electrical systems
   - Magnetism
   - Electrical theory
   - Starting system
   - Charging system
   - Batteries

8. Troubleshooting
   - Gas engine troubleshooting
   - Diesel engine troubleshooting

Lab Content:
1. Engine orientation and data information
2. Four stroke operation
3. Engine disassembly
4. Engine measurement
5. Analysis of engine measurements
6. Components repair and cleaning

THE INSTRUCTOR HAS DISCRETION TO MODIFY THIS SYLLABUS

MAG 42 Syllabus
Class assignments and due dates

<table>
<thead>
<tr>
<th>Section</th>
<th>Assignment Ch. 1&amp;2</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Lab #1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Assignment Ch. 3&amp;4</td>
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<td>Section 2</td>
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<td>Lab #4</td>
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<td>Section 3</td>
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<td>Assignment Ch. 10&amp;11</td>
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Total points possible: 660

Grading Scale:
Grading criteria for this class is as follows:

- 660 – 594 points = A
- 593 – 528 points = B
- 527 – 462 points = C
- 461 – 396 points = D
- 395 points or less = F

THE INSTRUCTOR HAS DISCRETION TO MODIFY THIS SYLLABUS
Class Policies:

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment. For more information on policy regarding cheating and plagiarism, refer to the Catalog (Legal Notices on Cheating and Plagiarism) (Policies and Regulations). Any use of someone's material, even if it is paraphrased, must be properly cited or it is considered plagiarism.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoints or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from the class. Constant talking during lecture, excessive cell phone usage are two major examples.

Special Need(s) Students: "Students with special need(s) should confer with the instructor on the first day of the class in order to discuss how the instructor might assist the student with his/her particular needs. The instructor will contact the Counseling Center to see how they can assist the student with the disability. Upon identifying themselves to the instructor, the student will be informed that the College DSPS is also available to assist students with disabilities receive reasonable accommodation for learning and evaluation.

If you have special needs as addressed by the Americans with Disabilities (ADA) Act including alternate media requests, please notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

- Food is not allowed during class time. Please wait until break. You may have something to drink during class. Please be careful not to spill or make any messes, as this privilege can be revoked at any time.
- Please be sure cell phones are turned to vibrate. The use of cell phones in this class is extremely discouraged. Please wait until break to use your cell phones. Texting during class is absolutely not allowed and will not be tolerated.
- iPods, MP3 players or any other music or media devices are not allowed in the classroom. Leave them in your backpacks until break, and then they must be used outside of the classroom.
- An environment of mutual respect is expected and appreciated.
- Please do not wear sunglasses in the classroom or shop, it is disrespectful to students & the instructor.

THE INSTRUCTOR HAS DISCRETION TO MODIFY THIS SYLLABUS
F. Program Completion Standards

In order for a student to complete a program in agriculture at Sanger High School, they must meet minimum program completion standards. The program is structured to follow the Basic Core Curriculum and the Advanced Clusters.

Minimum Standards

1. Complete minimum of 720 hours of instruction in four courses within their program area.

2. The students supervised occupational experience program must be related to their career goal and be at least four months in the duration of their sophomore, junior and senior years.

3. Each student enrolled in an agricultural education program will be an active member of the FFA and serve actively at the local level.

4. Each student must receive a passing grade of a “C” or better to advance to the next course.

5. Students will choose a sequence of courses in the area of agriculture sciences, agricultural mechanics, ornamental horticulture, forestry and natural resources and agricultural business.
Description of Facility

Farm

2.5 Acre Farm
20 X 40 Greenhouse
36 X 72 Livestock Barn
36 X 36 Ewe Barn
36 X12 Rabbit Barn
Goat Pasture
Sheep Pen
12 X 8 Goat Barn
Storage Sea Train
9 Planter Boxes
Learning Garden
20 Aquaponic Tanks
3 Storage Shed
2 Large Store Shed
40 citrus/Fruit Tress
9 Chicken Coops
2 fodder Systems

Shop/Classroom

Welding and Project Shop-1001
Small Engines Shop-1003
Ag Shop Construction-1006
Ag Office-each teacher
Agriculture Classroom-1000
Floral Room-1305
Floral Store Room -1300
7 X 7 Floral Cooler
10x10 Refrigerator Freezer Combo
Sliding Floral Cooler
20 Microscopes
1 Triocular Scope
2- Video Cameras for scopes
Tissue Culture Hood
2 Grow Carts
1 Dissect Scope
3 Small Dissect Scopes
Media Console
3 Lap top computer
2 Document reader
4 Projectors
3 Smart Boards
3-DVD Player
VHS Player
Surround Sound/Receiver
Shop Equipment
3 AC 225 Lincoln Arc Welder
5 Miller Thunderbolt 225 Welder
1 Miller Spot Welder
1 Duro Dyne Spot Welder
2 Millermatic 252 MIG setups
1 Millermatic 251 MIG setups
1 Millermatic 250x MIG setups
1 Lincoln Power MIG 255 setups
1 ESAB MIG Master 250 setups
1 Millermatic 140 MIG 110V setups
2 Miller Synchroware 180 TIG setups
1 Thermodynamics Cutmaster 81
8 Oxygen Bottle ~280 cu ft
1 Oxygen Bottle 150 cu ft
1 Oxygen Bottle 120 cu ft
3 Acetylene Cylinder Lg.
3 Acetylene Cylinder Sm.
5 Oxy Acetylene Torch/ Regulator Assy.
1 Scotchman Ironworker- 40 ton
3 Pedestal Grinder
2 Floor Drill Press
2 Bench Drill Press
2 14” Band Saw Upright
1 Horizontal Band Saw
16 Welding Helmets
8 Jack Stands
4 4” Angel Grinder
5 1/2” Chuck Drill 1 Makita 5 Dewalt
3 18V Cordless Drill Dewalt
4 12V Cordless Drill Skil
1 33gal Arc Compressor
2 3/8” Drill 1 Dewalt 1 Rocksolid
1 Reciprocating Saw
1 Circular Saw
2 Cut-Off Saw- Metal
1 Miter Saw- Wood
1 Dyno Mite Dyno
10 Engine Strands
2 Air Compressors- 33gal
1 Snap-On Scanner
1 Mac Scanner
2 Floor Jack
1 Tire Changer
1 Tire Balancer
1 48” Tool Box
1 36” Tool Box
1 Massey Ferguson Tractor
2 Flammable Liquids Cabinet
1 Sioux 2075HP Value Grinder
48 Vertical Shaft Engines 1cyl.
55 Horizontal Shaft Engines 1cyl.
4 Other Engines
5-Year Acquisition Plan
Sanger High School – Agriculture Department

2016-2017
• Laying House/Poultry Unit
• Sheep/Goat Barn Extension
• Plant Sale/Display Patio
• Dish Washer/Kitchen Area
• Seattrain Fodder Set-up

2017-2018
• Show Arena & Bleachers
• Market Rabbit Facilities
• Lockers for Student Projects
• Sanger Farm Store
• New Plasma Cutter

2018-2019
• Beef Area/Barn
• Dairy Goat Facility
• Ag Department Office Copier
• Fruit Display Bins
• Cash Register

2019-2020
• New SMAW/Multiprocessing Welders
• Ag Department Suburban
• New Dual Milking Machine

2020-2021
• Landscape Form/Picnic Area
• Beef Scale
• New Hot House/Prop House
• Additional Planting Benches & Tables
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<th>Event</th>
<th>Audrey</th>
<th>Nicole</th>
<th>Laura</th>
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**Duties and activities as agreed upon by the ag staff for the 2016-2017**

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<td>Construction 2, 3, 4 CONST 50A-SP-FCC</td>
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<td>ROP Medical Term</td>
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<td>Integrated PE – Badminton</td>
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<td>ROP Floral Design 1 EH 37-SP-RP</td>
<td>ROP Floral Design 1 EH 37-SP-RP</td>
<td>ROP Floral Design 1 EH 37-SP-RP</td>
<td>ROP Floral Design 2 &amp; 3</td>
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<td>Prep</td>
<td>ROP Entrepreneurship</td>
<td>Preps</td>
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<td>ROP Rural FF FIRE 1-FA-FCC</td>
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</table>
ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 15-16 School Sanger High School

Must meet at least 12 areas

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NUMBER OF PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended the following:</td>
<td></td>
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<tr>
<td>Greenhand Conference</td>
<td>35</td>
</tr>
<tr>
<td>Made For Excellence Conference</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Leadership Academy</td>
<td>4</td>
</tr>
<tr>
<td>Chapter Officer Leadership Conference</td>
<td>8</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>6</td>
</tr>
<tr>
<td>State Leadership Conference</td>
<td>25</td>
</tr>
<tr>
<td>National Convention</td>
<td>3</td>
</tr>
</tbody>
</table>

| Submitted the following:                      |                        |
| State Degree Application                      | 3                      |
| American Degree Application                   |                        |
| Proficiency Award Application - Section       |                        |
| Chapter Award Application - State             |                        |
| Scholarship Application - State               |                        |

| Participated in the following:                |                        |
| Opening and Closing Contest - Section         | 30                     |
| Best Informed Greenhand Contest - Section     | 10                     |
| Co-Op Marketing Quiz - Section                |                        |
| Creed Recitation - Section                    | 3                      |
| Extemporaneous Speaking - Section             | 1                      |
| Job Interview - Section                       | 2                      |
| Impromptu Speaking - Section                  | 1                      |
| Prepared Speaking - Section                   |                        |
| Parliamentary Procedure - Section             |                        |
| County/District Fair/Show                    | 50-60                  |

Career Development Teams (other than those identified above)
1 Meats Evaluation 6
2 Vet Science 4
3

Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)
1 Agri-Science Fair - State 1
2 Agri-Science Fair - National 2
3 Sectional FFA Spring Meeting 5
4
5

TOTAL AREAS MET 20
AGRICULTURE FFA/SAE GRADING POLICY

Agriculture Education Department
Sanger High School

Your grade in Agriculture Classes will include the following:

1. Regular Classwork/Homework/Tests ......................... 80%
2. FFA Participation ........................................... 10%
3. Supervised Agriculture Experience ......................... 10%

According to the California State Curriculum Standards for Agricultural Education, Agriculture classes are to include in the curriculum opportunities for students to participate in both leadership development and vocational skill development activities. The Foundation Standards for agriculture education courses are implemented in each course. Students gain valuable skills, lifelong friendships, work experience, and can make money along the way only by actively participating fully in the curriculum.

Every student in Sanger High School Agriculture Classes is required to conduct and maintain an on-going Supervised Agricultural Experience Program or “project”. The project may encompass any field of agriculture; sales and service; production; processing; mechanics; business; nursery/landscaping; etc. The projects may be owned by the student or they may be work experience, paid or unpaid. The project is selected by the student and can be career related. All work on projects shall be done outside of the classroom and must be recorded in the student’s recordbook for credit.

Every student is required to participate in a minimum of two FFA activities per semester in order to fulfill the FFA requirement. The activities may include meetings, contests, leadership sessions, community service activities, or a host of others.

Eligibility for FFA Activities

It is a policy at Sanger High School that all students participating in out-of-class activities including FFA, maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Education Department Chairman, with advisement from the Assistant Principal at Sanger High School.

Parent/Guardian Signature

Date
The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2009

ARTICLE I – NAME

Section A. The name of the organization is the Sanger Chapter FFA. Member and the letters, “FFA”, may be used to designate the chapter, its activities, or member therefore.

ARTICLE II – OBJECTIVES

Section B. The organization shall cooperate with national and state government Agencies and officials for vocational education in accomplishing the following objectives:
1. To be an integral part of the organization instructional programs in agriculture education, which prepares students for a wide range of careers in agriculture, agribusiness, and other agriculture, related occupations.
2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of time; by learning to assume responsibility; and by developing competencies in communications, human relation, and other social abilities leading to intelligent choice of a career and a successful employment or Entrepreneurship in the agricultural industry.

BY-LAWS

Article I

Section A: All provisions pf these by-laws shall be considered a part of the constitution of the Sanger FFA Chapter.

Section B: The following by-laws may be amended, deleted; by a two-thirds vote of the active members present providing it is not in conflict with the state or national organizations.
Article II Degree Initiations

Section A:
1. Candidates for the Greenhand and/or chapter degree, who do not attend their respective initiation meeting, shall not be allowed that degree during that current year, without a valid written excuse as deemed by the chapter executive committee and/or Advisor.

Section B:
1. The advisor can and will have the final say in any matter concerning a members status and award.

Article III Active Membership Status

Section A:
1. In order for an FFA member to maintain an active status and participate in all out of class chapter activities including fairs, the following provisions must be met:

Provision I:
1. FFA member must maintain a 2.0 GPA during each semester.
   a. Sanger FFA will use the current athletic policy for GPA status and probationary periods.
   b. Sanger FFA will use semester grades following the fall and summer school periods.

Provision II:
1. FFA members exhibiting livestock, poultry, horticulture and agricultural mechanics projects in the fairs must turn in an up-to-date record book at the time entries are completed for the fair.

Provision III:
1. To be an active member, a student must attend a minimum of two meetings per school year. One meeting per semester.

Article IV General Officer Responsibilities

Section A:
1. Chapter officers are required to attend all chapter meetings and functions/events with a “three strikes” rule enforced.

Provision I:  “Three Strikes Rule”
1. Any officer will be eliminated from the officer team for the following:
   a. Missing any FFA meeting called by the Advisor.
   b. Not fulfilling assigned responsibilities.
   c. Not holding up to ethics required by the National, State and Local requirements. ***Suspension from the school will supersede the three strikes rule on a case-by-case basis.

2. The Executive committee has the right, by unanimous vote; to place an officer on probation after the “three strikes” policy has been enforced. The
Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.
3. The advisor has final say in any vote or punishment of a member or officer.

Article V Fair Amendment

We, as a chapter will not participate in any market show or fair, which does not include a sale of market animals.

Section A:
1. Market animals including champions and non-champions.

Section B:
1. Breeding stock will be allowed to show at the advisor’s discretion.

Section C:
1. If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

Section D:
1. FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

Section E:
1. FFA students must have a GPA of 2.0 or higher at the time of purchasing a market or breeding animal for fairs.

Article VI Officers

Section A:
1. The following officers for the chapter shall be as follows:
   a. President
   b. Vice-President
   c. Secretary
   d. Reporter
   e. Treasurer
   f. Sentinel
   g. Historian
   h. Parliamentarian
   i. Chaplain
   j. Sweetheart

2. The advisor shall be the teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B:
1. Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.
Section C:
1. The officers of the chapter shall constitute the chapter executive committee. This executive committee shall have full power to act as necessary for all chapter activities in accordance with actions taken at chapter meetings and carious regulations or by-laws adopted from time to time.

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

Section E:
1. The 6 chapter officers (a-f) on previous page must have chapter degree. (g-j) officers must hold at least Greenhand degree. If officer applicant does not have appropriate degree, then it can be overruled by the advisor.

Article VII Meetings

Section A:
1. Regular chapter meetings shall be held once a month during the school year, at such time and place as designated by the executive committee. Special meetings may be called at any time.

Section B:
1. Delegates who are eligible for State leadership conference are as follows:
   a. Must complete an application
   b. Sophomore or junior executive committee members are first for eligibility.
   c. If not available, then senior executive committees members are next for eligibility.
   d. If neither is available, then top 15 from the previous year may apply.

Provision I:
1. All elected delegates who represent the chapter shall be elected from the freshman, sophomore, and junior classes.
2. Only executive members can be delegates.
3. If the delegates can not select from the executive members, it will be open to the top 15 point members as of the fall semester of the current school year.

Provision II:
1. Delegate applicants will be screened by advisors before executive committee.
2. Delegate applications will be completed by all candidates and will be scored and screened by the Executive Committee.
3. If members of the Executive Committee are part of the application process, they will be excused and the remainder of the members will proceed with the scoring.
Provision III:
1. Any member representing the chapter at an FFA Function including banquets and contests should follow FFA dress code or have approved attire.

Provision IV:
1. The advisor can allow for additional members to attend. The number of students is at the advisors discretion. Students that fill out applications will be allowed to attend the State FFA Convention with advisor approval. The additional members will be responsible for their expenses.

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

Article VIII Amendments

Section A:
1. This constitution may be amended or changed at any regular meeting by a two-thirds vote of active members present, providing that it is not in conflict with State Association Constitution or that of the National FFA.

Section B:
1. By-Laws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of active members present, providing such by-laws do not conflict with the State or National Organizations.
SKILLS FOR SUCCESS IN AGRICULTURE:
A Snapshot of Professional Skills Ag Prep Students Will Possess

1. COMMUNICATION AND LANGUAGE
   A. Reading, analyzing, and interpreting written materials such as general business periodicals, professional journals, technical manuals, inspection reports, or governmental regulations
   B. Speaking, reading, and writing clearly in English; preference for bilingual (English/Spanish) speakers
   C. Communicating clearly, effectively, and respectfully with coworkers, managers, and customers. This includes providing and presenting information by phone, email/written communication, or in person to individuals and groups (speaking confidently in front of groups of people). Writing should be grammatically correct and free of spelling errors
   D. Listening actively, understanding, and asking questions
   E. Understanding, interpreting, and following instructions in oral, written, diagram, or schedule form

2. INTERPERSONAL AND CUSTOMER SERVICE
   A. Being friendly and polite
   B. Communicating with different departments of a company to understand their roles and needs
   C. Asking clarifying questions to fully understand a request or task
   D. Responding to questions from coworkers, managers, customers, and the general public
   E. Requesting feedback and responding non-defensively to constructive criticism
   F. Discussing problems and resolving conflict appropriately and calmly with coworkers, customers, and others (for example, effectively handling customer complaints)

3. RESEARCH, ANALYSIS AND PROBLEM SOLVING
   A. Researching and finding the right information to assess an issue or problem
   B. Analyzing and determining causes of problems, and deciding the best way to solve them (for example, identifying how to improve customer service, increase sales, or fix an operating error)
   C. Supporting one's claim/position with substantial evidence and logical reasoning

4. ORGANIZATION, ATTENTION TO DETAIL, AND CRAFTSMANSHIP
   A. Conducting and completing projects with a consistent standard of high quality; taking pride in one's work/craftsmanship
   B. Interpreting and reporting any errors or miscalculations found in data generation, technical reports, and other documents
   C. Keeping organized, detailed, and up-to-date records and files
   D. Keeping work area clean and organized

5. SAFETY, ETHICS, AND LEGAL RESPONSIBILITY
   A. Following the company's safety rules and procedures
   B. Having awareness of the basic laws and regulations – and the major local, district, state, and federal regulatory agencies – that affect the agriculture industry
   C. Adhering to quality standards
   D. Being honest and demonstrating integrity
   E. Handling confidential and sensitive information appropriately and respectfully
   F. Reporting to a Supervisor that a system does not meet safety requirements
   G. Considering the impact of work-related decisions on the environment and society

6. EMPLOYABILITY
   Demonstrating the following:
   A. Work ethic (high levels of effort and perseverance) and a positive attitude towards work reports
   B. Dependability/Reliability/Responsibility
   C. Self-motivation to learn new skills and improve upon existing ones; ability to work with minimal supervision
   D. Time management – Arriving to work on time or early; scheduling; planning; setting goals; prioritizing; and setting and meeting deadlines (completing tasks on time and accurately)
   E. Flexibility and adaptability
   F. Stress tolerance (for example, ability to work well under pressure or in difficult weather conditions)
   G. Awareness of the importance of taking care of one's health

7. TEAMWORK AND TEAM BUILDING
   A. Collaborating well with others and promoting a teamwork environment
   B. Considering the needs and concerns of coworkers
   C. Being comfortable working with people of diverse backgrounds

8. LEADERSHIP
   A. Motivating and directing people as they work; inspiring others to feel invested in the company's accomplishments
   B. Facilitating the training of others using coaching and leadership skills (for example, training coworkers on a skill, new technology, or best business practice)
   C. Developing managerial skills (for example, knowing when and how to delegate tasks)
   D. Showing confidence to maintain team morale

9. WORK ETIQUETTE
   A. Representing the employer through appropriate dress, behavior, and language
   B. Being alert
   C. Possessing handshake etiquette (making eye contact, shaking hands with a gentle firmness, and turning to a person when speaking)
   D. Possessing phone, email, and Internet etiquette (responding in a timely fashion, getting to the point, avoiding slang, not oversharing personal information)
   E. Possessing meeting etiquette (never arriving late, but if so, letting the right person know in advance)
   F. Respecting people's personal and work space
   G. Learning when and where it is appropriate to use one's cell phone in the workplace
   H. Possessing company party etiquette (behaving in a way that keeps one's dignity and respects others)
   I. Recognizing the connection between work etiquette and business profits
SKILLS FOR SUCCESS IN PLANT SCIENCE: A Snapshot of Technical Skills Ag Prep Students Will Possess

1. Applying Principles and Techniques for Growth, Fertility, and Nutrition of Plants
   A. Applying fundamental principles of plant structures and processes to plant production, including understanding: plant biology; the nutrients necessary to sustaining plant growth; reproductive processes found in agricultural ecosystems and the practices used to enhance or disrupt them; and the effects of climate on growth
   B. Formulating planting and propagating media
   C. Using propagation, nursery, and landscape tools and equipment (for example, identifying, setting up, or operating precision guidance equipment used in agriculture)
   D. Choosing and using a variety of methods, approaches, and strategies to apply fertilizers
   E. Operating an irrigation system, examining its performance, and making any necessary repairs
   F. Mowing, pruning, weeding, and replanting crops
   G. Practicing procedures of plant propagation including seeding, cutting, budding, layering, grafting, and dividing
   H. Following current industry standards in cultivating and harvesting plants and plant products
   I. Operating and calibrating an agrochemical sprayer
   J. Safely storing and disposing of waste materials

2. Monitoring and Maintaining Soil Health
   A. Understanding fundamental principles of soil, including physical and chemical properties of soils and soil erosion problems; soil moisture and water levels; and principles and practices of irrigation (including soil, crop, and irrigation types and frequencies)
   B. Performing soil sampling
   C. Analyzing soils for basic macronutrients or amendments needed for crop growth
   D. Operating an irrigation system, examining its performance, and making any necessary repairs

3. Developing and Implementing an Integrated Pest Management Plan
   A. Looking for typical damage symptoms caused by pests
   B. Placing and picking up insect traps
   C. Monitoring and assessing fields/orchards for pest problems
   D. Using proper control procedures for common garden, landscape, and greenhouse pests
   E. Releasing biological control organisms where warranted
   F. Identifying insects, mites, and weeds
   G. Performing insect sampling
   H. Maintaining and making preparations for rearing insect cultures
   I. Understanding how chemical controls (for example, herbicides, pesticides, insecticides, and fungicides) are appropriately selected and used
   J. Having awareness of pesticide toxicity and persistence in the environment
   K. Writing pest control recommendations
   L. Making short- and long-term pest management decisions

4. Observing, Analyzing, and Diagnosing the Condition of Plant Systems to Address Problems
   A. Examining plants to identify nutrient deficiency symptoms, identify damage, and diagnose disease
   B. Monitoring fields/orchards for pest problems
   C. Sampling crop quality and transporting leaf tissue for analysis
   D. Examining insect traps
   E. Inspecting and mapping weed populations
   F. Detecting problems that could affect future crops

5. Writing and Reviewing Reports for Plant Production and Management
   A. Interpreting recommendations for crop protection and nutrient programs (for example, pest control recommendations)

6. Using Math to Estimate Needs and Costs of Plant Production, Measure Crop Yield, Predict Conditions, or Solve Problems in Plant Systems
   A. Using math (such as arithmetic, fractions, decimals, ratios, basic algebra and geometry) to solve problems and calculate figures/amounts, including discounts, interest, commissions, proportions, percentages, area, circumference, and volume
   B. Using various indices to predict crop conditions
   C. Estimating crop production/yield and making projections for harvest volume
   D. Determining rates and gallons per acre of pesticides depending on coverage and effectiveness
   E. Estimating the costs of maintaining soil health
   F. Using remote sensed data to make maps
   G. Working with advanced mathematical concepts to help analyze reports, identify errors and provide resolutions, and review existing reports

   A. Collecting, storing, manipulating, and analyzing geographic data and maps (such as GIS and GPS)
   B. Using Microsoft Office applications (Word, Excel, and PowerPoint) and Outlook (email) with proficiency
   C. Recording measurements from the field
   D. Using current technology to compile data and develop reports
<table>
<thead>
<tr>
<th>1. SAFELY USING TOOLS, EQUIPMENT, AND SUPPLIES</th>
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<tbody>
<tr>
<td>A. Understanding and following health and safety policies, regulations, procedures, and practices, including the use of equipment and handling of hazardous materials. This includes health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies</td>
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<tr>
<td>B. Understanding and following the employer’s safety rules and procedures to ensure worker, machine, and product safety</td>
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<td>C. Understanding the safety color code</td>
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<td>D. Dressing for safety</td>
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<tr>
<td>E. Knowing how to prevent and respond to accidents/emergencies, including preventing and extinguishing fires</td>
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<td>F. Reporting problems with a system that does not meet safety or operational requirements</td>
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<thead>
<tr>
<th>2. TROUBLESHOOTING EQUIPMENT AND SYSTEMS</th>
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<tbody>
<tr>
<td>A. Recognizing malfunctions (including interpreting malfunction warnings and alarm signals), classifying them correctly, and reacting properly</td>
</tr>
<tr>
<td>B. Using a variety of diagnostic testing and tuning equipment (such as meters, scopes, high-speed cameras, or computer monitoring equipment) to test the function of equipment and systems</td>
</tr>
<tr>
<td>C. Testing, identifying, and diagnosing the cause of problems in a variety of systems (such as electrical, cooling, pumping, gasoline or diesel engine fuel, or hydraulic/pneumatic systems)</td>
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<thead>
<tr>
<th>3. SETTING UP AND SHUTTING DOWN EQUIPMENT/MATERIALS</th>
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<tbody>
<tr>
<td>A. Laying out materials needed to do the job</td>
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<tr>
<td>B. Selecting the appropriate tools, equipment, and/or materials to do the job</td>
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<tr>
<td>C. Properly shutting down equipment (such as a boiler, oxy-acetylene welding equipment, or an ammonia compressor)</td>
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<tr>
<th>4. OPERATING TOOLS AND EQUIPMENT</th>
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<tr>
<td>A. Using a variety of hand and power tools, jacks, hoists, jack stands, and blocks</td>
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<tr>
<td>B. Using measuring tools such as a tape measure</td>
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<tr>
<td>C. Operating farm machinery and vehicles (such as harvest equipment, material handling equipment, and man lift systems)</td>
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<thead>
<tr>
<th>5. INSTALLING EQUIPMENT</th>
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<tbody>
<tr>
<td>A. Installing electrical circuits, switching devices, and appliances</td>
</tr>
<tr>
<td>B. Installing a low-voltage motor control system</td>
</tr>
<tr>
<td>C. Installing sensing devices such as thermostats, programmable controllers, and timers</td>
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<thead>
<tr>
<th>6. MONITORING, ADJUSTING, AND MAINTAINING EQUIPMENT AND OPERATIONS</th>
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</thead>
<tbody>
<tr>
<td>A. Monitoring the course of machine production or the quality, size, and grade of products</td>
</tr>
<tr>
<td>B. Inspecting irrigation equipment</td>
</tr>
<tr>
<td>C. Adjusting valves</td>
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<tr>
<td>D. Performing preventative maintenance by testing, adjusting, cleaning, and replacing worn parts</td>
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<thead>
<tr>
<th>7. REPAIRING EQUIPMENT AND MACHINES</th>
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</thead>
<tbody>
<tr>
<td>A. Repairing or replacing farming equipment systems such as hydraulic brake, cooling, or suspension systems</td>
</tr>
<tr>
<td>B. Repairing or replacing plant operations systems such as electrical or mechanical systems</td>
</tr>
<tr>
<td>C. Documenting/logging machine adjustments or details of repairs</td>
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<tr>
<td>D. Consulting with customers to locate and diagnose equipment malfunctions</td>
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<tr>
<th>8. MODIFYING AND FABRICATING PARTS AND EQUIPMENT</th>
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<tbody>
<tr>
<td>A. Performing welding skills including layout, cutting, shaping, or forming and welding structures together (welded metal fabrication)</td>
</tr>
<tr>
<td>B. Fabricating and constructing metal assemblies and equipment from engineering drawings</td>
</tr>
<tr>
<td>C. Using high-quality technique and style to shape, fasten, and finish a cold metal project, resulting in a well-made and well-functioning product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. APPLYING MATH TO PRACTICAL SITUATIONS/PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Using math to solve problems (including using arithmetic in all units of measure, fractions, decimals, percentages, ratios, proportions, and rate; and drawing and interpreting bar graphs)</td>
</tr>
<tr>
<td>B. Using scale measurement and dimension to develop simple plans and sketches</td>
</tr>
<tr>
<td>C. Using micrometer measurements to determine if parts of a small engine are within the specifications set by the manufacturer</td>
</tr>
<tr>
<td>D. Estimating the amount of material needed for a project or the cost of construction jobs</td>
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<table>
<thead>
<tr>
<th>10. USING COMPUTERS/TECHNOLOGY TO MAKE WORK MORE EFFECTIVE AND EFFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Differentiating among, selecting, and applying appropriate technology to the job</td>
</tr>
<tr>
<td>B. Using computer monitoring equipment to test the function of equipment and systems</td>
</tr>
<tr>
<td>C. Using email, Microsoft Word and Excel files in projects/work tasks</td>
</tr>
<tr>
<td>D. Using current technology to develop simple plans and sketches of a project</td>
</tr>
<tr>
<td>E. Using digital inventory controls</td>
</tr>
<tr>
<td>F. Entering work orders (ordering parts)</td>
</tr>
<tr>
<td>G. Using web-based and handheld maintenance management systems (for example, using an iPad to take notes of materials or supplies needed for a project/job)</td>
</tr>
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COMPETENCIES
Intro to Agricultural Mechanics/Ag Welding

Upon successful completion of this course, students are proficient in:

- **Materials Ordering and Bill of Materials**
  - Building materials identification
  - Ordering materials
  - Materials calculation

- **Woodworking**
  - Safety, ID, and use of: saws, miter box, drill screw driver
  - Safety, ID, and use of: band saw, radial arm saw, table saw, shop vacuum

- **Fastener and Hand Tool Identification**
  - Nail size and type
  - Nut and bolt sizes and characteristics
  - ID of wrenches, drivers, pliers, punches, hammers

- **Tool Repair**
  - Sharpening
  - Handle replacement

- **Welding and Cutting**
  - Start up, shut down and safety procedures
  - Cutting
  - Plasma cutter
  - Cutting circles

- **Gas Heating and Brazing**
  - Gas welding
  - Brazing

- **Arc Welding**
  - Welding theory
  - Arc welding application

- **Metal Working with Machines**
  - Properties of Metal
  - Cutting and shearing
  - Bending
  - Drilling

- **Electricity**
  - Principles of electricity, Ohm's law
  - Use of volt-ohm meter
  - Installing branch circuits
  - Installing wiring boxes, switches, lights and outlets

- **Painting**
  - Paint bases, uses, and solvents
  - Brushes, rollers, paint pads, masking guards

- **Plumbing**
  - Plumbing tool ID
  - Selection of appropriate fittings
  - Assembly of plastic, steel, and copper plumbing

- **Concrete and Masonry**
  - Identification of tools and raw materials for concrete work
  - Preparing forms, compacting pads and reinforcing materials
  - Mixing, pouring and finishing

- **Projects**
  - Student will use project drawings to construct project

- **Safety**
  - Operate safely in a shop environment
  - Use tools appropriately for proper applications
  - Use of appropriate Personal Protection Equipment
COMPETENCIES
Agriculture Construction

Welding
- Metallurgy—Understanding Basic Principals
- Flat Position
  - SMAW
  - GMAW
  - GTAW
- Vertical Position
  - SMAW
  - GMAW
- Horizontal Position
  - SMAW
  - GMAW
- Overhead Position
  - SMAW
  - GMAW

Cutting Processes
- Oxy-Fuel
- Plasma
  - Understand Computer Operated Machinery
  - Air ARC

Construction
- Technical Drawing
  - CAD Drawing
- Framing
- Squaring
- Bracing
- Reinforcing
- Blueprint reading
- Material Ordering & Pricing

Safety
- Operate safely in a shop environment
- Use tools appropriately for proper applications
- Use of appropriate Personal Protection Equipment
COMPREHENSIVES
Agricultural Engineering & Fabrication

Upon successful completion of this course, students are proficient in:

**Welding**
- Metallurgy—Understanding Basic Principles
- Flat Position
  - SMAW
  - GMAW
  - GTAW
- Vertical Position
  - SMAW
  - GMAW
- Horizontal Position
  - SMAW
  - GMAW
- Overhead Position
  - SMAW
  - GMAW

**Cutting Processes**
- Oxy-Fuel
- Plasma
  - Understand Computer Operated Machinery
- Air ARC

**Construction**
- Technical Drawing
  - CAD Drawing
- Framing
- Squaring
- Bracing
- Reinforcing
- Blueprint reading
- Material Ordering & Pricing

**Safety**
- Operate safely in a shop environment
- Use tools appropriately for proper applications
- Use of appropriate Personal Protection Equipment
COMPETENCIES
Agriculture Welding

Electric Arc Welding
- Metallurgy—Understanding Basic Principals
- Flat Position
  - Stringer Beads 6011, 6013, & 7018
  - Welding Pad 6011, 6013, & 7018
  - Butt Weld 6011, 6013, & 7018
  - Lap Weld 6011, 6013, & 7018
  - Fillet Weld 6011, 6013, & 7018
  - Pipe to Plate 6011, 6013, & 7018
- Vertical Position
  - Running straight Bead 6011, 6013, & 7018
  - Beading downhill 6011, 6013, & 7018
  - Butt weld-downhill 6011, 6013, & 7018
  - Fillet weld-single pass 6011, 6013, & 7018
  - Thick to thin lap weld 6011, 6013, & 7018
  - Pipe to Plate 6011
- Horizontal Position
  - Running straight Bead 6011, 6013, & 7018
  - Beading downhill 6011, 6013, & 7018
  - Butt weld-downhill 6011, 6013, & 7018
  - Fillet weld-single pass 6011, 6013, & 7018
  - Thick to thin lap weld 6011, 6013, & 7018
  - 3-Pass Fillet
- Overhead Position
  - Straight Butt 6011
  - V-Butt weld 6011
  - Lap Weld 6011
  - Fillet weld-single pass 6011
- Pipe Welding
  - Saddle Notch 6011

Cutting Processes
- Oxy-Acetylene Cutting
  - Straight Cut
  - Circle Cut
  - Piercing
- Plasma Cutter
  - Straight Cut
  - 1' x 4' Strip
  - Piercing

MIG Welding Application
- Metallurgy—Understanding Basic Principals
- Various Joints and Positions
  - 1F, 1G
  - 2F, 2G
  - 3F, 3G
  - 4F, 4G

Construction
- Technical Drawing
- Framing
- Squaring
- Bracing
- Reinforcing
- Blueprint reading
- Material Ordering & Pricing

Safety
- Operate safely in a shop environment
- Use tools appropriately for proper applications
- Use of appropriate Personal Protection Equipment
COMPETENCIES
SMALL GAS ENGINES

Upon completion of the course, the students will have:

- Acquired knowledge of theory in the areas of two-stroke and four-stroke cycle gas engines.
- Demonstrated use of proper safety with tool and material handling within a shop environment.
- Completed service paperwork.
- Accessed technical publications in performing services.
- Identified and demonstrated proper use of precision measuring tools.
- Demonstrated procedure for troubleshooting.
- Identified engine number codes, part number codes, and computer look-up.
- Explained two and four-stroke cycle engine operating theories.
- Described engine components, theories, and functions.
- Described lubrication fundamentals.
- Described functions of engine maintenance.
- Performed engine maintenance.
- Conducted a four-stroke cycle gas engine diagnosis.
- Perform four-stroke engine overhaul.
- Serviced a four-stroke cycle gas engine.
- Performed failure analysis.
- Identified career opportunities and conducted job search in this industry.
Upon completion of this course students will be able to demonstrate:

- Proper safety practices around animals
- Demonstrate proper grooming and care for an animal
- Know basic breeds of small and large animals
- Understand the importance of feed and nutrition
- Explain different careers in the Veterinary Industry
- Perform basic office skills and communication skills
- Know the use of tools used in the animal industry
- Understand digestion and functions of the digestive system
- Understand the male and female reproductive systems
- Understand the importance of feed and nutrition in animals
- Be able to balance a ration by using Pearson square
- Understand the various types of feeds and how they are used
- Know the different Vitamins and Minerals and how it relates to growth and development in an animal
- Be able to administer a medication.
- Understand how to read labels on medication
- Understand the importance of safe practices when administering medication
- Be able shear and/or remove hair or wool from an animal
- Be able to orally give medication
- Knowledge and skill of trimming hooves on sheep and/or goat
- The basic knowledge of poultry production
- Identify different stages of embryology
- Understand gestation and parturition in animals
- Knowledge of the developmental process of an embryo.
- Understand anatomy and physiology of Animals
- Use of basic tools used in the animal industry
- The understanding of the skeletal system, muscles and connective tissues
- Explain diseases and parasites in animals
- Be able to evaluate and select a sound animal along with detect problems from other animals
Upon completion of this course students will be able to demonstrate:

- Proper safety practices around animals
- Proper handling of animals
- Know the use of tools used in the animal industry
- Understand digestion and functions of the digestive system
- Understand the male and female reproductive systems
- Be able to identify the parts of female and male reproduction organs
- Understand the importance of feed and nutrition in animals
- Be able to balance a ration by using Pearson square
- Understand the various types of feeds and how the are used
- Know the different Vitamins and Minerals and how it relates to growth and development in an animal.
- Understand common deficiencies in animals.
- Be able to administer a medication.
- Understand how to read labels on medication.
- Understand the importance of safe practices when administering medication.
- Be able shear and/or remove hair or wool from an animal
- Be able to orally give medication
- Knowledge and skill of trimming hooves on sheep and/or goat
- The basic knowledge of poultry production
- Identify different stages of embryology through egg incubation
- Explain Diseases and Parasites in Livestock and Poultry
- Understand gestation and parturition in animals
- Knowledge of the developmental process of an embryo.
- Understand anatomy and physiology of Animals
- Use of basic tools used in the animal industry
- The understanding of the skeletal system, muscles and connective tissues
- Explain diseases and parasites in animals
- Be able to evaluate and select a sound animal along with detect problems from other animals
COMPETENCIES
Biotechnology in Agriculture

Upon successful completion of this course, students are proficient in:

- Understand the role of biotechnology in agriculture
- Explain careers in biotechnology
- Develop laboratory skills used in agriculture biotechnology
- Utilize the scientific method as it pertains to biotechnology
- Complete a science project
- Learn how a biotechnology company operates and the role of the employees
- Identify the tissue culture lab and its components
- Operate basic lab equipment and operations
- Demonstrate sterilization techniques and procedures
- Understand the role of aquaculture and the importance’s in the agriculture industry
- Using an aquaculture system, perform water tests, oxygen tests and pH tests.
- Perform animal tissue culture tests and understand the relationship in biotechnology
- Conduct long-term, community based research projects emphasizing biotechnology
- Demonstrate ability to effectively communicate technical and professional information in written reports, oral presentations and visuals
- Describe the role of biotechnology in the food industry
- Explain the ethical issues in biotechnology
- Identify Genetics and the role of genes in biotechnology
Upon completion of this course, the student will be able to:

- **Safety, Employability, and Careers**
  - Demonstrate proper safety skills used in the floral shop.
  - Describe three career opportunities in the floriculture industry.
  - Know how to care for tools and equipment.
  - Demonstrate appropriate front and back shop procedures while positively working with employees and employers.
  - Understand technical and communications skills needed in the floral industry.
  - Identify 25 tools and equipment of the floriculture industry.

- **Growing, Post Harvest, and Identification**
  - Identify and classify 50 major floral crops of the floral industry required environmental conditions.
  - Practice procedures to increase the life span of floral materials.
  - Recognize and select healthy and marketable potted/flowering plants.
  - Explain the techniques in grading, bunching and shipping flowers in preparation for market.
  - Understand how to care for plants and plant structures.
  - Demonstrate how to treat flowers correctly after field cutting for market preparation.
  - Know how to preserve and dry flowers.

- **Theory and Design**
  - Demonstrate principles of floral design including: Harmony, Unity, Balance, Proportion, Scale, Focal Point, and Rhythm.
  - Demonstrate elements of design including: Line, Shape, Form, Space, Depth, Texture, and Color.
  - Construct basic arrangements using basic design principles.
  - Describe cultural and historical characteristics of floral design eras.

- **Styles and Techniques**
  - Demonstrate the selection of correct flowers and how to wire and tape them for corsage work.
  - Construct two types of corsages and boutonnieres.
  - Construct holiday centerpiece arrangements.
  - Conduct and write up a wedding consultation.
  - Construct a marketable wedding bouquet.
  - Construct novelty and seasonal gifts for retail sales.
  - Understand concept of sympathy/funeral arrangements.

- **Employability & Leadership**
  - Develop leadership skills through FFA activities.
  - Create a career portfolio and/or work sample compilation.
COMPETENCIES
FLORAL DESIGN II

Upon successful completion of this course, students are proficient in:

☐ Flowers and Foliage
  ☐ Identify annuals, perennials, biennials, bulbs, potted/flowering plants.
  ☐ Explain growing, grading, bunching, and shipping of flowers.
  ☐ Select plants and flowers at optimum stages of maturity and marketability.
  ☐ Demonstrate propagation methods and techniques in asexual and sexual reproduction.

☐ Design Elements/Principals and Practicum
  ☐ Demonstrate advanced use of design principles and elements.
  ☐ Demonstrate construction of various floral products and arrangements.
  ☐ Construct special projects.
  ☐ Complete advanced floral design projects.
  ☐ Construct a marketable wedding bouquet.
  ☐ Construct a marketable sympathy piece.

☐ Merchandising and Sales
  ☐ Demonstrate merchandising and sales of floral products.
  ☐ Conduct and write up a wedding consultation.
  ☐ Create an advertising and sales display.
  ☐ Analyze retail estimates of floral costs and expenditures.
  ☐ Understand basic business management practices.

☐ Employability and Leadership
  ☐ Develop leadership skills through FFA activities.
  ☐ Understand technical and communications skills needed in the floral industry.
  ☐ Demonstrate the ability to teach and train fellow employees.
  ☐ Investigate advanced careers related to the floral industry.
  ☐ Create a career portfolio and/or work sample compilation.
COMPETENCIES
Floral Design III

Through demonstration and successful completion in the assignments and lab exercises, the student will demonstrate their ability to:

☐ Floral Media
  ☐ Master Plant and Flower Identification.
  ☐ Use a variety of high-styled flowers in corsages and bouquets.
  ☐ Demonstrate advanced construction techniques.

☐ Design Elements/Principals and Practicum
  ☐ Students will be able to critiques arrangements.
  ☐ Become proficient in nosegays, arm bouquets, cascading designs and hand-tied wedding bouquets.
  ☐ Demonstrated proficiency in designing, centerpieces, holiday designs and arrangements that are sold in retail.
  ☐ Master floral design principles and elements.

☐ Merchandising and Sales
  ☐ Students will plan, place, and implement an event order.
  ☐ Fulfilling orders by transporting, delivering, and setting up at special events.
  ☐ Develop and analyze pricing strategies for special events.

☐ Ornamental Horticulture
  ☐ Differentiate sexual and asexual plant reproduction.
  ☐ Demonstrate effective nursery management procedures.
  ☐ Evaluate growing methods.
  ☐ Describe plant physiology and nutritional requirements.
  ☐ Plan, design, construct, and maintain a landscape.

☐ Employability and Leadership
  ☐ Students will gain real career experience by planning, creating and designing for special events.
  ☐ Compete in a floral judging competition.
  ☐ Improve and maintain a career portfolio and/or work sample compilation.
  ☐ Enter in complete designs for fairs and shows.
PROFICIENCY STANDARDS

The following skills and knowledge are to be acquired by the time each student completes one year of Introduction to Agriculture.

1. Agriculture and Society
   A. Be able to recognize and explain the importance of agriculture to our community.
   B. Be able to recognize and explain the importance of agriculture to our county, our state and our nation.
   C. Be able to identify the agricultural commodities which have the greatest economic effect on our county.
   D. Be able to identify careers which center around the agriculture industry.

2. Supervised Occupational Experience Projects
   A. Be able to recognize the importance of hands-on experience in learning agriculture skills.
   B. Research possible projects and make a decision as which one to pursue.
   C. Be able to use the California State Record Book properly in order to record work in a chosen project program.

3. Agricultural Effects on Environmental Quality
   A. Be able to identify the effects of pollution.
   B. Be able to identify some of the major causes of pollution.
   C. Be able to identify the dangers in the use of pesticides.
   D. Be able to identify the dangers in the use of fertilizers.
   E. Be able to recognize the importance of proper disposal of agricultural waste.

4. Group Leadership and Participation
   A. Be able to recognize the value of the Future Farmers of America program in the development of agriculture leaders.
   B. Be able to identify some of the important landmarks in the development of the FFA program.
   C. Identify activities which would be beneficial to each student and the development of his project program.

5. Basic Animal Science
   A. Be able to recognize the importance of livestock production to our economy.
   B. Be able to identify the species of livestock most important to our local economy.
C. Name and identify five breeds of each of the following livestock species: beef, sheep, dairy, and swine.
D. Identify the body parts of each of the following species of livestock: beef, sheep, dairy, and swine.
E. Be able to define terminology important to livestock production.
F. Be able to identify the areas of California where each of the species of livestock is produced.

6. Products and Processing
A. Be able to identify the value of processing agriculture commodities to both farmers and consumers.
B. Be able to name and explain a minimum of three methods of processing including, but not limited to, canning, freezing, drying, freeze-drying, and packaging.
C. Be able to identify a minimum of three agriculture products which are processed in each of the above manners.

7. Basic Plant Science
A. Identify the vegetative parts of the plant and their functions.
B. Identify the reproductive parts of the plant.
C. Understand how seeds germinate.
D. Be able to name the three soil particle sizes and explain their effect on soil quality and plant growth.
E. Be able to name the three primary fertilizer elements and their effect on plant growth.
F. Be able to identify a minimum of five field crops grown in Fresno County.
G. Be able to identify a minimum of five vegetable crops grown in Fresno County.
H. Be able to identify and explain the uses for the three methods of pruning and supporting grapes.
I. Be able to explain the three uses for the grape harvest.
J. Be able to identify a minimum of five tree crops grown in Fresno County.
K. Be familiar with the pruning practices for tree crops.

8. Ornamental Horticulture
A. Identify the major areas of Ornamental Horticulture production in California.
B. Identify the uses of Ornamental Horticulture products in our daily lives.
C. Be able to make two types of vegetative cuttings commonly used in the Ornamental Horticulture field.
D. Be able to properly mix appropriate soil mixtures for greenhouse use.
E. Be able to properly apply a minimum of two types of fertilizer.
F. Be able to properly plant and transplant greenhouse crops.

9. Floriculture and Floristry
   A. Be able to identify and explain the importance of the floral industry in California.
   B. Be able to identify a minimum of five floral crops.
   C. Be able to identify a minimum of ten tools used in floral design.
   D. Be able to construct a carnation corsage.
   E. Be able to construct a bud vase.

10. Ag Supplies and Services
    A. Be able to define the term supplies and services.
    B. Know the importance of the supply and service industry to agriculture.
    C. Be able to list a minimum of ten occupations associated with the supply and service industry.
    D. Know entry level requirements for jobs in the supply and service field.

11. Introduction to Ag Mechanics
    A. Be able to identify a minimum of ten shop tools
    B. Be able to identify and explain arc and gas welding.
    C. Be able to properly construct a crown knot.
    D. Be able to explain how to construct a rope halter.
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Last Name: POTSTADA
First Name: NICOLE
Middle Name: MICHELLE

Last Known County of Employment:
FRESNO COUNTY OFFICE OF EDUCATION

Adverse and Commission Actions Indicator:
Note: Please verify County of Employment is current.
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions |

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Authorization/Subjects

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<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
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Renewal Requirements
HENSON, LAURA  >  Document:

New Search  Note: If you have questions about the information displayed below, please click here for a listing of Commission conta

Last Name: HENSON  
First Name: LAURA  
Middle Name: ELIZABETH  
KINGS COUNTY  
OFFICE OF EDUCATION  

Adverse and Commission Actions Indicator:

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| 150090848       | Single Subject Teaching Credential                                             | Clear      | Valid  | 7/1/2015   | 7/1/2020         | 6/25/2010            |       |               |
| 123142623       | Single Subject Teaching Credential                                             | Clear      | Valid  | 6/5/2012   | 7/1/2015         | 6/25/2010            |       |               |

Authorization/Subjects

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education
Last Name: PAREDES  
First Name: LARRY

Last Known County of Employment: FRESNO COUNTY

Office of Education

Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

### Current Document | All Documents | Adverse and Commission Actions

<table>
<thead>
<tr>
<th>Document Number</th>
<th>Document Title</th>
<th>Term</th>
<th>Status</th>
<th>Issue Date</th>
<th>Expiration Date</th>
<th>Original Issue Date</th>
<th>Grade</th>
<th>Special Grade</th>
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### Authorization/Subjects

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<tr>
<th>Authorization Code</th>
<th>Authorization Description</th>
<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
<th>Added Authorization Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4T</td>
<td>This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.</td>
<td>BTC</td>
<td>Building and Construction Trades</td>
<td>MAJ</td>
<td></td>
</tr>
<tr>
<td>R4T</td>
<td>This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.</td>
<td>MPD</td>
<td>Manufacturing and Product Development</td>
<td>MAJ</td>
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</tbody>
</table>

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requi

<table>
<thead>
<tr>
<th>Renewal Code</th>
<th>Renewal Description</th>
<th>Additional Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG</td>
<td>To renew this credential, the holder must complete two years of successful teaching, an approved program of personalized preparation, U.S. Constitution, Health Education, Computer Technology, and must receive the recommendation of a Commission-approved Career Technical Education (CTE) program sponsor.</td>
<td></td>
</tr>
</tbody>
</table>

### Employment Restrictions

| No Records |  |
Sanger High School
Agricultural Department
Advisory Committee

1. Bill and Kelly Boos - Production Agriculture/Ag Mechanics
   468 South Newmark
   Sanger, Ca. 93657

2. Earl & Liz Hudson - Production Agriculture/Fresno County Farm Bureau
   PO Box 168
   Del Rey, Ca. 93616

3. Sid & Kaylen Anderson - Production Agriculture/Education
   153 N. Quality
   Sanger, Ca. 93567

4. Kenny Demoto - Production Agriculture
   1752 Viau
   Sanger, Ca 93657

5. Jan Otterbeck - Education
   6697 Chaparral
   Sanger, Ca, 93657

6. John Young - J and J Aquaculture
   14466 East Annadale
   Sanger, Ca. 93657

7. Kenny Anderson -Tigret
   14200 East California
   Sanger, Ca. 93657

8. Billy Boos - W.M. Boos & Son
   14252 East Butler
   Sanger, Ca. 93657

   14507 East Olive
   Sanger, Ca. 93657
The meeting was called to order at 5:10 pm on June 9th in room 1000. Members present were Kaylen Anderson, Janette Otterbeck, Bill Boos, Kenny Demoto, Kenny Anderson, Kelly Boos, Kirstin Cornado (admin), Greg Ravy, Nicole Potstada and Audrey Bonomi were present.

Items on the agenda were as follows

Welding Shop
Department Needs/Auction Replacements
Teacher Addition
Teacher Replacement
Department/Advisory Committee Review

An update from the welding shop was provided by Audrey Bonomi and Greg Ravy. The Shop was empty and demo starts June 14\textsuperscript{th} and projected to open up in Feb 2017. Bill asked about the location of the department and equipment during the construction. Plans were made to move to the open shop, for Tony Herron and Greg Ravy’s Replacement will teach in his room. Laura Henson will take Tony’s room. We did a walk around before the meeting to see the condition of the shop as well as reviewed the plans.

Department discussed the needs of a trailer, and replacement of some shop equipment, as some was sold through the school auction process. Discussion was made by Ken Demoto, about using the funds from the sales to replace or go towards new items. All agreed and Audrey will contact the district office to proceed with that and the new purchases. Different shop equipment was discussed, shear, lathes and saws were items needed. A cattle scale, floral cooler and trailer were also other items needed.

Greg Ravy announced his departure and the committee asked about opening the position and potential hires. We discussed the new addition, Laura Henson as well as her responsibilities in the program.
Nicole discussed her masters project and the portion that she will need to complete with the advisory committee and will complete a questionnaire at the next meeting for the committee to complete. She explained more of the role needed as she completes her ag education masters degree.

Meeting adjourned at 6:10pm.
Next meeting in August 9th

Respectfully Submitted,

Jan Otterbeck/Audrey Bonomi
Sanger Agriculture Dept

Minutes for Advisory

Date August 19, 2015

Members present- Bill Boos, Kaylen Anderson, Jan Otterbeck, Ken Demoto, Billy Boos, Kenny Anderson

Meeting was called to order at 6:05 pm

The meeting was started by Bill Boos welcoming all to the meeting. The members all mentioned the area of agriculture they are working in and the growth of the industry.

Audrey Bonomi gave an overview of the courses being taught this year in the ag department including the dual enrollment classes. We discussed upgrades to facilities and how the job market is looking in the areas of, plant science, animal science and Mechanics. Plans for the upgrades are to start in the winter months and will take at least 2 months. The students in the shop area will have to be relocated to another shop during this process. Teachers went over budgets and equipment that is going to be purchased for the upcoming year and the 5 year acquisition plan.

Next meeting was set for September 30.

Meeting adjourned at 7:02pm

Submitted by

Audrey Bonomi/Jan Otterbeck
### Class Budgets

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
<th>Sections</th>
<th>per section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro/Vet PLS</td>
<td>Bonomi</td>
<td>1</td>
<td>$ 1,500.00</td>
<td>$ 1,500.00</td>
</tr>
<tr>
<td>Ag Mech</td>
<td>Herron</td>
<td>1</td>
<td>$ 3,500.00</td>
<td>$ 3,500.00</td>
</tr>
<tr>
<td>Floral</td>
<td>Postada</td>
<td>1</td>
<td>$ 6,000.00</td>
<td>$ 6,000.00</td>
</tr>
<tr>
<td>Ag Bio/PL Sci</td>
<td>Henson</td>
<td>1</td>
<td>$ 3,000.00</td>
<td>$ 3,000.00</td>
</tr>
<tr>
<td>Ag Mech</td>
<td>Paredes</td>
<td>1</td>
<td>$ 3,500.00</td>
<td>$ 3,500.00</td>
</tr>
<tr>
<td>Wonderful Courses</td>
<td></td>
<td>1</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

Sub Total $ 27,500.00

### Non-Class Room Budgets

- Tractor Repair $500.00
- Fuel $1,500.00
- Maintenance/Trailers $1,000.00

Sub Total $3,000.00

### FFA

- Awards $500.00
- Contests $1,000.00
- Travel/Hotels $1,500.00
- State Conference/GH/MLA/ALA $2,000.00
- California FFA registration $4,000.00
- National FFA $1,000.00

Sub Total $10,000.00

### Department

- TA Regional Meetings/Conference $1,300.00
- Transportation Fair/ Farm Show $3,000.00
- Substitutes $3,000.00
- School owned animals $1,500.00
- Farm Supplies/Sanger Nursery $2,500.00
- Fair $1,000.00
- Tools and Sharpenting $1,000.00

Sub Total $13,300.00

Non-Class Total $ 26,300.00
Class Total $ 27,500.00
Grand Total $ 53,800.00

Incentive grant $19,000.00
ROP/Perkins/Wonderfull $36,000.00
Total Funds $54,000.00
California Ag Ed Online

Dashboard

Post Graduate Follow-Up

**Students by Graduation Year** (17 Students) 2016
Only students with 3 or more years in Ag Ed will be shown in this list.

<table>
<thead>
<tr>
<th>NAME</th>
<th>FFA ID</th>
<th>GRAD YEAR</th>
<th>YEARS IN AG</th>
<th>GRAD STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercado</td>
<td>601021954</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Mirelo</td>
<td>600516428</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Michel</td>
<td>600516444</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Sarsy</td>
<td>600516445</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>Severn</td>
<td>601022749</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Swaim</td>
<td>600529629</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Fernandez</td>
<td>600529627</td>
<td>2016</td>
<td>5</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Homes</td>
<td>601403863</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>Koszy</td>
<td>600520554</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>Kyra</td>
<td>601405198</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
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</table>

https://www.calaged.org/connect/roster/students_graddata.aspx 12/7/2016
<table>
<thead>
<tr>
<th>NAME</th>
<th>FFA ID</th>
<th>GRAD YEAR</th>
<th>YEARS IN AG</th>
<th>GRAD STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martinez</td>
<td>600529626</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>McGhan</td>
<td>600529625</td>
<td>2016</td>
<td>4</td>
<td>Employed - Parttime - Non-Ag Job</td>
</tr>
<tr>
<td>McGree</td>
<td>600529622</td>
<td>2016</td>
<td>5</td>
<td>Four Year College - Ag Major</td>
</tr>
<tr>
<td>Prowit</td>
<td>600521496</td>
<td>2016</td>
<td>4</td>
<td>Employed - Fulltime - Ag Job</td>
</tr>
<tr>
<td>Roberts</td>
<td>601022112</td>
<td>2016</td>
<td>3</td>
<td>Four Year College - Ag Major</td>
</tr>
<tr>
<td>Rolson</td>
<td>600521491</td>
<td>2016</td>
<td>3</td>
<td>Location or Position Unknown</td>
</tr>
<tr>
<td>San Francisco</td>
<td>601022120</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
</tbody>
</table>

Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

© 2016 California Agricultural Education
Sanger High School Ag Department
Graduate Follow-up

Name: ____________________________________________

Address: _________________________________________

Phone: __________________________________________

1. What are you doing at the present time?
   ____ Attending school
   ____ Full-time
   ____ Part-time
   ____ Working
   ____ 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 vo-ag program at SHS.
   ____ I am using some of the skills I learned in the vo-ag program at SHS.
   ____ I am not using any of the skills I learned in the vo-ag program at SHS.

5. What type of school are you currently attending?
   ____ High school
   ____ Trade/technical school
   ____ 4-year college
   ____ Private business school
   ____ Adult education
   ____ Other: ______________________________________

6. What is your major course of study?
   ______________________________________________
7. How would you rate the training received in the SHS vo-ag program?
   _____ Excellent    _____ Good    _____ Fair    _____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
   _____ Excellent    _____ Good    _____ Fair    _____ Poor

   FFA

1. Please check the following areas you feel are valuable components of FFA.
   _____ Officer and committee chairman experience
   _____ Judging contests
   _____ Advanced degree and proficiency awards
   _____ Participation in chapter activities, working with others
   _____ Livestock raising, shows, fairs, etc.
   _____ Other—please describe_________________________

2. 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_________________________

3. Please rate the facilities and equipment used at SHS for the vo-ag program:
   Facilities:
   _____ Overcrowded    _____ Adequate space provided
   _____ Modern    _____ Out-of-date

   Equipment:
   _____ Modern    _____ Out-of-date
   _____ Well-maintained    _____ Poorly maintained
   _____ Adequate amount of equipment for all students in class

   _____ Other—please describe_________________________

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

_________________________
_________________________
_________________________
List of Active Placements

1. Academy Feed
2. Sanger Unified School District – School Farm
3. Reedley College
4. Wonderful Ag Company
Automatic FFA Membership!!!

The FFA is a National Organization that is leadership and career oriented. Students are automatically registered members of the California FFA Association when they enroll in an Agriculture Education Course.

Through the FFA students have numerous opportunities to get involved in Leadership Activities, Competitive Career Development Event Teams, Entrepreneurial Experiences, Travel, Public Speaking & lots of Awards and Scholarships!

Ag Students also have the opportunity to raise animals for the Fresno Fair!!

Sanger FFA Chapter Officer Team & Advisors
2014-2015

Mission Statement:
“The FFA makes a positive difference in students’ lives by producing Premiere Leadership, Personal Growth & Career Success”

Motto:
“Learning to Do, Doing to Learn, Earning to Live, Living to Serve”

Sanger FFA
1045 Bethel Avenue * Sanger, Ca. 93657
(559) 524-7300

Sanger High School Agriculture Department

Which Pathway will YOU choose?

LOOK inside for the AMAZING options available to you…
Agriculture Career Pathways

Career pathways are course sequences that orient you towards a specific career area. The Sanger High School Agriculture Department offers seven specific career pathways. SHS is now also apart of the Paramount Academy.

A career pathway consists of specific Agriculture Education Courses that are taken in order to allow you to begin with basic knowledge and continue to build up your knowledge and skills until you reach a capstone course for your pathway area. All of the agriculture pathways at SHS are four-year programs. Review the different pathways with your counselor so you can choose a course of study that will complete your desired pathway!

Sanger Agriculture Courses
All classes are hands on, learn by doing and teach leadership through FFA

CAREER PATHWAYS:

- Agriscience
- Animal Science
- Agriculture Engineering
- Agriculture Equipment
- Floriculture
- Crop Science
- Veterinary Science

CLASSES OFFERED:

- Advanced Floral Design
- Ag Biology
- Ag Mechanics
- Ag Welding
- Biotechnology
- College Ag Mechanics
- College Welding
- Floral Design
- Gas Engines Internship
- Intro to Agriculture
- Intro to Ag Mechanics
- Plant Science
- Small Gas Engines
- Veterinary Science
The **Wonderful Ag Mechanics Pathway** is a grade 9-12 Ag Mechanics pathway that provides students with an opportunity to gain skills and work experience within the Mechanics setting. Students interested in pursuing a career in the field of Mechanics/Agriculture, should consider the Ag Mechanics pathway. Courses with Dual Credit are through Reedley college. This is a pathway of high expectations and high reward.

### Grade 9 Course Selection
- Ag Science P or Ag Mechanics
- Computer Concepts (IS15)*/Health 1*
- English 9 P/H
- Concept Physics P/H
- Integrated Math I P/H
- Physical Education

### Grade 10 Course Selection
- Ag Mech (MAG 40)*/Welding (MAG 41)*
- World Literature P/H
- Integrated Math II P/H
- Biology P/H
- World History P/AP European History
- Physical Education

### Grade 11 Course Selection
- Engines (MAG 42)*/Electric & Hydraulics (MAG 43)*
- Spanish 1*/Spanish 2*
- English 11 (Articulated with RCC)
- Chemistry P/H
- Integrated Math III P/H
- Elective

### Grade 12 Course Selection
- Fabrication (MAG 44)*/Machinery (PLS11)*
- English 1A*/Elementary Statistics (Stat7)*
- AG Work Exper (AG 19V)*
- Ag Economics (Ag 2)*/Amer Govt (POLSCI 2)*
- Elective
- Elective

* Dual Credit course through Reedley College
The **Wonderful Plant Science Pathway** is a grade 9-12 Plant Science pathway that provides students with an opportunity to gain skills and work experience within the Agricultural setting. Students interested in pursuing a career in the field of Plant Science/Agriculture, should consider the Plant Science pathway. Courses with Dual Credit are through Reedley college. This is a pathway of high rigor and expectations.

## Grade 9 Course Selection

- Ag Science P or Ag Mechanics
- Computer Concepts (IS15)*/Health 1*
  - English 9 P/H
  - Concept Physics P/H
  - Integrated Math I P/H
  - Physical Education

## Grade 10 Course Selection

- Plant Propagation (EH 43)* / Plant Nutrition (PLS 14)*
- World Literature P/H
  - Integrated Math II P/H
  - Biology P/H
  - World History P/AP European History
  - Physical Education

## Grade 11 Course Selection

- Plant Science (PLS 1)*/ Pesticides (PLS6)*
- Spanish 1*/Spanish 2*
- English 11 (Articulated with RCC)
- Chemistry P/H
- Integrated Math III P/H
- Elective

## Grade 12 Course Selection

- Ag Accounting (AG 3)*/ Ag Work Experience (AG19V)*
- Chem 3A*/ Elementary Statistics (Stat7)*
- English 1A*/Comm 25*
- Ag Economics (Ag 2)*/Amer Govt (POLSCI 2)*
- Elective
  - Elective

* Dual Credit course through Reedley College
<table>
<thead>
<tr>
<th>Grade</th>
<th>Reedley Middle College Charter HS + Reedley College</th>
<th>Sanger HS + Reedley College + Washington Union HS</th>
<th>Sanger HS + Reedley College + Washington Union HS</th>
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</thead>
<tbody>
<tr>
<td>SUM</td>
<td>AST Degree Agriculture Business</td>
<td>AST Degree Plant Science</td>
<td>AS Degree Agricultural Mechanics</td>
</tr>
<tr>
<td></td>
<td>College and Life Management (COUN 53)</td>
<td>Computer Applications in Agriculture (AG 1) / Contemporary Health Issues (HLTH 1)</td>
<td>College and Life Management (COUN 53)</td>
</tr>
<tr>
<td>9th</td>
<td>Computer Applications in Agriculture (AG 1) / Contemporary Health Issues (HLTH 1)</td>
<td>Computer Applications in Agriculture (AG 1) / Contemporary Health Issues (HLTH 1)</td>
<td>Computer Applications in Agriculture (AG 1) / Contemporary Health Issues (HLTH 1)</td>
</tr>
<tr>
<td>SUM</td>
<td>Art Appreciation (ART 2)</td>
<td>Art Appreciation (ART 2)</td>
<td>Art Appreciation (ART 2)</td>
</tr>
<tr>
<td>10th</td>
<td>Introduction to Agriculture Business (AG 9) / Ag Sales and Communication (AG 5)</td>
<td>Plant Propagation and Production (BH 43) / Plant Nutrition (PLS 14)</td>
<td>Introduction to Agricultural Mechanics (MAG 40) / Introduction to Agricultural Welding (MAG 41)</td>
</tr>
<tr>
<td>SUM</td>
<td>History of the US since 1865 (HIST 12)</td>
<td>Small Gasoline and Diesel Engines (MAG 42) / Electrical and Hydraulics Fundamentals (MAG 43)</td>
<td>History of the US since 1865 (HIST 12)</td>
</tr>
<tr>
<td>11th</td>
<td>Introduction to Plant Science (PLS 1) / Agriculture Accounting (AG 3) / Beginning Spanish (SPAN 1) / High Beginning Spanish (SPAN 2)</td>
<td>Beginning Spanish (SPAN 1) / High Beginning Spanish (SPAN 2) / (Placement Test End of 11th grade)</td>
<td>Beginning Spanish (SPAN 1) / High Beginning Spanish (SPAN 2) (Placement Test End of 11th grade)</td>
</tr>
<tr>
<td>SUM</td>
<td>Public Speaking (COMM 1)</td>
<td>Public Speaking (COMM 1)</td>
<td>Public Speaking (COMM 1)</td>
</tr>
<tr>
<td>12th</td>
<td>Introductory General Chemistry (CHEM 3A) / Elementary Statistics (STAT 7) / Reading and Composition (ENGL 1A) / Argumentation (COMM 25) / Agricultural Economics (AG 2) / American Government (POLSCI 2) / Cooperative Work Experience Agriculture (AG 19V) -- internship</td>
<td>Introductory General Chemistry (CHEM 3A) / Elementary Statistics (STAT 7) / Reading and Composition (ENGL 1A) / Argumentation (COMM 25) / Agricultural Economics (AG 2) / American Government (POLSCI 2) / Agriculture Accounting (AG 3) / Cooperative Work Experience Agriculture (AG 19V) -- internship</td>
<td>Agricultural Welding Fabrication (MAG 44) / Machinery Technology (PLS 11) / Agricultural Economics (AG 2) / American Government (POLSCI 2) / Reading and Composition (ENGL 1A) / Elementary Statistics (STAT 7) / Cooperative Work Experience Agriculture (AG 19V) -- internship</td>
</tr>
<tr>
<td>Post-HS</td>
<td>Principles of Macro Econ (ECON 1A) / Business Law (BA18)</td>
<td>Soils (PLS 2) with lab</td>
<td>Soils (PLS 2)</td>
</tr>
<tr>
<td></td>
<td>Irrigation Management (PLS 5)</td>
<td>Physical Education (PE 6 &amp; PE16)</td>
<td></td>
</tr>
</tbody>
</table>
Sanger High School
Agricultural Education Program

INTRODUCTION – The purpose of this outline is to acquaint you with the
opportunities offered by the Sanger High School Agricultural Education
Department so that your son/daughter will be able to take full advantage
of these opportunities.

CLASSROOM
Students will be exposed to hands on learning
through the Agriculture Department Class
instruction.

NATIONAL FFA ORGANIZATION
is an organization for all students studying
agriculture education, the purpose of which
is a learning tool to strengthen the “Hands –
On” part of the high school agricultural
education curriculum.

SUPERVISED AGRICULTURAL
EXPERIENCE PROGRAM
this is the project the student has taken
on related to their agriculture program.
They will be keeping records of the
transactions related to the project (i.e.
hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS –
Floral Design, Veterinary Science--Sheep, Poultry, Beef ........................................... Ms. Bonomi
Agriculture Sciences-- Goats, Rabbits ................................................................. Mr. Herron
Ag Mechanics, Small Engines--Swine ................................................................. Mr. Ravy

What is taught in the Agricultural Education Courses?

AGRICULTURE SCIENCE AREA
California Agriculture,
Importance and Purpose of Agriculture
Breed Identification/Terminology
State Biology Standards (UC/CSU Approved)
Selection and Anatomy
New Trends and Career Opportunities
Special Projects – “Hands On” Experience
FFA Organization
Record Book
Supervised Agricultural Experience Programs

Animal Production
Rabbits
Beef
Poultry
Dairy Goats
Sheep
Specialty Animals

AGRICULTURE MECHANICS AREA
Safety
Arc/Oxyacetylene Welding
MIG and TIG Welding
Woodworking
Hand & Power Tool Usage
Cold Metal Working

Floral and Plant Production –
Floral Design
Growing and Harvesting
Botany and Plant Structure
Plant Requirements

Tool Sharpening & Maintenance
Electricity/ Plumbing
Materials and Fasteners
Small/Advanced Engines
Equipment/Machinery Operation
Student Projects – 4th Quarter
RESOURCES
Student Research & Experience Projects
Career Education and Research
Plant Science Growing Greenhouse
Guest Speakers and Field Study Tours
Agriculture Floral Design Lab
Science Lab Equip. – Microscopes
Sanger High School Farm
Agriculture Mechanics Laboratories
Outdoor Planting Benches
Career Development Events and Field Days

CLASSES OFFERED
Introduction to Agriculture
Agriculture Mechanics 1 & 2
Agriculture Biology
Agriculture/Veterinary Science
Agriculture/ROP Floral Design
Agriculture/ROP Welding 1 & 2
Agriculture/ROP Small Engines
Ag/ROP Advanced Engines/Diesels

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES
Agriculture Mechanics/Welding
Ag Banking Contest
Best Informed Greenhand (FFA Knowledge)
Creed Recitation
Extemporaneous Public Speaking
Farm Record Book Contest
Floral Design Contest
Job Interview
Marketing (Coop Quiz)
Opening and Closing Ceremonies
Parliamentary Procedure (Novice/Advanced)
Specialty Animal Judging
Proficiencies (specialized areas)
Prepared Public Speaking

LEADERSHIP DEVELOPMENT PLAN
Greenhand Conference
Made for Excellence Conference
Advanced Leadership Academy
Sacramento Leadership Experience
Chapter Officer Leadership Experience
State FFA Leadership Conference
National FFA Convention
- Freshman
- Sophomore
- Junior
- Senior
- Chapter Officers
- Freshman to Seniors
- Any Member

FAIRS AND SHOWS
BIG Fresno Fair
California State Fair

TYPICAL FIRST YEAR ACTIVITIES
Greenhand Officer
Apache Closet
Greenhand Initiation
Best Informed Greenhand Contest
Creed and Speaking Contests
Achievement Trip
Staff Appreciation Barbecue
Welcome Back Barbeque
Annual Parent/Member Awards Banquet
Plan a SAE or SOE

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:
Scholarships
Recommendations – Colleges and Jobs
Transportation – to and from contests and events
Financial Aid
Loans for projects

The above outline is only a brief sketch of opportunities available to the students. The student with support of their family can take advantage of these opportunities. By doing so your son/daughter will be able to graduate saying “I’m glad I did” instead of “I wish I would have.”

The teachers of the Sanger Agriculture Department are always available for additional information please call 559-875-7121 Ext. 100
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year 2015-16

School Sanger High

Based on the previous year's record, every agriculture teacher, teaching at least ¼ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ravy</td>
</tr>
<tr>
<td>Fall Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Region In-service Day</td>
<td>X</td>
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<tr>
<td>Spring Region Meeting</td>
<td>X</td>
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<tr>
<td>Section In-service*</td>
<td>X</td>
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<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Summer Conference</td>
<td>X</td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
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</tr>
<tr>
<td>Professional Development **</td>
<td>XX</td>
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</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. ROP Inservice Spring Meeting-Ravy, Herron, Potstada
2. Project Based Learning -Agriculture Project-Bonomi, Ravy and Herron
3. Job Shadow -J and J AquaFarma-Bonomi
4. National Convention Workshops-Bonomi
5. 
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 10/20/2016

In Attendance:
Herson Paredes-Lazama
Benomi Hansen Wilamets
145 Am Potstada

Minutes:

We discussed data entry and tried to clean up dates.

FFA meeting is all set. Benomi will supply. Laura et al. will start meeting. Jars came later. There are 120% teams to attend. 10 students to new member field day. Nicole will attend Ag Ball in Nov 5th.

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Beef Student
Contact Members

Informational Items for Departmental Consideration:
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 7/11/10
In Attendance: Benjamin, Henson, Postuela

Minutes: 11:00 AM

1. We went off the calendar and set dates for general planning. We went over the calendar and planned tentative activities.

2. Jute and farm hands were discussed and a list of names generated: Jaylin, Chelsea, Desirae, Kenna

Important Dates During the Month:
- Planning meeting
- Entry meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):
- Swine @ homes / Sheep + Goats

Informational Items for Departmental Consideration:
- Feed Bills + Updates
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 5/19/16

In Attendance: Helen, Banomi, Ray

Minutes:
800am

Meeting began w/Banquet duties and discussed final items for the week.

Summer ideas of vehicles asked if days were specific to projects. Gas cards + keys will need to be updated and keys hung in room during construction.

Important Dates During the Month:

Banquet/Finals

Vehicle Needs for the Coming Week:

Helen for Hey

Project Visitations Made (prior week):

Pick up goats - Potstada

Informational Items for Departmental Consideration:

Moving for constructur
DATE: April 21

In Attendance: Ray, Henrie, Potsdamer, Beranz

Minutes:
- State Cenoy update
- Officer Election/awards discussed
- Video/Pictures needed
- Full Fair meeting dates set prevent meeting
- CATA summer paper work due
- Cleaning shop meeting w/ District and contractors
- Selling old equipment

Important Dates During the Month:
- Banquet

Vehicle Needs for the Coming Week:
- Binoculars/Cenoy/Potsdamer TUES/THURS

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
- Plan set up species responsibility
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: April 7

In Attendance: Binoni, Helen
Potstada, Racy

Minutes:
- State ffa crop planned/chepeene
- Discussed upcoming shop revamp an farm improvement
- Banquet duties assigned
and renewed
- Unindustry trips discussed for all the classes and set according to each teacher
- Open house event/foxe

Important Dates During the Month:
   Int Food day 13/30

Vehicle Needs for the Coming Week:
   Pmonic/Suppres /Field Dey

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: **MARCH 30, 2015**
In Attendance: Binun, Hamin, Potstickers, Rama

Minutes:

- Contest/Registration update
- Teams and hotels discussed as well
- Recruitment still going on. Ireland wants us to attend to assist in turning recruitment state degree info out. (AHSS testing) (Replace 8/4/7)

Important Dates During the Month:

- [Testing]

Vehicle Needs for the Coming Week:

- [Any]
- [Binun]

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

- [Paperwork & contest registration]
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 3/16/16
In Attendance: Potstada, Binomi
              Ray, Jerry

Minutes:

7:40 AM

- Ray will attend Farm & Nut Day in FTFB @
  Fairgrounds
- Away sent out State degree
  information for student parent
- Ray reported 1st round of
  recruitment was good and
  much interest
- Reminder to sign up for Career
  Skills Olympics
- Farm repairs needed: AGP, GH
  Robert

Important Dates During the Month: CSC, State degree area

Vehicle Needs for the Coming Week: FN Day, Spring Break

Project Visitations Made (prior week):

- Clean up

Informational Items for Departmental Consideration:

- ADA Mtg. Before Spring Break
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 2/25/10

In Attendance: Potstada, Brown

Minutes:

- Recruitment was discussed and asked for assistance in getting
  all teachers to attend with all teams for the outlying schools.
  Rudy will attend.

- Field Day registration needs to be finalized to which field
day attendees.

Open house set-up for FFA

Important Dates During the Month: Reg meeting/1sec activity

Vehicle Needs for the Coming Week: meeting/red wave/western

Project Visitations Made (prior week):

Informational Items for Departmental Consideration: FFA mtg. ??
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 2/11/16

In Attendance: N. Potstada, A. Biville, J. Herson, J. Ray

Minutes:

- FFA week and activities report given by Greg Ray
  - Speech contest allowing students discussion
  - Permits passed out

- CTFA regional FFA meeting, Nicole & Greg attended with students. Student permit slips passed out

- All state crops paperwork due 2/15/16

Important Dates During the Month:

- MFJALA & Red Wave

Vehicle Needs for the Coming Week:

- Both events Van/Truck

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

- Drive thru BBQ
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: Jan 28

In Attendance: Benoni, Herrin, Potstada

Minutes:

8:15 am
Farm show will be Herrin
& Ruby - 2 buses taken

Meeting @ Cal State - Ruby call to set up.

State degree survey - Ruby/Benoni
well attend

Manuscripts due for JIT Prepared

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Field Day Registration
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: Jan 14

In Attendance: Benami, Armen, Ray
+ Potstida

Minutes:

- AG shop discussed by Ray
- Delano added shop cleanup and prep for summer
- Admin wants to sell non-used equipment. Ray is to purchase some items for shop, e.g., welders/tools
- State convention paperwork pursued
- Activity night EFM section in Feb

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Ray, Trailer use

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Chaparral/Healus for State and
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: December 10, 2015
In Attendance: G. Rury, W. Potstoveda, T. Herm, A. Benini

Minutes:
Meeting started @ 7:45

- We discussed road snow and CATA meeting. Reviewed Types

- Decided parade float is more about blue jackets then pears

- BLC/Banking meeting/contest was a success as well as see 'sales

Important Dates During the Month: FFA Giving My Whole Order

Vehicle Needs for the Coming Week: During prep supplies

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Lee Books + State Degrees
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: November 12, 2016

In Attendance: P. Dotstude, J. V. Herren, G. R. V. R. Marin

Minutes:

Meeting began @ 8:15

- We discussed site sales and Apache Closet Donation

- Greg discussed shop changes and construction

- Greg also discussed AAA meeting

- D.K. went well. Audley & Greg said all teams did well & will send a thank you

Important Dates During the Month:

- Farm Cleanup

Vehicle Needs for the Coming Week:

- Greg to metal yard

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

BIG Banking Contest
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 11/5/15

In Attendance: T. Heuer, G. Ryan, W. Pottage, A. Benisti, J. Delude

Minutes:

- Grades were discussed by Audley & PLC update
- Tom Greg
- Opening closing teams were decided & bus ordered
- Showcase discussed for wonderful students

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: Oct 22, 2015
In Attendance:

Minutes:

Farm Clean up day
after school - 10-27-29

FFA Fall meeting
Supplies update by
Greg Reay. Fair results
needed for Board meeting.

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

open/closing
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE:  9/24

In Attendance:  Ravy, Herron, Potindia, Bohani

Minutes:

Grape Bowe update / results
Raula finalizing + duties
FA officers working
Fair vehicles lined up
Organized
Fair supplies ordered
Data sheets completed
+ R2 finalized

Important Dates During the Month:

Vehicle Needs for the Coming Week:  - Bimic - all week
Vehicles on site @ Cxela

Project Visitations Made (prior week):  Ravy Jigs

Informational Items for Departmental Consideration:

Program plan update
AGRICULTURE DEPARTMENT MEETING MINUTES

DATE: 9/10/15

In Attendance: Gravy A. Bonomi

T. Nelson

Minutes:

POA - Review and send in for Print

Office Shoe Supplies next week due due to sharpening PO generated an Sunco nursery FFT 8 shirts lag meeting BBQ supplies withdrawn

Important Dates During the Month:

BBQ Grape Ball 1/13/16

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Greg Swine

Informational Items for Departmental Consideration:

Budgets Rusted
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 8/27

In Attendance: Greg, Kay, Andy, Ben, Don, Tiny

Minutes:

We completed duty list, duties were assigned and upcoming events lined out - Blackbeards Grape Bowl Gala Parent meeting

Advisory meeting in Sept - possibly 30th

Important Dates During the Month:

Vehicle Needs for the Coming Week: Greg, Traci, Ben, Don

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
# Equipment Inventory - Classroom Equipment Template

<table>
<thead>
<tr>
<th>Local ID Number</th>
<th>Quantity</th>
<th>Description</th>
<th>Funds</th>
<th>Date Purchased</th>
<th>Cost</th>
<th>Storage Site</th>
<th>Date Disposed Of</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Lab Tables</td>
<td>SUSD</td>
<td></td>
<td></td>
<td>Room 1305</td>
<td></td>
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<tr>
<td>45</td>
<td>1</td>
<td>Chairs</td>
<td>SUSD</td>
<td></td>
<td></td>
<td>Room 1305</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Large File Cabinet</td>
<td>SUSD</td>
<td></td>
<td></td>
<td>Room 1305</td>
<td></td>
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<tr>
<td>3</td>
<td>3</td>
<td>Filing Cabinets</td>
<td>SUSD</td>
<td></td>
<td></td>
<td>Room 1305</td>
<td></td>
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<tr>
<td>1</td>
<td>1</td>
<td>Desk Chair with Wheels</td>
<td>SUSD</td>
<td></td>
<td></td>
<td>Room 1305</td>
<td></td>
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<tr>
<td>1</td>
<td>1</td>
<td>Book Shelf</td>
<td>SUSD</td>
<td></td>
<td></td>
<td>Room 1305</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3 Door Floral Cooler</td>
<td>VROP</td>
<td>09-2016</td>
<td></td>
<td>1300 Building</td>
<td></td>
</tr>
<tr>
<td>Local ID Number</td>
<td>Description</td>
<td>Quantity</td>
<td>Funds</td>
<td>Date Purchased</td>
<td>Storage Site</td>
<td>Date Disposed Off</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Desktop Computer</td>
<td>1</td>
<td>VROP</td>
<td></td>
<td>Room 1305</td>
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<tr>
<td></td>
<td>Laptop</td>
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<td>SUSD</td>
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<td>Room 1305</td>
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<tr>
<td></td>
<td>Laser Printer</td>
<td>1</td>
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<td>Room 1305</td>
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<tr>
<td></td>
<td>Color Laser</td>
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<td></td>
<td>Room 1305</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Printer/Copier</td>
<td>1</td>
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<td></td>
<td>Room 1305</td>
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<tr>
<td></td>
<td>Box TV/VCR</td>
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<td>Room 1305</td>
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<td>Doc Camera</td>
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<td></td>
<td>Room 1305</td>
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<td></td>
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<tr>
<td></td>
<td>Smart Board</td>
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<tr>
<td></td>
<td>iPad</td>
<td>1</td>
<td>AgDept</td>
<td></td>
<td>Room 1305</td>
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</tbody>
</table>
# AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: Sanger High School
Year: 2016-17

## EQUIPMENT INVENTORY - Tools and Equipment

<table>
<thead>
<tr>
<th>Local ID NUMBER</th>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>FUNDS</th>
<th>DATE PURCHASED</th>
<th>COST</th>
<th>STORAGE SITE</th>
<th>DATE DISPOSED OF</th>
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<tbody>
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<td>Scissors</td>
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<td>Floral Shears</td>
<td>VROP</td>
<td>2010-16</td>
<td>$10.50</td>
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<td></td>
<td>Wire Cutters</td>
<td>VROP</td>
<td>2010-16</td>
<td>$18.00</td>
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<td>10</td>
<td></td>
<td>Hot Glue Guns</td>
<td>VROP</td>
<td>2010-16</td>
<td>$14.00</td>
<td>Room 1305</td>
<td></td>
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</table>
## AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School

Year: 2016

### EQUIPMENT INVENTORY - Classroom/Technology Equipment

<table>
<thead>
<tr>
<th>Local ID NUMBER</th>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>FUNDS</th>
<th>DATE PURCHASED</th>
<th>COST</th>
<th>STORAGE SITE</th>
<th>DATE DISPOSED OF</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Epson Projector/Mounting</td>
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<td>Smart Board</td>
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<td>HP Laser Jet Pro Printer</td>
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<td>Flinn pH Meters</td>
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<td>Stereoscopes</td>
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<td>Hot Plates, Single Burner</td>
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<td>Triple Beam Balance</td>
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<td>Microscope-Compound</td>
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<td>Draining/Drying Rack</td>
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<td></td>
<td>Rm 1002</td>
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<td>Teacher Desks</td>
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<td>Rm 1002</td>
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<tr>
<td></td>
<td>Description</td>
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<td>Date</td>
<td>Value</td>
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<tr>
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<td>Apple TV</td>
<td>SUSD</td>
<td>2016</td>
<td>Rm 1002</td>
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<tr>
<td>1</td>
<td>Office Chair</td>
<td></td>
<td></td>
<td>Rm 1002</td>
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<tr>
<td>1</td>
<td>Grow Cart</td>
<td>SUSD</td>
<td>2016</td>
<td>Rm 1002</td>
<td></td>
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</tbody>
</table>
## AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School  
Year: 2016

## EQUIPMENT INVENTORY Classroom/Technology

<table>
<thead>
<tr>
<th>Local ID NUMBER</th>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>FUNDS</th>
<th>DATE PURCHASED</th>
<th>COST</th>
<th>STORAGE SITE</th>
<th>DATE DISPOSED OF</th>
</tr>
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<tbody>
<tr>
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<td>Media Console</td>
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<td>800</td>
<td>Rm 1000</td>
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<td>1</td>
<td>Sony Surround Sound/Receiver</td>
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<td>2008</td>
<td>500</td>
<td>Rm 1000</td>
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## AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School Year: 2016

### EQUIPMENT INVENTORY Livestock

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<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>FUNDS</th>
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# Agricultural Education Program Self Review Documentation

School Site: Sanger High School  
Year: 

## Equipment Inventory - Goats/Rabbits

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Advisory Committee Meeting Agendas
Spring Joint Advisory Meeting

Advisory Committee Agenda

Date: March 14th, 2017

Instructor present:

Advisory Members present:

Administrators, Staff, Others Present:

I. Meeting Called to Order

II. Welcome and Introductions

III. Industry Trends
   A. Labor Market
   B. Emerging Trends in Industry
   C. Equipment and Software

IV. Dual Enrollment
   A. High School Teacher teaches a class at a high school and gets college credit (in catalog) from adjunct instructor
      i. Pros/Cons
      ii. Entry level, open to everyone, college/career ready

V. Combined Pathway Events
   A. Field Trips and Guest Speakers

VI. Other
   A. Reedley College Reports
   B. New Department Staff
   C. Instructional Program Reports
   D. AGNR Department Activities & Events
   E. FARMS program on March 17th
   F. FFA Statewide Field Day on April 1st
   G. Ag Backers Council Pinots & Pints Social & Fundraiser on Saturday, April 8th
   H. FFA State Convention Recruitment on Monday, April 24th
   I. Last year it's in Fresno. Next year Convention will be in Anaheim.

VII. Adjournment
Ag Advisory Meeting
August 19, 2015

I. Introduction/Welcome
II. Course Overview
III. Budget and Equipment Needed
IV. Adjournment
Ag Advisory Meeting

June 9, 2015

I. Introduction/Welcome
II. Welding Shop
III. Department Needs/Auction Replacements
IV. Teacher Addition
V. Teacher Replacement
VI. Department/Advisory Committee Review
VII. Adjournment
Advisory Committee Meeting Minutes
Spring Joint Advisory Meeting

Advisory Committee Minutes

Date: March 14th, 2017

Instructor(s) present: Martin Castro, Natalie Vaz, Amanda Ferguson, Nicole Potstada, Chris Williams, Ronald Sa, Luz Mendoza, Cheryl Bennett, Grace Mendes

Advisory Members present: Jim Oliver, Laura Vanderstaay, Bob Herrick, Bill Conrad, Marvin Crum, Lance Jackson, Kyle Scwetzky, James Mendes, Ron Nishinaka, Gil Awalt, Monte Person

Administrators, Staff, Others Present: Sam Rodriguez, Desiree Molyneux, Kevin Woodard, Ron Nishinaka, Tim Smith, David Lopes

I. Meeting Called to Order By Dave Lopes at 7pm

II. Welcome and Introductions

A. Welcome by Kevin Woodard and introductions by group.

III. Industry Trends

A. Labor Market

B. Emerging Trends in Industry

C. Equipment and Software

i. James Mendes, Landscaper, Hanford
   1. Trying to build his business – biggest challenge is technology, smart phones in particular, linking them to “rain bird” (timer boxes)
   2. Suggest teaching kids how to be prepared and on time to work. Make sure they know what a START time is and a FINISH time.
   3. People don’t want to work anymore.

ii. Bob Herrick, Animal Health, Industry
   1. FDA over the counter meds, can no longer buy without a Rx... in order to write the prescription, the vet must see the animal – no longer can be done over the phone.
   2. Antibiotics in feed, removed which means no more growth promotion in the feed.
   3. Vets can no only prescribe the dose that the label recommends, nothing over.
      a. Feed a bacteria, antibiotic is affected
      b. Not enough large animal vets, 80% are female and small animals

iii. Kevin Woodard, Ag Business Faculty, Reedley College
   1. EHD 50 – AS degree in AgEd, currently working with Fresno State
   2. Currently looking for a grant – HS grant, students able to complete observation hours through Reedley College
   3. Steve Rocca from Fresno State is writing the grant
iv. Laura Vanderstaay, UCANR Kearney Facility Coordinator
   1. Industry people are coming in to teach is becoming a slight problem
   2. Soft skills need worked on
   3. People now a days are not “self sufficient”
   4. Trying to eliminate an AgEd shortage – HSI: Hispanic Serving Institution
      a. Cell Phones are causing a bit of a problem, people can’t/don’t know how to communicate.

v. Monte Person, Cattle Farmer
   1. Teachers need to educate about finances – How to manage money
   2. Current technology and robotics... kids with work ethic will be successful and will be able to incorporate real world situations.

vi. Sam Rodriguez, Reedley College
   1. Other than soft skills, what are teachers doing?
      a. Misc thoughts –
         Professional texts – CDE teams, tardies, CTE... if you were your own business, “would you hire you?” (Chris Williams)
      b. Jose vs. Alex example, who works harder/goes the extra mile (Monte Person)
      c. Show animals – Care for, show, be on time, etc... start with young kids, teach and instill responsibility and work ethic young. How to teach work ethic is tough... “The interview has already started” (Gil Awalt)

vii. Kyle Scwetzky, CEO
    1. Food Safety is a BIG DEAL, Nettie Drake is currently teaching food safety at Reedley College... She is working on a grant at COS, looking for tours, as well as getting students HAACP Certified
    2. Production classes, quality assurance programs for certified animal science is tough.

viii. Lance Jackson, Kingsburg
    1. Water is STILL a problem
    2. Complicated subject – Start fundamental knowledge in High School vs College
    3. How to manage, why it’s important – Nut trees, vines, stone fruit – GOTTA KNOW!
    4. 4-H vs FFA – Very much animals, not so much plants, but localized.

ix. Dr. Tim Smith, PCA, Reedley College
    1. Lots of California jobs – Regulatory
    2. Guidelines/Rules – What you can/can not do
       a. People making most of the decisions are in cities and have no idea what’s even happening... California Agriculture is under a lot of threat.
       b. 450 pesticides have to get registered, $18million year/$1billion spent to “fix the problem” Politicians don’t prioritize ag
       c. 2050 11billion people will need more technology to solve problems. Conservation ag in other states doesn’t work in California
       d. Need people who can honestly speak for farmers/Ag
       e. People/kids don’t have an interest in this farming anymore
       f. Legislature needs to know small family farms make this industry – not large companies

x. Ron Sa, Reedley High School, Ag Teacher
   1. Discussed High School Agriculture Subjects
IV. Dual Enrollment

A. High School Teacher teaches a class at a high school and gets college credit (in catalog) from adjunct instructor
   i. Pros/Cons
   ii. Entry level, open to everyone, college/career ready

V. Combined Pathway Events

A. Field Trips and Guest Speakers

VI. Other

A. Reedley College Reports

B. New Department Staff
   i. New Ag Mech teacher and hiring one more
   ii. Sam Rodriguez is Ag Business
   iii. Desi Molyneux is Ag Science
   iv. Ken Willet is the new Farm Manager

C. Instructional Program Reports
   i. Kevin Woordard – Ag Business
      1. Positive Changes being made:
         a. Students asking more questions about classes
         b. Able to teach more classes, more often
         c. Sam Rodriguez is at the Madera Site 3 days a week working on the CAP program (High School Students taking college classes)
            i. Hoping to put a dent with program, 80% of students take remediation courses
         d. AgEd AS – exciting (New) classes back in sequence
   ii. Dr. Tim Smith – Plant Science
      1. 25 Students enrolled in PCA program (Masters Students) but need more Ag background
      2. Enology Department, Chillers are in and classes will begin in the Fall
      3. Need to hire an Enology Professor
      4. Farm – Almonds, Vines – Pinot, Chardonnay, Cab
         a. 1st crush with own grapes in Fall
         b. GAR Trial work
            i. Salinity testing – introducing students into this type of testing
   iii. Desi Molyneux – Animal Science
      1. Horse show team
         a. Inter-collegiate Horse Show team
            i. 11 kids in the Fall
            ii. 14 kids in Spring, 15 max
               1. 1 student is going to State Finals in New York, then on to Nationals (if makes it)
            iii. Horses are on feed leases – Reedley College doesn’t own any
            iv. Hoping to extend farms, north – getting to tight especially swine & Reedley Middle
   iv. Misc Staffing
      1. Jean Myers - ?
      2. Tracy – Ferriers Class on Saturday
      3. Nettie Drake – Food Safety
D. AGNR Department Activities & Events
E. FARMS program on March 17th
F. FFA Statewide Field Day on April 1st
   i. 14 +/- Contests this year
   ii. Possibly going to add a Meats Teacher here
G. Ag Backers Council *Pinots & Pints Social & Fundraiser* on Saturday, April 8th
H. FFA State Convention Recruitment on Monday, April 24th
I. Last year it’s in Fresno. Next year Convention will be in Anaheim.

VII. Adjournment time: 8:21pm

VIII. Name of Person Taking/Preparing Minutes Nicole Potstada, VROP – Sanger High School, Agriculture Department
Sanger Agriculture Dept

Minutes for Advisory

Date August 19, 2015

Members present- Bill Boos, Kaylen Anderson, Jan Otterbeck, Ken Demoto, Billy Boos, Kenny Anderson

Meeting was called to order at 6:05 pm

The meeting was started by Bill Boos welcoming all to the meeting. The members all mentioned the area of agriculture they are working in and the growth of the industry.

Audrey Bonomi gave an overview of the courses being taught this year in the ag department including the dual enrollment classes. We discussed upgrades to facilities and how the job market is looking in the areas of, plant science, animal science and Mechanics. Plans for the upgrades are to start in the winter months and will take at least 2 months. The students in the shop area will have to be relocated to another shop during this process. Teachers went over budgets and equipment that is going to be purchased for the upcoming year and the 5 year acquisition plan.

Next meeting was set for September 30.

Meeting adjourned at 7:02pm

Submitted by

Audrey Bonomi/Jan Otterbeck
The meeting was called to order at 5:10 pm on June 9th in room 1000. Members present were Kaylen Anderson, Janette Otterbeck, Bill Boos, Kenny Demoto, Kenny Anderson, Kelly Boos, Kirstin Coronado (admin), Greg Ravy, Nicole Potstada and Audrey Bonomi were present.

Items on the agenda were as follows

Welding Shop
Department Needs/Auction Replacements
Teacher Addition
Teacher Replacement
Department/Advisory Committee Review

An update from the welding shop was provided by Audrey Bonomi and Greg Ravy. The shop was empty and demo starts June 14th and projected to open up in Feb 2017. Bill asked about the location of the department and equipment during the construction. Plans were made to move to the open shop, for Tony Herron and Greg Ravy’s Replacement will teach in his room. Laura Henson will take Tony’s room. We did a walk around before the meeting to see the condition of the shop as well as reviewed the plans.

Department discussed the needs of a trailer, and replacement of some shop equipment, as some was sold through the school auction process. Discussion was made by Ken Demoto, about using the funds from the sales to replace or go towards new items. All agreed and Audrey will contact the district office to proceed with that and the new purchases. Different shop equipment was discussed, shear, lathes and saws were items needed. A cattle scale, floral cooler and trailer were also other items needed

Greg Ravy announced his departure and the committee asked about opening the position and potential hires. We discussed the new addition, Laura Henson as well as her responsibilities in the program.
Nicole discussed her masters project and the portion that she will need to complete with the advisory committee and will complete a questionnaire at the next meeting for the committee to complete. She explained more of the role needed as she completes her ag education masters degree.

Meeting adjourned at 6:10pm.
Next meeting in August 9th

Respectfully Submitted,

Jan Otterbeck/Audrey Bonomi
Advisory Committee
Constitution & By-Laws
Ag Advisory Constitution & Bi-Laws

While constructing my Masters project binder it has come to my attention that the Sanger Agriculture Department has been operating our Ag Advisory Committee without any bylaws or a constitution. In the next few months I plan to correct this by proposing the following constitution and bylaws to our-advisory committee for approval. In our upcoming meeting, I will make sure to bring this up as an agenda item and discuss implementing a vote when we meet in the fall. I will make sure to send a sample out to each advisory member so they have plenty of time to read over the document and will be prepared for a discussion and vote.

“Always With Pride”
Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**
   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**
   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the Career Technical teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**
   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. **Length and Place of Meetings**
   4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
   4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
   4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
   4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
   4.5 The meeting place should provide a conference table in a quiet environment.
4.6 Usually the Career Technical department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. **Filling Committee Vacancies**

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.

5.2 The committee may be asked for suggestions.

5.3 A committee should not be permitted to choose its own replacements.

5.3.1 This would be self-perpetuating.

5.3.2 May become unrepresentative and unduly independent of the school administration.

5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes:** All committee members, the career education director, the principal, school board president and the regional supervisor.

7. **Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's *Rules of Order*. 
Sanger High School Agriculture Department Advisory Committee-Constitution

I. Introduction

A. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agriculture education in the secondary schools has a great need for such committees. The Ag Advisory Committee plays a vital role in guiding, directing, and helping to implement new directions and goals within an agricultural department. In California, there is a growing appreciation of the need for, and assistance, which may be provided, by, local agriculture councils or committees.

Changes in California agriculture make it extremely valuable to have the organized assistance of successful farmers, producers, educators, and businesspeople that are in the evolving ag world every day. Agriculture today is a highly scientific, mechanized and ordered procedure; yet new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to "keep up to date" on all agriculture changes, and still carry the heavy routine which is expected.

Many areas of California are changing from rural to urban. Yet, even in the latter there is demand and need for practical agriculture education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committees.

The establishment of a state advisory committee has further implemented the need and encouragement for local advisory committees in agriculture. This group, which advises the bureau of Agriculture Education, consists of nine outstanding farmers, many of who have had long experience as school board members and on local advisory committees. They have seen the advantages of these local groups.
The importance of advisory committees is emphasized in a quotation from Administration of Vocational Education at State and Local Levels, a publication for superintendents and boards of trustees, prepared by the American Vocational Association: "It would be difficult to over emphasize the importance of advisory committees a feature of all types of vocational education programs. Like many of the effective techniques of instruction and coordination now used throughout the actual program, the use of lay advisory groups was first pioneered by vocational education."

".... School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator or the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and the community. School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program, which is responsive to the changing needs of the American people and fundamental to the economic wellbeing and security of the nation."
II. Using Advisory Committees

A. In terms of what can be gained from using advisory committees, the following points are pertinent:

1. Improve public relations by providing two-way communication between an agriculture department and representative citizens of a community.

2. Help in developing a program of agricultural education tailor-made for and bases upon, the crucial needs of a community.

3. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.

4. Guide and support a teacher of agriculture, making it possible for him to be more effective, to gain more satisfaction from his work, and to advance more rapidly in his profession.

5. Provide a continuing program where teachers change, and prevent frequent changes of teachers.

6. Assist in adjusting a department program to emergencies and to gradual changes, thus keeping it more nearly up to date and able to serve the future rather than the past.

7. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.

8. Assist a school administrator and a local governing board by making plans and suggested procedures, saving their time.

9. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.

10. Develop committee members, particularly the active ones, into valued community leaders.

11. Assist in disseminating new agriculture ideas, back into the community.
III. Advisory Committee Duties

A. The duties of the advisory committee shall include, but not limited to:

1. Assist vocational agricultural teachers in developing a strong curriculum.

2. Assist in providing on job training sites for vocational students.

3. Provide effective public relations.

4. Assist in evaluating the effectiveness of the vocational agricultural programs.

5. Assist teachers in unifying other groups and agencies interested in agriculture.

6. Assist teachers in developing annual and long-term program goals and plans.

7. Visit the Supervised Agriculture Experience programs of students.

8. Meet with the Sanger High School Agriculture Instructors at least twice a school year.
IV. Operation of Committee

A. The make-up and operation of the committee shall be as follows:

1. Actual appointments to the committee shall be initiated by the agriculture staff and approved by the school board.

2. Annual reports of actions and meetings of the committee shall be presented to the board of trustees by the Presidents of the advisory committee.

3. A minimum of two meetings per year shall be conducted or as needed.

4. Officers shall consist of chairman and vice-chairman selected from the committee membership at the meeting of the year. The vice-chairman shall move up to the chairman. The term of the chairman shall be one year. The agriculture department staff, or appointee of staff, shall serve as Secretary for the committee.

5. The committee shall consist of nine members.

6. The membership shall consist of members from the following areas:
   a. Animal Science
   b. Plant Science/Floral
   c. Agriculture Mechanics
   d. Agriculture Business and Sales

7. The first and second meetings are to be held at the agriculture department site and the third if one is held will be held at a local ag business in the community.
V. Term of Advisory Committee Members

A. The term of an advisory member shall be, 3, 2 or 1 year(s). However, all members may "Re-Up" their membership if they wish to at the end of their term.

B. The term of committee members shall begin on July 1 of the year elected and shall end on June 30 of the year ending their term.
VI. Filling Vacancies on Committee

A. Vacancies, which occur because of term completion or other reasons, should be filled by appointment by the advisory committee and agriculture staff with the approval of the administration and school board.

B. A committee should not be permitted to choose its own replacements.

1. This would be self-perpetuating.
2. May become unrepresentative and unduly independent of the school administration.
VII. Amendments

A. Amendments to this constitution shall be made with two-thirds consent of the committee members present as a regularly scheduled meeting and approved by the board of trustees.
Proficiency Standards
COMPETENCIES
FLORAL DESIGN I

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

☐ Safety, Employability, and Careers
  ☐ Demonstrate proper safety skills used in the floral shop.
  ☐ Describe three career opportunities in the floriculture industry.
  ☐ Know how to care for tools and equipment.
  ☐ Demonstrate appropriate front and back shop procedures while positively working with employees and employers.
  ☐ Understand technical and communications skills needed in the floral industry.
  ☐ Identify 25 tools and equipment of the floriculture industry.

☐ Growing, Post Harvest, and Identification
  ☐ Identify and classify 50 major floral crops of the floral industry required environmental conditions.
  ☐ Practice procedures to increase the life span of floral materials.
  ☐ Recognize and select healthy and marketable potted/flowering plants.
  ☐ Explain the techniques in grading, bunching and shipping flowers in preparation for market.
  ☐ Understand how to care for plants and plant structures.
  ☐ Demonstrate how to treat flowers correctly after field cutting for market preparation.
  ☐ Know how to preserve and dry flowers.

☐ Theory and Design
  ☐ Demonstrate principles of floral design including: Harmony, Unity, Balance, Proportion, Scale, Focal Point, and Rhythm.
  ☐ Demonstrate elements of design including: Line, Shape, Form, Space, Depth, Texture, and Color.
  ☐ Construct basic arrangements using basic design principles.
  ☐ Describe cultural and historical characteristics of floral design eras.

☐ Styles and Techniques
  ☐ Demonstrate the selection of correct flowers and how to wire and tape them for corsage work.
  ☐ Construct two types of corsages and boutonnieres.
  ☐ Construct holiday centerpiece arrangements.
  ☐ Conduct and write up a wedding consultation.
  ☐ Construct a marketable wedding bouquet.
  ☐ Construct novelty and seasonal gifts for retail sales.
  ☐ Understand concept of sympathy/funeral arrangements.

☐ Employability & Leadership
  ☐ Develop leadership skills through FFA activities.
  ☐ Create a career portfolio and/or work sample compilation.
COMPETENCIES
FLORAL DESIGN II

Upon successful completion of this course, students are proficient in:

☐ Flowers and Foliage
  ☐ Identify annuals, perennials, biennials, bulbs, potted/flowering plants.
  ☐ Explain growing, grading, bunching, and shipping of flowers.
  ☐ Select plants and flowers at optimum stages of maturity and marketability.
  ☐ Demonstrate propagation methods and techniques in asexual and sexual reproduction.

☐ Design Elements/Principals and Practicum
  ☐ Demonstrate advanced use of design principles and elements.
  ☐ Demonstrate construction of various floral products and arrangements.
  ☐ Construct special projects.
  ☐ Complete advanced floral design projects.
  ☐ Construct a marketable wedding bouquet.
  ☐ Construct a marketable sympathy piece.

☐ Merchandising and Sales
  ☐ Demonstrate merchandising and sales of floral products.
  ☐ Conduct and write up a wedding consultation.
  ☐ Create an advertising and sales display.
  ☐ Analyze retail estimates of floral costs and expenditures.
  ☐ Understand basic business management practices.

☐ Employability and Leadership
  ☐ Develop leadership skills through FFA activities.
  ☐ Understand technical and communications skills needed in the floral industry.
  ☐ Demonstrate the ability to teach and train fellow employees.
  ☐ Investigate advanced careers related to the floral industry.
  ☐ Create a career portfolio and/or work sample compilation.
COMPETENCIES
Floral Design III

Through demonstration and successful completion in the assignments and lab exercises, the student will demonstrate their ability to:

☐ Floral Media
  ☐ Master Plant and Flower Identification.
  ☐ Use a variety of high-styled flowers in corsages and bouquets.
  ☐ Demonstrate advanced construction techniques.

☐ Design Elements/Principals and Practicum
  ☐ Students will be able to critiques arrangements.
  ☐ Become proficient in nosegays, arm bouquets, cascading designs and hand-tied wedding bouquets.
  ☐ Demonstrated proficiency in designing, centerpieces, holiday designs and arrangements that are sold in retail.
  ☐ Master floral design principles and elements.

☐ Merchandising and Sales
  ☐ Students will plan, place, and implement an event order.
  ☐ Fulfilling orders by transporting, delivering, and setting up at special events.
  ☐ Develop and analyze pricing strategies for special events.

☐ Ornamental Horticulture
  ☐ Differentiate sexual and asexual plant reproduction.
  ☐ Demonstrate effective nursery management procedures.
  ☐ Evaluate growing methods.
  ☐ Describe plant physiology and nutritional requirements.
  ☐ Plan, design, construct, and maintain a landscape.

☐ Employability and Leadership
  ☐ Students will gain real career experience by planning, creating and designing for special events.
  ☐ Compete in a floral judging competition.
  ☐ Improve and maintain a career portfolio and/or work sample compilation.
  ☐ Enter in complete designs for fairs and shows.
Teaching Credential Copy
POTSTADA, NICOLE

First Name: POTSTADA
Last Known County of Employment: FRESNO COUNTY OFFICE OF EDUCATION
Middle Name: MICHELLE

Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document: All Documents

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Authorization/Subjects

Authorization Code: A1

Authorization Description:
This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Subject Code: AGRI
Subject Description: Agriculture
Major/Minor: MAJ

Renewal Requirements

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

Renewal Code: RISP

Renewal Description:
The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Employment Restrictions

No Records
Calendar of Department/Chapter Activities
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August 2016

- 13 SIR Boot Camp
- 20
- 27
- 12 SIR Boot Camp
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- 26
- 18 School Starts
- 25
- 24 COCOCOTTA
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- 23 Parent Night 6-7pm
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- **September 2016**
- **3 Madera Dairy Goats Show**
- **9 8: Welcome Back FFA Member/Parent Meeting 6-9pm**
- **14 Grape Bowl Sheep and Boer Goat 6-7pm**
- **24 SAFE Gala**
- **29 Gala Clean-up**
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<td>Fresno County Fair Goat/Cattle Show 6-7pm</td>
<td>Dairy Cattle Show</td>
<td>Tag Boer Goats-4-7pm</td>
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- **January 2017**
- **January 8**: Return to School
- **January 10**: Ag Dept Professional Development
- **January 11**: Speaking Manuscripts Due
- **January 12**: Speaking Manuscripts Due
- **January 14**: FFA Meeting
- **January 16**: MLK Day
- **January 26**: Sectional Speaking Contests-4pm @ Clovis East
- **January 28**: Minarets Parli-Pro and Creed Contest 8:30am
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- **April 2017**

- 1: Ready Field Day
- 6: State Degree and Proficiency Award Ceremony-Reddly
- 8: Clovis Vet Contest
- 15: Fresno State Field Day
- 22: State FFA Convention
- 29: Madera Floral Contest
- 27: Drive Thru BBQ
- 23: State FFA Convention
- 30: Easter
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- **May 2017**
- **1st**: Sectional Officer Screening
- **6th**: Cal Poly State Finals
- **11th**: Sectional FFA/CITA Meeting @ Kingsburg 4:30
- **15th**: FFA Banquet
- **26th**: Car Show
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Expected Professional Growth & Development Activities
Professional Growth & Development Activities

- Road Show
- Summer Conference
- ROP In-Service
- Floral Curriculum Collaboration
- Sequoia Floral Job Shadow
- AFID

"Always With Pride"
While going through college and making the decision to go into the Agriculture Education industry, I knew that this was going to be a challenging, yet exciting career. Now having been an actual, paid professional for the last three years, it has become apparent to me that many of my everyday challenges are both personal and professional. Determining where these challenges lie and how to resolve them is on my current to do list. Before this summer is over and my precious little boy is born, I have decided to map out how to map out these issues and figure out how to correct them. The easiest way to complete this task is by creating both short-term and long-term goals for myself.

To simplify my life, I am going to begin with my short-term goals. As far my personal life goes, my first priority is balancing my home and work life followed by purchasing a home. I would also like to get my body back in better health/shape after this baby is born. When speaking of professional goals, the first two that immediately come to mind are things that I have been working at all year; the first goal being curriculum development for my floral and vet science classes as well as planning multiple field trips for my students. In addition to that I would like to prefect my Career Development Events Binder that I have created.

The way that I plan on achieving these personal goals is by first writing them out, signing this “promise” to myself and holding myself accountable to my new written rules. Balancing my home and work life... I am at work everyday, Monday through Friday between 6:30 and 7 in the morning and leave generally between 5 and 7 every night. I often work weekends as well. Yes, I know this is a bit extreme; there are four of us in this department and three of us live our lives this way. (Not necessarily these same hours, but close to). I am about to have a new little life to come home to and take care of; I need to go home way earlier. My challenge is how do I break free? How do I pack up and go home when I have so much to do? How do I avoid my constant interruptions, especially when the interruptions have keys to my room? One thing that is in my favor, that our heavenly father has blessed me with is I am moving classrooms next year, I will be a bit further away from the Ag Department, which means this may help me to alleviate some of my issues. I need to set an alarm in my phone to go home by 4:30 or so every evening and leave school work/grades behind. If the kids need help with a project (with the exception of an SAE project) then will need to utilize their lunch break or certain blocks of time that I have set up before/after school; such as office hours. I need to stand up for myself and when people are talking to me for hours about nothing, cut
them off politely and excuse myself. Being strong for me and not allowing anyone to take advantage
of me is where I face my stressful challenges.

Short-Term goal number two is purchasing a house to call a home. What do I need to do to
accomplish that? I first need to figure out where I want to live; I have been so back and forth about
location for quite some time… I have also been working extremely hard to pay off debt as well as
saving. The way to achieve my goal is by continuing to do those items listed above. I know that I
am getting closer and that is what matters most.

My third and final personal goal is personal health and fitness. This is definitely a tough
one!! I hate to exercise, but know that I need to do it for me as well as my family. The great starting
point is eating right… at times this is a challenge, but with some self-control and lots of focus, it can
be done! Then hit the gym. My golden plan is to get a workout buddy, either my mother, my
boyfriend or whoever; it is so much harder to avoid the gym when you have someone sitting there
waiting for you. I would be forced to go so I don’t let them or myself down.

While brainstorming about professional goals and the first two that immediately came to my
mind were things that I have been working at all year; the first goal being curriculum development
for my floral and vet science classes as well as planning multiple field trips for my students. How do
I plan on accomplishing that? Being that they are both classes, which I’ve taught before, I have a
general idea of what I would like to accomplish. First and foremost I will create an outline. Once
the outline is completed, I will begin to write/update the information that I would like to present to
my students as well as where I would like to through in my field trips and where I would like to take
them. Feeling extra ambitious, begin looking up the phone numbers and making contacts with
these industry professionals.

My second professional goal is to prefect my Career Development Events Binder that I have
created. Over the course of the course of the last three years, I have coached numerous CDE teams.
I have the curricular codes and all supporting materials for each team in it’s own section in this
binder. I would like to get this information updated, copied and prepped for my current teams that
I will be coaching. The areas that I need to focus on are identification PowerPoints/Charts as well as
updating lists of what the kids need to know. This binder being in order will help me work towards
one of my long-term goals of having a top ten team in the state, which I will discuss shortly.
Moving into my long-term goals, which I have set for myself personally is to maintain a happy and healthy family as well as continue to save money. As far as professionally goes, my list is a little bit longer. My first big goal is to stay progressive in what I am teaching, not just continue to teach, “what I’ve been teaching.” Goal number two ties in with the first, that is to continue attending professional development sessions. I would also like to have a CDE team in the top ten at State Finals in either Floral Design or Veterinary Science. My last goal is to have full control over my market sheep and goats SAE projects and with that, having upgrades made to the farm.

Discussing my personal goals, first is maintaining a happy and healthy family. How do I plan on accomplishing that? My first plan is to really get focused back on my faith and build a stronger relationship with God. Focus on things that are important and not little things that get the best of me such as my work life. Eating right and exercising. Yes, these are all things that I plan on doing for myself and my goal is to make my family happy and healthy too. If I start with “me,” I can then demonstrate what I expect from them and encourage them to do the same. Saving money is and always has been a goal; that is just how I was raised, if I put a little away each month, I can save it for a rainy day or even a fun trip!

Focusing on my professional long-term goals is a bit different. My first big goal is to stay progressive in what I am teaching, not just continue to teach, “what I’ve been teaching.” The way that I plan on accomplishing this is where my second goal ties in, which is to continue attending professional development sessions. Over the course of the last three years, I have taught something different, which makes it difficult at times to expand and improve my curriculum, although, the one class that has stayed consistent for me is Floral Design. I have some pretty awesome resources that I utilize often. My goal is to continue building professional relationships and utilizing them in my classroom. I have also found some awesome conferences such as AIFD (American Institute of Floral Designers); my Superintendent is fantastic and has offered to send me every year therefore I can accomplish this goal of staying progressive.

My next goal is to have a CDE team in the top ten at State Finals in either Floral Design or Veterinary Science. The reason that I am focusing on these two teams is first off, I am now teaching floral design therefore I think it would make sense to coach this team again. As for the Veterinary Science team, it was just so much fun! I would like to switch up my daily routine from straight floral to where my passion is, Animal Science. The way that I plan on achieving this goal is by first,
completing my short-term goal of updating my CDE binder followed by more, hard core practices. I also plan on taking the kids into industry settings to practice with professionals.

My last goal is to have full control over my market sheep and goats SAE projects and with that, having upgrades made to the farm. Trying to accomplish this goal is/will be one of my challenges. I will need to revert back to a part of my short-term goal of standing up for myself, putting my foot down and being stern about what I am feeling/believe in. I will not get anywhere by allowing myself to continue to be a push over. I have to admit, this is my biggest challenge in my work place. Feeling/knowing that I have no say in anything that takes place in the department and at times even in my own classroom.
R-2 Report
My Courses
Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway:
- Agricultural Business
- Advanced Agriscience

- Floriculture & Floral Design

3560

Our Mission
Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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Chapter Information

Basic Information

Chapter Name: Sanger
FFA Chapter ID: CA 210 (Enter 0 if they have no number)
School Phone: 559-524-7335
Fax Number:
Address: 1045 Bethel
City: Sanger
State: CA
Zip Code: 93667
School Name: Sanger High School
District Name: Sanger Unified School District
School Type: Select
Lowest Grade: *
Highest Grade: *
Program Advisors

- Audrey Bonomi
- Laura Henson
- Tony Herron
- Larry Paredes
- Nicole Poistada

School Administrators

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Chacon</td>
<td>Principal</td>
<td><a href="mailto:dan_chacon@sanger.k12.ca.us">dan_chacon@sanger.k12.ca.us</a></td>
<td>ChaconD</td>
</tr>
<tr>
<td>Kirsten Cornado</td>
<td>CTE Director</td>
<td><a href="mailto:kirstin_cornado@sanger.k12.ca.us">kirstin_cornado@sanger.k12.ca.us</a></td>
<td>CornadoK</td>
</tr>
<tr>
<td>Matthew Navo</td>
<td>Superintendent</td>
<td><a href="mailto:matthew_navo@sanger.k12.ca.us">matthew_navo@sanger.k12.ca.us</a></td>
<td>NavoM</td>
</tr>
</tbody>
</table>

Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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# Sanger FFA

## Chapter Overview

- **Chapter ID:** CA0210
- **Chapter Name:** Sanger FFA
- **Official School Name:** Sanger High School
- **Region / Section:** SOUTH VALLEY
- **Alumni Chapter:** ✓
- **NCES (National Center for Education Statistics) ID:** 063525005978
- **Charter Status:** Active
- **Account Status:** 
- **Federal Tax ID:** /)
- **Primary Contact:** ✓
- **Primary Mailing Address:** 1045 BETHLE AVE
  SANGER, CA 93567

## Annual Membership

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Total Membership</td>
<td>357</td>
<td>380</td>
<td>170</td>
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## Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
<th>Non-Disclosed</th>
<th>%</th>
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<tr>
<td>2016-2017</td>
<td>162</td>
<td>45.1%</td>
<td>197</td>
<td>54.9%</td>
<td>0</td>
<td>0.0%</td>
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## Gender By Grade

<table>
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<tr>
<th>Grade</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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<tr>
<td>Male</td>
<td>42</td>
<td>48</td>
<td>46</td>
<td>45</td>
<td>41</td>
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<td>Female</td>
<td>57</td>
<td>43</td>
<td>53</td>
<td>35</td>
<td>53</td>
<td>66</td>
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<tr>
<td>Non-Disclosed</td>
<td>44</td>
<td>42</td>
<td>44</td>
<td>24</td>
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<td>45</td>
<td>45</td>
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<tr>
<td>Female</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Non-Disclosed</td>
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<td>35</td>
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https://profile.ffa.org/Pages/FFAChapter/MemberStudentData.aspx?id=RbUCfF9kYA1eH1zivHd8g2
Postsecondary Data

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<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>0.3%</td>
<td>1</td>
<td>0.3%</td>
<td>3</td>
<td>0.8%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>1.4%</td>
<td>10</td>
<td>2.7%</td>
<td>9</td>
<td>2.4%</td>
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<tr>
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<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
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<tr>
<td>Unknown</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
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<tr>
<td>Female</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Non-Disclosed</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
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</table>

Race

2016-2017

<table>
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<tr>
<th></th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
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<tbody>
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<td>American Indian,</td>
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<td>5</td>
<td>2.2</td>
<td>2</td>
<td>0.5</td>
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<tr>
<td>Alaska Native</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian, Hawaiian,</td>
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<td>23</td>
<td>6.8</td>
<td>7</td>
<td>1.8</td>
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<tr>
<td>Pacific Islander</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>7</td>
<td>1.9</td>
<td>5</td>
<td>1.4</td>
<td>2</td>
<td>0.5</td>
<td>0</td>
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<tr>
<td>Hispanic or Latino, of any race</td>
<td>112</td>
<td>31.2</td>
<td>166</td>
<td>45.0</td>
<td>44</td>
<td>11.6</td>
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<tr>
<td>White, Non-Hispanic</td>
<td>131</td>
<td>36.5</td>
<td>87</td>
<td>23.7</td>
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<td>14.7</td>
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<tr>
<td>Other, Two or More Races</td>
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<td>21.4</td>
<td>64</td>
<td>17.4</td>
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<td>4.7</td>
<td>2</td>
<td>1.2</td>
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<tr>
<td>Non-Disclosed</td>
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<td>0.0</td>
<td>13</td>
<td>3.5</td>
<td>251</td>
<td>66.1</td>
<td>167</td>
<td>98.2</td>
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</table>

NCES School Data

Year

Annual Membership

FPA Membership

School Population

Gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FPA Membership

School Population

Race/Ethnicity

| American Indian, Alaska Native | 7   | 1.9 | 5   | 2.2 | 2   | 0.5 | 0   | 0.0 |
| Asian, Hawaiian, Pacific Islander | 25  | 7.0 | 23  | 6.8 | 7   | 1.8 | 0   | 0.0 |
| Black, Non-Hispanic | 7   | 1.9 | 5   | 1.4 | 2   | 0.5 | 0   | 0.0 |
| Hispanic or Latino, of any race | 112 | 31.2 | 166 | 45.0 | 44 | 11.6 | 0 | 0.0 |
| White, Non-Hispanic | 131 | 36.5 | 87 | 23.7 | 56 | 14.7 | 1 | 0.6 |
| Other, Two or More Races | 77  | 21.4 | 64 | 17.4 | 18 | 4.7 | 2 | 1.2 |
| Non-Disclosed    | 0   | 0.0 | 13 | 3.5 | 251 | 66.1 | 167 | 98.2 |

Membership Roster

2016-2017 Student/Member Roster

Clicking on the '2016-2017 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.

https://profile.ffas.org/Pages/FFACHapter/MemberStudentData.aspx?Id=RbUCiF9kYAlceH1zIvHd8g2
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

KBQVSF

Update

Note: Members must use their first and last name with this code during registration.
Completed Travel Request
SANGER UNIFIED SCHOOL DISTRICT
APPLICATION FOR STUDENT TRIP
(SUBMIT UP TO ONE YEAR IN ADVANCE)

Trip#___ Funding Code 0100-70100-0-1132-1000-560006-017-0000 AG Charter Trans (ASB=1730) P.O.#____
School Sanger High School________ Date of Application 01-15-2016
Teacher(s) Potsada Grade 9-12 Class/Group AG/FFA

# of students __________
Name and Address of Destination San Francisco - Bouqets to Art, Dreamag Museum
Purpose of Trip Students to observe different Art world Streets How Art works
Type/Number of Vehicles: District School Bus # Charter Bus # Van # Car #

ADULT SUPERVISION
Teachers (Include CDL# and Exp. Date if driving) Nicole Potsada CDL# D2905657

Parents/Chaperones/Drivers (With CDL# and Exp. Date)

Has permission from parent or guardian of all students been obtained? YES ☐ NO ☐ WILL BE ☑

Have parents been informed of schedule? YES ☐ NO ☐ WILL BE ☑

Emergency Card on file? YES ☐ NO ☐

DATE OF PROPOSED TRIP 02-17-2017
1. Estimated time departure 9:30 am
2. Estimated time arrival 11:30 am
3. Estimated time departure 2 pm
4. Estimated time arrival 4 pm

COMPLETE THIS SECTION IF REQUESTING A SUBSTITUTE
Is a substitute required? YES ☐ NO ☐
(Circle one) Full day ☐ Half-day ☐
Name of substitute requested Lev Jones ☐
Funding code for substitute 0100-35500-0-1110-1000-110001-017-0000 VEA
0100-11000-0-1110-1000-110001-017-1010 Site Cost:

IF OVERNIGHT TRIP, ADDITIONAL ITINERARY MUST BE SUBMITTED TO TRANSPORTATION

Is this an overnight trip? YES ☐ NO ☐

Principal/Administrator Signature Date

Board of Trustees Date

APPROVED ☑ DENIED ☐

TRANSPORTATION USE ONLY
Bus No. __________
Speedometer Reading
Finish __________
Start __________
Total __________

Remarks __________
Name of Driver __________
Trip Canceled date __________
Total Cost of trip __________

Signature by __________

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Human Resources, Food Service - one copy each
Superintendent - one copy

Form Rev. 08/2004
BEST TOURS & TRAVEL  
2609 East McKinley Ave., Fresno, CA 93703  
(559) 237-9410  FAX (559) 237-8814

TO COMPANY REPRESENTATIVE AT  
SANGER UNIFIED SCHOOL DISTRICT

FOR  
SANGER HIGH SCHOOL  ACTIVITIES  # 10437

ADDRESS  
1905 7TH STREET  SANGER, CA 93657

EQUIPMENT POINT(S)  
3397 E. Malaga, Fresno, CA 93725

GOING ORIGIN  
FRESNO, CA DH TO SANGER, CA

PICK UP AT (DETAIL)  
SANGER HIGH SCHOOL 1045 NORTH BETHEL AVENUE

TO SAN FRANCISCO @ SAN FRANCISCO FLOWER MART 640 BRANNAN STREET

AS PER ITINERARY

ROUTE

AS PER ITINERARY

IDENTIFICATION OF BUSES (BUS NO(S), ETC.) AND DRIVER'S NAME

1-56 PAX

COMPUTATION OF CHARGES:

1. MILES - LIVE  
2. - DEADHEAD  
3. TIME - CHARGES  
4. OTHER CHARGES  
5. SPECIAL FEES, TOLLS AND ADVANCES  
6. TAXES - (SPECIFY)  
7. TOTAL CHARGE

OTHER CHARGES (ITEM 4 ABOVE)

WAITING TIME  
OVERNIGHT CHARGE  
LAYOVER CHARGE  
DRIVER'S EXPENSE  
EXTRA DRIVER CHARGE  
SEAT REMOVAL CHARGE  
SNACK BAR CHARGE  
OTHER (SPECIFY)  
TOTAL

SPECIAL FEES, TOLLS AND ADVANCES (ITEM 5 ABOVE)

BRIDGE AND TUNNEL TOLLS  
FERRY CHARGES  
ENTRANCE FEES  
HIGHWAY TOLLS  
PARKING FEES  
SIGHTSEEING FEES  
TOUR CHARGES  
OTHER (SPECIFY)  
GROUP IS RESPONSIBLE FOR SPECIAL FEES  
TOTAL

REVISED DATE FROM MARCH 17 TO MARCH 15 AS OF 1/20

1751.00

CUSTOMER PURCHASE ORDER NO.  
DEPOSIT $  
BALANCE DUE $  
REMAINING BALANCE TO BE PAID AS FOLLOWS: ALL DEPOSITS ARE NON-REFUNDABLE. PLEASE SIGN - RETURN TO CONFIRM CHARTER BY  
A CANCELLATION FEE WILL BE CHARGED IF CANCELLED AFTER  
FEB 24/2017

CARRIER'S REPRESENTATIVE ACCEPTING ORDER  
JASMINE SAYAH  
TITLE Tour Coordinator

LOCATION  
DATE OF ISSUE 10/17/2016

WILL INVOICE AFTER TOUR

SIGNATURE OF PARTY CONTRACTING FOR CHARTER  
TICKS

SIGNATURE OF CHARTER PARTY LEADER  

THIS BUS HAS BEEN CHECKED AND NO ARTICLES BELONGING TO THE CHARTER PARTY HAVE BEEN LEFT ON BOARD THE BUS AT THE DESTINATION OF THE CHARTER TRIP

Jan 23/2017

FEB 24/2017

Signature of Charter Party Leader

Signature of Charter Party Leader
Itinerary
March 15, 2017

3:30am – Leave Sanger High School MPR

5:30am – Stop if needed in Los Banos or driver choice

7:30am – Arrive San Francisco Botanical Gardens
           1199 9th Avenue, San Francisco, Ca. 94122
           415.661.1316
           Tour of Botanical Garden

9:00am – Leave Botanical Garden

9:15am – Arrive at DeYoung Museum, Golden Gate Park, JFK and MLK Drop off

9:30am – Guided Tour at DeYoung

11:30am – Leave DeYoung Museum

12:00pm – Arrive at Pier 39 for Lunch

2:00pm – Leave Pier 39

4:30pm – Stop in Los Banos/Casa de Fruita or along route
           driver decides to take

6:00 pm – Arrive at Sanger High School
CATA Membership Card
CATA Membership Card

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Nicole Astada

SERVING AGRICULTURE BY TEACHING
2016/2017 ACTIVE MEMBER

"Always With Pride"
Professional Development Activity Report
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B  School Year  2015-16  School  Sanger High

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attains a minimum of four of the following professional development activities:

Qualified and Competent Personnel

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<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
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<tr>
<td></td>
<td>Ravy</td>
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<tr>
<td>Fall Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Region In-service Day</td>
<td>X</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td></td>
</tr>
<tr>
<td>Section In-service*</td>
<td></td>
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<tr>
<td>Section In-service*</td>
<td></td>
</tr>
<tr>
<td>Summer Conference</td>
<td></td>
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<tr>
<td>University AgEd Skills Week</td>
<td>X</td>
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<tr>
<td>Professional Development **</td>
<td>XX</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. ROP Inservice Spring Meeting-Ravy, Herron, Potstada
2. Project Based Learning -Agriculture Project-Bonomi, Ravy and Herron
3. Job Shadow -J and J AquaFama-Bonomi
4. National Convention Workshops-Bonomi
5. 
5-Year Acquisition Plan
5-Year Acquisition Plan
Sanger High School – Agriculture Department

2016-2017
• Laying House/Poultry Unit
• Sheep/Goat Barn Extension
• Plant Sale/Display Patio
• Dish Washer/Kitchen Area
• Seatrain Fodder Set-up

2017-2018
• Show Arena & Bleachers
• Market Rabbit Facilities
• Lockers for Student Projects
• Sanger Farm Store
• New Plasma Cutter

2018-2019
• Beef Area/Barn
• Dairy Goat Facility
• Ag Department Office Copier
• Fruit Display Bins
• Cash Register

2019-2020
• New SMAW/Multiprocessing Welders
• Ag Department Suburban
• New Dual Milking Machine

2020-2021
• Landscape Form/Picnic Area
• Beef Scale
• New Hot House/Prop House
• Additional Planting Benches & Tables
Operating Budget for Agriculture Department
# Department Budget

## Class Budgets

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<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
<th>Sections</th>
<th>per section</th>
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</thead>
<tbody>
<tr>
<td>Intro/Vet PLS</td>
<td>Bonomi</td>
<td>1</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
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<tr>
<td>Ag Mech</td>
<td>Herron</td>
<td>1</td>
<td>$3,500.00</td>
<td>$3,500.00</td>
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<tr>
<td>Floral</td>
<td>Potstada</td>
<td>1</td>
<td>$6,000.00</td>
<td>$6,000.00</td>
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<tr>
<td>Ag Bio/PL Sci</td>
<td>Henson</td>
<td>1</td>
<td>$3,000.00</td>
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<td>Paredes</td>
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<td>$3,500.00</td>
<td>$3,500.00</td>
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<td>Wonderful Courses</td>
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<td>$10,000.00</td>
<td>$10,000.00</td>
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Sub Total $27,500.00

## Non-Class Room Budgets

- **Tractor Repair** $500.00
- **Fuel** $1,500.00
- **Maintance/Trailers** $1,000.00

Sub Total $3,000.00

**FFA**
- **Awards** $500.00
- **Contests** $1,000.00
- **Travel/Hotels** $1,500.00
- **State Conference/GH/MLA/ALA** $2,000.00
- **California FFA registration** $4,000.00
- **National FFA** $1,000.00

Sub Total $10,000.00

**Department**
- **TA Regional Meetings/Conference** $1,300.00
- **Transportation Fair/ Farm Show** $3,000.00
- **Substitutes** $3,000.00
- **School owned animals** $1,500.00
- **Farm Supplies/Sanger Nursery Fair** $2,500.00
- **Tools and Sharpening** $1,000.00

Sub Total $13,300.00

- **Non-Class Total** $26,300.00
- **Class Total** $27,500.00
- **Grand Total** $53,800.00

- **Incentive grant** $19,000.00
- **ROP/Perkins/Wonderfull** $35,000.00

**Total Funds** $54,000.00
Fund title: Floral Design  
# 0100-7010-0-1132-10000-430000-000-0000  

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<th>Vendor/Item</th>
<th>Description Category Code</th>
<th>PO #</th>
<th>Estimated Amount</th>
<th>Actual Amount</th>
<th>Balance</th>
<th>Actual Balance</th>
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<td></td>
<td>Class Field Trip: San Francisco Floral Market &amp; DeYoung Museum</td>
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<td></td>
<td>8,000</td>
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<tr>
<td></td>
<td>Class Field Trip: Hearst Castle (Garden Tour)</td>
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<td>1,000</td>
<td></td>
<td></td>
<td>7,000</td>
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<tr>
<td></td>
<td>Flowers: Fresh, Silk, Greenery</td>
<td>4400</td>
<td>1,600</td>
<td></td>
<td></td>
<td>5,400</td>
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</tr>
<tr>
<td></td>
<td>Floral Tools: Floral Shears, Scissors, Wire Cutters, Ribbon Scissors, Floral Knives</td>
<td>4300</td>
<td>850</td>
<td></td>
<td></td>
<td>4,550</td>
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<tr>
<td></td>
<td>Floral Accessories: Ribbon, Wires, Floral Tape, Waterproof Tape, Floral Foam, Dry Foam, Corsage &amp; Boutonniere pins</td>
<td>4300</td>
<td>1,000</td>
<td></td>
<td></td>
<td>3,550</td>
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</tr>
<tr>
<td></td>
<td>Containers: Vases, Rose Vases, Plastic Liners, Single Design Bowls</td>
<td>4300</td>
<td>500</td>
<td></td>
<td></td>
<td>3,050</td>
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<tr>
<td></td>
<td>Ribbon Racks</td>
<td>4300</td>
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<td>2,650</td>
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<tr>
<td></td>
<td>Hot Glue Guns and Glue Sticks</td>
<td>4300</td>
<td>500</td>
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Budget $ 10,000
District/Department Budget Process
District/Department Budget Process

Developing a budget that meets the needs for every member in the department is a definitely a challenge. In our district, each member of the department maps out their “wish list” of what they would like for the upcoming school year. Admin generally is able to give us what we want/need.

In addition to the site budget, I have an ROP budget and my ASB account. I fundraise throughout the year to ensure that I have a steady flow of supplies to support my courses.
Department Chair Duties & Responsibilities
Department Chair Duties & Responsibilities

This section is not applicable to me. I am not the Department Chair for the Sanger FFA Program.

"Always With Pride"
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Substitute Teacher Procedures & Plans
Sub Plans for October 27th

Good Morning!! Thank you so much for covering my classes this week! My classes are pretty good, so you shouldn’t have any problems. If you run into any issues, please dial 7200 and ask for a liaison/Campus Security.

I request that students stay in their seats and OUT of my desk area...

Period 1 & 3 (Floral Design):
Chelsey will teach for you...

- Have the kids grab their notebooks and update their Table of Contents.
- Have them turn to their page 33 and copy “identifying wire sizes” notes. Once completed, pass out the “Sizes and Uses of Wire” handout. Have them copy those notes. Pass out wire to each of the tables and tell them which gauge it is. They need to cut it in 1/3 and tape down as shown in the sample notebook. (Show on elmo, all is on classroom as well)
- Next have them copy the hand tool notes onto their page 35. (also on classroom)
- Pass out the hand tools handout, encourage them to color the highlighted tools and glue onto page 34
- Tool Samples 1-5 and Floral ID Descriptions 1-5, passout (try not to mix up worksheets and folders 😊) They can either glue in or save in their backpacks until we do the lab... (Please tell them that)
- Descriptions need to be copied BY 11/7... posted on classroom.
- Students have the remainder of the period to update their notebooks and complete missing assignments.
- Please distribute the outbox, PLAY DOH LAB, ask them if they want it... if not, please toss!

Period 5 (Advanced Floral Design):
The kids are making the SENIOR NIGHT bouquets. Have Julie and Breiona direct them.

- There is a sample of what I WANT in the cooler, next door. ONLY JULIE AND BRE go next door please.
  - Each kid is getting 1 stem of everything. Arrange as modeled and tie bow. Julie and Bre are to check their work... and separate into 3 buckets as listed below and attach a white paper to each bucket.
    - 30 – Football
    - 13 – Cheer
    - 5 – Volleyball
  - Please make sure the water in the buckets is clean and fresh.
  - DO NOT let the bows touch the water.
  - In black bucket, place the extra bouquets... should be two.
  - In separate bucket, place all extra Million Star and Myrtle
• ONCE COMPLETED:
  o Distribute outbox
  o Have Yovana, Ciara, Rianne and Ariel finish the teacher and kid gooie bags.
    They will need to put next door in the correct boxes please!

**Helpful Students:**
  o Period 1: Maycee & Megan
  o Period 2: Sarah is my TA
    • Titus & Thalice
  o Period 3: Allyson & Mariah
  o Period 5: Julie, Candra & Kayla
  o Period 6: Rachel, Paulina, Joseline, (The Sisters) & Heather

**Please leave me feedback from today! How far they have gotten on assignments, good kiddos and not so good kiddos!**

Thanks for your help!
-Nicole Potstada (559) 598-5658

Enclosed you should find everything you should possibly need! 😊

😊😊😊 Have a FABULOUS DAY! 😊😊😊
Sanger High Substitute Feedback Form

Teacher Name: ___________________________ Substitute Name: ___________________________

*When leaving feedback please provide details including period number and names of specific students.*

____________________________________________________________________________________

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Program Completer Description
Program Completer

In order for a student to be a program completer at Sanger High School they must be one who has met the minimum completion standards. The program is structured to follow the basic core curriculum and the advanced clusters.

- Complete a minimum of 720 hours of instruction in four courses within their program area.
- The student’s supervised agricultural experience must relate to their career goal and be at least four months in the duration of their sophomore, junior and senior years.
- Each student enrolled in an agricultural education program, will be an active member of the FFA and serve actively at the local level.
- Each student must receive a passing grade of a “C” or better to advance to the next course.
- Students will choose a sequence of courses in the area of agriculture sciences, agricultural mechanics, ornamental horticulture, forestry & natural resources or agriculture business.

“Always With Pride”
2+2 Agreements
Articulation Agreements Analysis

Sanger High School (and Valley ROP) has teamed up with both Reedley and Fresno City Colleges to offer Dual Enrollment Courses. These dual enrollment courses have taken the place of the 2+2 articulation agreements. Our Department alone offers several dual enrollment courses, which are identified on the following pages.
Welcome to Valley ROP and State Center Community College District Dual Enrollment. As a Valley ROP student you will have a chance to be enrolled at the High School and at Fresno City or Reedley College and receive College Credits for the course you are taking.

Make sure to complete all the steps: The first day of class make sure to have:

1. **Username** and **password**
2. **College ID Number**

**STEP1- REEDLEY COLLEGE**

1. Go to: www.reedleycollege.edu
2. Click on Apply online
STEP 2 - RC - HIGH SCHOOL DUAL ENROLLMENT STUDENT

Click on Dual Enrollment Student

This is a critical step: click on Dual Enrollment Student

STEP 3 - RC - APPLY ONLINE

Scroll down and click on Apply Here

To apply, please click on the application link listed below for the college where you will be attending and select the term which indicates Dual Enrollment.

Apply Here

Dual enrollment students should refer to their High School Principal. This includes dual credit from local schools. If you have further questions or need additional information, please contact your high school counselor.

Enrollment Information

Enrollment Information for Reedley College

Enrollment Information for Reedley College
STEP4- OPEN CCC- RETRIEVING AN ACCOUNT

Application to College
Before applying to college, you must first have an OpenCCC account.

The OpenCCC is a website where you can complete the application for the California Community Colleges (CCC). OpenCCC is used by all California Community Colleges to manage your application. You will need to create an account and register to apply.

STEP5A- OPEN CCC- FORGOT USER OR PASSWORD

To continue as a California Community College secure web application, please sign in or create a new account.
STEP 6 FIND YOUR ACCOUNT

Find Your Account

Step One

Date of Birth

Month
Day
Year

First Name

I have no first name

Middle Name

I have no middle name

Last Name

Repeat step 6 if you forgot both your username and password

Click on find my account.

STEP 7 SIGN IN

Repeat steps 1-4 to get back to Open CCC website.

After you retrieve your user name and password sign in to access your account.
STEP 8 MY APPLICATIONS

Click on start a new application

If you previously started an application, click on resume

STEP9 RC APPLICATION- INTRODUCTION

Introduction

Welcome to the Application for Returning Chicago Students. Please review the information below before starting your application:

Help Using this Application

Tabs:
- Click on the tabs to view all pages. You may click on other tabs while on a page.
- Some tabs may not be accessible until previous pages are complete.
- Related Information:
  - Current Page
  - Viewable
  - Verified

Page Buttons:
- Save your page data for verification.
- Save, verify page, and submit for review.

Help:
- Mouse over any field and click to reveal help for that item.

Review Application:
- Click on the upper right corner for support.

Submit Application:
- If all required fields are complete, click on the Submit button at the bottom of each page.
- Click 'View Progress' to see all applications.

My Applications:
- Links to your submitted and in-progress applications.
- View Applications: view, print, and save your applications.
- View Links & Uploads: view special links and documents.

Resume an In Progress Application:
- Links to the My Applications page by clicking "Resume Application".
- Click the button to continue your application.
STEP10 RC APPLICATION- ENROLLMENT INFORMATION

Enrollment Information

Enrollment Information for Reedley College

Term Applying For:
Spring 2018 HS Enrichment/Dual Enrollment (01/08/2018 to 5/18/2018)

Intended Major or Program of Study:
Administration of Justice (AS-T)

Educational Goal:
Undecided on goal

STEP11 RC APPLICATION- ACCOUNT/MAILING INFORMATION

Account and Mailing Information

Review OpenCCC Account Information

Account Number: 1384-0761

Address:
123 Main St. Reedley, CA 93651

Phone:
(555) 123-4567

Email:
user@example.com

Social Security Number:
Not Provided

Date of Birth:
01/01/1990

Current Mailing Address:

My mailing address is the same as the Permanent Address in my OpenCCC Account above.
STEP12 RC APPLICATION - PERSONAL INFORMATION

Enter personal information.

If you do not want to share this information, select decline to state or Unknown.

STEP12 CONTINUED

Select the race/ethnicity that you identify with.
STEP 13 RC APPLICATION - EDUCATION

Education
- College Enrollment Status
  - As of 04/15/2023, I am the following college enrollment status:
    - Enrolled in high school (or lower grade) and college at the same time

High School Education:
- High school education between 08/15/2023
  - Yes
  - No
  - Have you attended high school in California for three of more years?

Last High School Attended:
- [List of schools]
- United States:
  - California

Select an option for your citizenship status. If applicable enter Alien Registration Number or Visa information. If this does not apply select other and click on the No Document box.

STEP 14 RC APPLICATION - CITIZENSHIP/MILITARY
STEP 15 RC APPLICATION - RESIDENCY

Answer each question to the best of your ability.

- **California Residence**
  - Yes: **No**: Have your parent or guardian lived in California continuously since the 08-01-2010?

- **Special Residency Categories**
  - Yes: **No**: Is your parent or guardian a full-time employee of any of the following colleges, universities?
  - California Community College
  - California State University
  - University of California
  - Military Academy

  - Yes: **No**: Are you a full-time student in a public or private college or university for purposes of fulfilling residency requirements?

  - Yes: **No**: Has your parent or guardian been employed as a seasonal agricultural worker for at least one week of work in the past two years?

  - Yes: **No**: Are you a full-time student in the last 24 months being homeschooled or in a home-based program, in addition to any other enrollment?

  - Yes: **No**: Are you a full-time student in a vocational or technical school program?

  - Yes: **No**: Are you a full-time student in a home school or another educational program?

- **Out-of-State Activities**
  - Yes: **No**: Since 08-01-2010, has your parent or guardian been domiciled in another state that is not a sister state?

  - Yes: **No**: Since 08-01-2010, has your parent or guardian resided in another state for at least one week?

  - Yes: **No**: Since 08-01-2010, has your parent or guardian resided in an out-of-state village, town, or city?

  - Yes: **No**: Since 08-01-2010, has your parent or guardian resided for a total of at least one week in another state?

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STEP 16 RC APPLICATION - NEEDS & INTERESTS

Check all that apply:

- **Religion**
  - Yes: **No**: Are you a member of any religious congregation?

- **Financial Assistance**
  - Yes: **No**: Are you interested in receiving information about financial aid?

- **Arrangement for Financial Aid**
  - Yes: **No**: Are you willing to receive financial aid information?

- **Aesthetic Interest**
  - Yes: **No**: Am I interested in participating in a sport while attending college?

- **Athletic Participation**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Program & Services**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Child Care**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Counseling**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **ESL**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **ESL - English as a Second Language**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Employment Assistance**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Cultural Exchange**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Summer Program**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Career Planning**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Disability Information**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Eating Out Information**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Employment Assistance**
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- **Eating Out Information**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Employment Assistance**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Cultural Exchange**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Summer Program**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Career Planning**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Disability Information**
  - Yes: **No**: I am interested in participating in a sport while attending college.

- **Eating Out Information**
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- **Eating Out Information**
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- **Employment Assistance**
  - Yes: **No**: I am interested in participating in a sport while attending college.
STEP 17 RC APPLICATION - SUPPLEMENTAL QUESTIONS

Supplemental Questions

Primary Location

Main campus: the location where you will be attending for the majority of your course.

Reedley College

Personal Information

Name of Birth (City and State or Foreign Country)

Phone

Campus Emergency Contact Information

Cell phone number for emergency use only. Please include area code. (559-656-4941) 199-101-111

Emergency text messages: text from your cell phone provider. If not on the list please refer to the list below, example: (559) 656-4941. (Example: If you live in Arizona, find out using http://www.getStateofArizona.deco...will not allow texts.)

Please select the types of text messages you would like to receive from the college.

- Emergency Warnings
- Information for students
- Important Announcements
- Information regarding campus events and activities
- Notice of all the above except Personal
- All or none of the above text messages
- I do not want text messages

STEP 18 RC APPLICATION - CONSENT

Consent

Request for Consent to Release Information

Select I consent or do not consent.
STEP 19 RC APPLICATION - REVIEW APPLICATION

Note: All tabs must be checked complete before you can confirm

Review Application
- Submit Form

Please confirm your application is complete and accurate at the bottom of this page.
Note: All tabs must be checked complete before you can confirm.

As you verify your information, double check that the following is correct.

1. ENROLLMENT INFORMATION
   a. TERM APPLYING FOR
      i. Fall 2019 HS Enrichment/Dual Enrollment

2. EDUCATION
   a. COLLEGE ENROLMENT STATUS
      i. Enrolling in high school (or lower grade) and college at the same time.

3. SUPPLEMENTAL QUESTION
   a. Primary Location - please select the location where you will be enrolling in the majority of your classes.
      i. Reedley College

Once you have verified and all information is correct click on: I have reviewed this application and confirm it is complete and accurate.

If you need to make a correction, please go back to the section that you need to correct, make the correction and then confirm that your application is complete and accurate.

STEP 20 College ID

Your college ID will be sent to you via email within 48 hours of applying. Be sure to record it (write it down or take a pic.) in place you can find it. You will need to have college ID for the course registration form.
Reimbursement Process
Sanger High School
Pre-Approval/Denial Purchase Request Form

Sales quote or documentation of estimated expense must be attached to this form and submitted for approval prior to any purchase. Once reviewed and approved a PO will be generated.

Date: ___________ Club: ___________

Submitted & signed by: Advisor: ___________

Club Rep: ___________

Estimate amount of expenditure: ___________

Vendor: ___________

Reason for expenditure: ___________


**********************************************

Date: ___________

Reviewed by Financial Office:

Activities Director: ___________

Student Council Rep: ___________

Approved ___________ Denied ___________

If applicable, reason for denial: ___________

Sanger High School
Request for Payment or Transfer of Funds

Attach invoice/receipt with this form, make sure all merchandise has been received in good condition or service completed.

Check one: □ Check □ Transfer □ Credit Card

Date: ________________ Open PO No. ___________

Approval (four signatures required)

Activities Director ___________

ASB Financial Clerk ___________

Faculty Advisor / Ath. Dir. ___________

Student Representative ___________

Must be signed by the treasurer and verifiable in the minutes of the organization

Club or Account Name: ___________

Check Amount ___________

Check Payable To: ___________

A _____________ club meeting was held on ___________.

Officers Present:

President: ___________

Student/Club Rep: ___________

Advisor: ___________

Transfer: From: ___________ To: ___________

The officers voted to approve check/transfer/P.O. for:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Valley Regional Occupational Program
1305 Q Street, Sanger, CA 93657
Ph 559-876-2122 ● Fax: 559-876-2102 ● Email: finance@valleyrop.net

Requisition Request
(This form must be approved and assigned a P.O.# before items are ordered or paid by VROP)

Vendor: ____________________________
Address: ____________________________
City, State, Zip: ____________________________

Phone Number: (________)  
Fax Number: (________) 
Email Address: ____________________________

Requisition Requested By: 
School Site: ____________________________
Name of Class Budget: ____________________________
Budget Classification: ____________________________

Signature: ____________________________  Date: ____________  Date Needed: ____________

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NOTE: A separate request is required for each vendor.

Comment(s): ____________________________

Sub-Total Shipping/Handling Sales Tax Total

Signature Approval: ____________________________  Valley ROP Director

Approval Date: ____________________________
Name: ____________________________

School Site: ____________________________

Date: ____________________________

Destination Pay Voucher #: ____________________________

Purpose Vendor No. ____________________________

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<td>Describe (Receipt + 1 copy)</td>
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Total Amount Due RECEIPT + COPY REQUIRED FOR PAYMENT

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Principal's Signature ____________________________

(Submit form in duplicate)
Vendor: POTSTADA

PO# Purpose
113016 12/13/16 FLORAL-REIMB SUPPLIES

GL Acct: 2430-230 FLORAL CLUB

Check Total: 490.08

Ck#: 25022

Date: 12/13/16

Amount

490.08

Sanger High School
STUDENT BODY
1045 Bethel Ave. Sanger, California 93657
SANGER - 524-7121 FRESNO - 233-1443

Apaches

Bank of America
11-35/1210

Ck#: 25022

Date 12/13/16

Amount

*****$490.0

SANGER HIGH SCHOOL STUDENT BODY
VOID AFTER SIX MONTHS

AUTHORISED SIGNATURE

25 C

Vendor: POTSTADA

PO# Purpose
113016 12/13/16 FLORAL-REIMB SUPPLIES

GL Acct: 2430-230 FLORAL CLUB

Check Total: 490.0

Ck#: 25022

Date: 12/13/16

Amount

490.0
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Criteria 1
Curriculum & Instruction
1a. Curriculum Components Analysis

All department members can access the state framework online. The course outlines are located in the Comprehensive Program Plan; there are also additional copies of course outlines on the Valley Regional Occupational Program (VROP) website as well as in the counseling office.

The curriculum for the corresponding course; Ag Biology, has a pacing guide, DPA’s, common assessments and benchmarks set by the science department during their PLC. The Ag Department is included in these meetings as well. As for the Ag Mechanics courses, the instructor has access to resource guides, teacher manuals, and software, in addition to other curriculum sets, which have been accumulated in the past. Other courses such as Floral Design, Ornamental Horticulture and Animal Science curriculum is in binders and folders on teachers computer, in addition to textbooks utilized in the classroom.

Please refer to Program Plan Criteria D

1b. Ag Curriculum Standards Analysis

Sanger High School Course outlines are based on the CTE Foundation and Pathway Standards. When courses were developed the standards were used in developing objectives, key assignments, course outlines and assessments. Currently, the VROP outlines are aligning all academic standards as well as CTE standards and listing them on their outlines. All teachers refer to the standards online and use them regularly in planning lessons.

Please refer to Comprehensive Program Plan Criteria E

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1c. Career Paths Analysis

Sanger High School has outlined the Agriculture Career Pathways, which are identified on the corresponding diagram as well as found in the Program Plan. The pathways in which students have to choose from are Agriculture Mechanics, Animal Science, Ornamental Horticulture or Natural Resources.

1d. Course Sequence Analysis

Sanger High School has outlined the Agriculture Career Pathways, which allows students to complete their selected pathway by following the recommended sequence of agriculture courses on our Master Schedule.

1e. Career Awareness Analysis

Each teacher in the Sanger High School Agriculture Department teaches a “Careers Unit” to each one of their classes and is apart of their grade. Each teacher does the following assignments to instill agriculture careers:

- Career Center Software
- Reports
- Research/Internet
- Career Choice Investigation
- College Major Choices
- Schools with Advanced Degrees
- Resumes
- Job Interview
- Industry Contact (Guest Speakers)
- Field Trips to Industry Spector

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1f. Computer Hardware & Software Analysis

All teachers in the Agriculture Department have access to multiple technology items. In the department we all have access to:

- 4 Laptops
- 5 Desktops
- 2 LCD Projectors
- 2 Document Readers
- 1 Media Console – Receiver/DVD Player/Surround Sound
- 3 Smart Boards
- Info Vets Online Software
- Educational CD-ROMS/DVD’s
- Microsoft Office 2007
  - Word
  - Excel
  - PowerPoint
  - Publisher
- Power School Online
- First Class Support Software
- Edusoft

1g. Computer Aided Instruction Analysis

All teachers give computer aided instruction in the following areas:

- Lessons on PowerPoint
- Portfolios
- Resumes & Cover Letters
- Research Papers
- Animal & Plant Identification
- Computerized Record book

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1h. Record Keeping Analysis

The Sanger High School Agriculture Department teaches record keeping in all of their classes and it is apart of the student's grade. All students have a traditional record book for their SAE project or a mock project; students who get their books scored for State and American Degrees transfer to an electronic book. Our Graduate and Degree recipient students' books are closed out for the years in which they have completed.

1i. Maintaining Record Book Analysis

The Agriculture Department ensures that each student's record book is maintained in the department files until one year after the student graduates. Current students record books have been kept in a box, milk crate or filing cabinet in their current teachers classroom. Non-current students are kept in a file or stored in a box in our storage room. Graduate students' record books are kept in the filling cabinet in room 1000. The department is transitioning over to the AET record books, therefore overtime they will be accessed wherever internet is available.

1j. Alternative Credit Analysis

The Agriculture Department at Sanger High School offers alternative credit in addition to our graduation requirements for the following courses in which our students take:

- Agriculture Biology UC “D” Lab Science Credit
- Floral Design meets UC “F” Art Credit
- Veterinary Science 1 meets UC “G” Elective Credit

The rest of the courses are elective credit. Please see attached for the Dual Enrollment Courses.

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Criteria 2
Leadership & Citizenship Development
2a. Charter Analysis

The Sanger FFA Agriculture Department’s Chapter Charter is located in Mrs. Bonomi’s Classroom; room 1000 on the North East wall. The original document is being preserved in a frame.

2b. Chapter Program of Work/Activities Analysis

At Sanger High School, our department’s teachers along with the current Chapter Officer Team puts together/updates our existing Program of Work manual. This is done over the summer; once school is out and our officer team is ready for their first assignment. Once this book is completed, we send it too our districts print shop to be put together for our students in the Chapter as well as our Regional Supervisor.

2c. Leadership Grade Analysis

In our department, our teachers require students to participate in a minimum of three FFA leadership activities per semester; this is 10% of the student’s grade. Each teacher has a chart hanging on their wall; indicating a list of activities available and students mark what they have participated in. This information is listed in the student’s syllabus as well as in the teacher’s grade book.

2d. FFA Affiliation Analysis

The Sanger High School Agriculture Department is proud to publicize that our Chapter currently has 425 members. Every student that is enrolled in an Agriculture Class is affiliated with the California State Association.

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2e. FFA Activities Analysis

During the 2015-16 school year our Ag Department participated in a number of activities, which are listed on the “FFA Activities Check Sheet.” The Check Sheet included, but was not limited to attending conferences, meetings and conventions, in addition to applying awards and degrees as well as participating in sectional speaking contests, county fairs, and career development event teams. Sanger was able to list a total of 20 items of the 12 in which that are required.

2f. Student Leadership Participation Analysis

In our department, our teachers require students to participate in a minimum of three FFA leadership activities per semester; this is 10% of the student's grade. Each teacher has a chart hanging on their wall; indicating a list of activities available and students mark what they have participated in. This information is listed in the student's syllabus as well as in the teacher's grade book.
Criteria 3
Practical Application of Agriculture Skills
3a. SAE Grading Criteria Analysis

Every student that is apart of the Sanger FFA Agriculture Department is required to have a Supervised Agriculture Experience. With that in mind, this is in every teachers grade book and apart of the grading criteria for every student in the program.

3b. First Year Students SAE’s Analysis

Our teachers require students to have a plan for a project if they are a first year member. This is listed on their student data sheet, which is located in their student file. Students must document projects in their record book as evidence.

3c. Continuing Students SAE’s Participation Analysis

In our department each teacher is responsible for keeping continuing students record books in addition to checking/verifying that each student is continuing a project or starting one, whether it be provided by the school, teacher or by discussion and visitation with parent and student.

3d. SAE Visitation Analysis

Teachers in our department have an SAE supervision report that teachers can keep track of student projects. This will be kept in the student file folder. SAE visits are made after school, on weekends and in the summer. Each teacher is responsible to complete his or her supervisions according to project responsibilities.

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3e. School Vehicle Analysis

Our department is fortunate enough to own three vehicles; two trucks, (2014 Chevy Crew Cab & 1999 4-door GMC) and one van (2014 Chevy Express) in addition to two trailers (one gooseneck and one bumper pull) for our department of five to use on a daily basis. In order to use the vehicles, the department consults with our department chair, which then refers to their vehicle calendar.

If a teacher needs to use their own vehicle, they may get reimbursed from school by completing the form which is attached.

Each member of the department is responsible for maintaining the vehicle. They should keep them clean and fueled. We have agreed to re-fuel the vehicles at ¼ of a tank and top off on the return from a trip so that there is fuel in it for the next person.

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Criteria 4
Qualified & Professional Personnel
4a. Appropriate Credentials Analysis

In our department, four of our five teachers have the appropriate credentials, for teaching the subjects which they have been assigned. William (Tony) Herron, Audrey Bonomi, Laura Hanson and myself, Nicole Potsada all has the Single Subject Teaching Credential and the Specialist Instruction Credential (Agriculture). Larry Parades is currently working on his CTE credential and will apply for the Agriculture Specialist Credential through Fresno County this school year. He does have industry experience, which he is utilizing in the courses that he is teaching.

*Appropriate credentials are attached in addition to being located in Section M of the program plan.*

4b. Professional Development Activities Analysis

Reflecting on the 2015-16 school year, four out of four Agriculture Teachers attended a minimum of four professional development activities. Attached is the Incentive Grant In-Service Activities Document which outlines what teacher attended and which activities for the school year.

4c. Department Meeting Schedule Analysis

The Sanger High School Agriculture Department meets every Thursday morning. One Thursday a month there are Staff Meetings in the Multi-Purpose Room. Department meetings take place in room 1002 at 7:45am. The department chair develops an agenda and takes minutes during the meeting.

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4d. Department Meeting Minutes Analysis

The Sanger High School Agriculture Department meets every Thursday morning. One Thursday a month there are Staff Meetings in the Multi-Purpose Room. Department meetings take place in room 1002 at 7:45am. The department chair develops an agenda and takes minutes during the meeting.

Copies of the department meeting minutes are in Section V of the program plan and attached to this document.

4e. Teacher Reimbursement Analysis

All teachers may get reimbursed for FFA, SAE and professional CATA in-service activities, with prior approval of funds. To receive the prior approval, teachers must submit for following documentation: completion of a pre-approval form/requisition, receipts, conference request, trip request and/or overnight request, which must all, be pre-approved.

Through the FFA/ASB account reimbursement takes about 3-7 working days, ROP takes about 2 weeks whereas reimbursement through the district takes about 3-4 weeks.

Enclosed are copies of forms, which are used for reimbursement.
Criteria 5
Facilities, Equipment & Materials
5a. Special Population Modification Analysis

Sanger High School's current campus was built in 2000, therefore the classroom and laboratory facilities are fit for students with special needs. The high school would like to always improve facilities, the agriculture department more specifically would like improvements/upgrades made to their farm, but are adequate for special populations.

Accommodations are made for any student that need special assistance. The Special Education Department is in constant contact with the Ag Department; we have a strong working, cooperative relationship with the teachers and aids on campus. If a student needs support, there are aides available in the classes to help those students.

5b. Adequate Storage Analysis

The Agriculture Department at Sanger High School has adequate storage space for materials, records, equipment and supplies. We currently occupies the following:

- On-Campus Facilities
  - 4 Secured Offices
  - 3 Secured Shops
  - 5 Secured Storage Facilities
  - 1 Caged Chain Link Storage Area
  - 1 Locked Ag Shop Compound
  - 2 Secured Floral Coolers
  - 1 Secured Plant Cooler/Refrigerator

- Office Facilities
  - Locking Cabinets in Room 1000/Office & Room 1002
  - Locking Filing Cabinets in all Classrooms/Offices
  - Locking Desks in all Classrooms/Offices
  - Safe for funds in office of room 1000

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School Farm/Lab
  o Locking/Chain Linked Farm
  o 12 Stall/Pen Livestock Barn
  o 3 Secured Seatrains
  o 3 Portable Storage Units for Livestock Feed/Tools
  o 1 Large Unit for additional Storage
  o 1 Secured Greenhouse
  o 1 Secure Shed for Greenhouse/Misc Supplies

5c. Laboratory Facilities Analysis

The Agriculture Department at Sanger High School has the following facilities available to accommodate students with their SAE projects:

  • School Farm Laboratory
    o Located on 2 Acres
      ▪ Barn for Sheep, Goats and Beef
      ▪ Pasture/Practice Ring
      ▪ Rabbit Barn
  • Greenhouse
    o Located on school farm
  • Growing Area
    o Located on school farm
      ▪ Orchard
      ▪ Potting Benches
  • Agriculture Shop
    o Small Engines Shop
    o Welding/Project Shop
    o Outdoor Project Shop/Work Area

5d. E-Mail Analysis

All Sanger Unified District Employees have email through First Class. It is a comprehensive software system that allows staff to email each other, in addition to parents/guardians of students, etc. The staff center box is used to retrieve information and documents sent for all staff members to read, as well as

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locate forms, board agenda items and minutes. In addition to that there is also a folder, which may be created for departments only to view, such as meeting minutes, agendas, confidential department information and calendars. There are also calendar postings available for individual use as well as sharing it with the staff.

5c. Facility Neatness Analysis

Teachers in our department use their computers daily to assist in keeping themselves organized. All teachers have access to the district server, which allows us access to store our entire curriculum and other necessary documentation if we wish, as well as a Google account to access Google Drive. Our department chair still has binders available with miscellaneous documentation forms, worksheets as well as curriculum if needed.

Storage facilities are in the process of being reorganized. Shelving is being built to store older files and paperwork that is not being used daily.

Additionally, storage facilities are being used for FFA, Banquet and BBQ Supplies, in addition to tools, equipment and SAE paraphernalia.

Our department is currently in the process of cleaning and reorganizing the farm and shop facilities. It is our goal to not only make these two work areas less maintenance, but also become a showcase to our community, advisory committee, parents and students. This is literally a building process; our plan is to make great strides within the next two years.

5f. Facility Maintenance Analysis

When it comes to needing whatsoever to be fixed/repaired or simply maintained the Sanger High School maintenance/grounds department will

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assist with anything that is needed. There is a work order that needs to be filled out and then the maintenance department will meet with the person who is requesting the order. The agriculture department usually isn’t charged for the repair, if it is something simple such as a light or sprinkler repair. We are generally not charged if it is a safety or facility repair either. If it is equipment in the shop or something that needs sent out, then it is the agriculture department’s responsibility to pay for it most of the time.
Criteria 6
Community, Business & Industry Involvement
6a. Advisory Committee Membership Analysis

The Sanger High School Agriculture Department has an operational Advisory Committee. Our Advisory Committee is fairly large consists of 12 members. Our members names, contact information and job description is listed and attached. Our committee’s membership reflects the duties as outlined in the “Agricultural Education Advisory Committee Manual.”

6b. Advisory Committee Minutes Analysis

Sanger FFA’s Advisory Committee meets on a fairly regular basis. Our meetings are generally set at the beginning and end of the school year. We typically will meet more often than that, especially when we have more taking place, such as our renovations in the welding shop and discussion of our new farm.

*Attached are our past meeting minutes.*

6c. Advisory Committee Assistance Analysis

Since our department has had a new department chair, our current advisory committee has assisted in the development/revision of the Comprehensive Program Plan in the following areas:

- Course Subject Matter Outlines
  - Courses
  - Scheduling
  - Pathways
- Targeted Occupations

"Always With Pride"
Since Audrey has been department chair, she has revamped the program plan. She has also begun working on updating the binder at the beginning, working towards the end therefore our advisory committee is informed of our Comprehensive Program Plan fully.

Attached are the current documents in the following areas:

- Job Market Description
- Targeted Occupations
- Total Program Goals & Objectives
- Program Descriptions
  - Courses
  - FFA
  - SAE
- Course Subject Matter Outlines
- Program Completion Standards
- 5-year Facility & Equipment Acquisition
- Current Year Budget
- Graduate Follow-Up
- List of Active Placement Sites

6d. Advisory Committee Chair Information Analysis

Bill Boos is our Advisory Committee Chair, his information has been provided on the cover of the “Agricultural Education Incentive Grant Checklist.”

“Always With Pride”
Criteria 7
Career Guidance
7a. Student Career Counseling Analysis

Students are counseled through the teaching of “Careers” unit in each class. Each teacher teaches a careers related unit to the subject matter of the course. There are various projects, research and career websites, which the instructors use. In some of the courses it is taught throughout the school year; every Friday, whereas others do this as a unit over the course of a couple of weeks. For the teachers that teach on Friday’s, they not only teach about careers but FFA, SAE and record books as well. In addition teachers also bring in guest speakers, attend industry field trips and has students complete a research paper on a career of the students’ choice. The students also practice filling out job applications, writing résumés and cover letters as well as are given documents on careers within their chosen pathway.

7b. Student Data Career Planning Sheet Analysis

The Sanger FFA has all students complete file online. Each student updates it annually, which includes his or her completed career plan. Teachers have created a profile, which allows them to have access to all of their students on www.calaged.org.

7c. Articulation Agreements Analysis

Sanger High School (and Valley ROP) has teamed up with both Reedley and Fresno City Colleges to offer Dual Enrollment Courses. These dual enrollment courses have taken the place of the 2+2 articulation agreements. Our Department alone offers several dual enrollment courses, which are identified on the following pages.

"Always With Pride"
Criteria 8
Program Promotions
8a. Recruitment Brochure Analysis

Our department has recruitment brochures/documents readily available for our students. Attached is our brochure, which is passed out during 8th Grade recruitment in addition to our pages in our POA that outlines our Education Program and Pathways.

8b. Financial Alternatives Analysis

Our students have alternative means of overcoming financial barriers to participate in our program’s activities; Classroom, FFA, SAE’s as well as Leadership Activities.

- Classroom
  - In our district, students who wish to take projects home must pay a “Fabrication Fee.” This fee is usually minimal as helps teachers cover cost of projects. If students can’t afford this, teachers make deals with the students. The student may work for the teacher for a number of hours, which the two parties agree upon. Another option is selling a certain number of items (or dollar amount) while class is doing a fundraiser.

- FFA
  - Generally our FFA activities do not cost any money to attend. If our chapter participates in an activity where money is involved our chapter either covers the cost or if it is an activity that requires us to collect money and the student doesn’t have the funds, the department takes appropriate measures to ensure that the particular individual is taken care of; usually case-by-case scenario.

“Always With Pride”
SAE

- Students who cannot afford an SAE project, teachers normally will try to discuss other options with them and their parent/guardian. Options commonly include a smaller project or suggesting loans, which the student would be responsible to repay at the end of the project.

- Leadership Activities
  - Case-by-case basis, just like the FFA explanation.

8c. Recruitment Activities Analysis

Sanger High School has done many activities for recruitment, although over the past couple of years the school policy has changed for recruiting during the school day due to state testing. Being that we have been handed that scenario, this is section is the focus which needs to be improved.

In the past we have offered Farm Tours and National Ag Day Presentations for the younger elementary students. For the Junior High students, we plan activities and a booth at lunchtime. A teacher will take students to the different classes to pass out information about our program as well.

For our high school students, we have an Ag Exploration Day, which entails an informational booth, activities and prizes about the different courses offered and what the FFA is. Generally this event takes place in February or March, depending on weather.

*Samples are included in the Program Plan, Section T*
Criteria 9
Program Accountability & Planning
9a. Comprehensive Program Plan Analysis

The Department’s Comprehensive Program Plan is kept in the Agriculture Office, Room 1000. It has been updated for the 2016-2017 school year and the Ag Incentive Grant Review with Regional Supervisor, Mr. Charles Parker.

9b. Updates Analysis

Updates of the Program Plan have been completed and submitted to Regional Supervisor, Charles Parker by October 15th. The updates included:

- Five Year Equipment Acquisition Schedule
  - Criteria H
- Chart of Staff Responsibilities
  - Criteria I
- Program of Work
  - Criteria J
- Advisory Committee Roster
  - Criteria N
- Advisory Committee Minutes
  - Criteria O
9c. Graduate Follow-Up System Analysis

As a department, we conduct graduate follow-up surveys. Once the students have graduated we mail out a brief questionnaire to follow-up with our past students. The information that we attempt to gather is:

- Status of employment or school enrolled within
- Opinion regarding the value and relevance of the agriculture program
- Suggestions for improving the agriculture program

9d. Graduate Data Analysis

Once receiving the graduate surveys, the Sanger Ag Department tabulates/evaluates the results. Once information is collected it is entered online onto our R2/FFA Roster Data Entry Sheet. This information was submitted by October 15th.

9e. Strategies for Retention Analysis

Our Ag Department looks at and evaluates the data for advanced level courses in the planning schedule for the following year. With this, we get our students active as a first year student and keep them engaged in the course as well as putting them on the correct pathway towards college and career.

It is a goal that we try to retain our students by getting more A-G courses approved, innovative and new courses as well as FFA/SAE involvement. Currently being involved with the Wonderful Pathway has helped our program retain more of our students.

"Always With Pride"
9f. Reports Due (October 15th) Analysis

The following reports must be completed, submitted/received to the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

- R-2
- AIG Expenditure
- FFA Roster

This information was submitted by October 15th.
Criteria 10
Student/Teacher Class Ratio
10a. Class Size Analysis

The Sanger FFA Agriculture Department unfortunately does not meet the class size requirement. Each teacher is over the allotted number of 20 students per laboratory-based class and 25 students per classroom-based class. Included is the copy of rosters for each class.

10b. Teacher/Student Ratio Analysis

The Sanger FFA Agriculture Department unfortunately does not meet the student/teacher ratio.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Bonomi</th>
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</table>
| Classes | Animal Science/Vet Science 1, 2  
Ag Science 1  
Plant Propagation Production |
| # of Students (10<sup>th</sup>-12<sup>th</sup>) | 75 |
| # of Students (9<sup>th</sup>) | $\frac{56}{2} = 28$ |
| Total Count | 103 |

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<thead>
<tr>
<th>Teacher</th>
<th>Henson</th>
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</table>
| Classes | Ag Biology  
Introduction to Plant Science |
| # of Students (10<sup>th</sup>-12<sup>th</sup>) | 102 |
| # of Students (9<sup>th</sup>) | $\frac{1}{2} = .5$ |
| Total Count | 102.5 |

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<thead>
<tr>
<th>Teacher</th>
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</table>
| Classes | Ag Construction, Ag Engineering/Manufacturing  
Intro to Ag Mechanics  
Ag Welding |
<p>| # of Students (10&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt;) | 43 |
| # of Students (9&lt;sup&gt;th&lt;/sup&gt;) | $\frac{32}{2} = 16$ |
| Total Count | 59 |</p>
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Parades</th>
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</table>
| Classes | Ag Shop Manager Intern  
Intro to Ag Mechanics  
Small Engines |
| # of Students (10\textsuperscript{th}-12\textsuperscript{th}) | 91 |
| # of Students (9\textsuperscript{th}) | 0 |
| Total Count | 91 |

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</table>
| Classes | Floral Design  
Advanced Floral Design 2, 3 |
| # of Students (10\textsuperscript{th}-12\textsuperscript{th}) | 124 |
| # of Students (9\textsuperscript{th}) | $24/2 = 12$ |
| Total Count | 136 |
Criteria 11
Full Year Employment
11a. Extended Contract Analysis

All five teachers in the department have an extended contract. The extended contract is 30 days in length totaling 215 days. Each teacher earns an additional 15% of his or her base pay for the additional days.

Enclosed is the SUTA contract.

11b. Supervision Period Analysis

Our department does not meet the requirements for this section. In our department, none of our teachers have a supervision period at this time.
f. .055  **Varsity Assist. Coaches:**

   Pep/Cheer

   **Junior Varsity Assist. Coaches:**

   Pep/Cheer

   **Fresh Assist Coaches:**

   Pep/Cheer, Baseball

g. .03  **Assist. Coaches:**

   Pep/Cheer, Baseball

**OTHER COACHING ASSIGNMENTS**

**Percentage Stipends**

**Band**

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<td>a.</td>
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<td>b.</td>
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<td>c.</td>
<td>.05</td>
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**Set Amount Stipends**

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<tbody>
<tr>
<td>a.</td>
<td>Advanced Placement Based on CBEDS (Class Size)</td>
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</table>

| $250 per period | 20 and below |
| $350 per period | 21 and over  |
| b.  | $475  | Washington Flag and Letter. |
| c.  | $650  | VEA, Jr. Hi Drama, SHS Flag and Letter, NJROTC Drill Teams |
| d.  | $950  | Chorus |
| e.  | $1500 | Academic Decathlon, Mock Trial |
| f.  | $1500 | Drama, Journalism, Model United Nations |
| g.  | $1000 | **Agriculture** |
| h.  | $1500 | Head Debate Coach |
|     | $1500 | Head Forensics Coach |
| $  650 | Forensics Assistant |
| $  650 | Assistant Debate Coach |
| $  650 | Assistant Drama Vocal |
| $  650 | Assistant Drama Choreography |
| $ 1000 | Fully Credentialed Special Education Teacher |

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Christy Olson—SUTA President

Eduardo Martinez—Associate Superintendent
Criteria 12
Program Achievement
## AGED 539

Expected Supporting Completion Materials

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Student Data Sheets
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name ____________________________
   Last Name _________________________
   First Name, MI _____________________

B. Gender: Male ______ Female ______

C. Ethnicity/Race:
   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
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11th
   (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.

H. Date: 8/21/16

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
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<td>1) ROTC Naval</td>
<td>3) Floral</td>
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<td>2) Chemistry</td>
<td>4) Advance Math</td>
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<td></td>
<td></td>
<td>3) History</td>
<td>5) US History</td>
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<td>6) AP English</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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<th>S.A.E</th>
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</table>

N. Planned Department Activity (FFA)

Parents/Guardians Signature: ____________________________ ____________________________
A. Name: ___________ Last Name: ___________
First Name, MI: ___________

B. Gender: Male ______ Female ______

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes ______ No ______
The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: ______ (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: 8/21/16

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

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

- Plant & Soil Science (4010)
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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 ______
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N. Planned Department Activity (FFA)

Parents/Guardians Signature: ___________________ ___________________
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
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- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

D. Year in Agriculture Program: [5th] (1st, 2nd, 3rd, 4th)

E. Grade Level in School: [11] (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.

H. Date: 8/21/16

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

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

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- 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

X No Further Education
Some College Later

2. Go to College

X Community College
Four Year College
Full-Time Student
Part-Time Student
Agriculture Major
Non-Agriculture Major

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

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

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<td>Biology</td>
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Parents/Guardians Signature:
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name ____________________________

B. Gender: Male ______ Female ☒

C. Ethnicity/Race: 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: ☒

E. Grade Level in School: ☒

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.

(Commerce)

H. Date: 08-21-16

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

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

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

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
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- Spanish 2 P
- Flural 1
- Career Child
- Integrated Math III
- American Lit P
- US History P

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

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N. Planned Department Activity (FFA)

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

A. Name
   Last Name
   First Name, MI

B. Gender: Male ______ Female ______

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

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

E. Grade Level in School: ________
   (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: 8/21/16

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

J. Program of Instruction Being Pursued: (Select Only One)
   ________ 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
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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N. Planned Department Activity (FFA)

Parents/Guardians Signature:

[Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: [Name]
   Last Name: [Last Name]
   First 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]
   (1st, 2nd, 3rd, 4th)

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

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

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

H. Date: 08/21/16

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

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
      ☑ Go to College
   2. Go to College
      ☐ Community College
      ☐ Four Year College
   3. Go into Military Service

Revised 7.16.10
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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N. Planned Department Activity (FFA)

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

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.

I would like to be a fashion designer.

H. Date: August 21, 2016

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

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

Mr. ______ Miss/Mrs./Ms. ______

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

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

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

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

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

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

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

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N. Planned Department Activity (FFA)

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

A. Name: [Handwritten]

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

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

E. Grade Level in School: [11]
   (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.
   I would like to have a career in the "law" or (Agricultural Engineer)

H. Date: [8-21-16]

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

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 [X]
   - Non-Agriculture Major [ ]
   3. Go Into Military Service [ ]
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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- BOP Floral Design
- AP U.S. History
- Advance Math
- AP English Lit.
- Chemistry
- Spanish 3P

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature:
AGRICULTURAL EDUCATION -

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.
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   ______ Chinese
   ______ Hmong
   ______ Japanese
   ______ Korean
   ______ Laotian
   ______ Vietnamese
   ______ Black or African American
   ______ Filipino
   ______ Guamanian
   ______ Samoan
   ______ Tahitian
   ______ White

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

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

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

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

DENT CAREER DATA SHEET

H. Date: ______ 8-21-16

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:
   Email: ______ /A
   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
      No Further Education ______ no
      Some College Later ______ yes
   2. Go to College ______ yes
      Community College ______ maybe
      Four Year College ______ maybe
      Full-Time Student ______ maybe
      Part-Time Student ______ maybe
      Agriculture Major ______ maybe
      Non-Agriculture Major ______ maybe
   3. Go Into Military Service ______ no
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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N. Planned Department Activity (FFA)

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

A. Name
   Last Name
   First Name, MI

B. Gender:  
   Male  
   Female

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

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

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

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

E. Grade Level in School:  
   11th  
   (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.
   preschool teacher

H. Date:  
   8/21/16

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

   Email:  
   Parent/Guardian Name (Put Last 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
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
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<td>Course</td>
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- Yearbook
- Integrated Math 2
- American Lit
- US History
- Spanish I
- FLR Flower Design

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

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

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Parents/Guardians Signature: ___________________
A. Name

B. Gender: Male ☒ Female ☐

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

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

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

D. Year in Agriculture Program: 15th

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

E. Grade Level in School: 11th

(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: 8-21-15

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
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<td>Course</td>
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<tr>
<td>Enrichment</td>
<td>History</td>
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<td>Spanish</td>
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<tr>
<td>Algebra</td>
<td>World Lit</td>
<td>Top Floral Disg</td>
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<td>Language Arts</td>
<td>Biology</td>
<td>American Lip</td>
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<td>Concept Physics</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: __________________ __________________
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<td>RA309K</td>
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11/25/016 12:20:00 PM (Central Standard Time)
Permanent Agriculture Student File Description
Permanent Student File

The Agriculture Department ensures that each student’s record book is maintained in the department files until one year after the student graduates. Current students record books have been kept in a box, milk crate or filing cabinet in their current teachers classroom. Non-current students are kept in a file or stored in a box in our storage room. Graduate students’ record books are kept in the filling cabinet in room 1000. The department is transitioning over to the AET record books; therefore overtime they will be accessed wherever internet is available.
Student Accounts

Active Status:
- Active
- Inactive
- Practice AET
- Pending Transfers

Last Name Starts With:

- All Students
- Grade Levels
- FFA Membership
- Custom Groups

Adding/Removing accounts is disabled in AET, since changes synchronize automatically from your State Roster.
Manage accounts in your State Roster System.
Automatic Detections: Delete All Student Accounts / Print ID Cards.

<table>
<thead>
<tr>
<th>Unique #</th>
<th>Name</th>
<th>Username</th>
<th>Grade</th>
<th>Last Access</th>
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<td>JACosta</td>
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<tr>
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<tr>
<td>1821458</td>
<td>Albrecht, Jimmy</td>
<td>JALbrecht</td>
<td>12</td>
<td>never</td>
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</table>
Course Outlines
COURSE DESCRIPTION
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

COURSE COMPETENCIES
- Flowers and Foliage, Mechanics and Materials:
  o Identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
  o Identify plant-growing structures.
  o Propagate plants by separation and division.
  o Explain the process of shipping, handling, processing and storing of fresh cut flowers.
  o Select marketable, healthy potted plants.
  o Demonstrate the ability to dry flowers.
  o Identify different media used in floral design.
  o Identify mechanics and materials used in floral design.
  o Identify career opportunities in floriculture.
  o Identify achievements, contests, and awards in vocation contests through floral design.
- Design Elements:
  o Explain the history of floral design.
  o Explain the cultural diversity and implications of different floral designs.
  o Explain the arrangement styles and techniques of modern floral design and their origination.
  o Explain, identify, and evaluate the elements and principles of design.
  o Explain, evaluate, and design seasonal, holiday, and occasion arrangements. Through elements and principles of design.
  o Explain, evaluate and design alternative arrangements.
- Design Practicum:
  o Demonstrate historical arrangements
  o Demonstrate floral arrangements styles and techniques.
  o Demonstrate construction of wedding work.
  o Demonstrate construction of sympathy work.
  o Demonstrate alternative arrangements.
- Special Project:
  o Develop a personal portfolio.
  o Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who are interested and/or plan to pursue a career in the area of floral design.
ACADEMIC CREDIT: This course counts towards the Fine Art credit for high school graduation. UC “F” Art Credit, Dual Enrollment through Fresno City & Reedley Colleges

Dual Enrollment consists of college classes offered at Sanger High School. Students participating in this program will have to complete a Community College application for enrollment at the start of the spring semester. Participating in this program will ease the transition from high school to college and encourage you to keep pursuing postsecondary education. Upon completion of the course the student will receive a community college transcript with the grade and units of the Dual Enrollment course.

Dual Enrollment benefits to students:
- No student fees for the course and the eventual credits (if CA resident.)
- Student does not need to leave the high school campus or go off-site to take the Dual Enrollment class.
- Immediate transferable credit/grade is awarded at the end of the course.
- Student is a HS student and a Community College student that same semester.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.

COURSE OUTLINE
A. History Of Floral Art
B. Elements and Principles of Design
C. Flowers, Foliage Forms and Identification
D. Mechanics and Materials
E. Arrangement Styles and Techniques
F. Seasonal, Holiday and Occasional Design
G. Alternative Arrangements: Weaving & Tying Techniques
H. Career Preparation
I. Leadership and Teamwork

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.

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.

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.

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.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes;
application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

G. 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.

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

CLASS NEEDS
- Spiral Notebook, 200 pages (5 Star is recommended)
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio
- Page Protectors, 50 to start
- Occasionally bring containers/greenery
- Occasionally bring accessories for floral wreaths and/or other projects

COURSE FORMAT/ASSESSMENT
This class is on a points based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)
REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
  • Their binder/notebook
  • Writing utensil

*Failure to do so before the bell will result in a tardy.*

REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:
1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Fall Wreath Design
4. Harvest Festive Centerpiece
5. Artificial Holiday Pine Wreath
6. Winter Fresh Pine Center Piece
7. Ice Cream Sundae/Soda Novelty Piece
8. Valentines Day Contemporary Design
9. St. Patty’s Day Novelty Piece
10. Spring Basket or Centerpiece
11. Mother’s Day Teacups
12. Father’s Day Succulent/Mini Garden

**Teacher Discretion:**
Projects may be changed depending on:
  • Cost
  • Availability
  • Time

***See attached form for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period.

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period’s designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

TESTS AND QUIZZES
Tests and quizzes will be administered throughout the school year. You will be provided with a study guide at the beginning of each chapter. The study guide should be utilized to prepare for and study for chapter tests and periodic quizzes. You should plan to take tests with the class even if you were absent the day before the test.

PARTICIPATION
Ten percent of the students’ grade will be based on classroom participation.
Active Participation:
Additional participation points are also awarded when a student actively participates in the day’s activity and when they clean up their designated area before leaving class.

RESTROOM POLICY
Students are allowed to use the facilities if they: Obtain my permission before leaving, sign out on “Hallway Passport” and return to class within 5 minutes. Failure to follow these rules will result in the loss of this privilege.

FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
All students must be in their assigned seat when the bell rings. It is the student’s responsibility to respect classmates, as well as the teacher by arriving on time each day. The teacher will advise the students as to his/her tardy status and follow the SHS Tardy Policy.

ABSENCES
If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for receiving the work as soon as you return. The number of days you are absent determines the number of days you have to make-up the missing work. Unexcused absences will be allowed to make up the work however you will receive a 15% reduction in the grade. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence look at the white board and/or calendar, the assignments will determine what assignment you missed. It is your responsibility to find out the class work and homework that you missed during your absence.

LAB CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean. If area is not clean when student leaves, it will result in a 10% deduction per day of current project.

TARDY POLICY
School rules are enforced! Step policy is followed… Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question.
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent "Six Pillars of Character" at all times.

* Trustworthiness
* Respect
* Responsibility
* Fairness
* Caring
* Citizenship

STUDENT’S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 97%</td>
<td>A+</td>
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<tr>
<td>96 – 93%</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90%</td>
<td>A-</td>
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<tr>
<td>87 – 83%</td>
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<td>82 – 80%</td>
<td>B-</td>
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<td>79 – 78%</td>
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<td>D</td>
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<tr>
<td>62 – 60%</td>
<td>D-</td>
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<tr>
<td>&lt; 59%</td>
<td>F</td>
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</table>

Grades will be posted periodically. It is the student’s responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 1
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:

- Wired & Taped Corsages/Boutonnieres, Form & Glued Corsage/ Boutonnieres, Fall Wreath Design, Harvest Festive Centerpiece, Artificial Holiday Pine Wreath, Winter Fresh Pine Center Piece, Ice Cream Sundae/Soda Novelty Piece, Valentines Day Contemporary Design, St. Patty’s Day Novelty Piece, Spring Basket or Centerpiece, Mother’s Day Teacups, Father’s Day Succulent/Mini Garden

Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One (Direct Costs for Purchase & Fabrication Fee does not apply):**
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and **may not** be taken home by the student.

2. **Option Two (Direct Costs Purchase & Fabrication Fee applicable):**
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and **may** take their fabricated projects home upon completion and grading.

   **When choosing Option Two,** pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

Choosing a Course Option

Upon enrollment in Floral Design 1, and by October 1st, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in **Option Two must pay their fabrication fee of $25.00 when turning in this form.**

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department
Floral Design
Ms. Potstada

I have read the syllabus provided & understand what is expected of me in this course.

_________________________  ________________________
Student Name                            Date

_________________________
Student Signature

_________________________
Student Email

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

_________________________  ________________________
Parent Name                            Date

_________________________
Parent Signature

_________________________
Parent Email

_________________________
Home Phone Number                            Parent/Guardian Daytime Phone #

_________________________
Best Time to Call

I look forward to a great year working with you!

Ms. Potstada
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name

Last

First

Student ID

Parent Signature

Period

Option 1

I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2

I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ___ Fall Wreath Design
2. ___ Harvest Festive Centerpiece
3. ___ Artificial Holiday Pine Wreath
4. ___ Winter Fresh Pine Centerpiece
5. ___ Ice Cream Sundae/Soda Novelty Piece
6. ___ Valentines Day Contemporary Design
7. ___ St. Patty’s Day Novelty Piece
8. ___ Spring Basket or Centerpiece
9. ___ Mother’s Day Teacups
10. ___ Father’s Day Succulent/Mini Garden

The lab fee is $25.00 for the 2016-2017 school year. If student chooses to take projects home and NOT pay the lab fee, each project will range $8-$10 in cost.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
SANGER HIGH SCHOOL
Agriculture Instructor: Ms. Potstada

Course: FLORAL DESIGN 2/3
INSTRUCTIONAL GUIDE

COURSE DESCRIPTION
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics:
1) Importance of the floriculture industry
2) Floral crops and their characteristics
3) Tools and equipment
4) Care and management of floral crops
5) Principles and elements of design
6) Seasonal, holiday and occasional design
7) Plant propagation
8) Wedding and hi-style design
9) Merchandising and marketing of designs and arrangements.

Students will develop leadership and employability skills emphasized through the course. Integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills. Students will develop leadership skills through the FFA, maintain a Supervised Agricultural Experience and keep a California FFA record book.

COURSE COMPETENCIES

• Become aware of careers within the floral industry.
• Identify flowers and foliage.
• Explain growing, grading, bunching, and shipping of flowers.
• Demonstrate drying flowers.
• Explain the types/styles, elements, and principles of floral design.
• Demonstrate the use of color.
• Demonstrate construction of various floral products and arrangements.
• Demonstrate merchandising and sales of floral products.
• Demonstrate appropriate budgeting skills for floral design.
• Construct special projects.
• Create a career portfolio.
• Demonstrate job skills of specific floral related positions.
• Develop leadership skills through FFA activities.
• Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who have taken floral design 1 as well as interested and/or plan to pursue a career in the area of floral design.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.
COURSE OUTLINE
A. Flowers & Foliage
B. Design Elements
C. Design Practicum
D. Merchandising & Sales
E. Special Projects
F. Job Specific Skills
G. FFA, SAE & Recordkeeping
H. Career Preparation
I. Leadership and Teamwork

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.
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.
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.
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.
E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes; application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
G. 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.
H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.

CLASS NEEDS
• Artist Sketchbook
• Colored Pencils (12 pack – minimum)
• 1 ½" Binder (to keep in class) for portfolio & Page Protectors, 50 to start
  o (OR USE THE BINDER FROM YOUR FLORAL 1 CLASS)
• Occasionally bring containers/greenery
COURSE FORMAT/ASSESSMENT
This class is on a points based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)

REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
- Their binder/notebook
- Writing utensil

Failure to do so before the bell will result in a tardy.
REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:

1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Wall Mount Design
4. Harvest Festive Centerpiece
5. Specialty Holiday Design
6. Evergreen Center Piece
7. Contemporary Freestyle Arrangement
8. Valentines Day Gift Basket Design
9. St. Patty’s Day Novelty Piece
10. Spring Topiary Design
11. Mother’s Day Themed Arrangement
12. Deco Mesh Final

Teacher Discretion:
Projects may be changed depending on:
• Cost
• Availability
• Time

***See attached formed for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period’s designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

TESTS AND QUIZZES
Tests and quizzes will be administered throughout the school year. You will be provided with a study guide at the beginning of each chapter. The study guide should be utilized to prepare for and study for chapter tests and periodic quizzes. You should plan to take tests with the class even if you were absent the day before the test.

PARTICIPATION
Ten percent of the students’ grade will be based on classroom participation.

Active Participation:
Additional participation points are also awarded when a student actively participates in the day’s activity and when they clean up their designated area before leaving class.
RESTROOM POLICY
Students are allowed to use the facilities if they: Obtain my permission before leaving, sign out on “Hallway Passport” and return to class within 5 minutes. Failure to follow these rules will result in the loss of this privilege.

FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
All students must be in their assigned seat when the bell rings. It is the student’s responsibility to respect classmates, as well as the teacher by arriving on time each day. The teacher will advise the students as to his/her tardy status and follow the SHS Tardy Policy.

ABSENCES
If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for receiving the work as soon as you return. The number of days you are absent determines the number of days you have to make-up the missing work. Unexcused absences will be allowed to make up the work however you will receive a 15% reduction in the grade. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence look at the white board and/or calendar, the assignments will determine what assignment you missed. It is your responsibility to find out the class work and homework that you missed during your absence.

LAB CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean. If area is not clean when student leaves, it will result in a 10% deduction per day of current project.

TARDY POLICY
School rules are enforced! Step policy is followed... Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question.
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent “Six Pillars of Character” at all times.
* Trustworthiness
  * Respect
    * Responsibility
      * Fairness
        * Caring
          * Citizenship

STUDENT’S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

- 100 - 97% A+
- 96 - 93% A
- 92 - 90% A-
- 89 - 88% B+
- 87 - 83% B
- 82 - 80% B-
- 79 - 78% C+
- 77 - 73% C
- 72 - 70% C-
- 69 - 68% D+
- 67 - 63% D
- 62 - 60% D-
- < 59% F

Grades will be posted periodically. It is the student’s responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success!! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 2
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:


Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One (Direct Costs for Purchase & Fabrication Fee does not apply):**
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and may not be taken home by the student.

2. **Option Two (Direct Costs Purchase & Fabrication Fee applicable):**
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and may take their fabricated projects home upon completion and grading.

   **When choosing Option Two,** pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

Choosing a Course Option

Upon enrollment in Floral Design 2, and by October 1st, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in Option Two must pay their fabrication fee of $25.00 when turning in this form.

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department
Floral Design
Ms. Potstada

I have read the syllabus provided & understand what is expected of me in this course.

__________________________  ________________________
Student Name                  Date

__________________________
Student Signature

__________________________
Student Email

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

__________________________  ________________________
Parent Name                  Date

__________________________
Parent Signature

__________________________
Parent Email

__________________________  ________________________
Home Phone Number             Parent/Guardian Daytime Phone #

__________________________
Best Time to Call

I look forward to a great year working with you!

Ms. Potstada
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name _______________________________________

Last First

Student ID _______________________________________

Parent Signature _______________________________________

Period ____________

Option 1_______

I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2_______

I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ____ Wall Mount Design
2. ____ Harvest Festive Centerpiece
3. ____ Specialty Holiday Design
4. ____ Evergreen Center Piece
5. ____ Contemporary Freestyle Arrangement
6. ____ Valentines Day Gift Basket Design
7. ____ St. Patty's Day Novelty Piece
8. ____ Spring Topiary Design
9. ____ Mother’s Day Themed Arrangement
10. ____ Deco Mesh Final

The lab fee is $25.00 for the 2015-2016 school year. If student chooses to take projects home and NOT pay the lab fee, each project will be based upon the cost of materials.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
Grade Book
<table>
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<th>Job Application Sep 16, 2016 PTS 20 x 1.00</th>
<th>Resume Sep 16, 2016 PTS 50 x 1.00</th>
<th>History Timeline Sep 19, 2016 PTS 50 x 1.00</th>
<th>Painting Scheme Activity Sep 26, 2016 PTS 30 x 1.00</th>
<th>Sand Dollar Lab Sep 27, 2016 PTS 50 x 1.00</th>
<th>Play-Doh Lab Sep 28, 2016 PTS 50 x 1.00</th>
<th>Fall Wreath Skill Sheet Oct 17, 2016 PTS 50 x 1.00</th>
<th>Fall/Halloween Wreath Oct 21, 2016 PTS 50 x 1.00</th>
<th>Dual Enrollment Paperwork Oct 24, 2016 PTS 50 x 1.00</th>
<th>Fall Wreath Retail Estimate Oct 25, 2016 PTS 100 x 1.00</th>
<th>Fall Wreath Evaluation Oct 28, 2016 PTS 20 x 1.00</th>
<th>SUB WORK Nov 2, 2016 PTS 100 x 1.00</th>
<th>Tool Sample &amp; Description Nov 7, 2016 PTS 100 x 1.00</th>
<th>F/G Corsage Nov 11, 2016 PTS 20 x 1.00</th>
<th>Form &amp; Glued Corsage Skill Sheet Nov 11, 2016 PTS 20 x 1.00</th>
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*Student Data Sheet Aug 22, 2016
*Floral Questionnaire Aug 22, 2016
SAE Supervision Forms
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06-04-17   Time: 07:00 am/pm   Location: Dairy

Student Name:  [Redacted]
Instructor:  [Redacted]
Project(s): Dairy Heifer

Record Book:  Yes  No
Parent Contact:  Yes  No

Visit Report

General condition of project:
Poor  Fair  Average  Above Average

Comments:  Picked up cow

Recommendations:  Walk, tie - love on her to tame

Notes:

Weight:   #’s Gained:   Days since last visit: 

Student Signature:  [Redacted]  Date: 06-24-17
Ag Instructor:  [Redacted]  Date: 06-24-17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06.10.17   Time: 7:00 am/pm   Location: SHS Farm

Student Name: [redacted]
Instructor: [redacted]
Project(s): Beef 
   Record Book: Yes No
   Parent Contact: Yes No

Visit Report

General condition of project:

Poor Fair Average Above Average

Comments: A little light

Recommendations: Feed like Crazy - exercise

Notes:

Weight: 23   #'s Gained:   Days since last visit:

Student Signature: [redacted]   Date: 06.10.17
Ag Instructor: [redacted]   Date: 06.10.17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06.10.17  Time: 8:00 am/pm  Location: SHS Farm

Student Name: [Redacted]  Instructor: [Redacted]

Project(s): Daily Beet

Record Book: Yes  No  Parent Contact: Yes  No

Visit Report

General condition of project:

Poor  Fair  Average  Above Average

Comments: A bit heavy

Recommendations:

Cut back on feed - EXERCISE 2x Daily

Notes:

Weight: 50  #'s Gained:  Days since last visit:

Student Signature: [Redacted]  Date: 06.10.17
Ag Instructor: [Redacted]  Date: 06.10.17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06·10·17  Time: 4:00 pm  Location: SARS Farm

Student Name: [Redacted]
Instructor: [Redacted]
Project(s): Dairy Cow
Record Book: ☑ Yes  ☐ No
Parent Contact: Yes ☐ No

Visit Report
General condition of project:

Poor  ☐ Fair  ☑ Average  ☐ Above Average

Comments: Looking too light

Recommendations:
Feed more - open feed
Walk daily

Notes:

Weight: ________  #’s Gained: ________  Days since last visit: ________

Student Signature: [Redacted]  Date: 06·10·17
Ag Instructor: [Redacted]  Date: 06·10·17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06-22-17  Time: 7:00 am/pm  Location: SHS Farm

Student Name: [Blank]
Instrutor: [Blank]
Project(s): Poer Goat

Record Book: Yes  No
Parent Contact: Yes  No

Visit Report
General condition of project:
Poor  Fair  Average  Above Average

Comments: ____________________________

Recommendations: Continue to water, feed regularly.

Notes: Warned

Weight: 462  #’s Gained: ______  Days since last visit: 1st

Student Signature: [Blank]  Date: 06-22-17
Ag Instructor: [Blank]  Date: 06-22-17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 06-22-17    Time: 7:00 am/pm    Location: SHS Farm

Student Name: [Redacted]
Instructor: [Redacted]
Project(s): Boer Goat

Record Book: Yes No
Parent Contact: Yes No

Visit Report

General condition of project:

Poor Fair Average Above Average

Comments:
A little Heavy

Recommendations:
Continue to exercise, feed regularly, try to hold

Notes:
Normal

Weight: 61 #’s Gained: _______ Days since last visit: 1st

Student Signature: [Redacted] Date: 06-22-17
Ag Instructor: [Redacted] Date: 06-22-17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 01/06/17  Time: 1:00  am/pm  Location: SHS Farm
Student Name: [redacted]
Instructor: [redacted]
Project(s): [redacted]
Record Book: Yes  No
Parent Contact: Yes  No

Visit Report
General condition of project:
Poor  Fair  Average  Above Average
Comments: A little light

Recommendations: Exercise, open feed

Notes:

Weight: 290  #’s Gained: 0  Days since last visit:

Student Signature: [redacted]  Date: 01/06/17
Ag Instructor: [redacted]  Date: 01/06/17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 07.30.17  Time: 6:00  am/pm  Location: home
Student Name: [Redacted]
Instructor: [Redacted]
Project(s): Poor Goat
   Record Book: Yes  No
   Parent Contact: Yes  No

Visit Report
General condition of project:
   Poor   Fair   Average   Above Average
Comments:
   Looks Great!  
   Guess ut. #6 #'s

Recommendations:
   Exercise, Feed - Get Salt Lick

Notes:
   Tagged for Fair

Weight: ________  #’s Gained: ________  Days since last visit: ________

Student Signature: [Redacted]  Date: 07.30.17
Ag Instructor: [Redacted]  Date: 07.30.17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 01.26.17  Time: 4:00 am/pm  Location: SHS Farm

Student Name: [Redacted]
Instructors: [Redacted]
Project(s): POOL Feat
Record Book: Yes No
Parent Contact: Yes No

Visit Report

General condition of project:

Poor Fair Average Above Average

Comments:

Recommendations:

AVERSE! Feed less

Notes:

Try to hold wt

Weight: 960 #s Gained: ______ Days since last visit: ______

Student Signature: [Redacted]  Date: 01.26.17
Ag Instructor: [Redacted]  Date: 09.24.17
Sanger High School Agriculture Department
SAE Project Supervision Report

Date: 10-01-17  Time: 10:00 am/pm  Location: SHS Farm

Student Name: ____________________________
Instructor: ________________________________

Project(s): Dairy Cow

Record Book: Yes  No
Parent Contact: Yes  No

Visit Report

General condition of project:
Poor  Fair  Average  Above Average

Comments:
__________________________________________________________________________
__________________________________________________________________________

Recommendations:
__________________________________________________________________________
__________________________________________________________________________

Notes: Leds So Good ☺
__________________________________________________________________________

Weight: __________  #’s Gained: ______  Days since last visit: ______

Student Signature: ____________________________  Date: 10-01-17
Ag Instructor: ____________________________  Date: 10-01-17
School Board Approved Policy for SAE Requirement
Instruction
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)
(cf. 5148.2 - Before/After School Programs)

No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. (5 CCR 4925)

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)
(cf. 6145.5 – Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and cocurricular activities related to the educational program, including materials or equipment related to the activity.

(cf. 3260 - Fees and Charges)
(cf. 3452 - Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)
1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes

2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.32 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference
EDUCATION CODE
35145 Public meetings
BP 6145(c)

35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
35181 Students' responsibilities
48850 Participation of foster youth in extracurricular activities and interscholastic sports
48930-48938 Student organizations
49024 – Activity Supervisor Clearance Certificate
49700-49704 Education of children of military families

CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Management Resources

CSBA PUBLICATIONS
Student Fees Litigation Update, ELA Advisory, May 20, 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE
10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES
CSBA: http://www.csba.org
California Association of Directors of Activities: http://www.ca-ada.org
California Department of Education: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov

Adopted: 2-12-02; 02-09-10; 03-12-13; 12-13-16

CSBA 03/12
Instruction
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Definitions

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, may take place before, during, or after school hours, and have all of the following characteristics: (Education Code 35160.5)
   
   a. The program is supervised or financed by the school district.

   b. Students participating in the program represent the school district.

   c. Students exercise some degree of freedom in the selection, planning or control of the program.

   d. The program includes both preparation for performance and performance before an audience or spectators.

2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

   An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

   1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

   (cf. 6143 – Courses of Study)

   2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA
used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

(cf. 5113 – Absences and Excuses)

When a student becomes ineligible to participate in extracurricular or cocurricular activities in the upcoming grading period, or when he/she is subject to probation, the principal or designee may provide written notice to the student and his/her parent/guardian.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

01/10; 03/13; 12/16

CSBA 03/12
School Board Approved Policy for FFA Requirement
Instruction

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CALIFORNIA CONSTITUTION
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California Association of Directors of Activities: http://www.cada1.org
California Department of Education: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov

Adopted: 2-12-02; 02-09-10; 03-12-13; 12-13-16

CSBA 03/12
Administrative Regulation
SANGER UNIFIED SCHOOL DISTRICT

Instruction
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(cf. 1240 - Volunteer Assistance)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

01/10; 03/13; 12/16

CSBA 03/12
FFA Program of Activities
Program of Activities 2016 - 2017
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- Officer Letter
- Advisor’s Message
- Chapter Goals
- Chapter Budget
- Missions and Strategies
- FFA History and Structure
- Meeting Arrangement
- The FFA Emblem, Colors, Motto, Brotherhood Pledge
- Official Dress
- The FFA Creed
- Opening/Closing Ceremonies
- Judging Teams, Public Speaking
- Possible FFA Awards
- Community Service
- SAE Project Options
- Fairs and Shows
- Project Explanation & Budget Plans for Livestock Projects
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- FFA Officers
- Past State FFA Degrees
- Past American FFA Degrees
- Past State Judging Teams & Proficiency Winners
- The Official Constitution
- Do You Just Belong
- Sanger FFA 2016-2017 Calendar of Events
Sanger High School Agricultural Education Program

INTRODUCTION – The purpose of this outline is to acquaint you with the opportunities offered by the Sanger High School Agricultural Education Department so that your son/daughter will be able to take full advantage of these opportunities.

CLASSROOM
Students will be exposed to hands on learning through the Agriculture Department Class instruction.

NATIONAL FFA ORGANIZATION
This is an organization for all students studying agriculture education, the purpose of which is a learning tool to strengthen the “Hands On” part of the high school agricultural education curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
This is the project the student has taken on related to their agriculture pathway. They will be keeping records of the transactions related to the project (i.e. hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS
Vet Science, Ag Science, Biotech, Plant Science-Sheep, Beef, Dairy ........ Mrs. Bonomi
Agriculture Biology—Dairy Goats, Breeding rabbits ...................... Mr. Herron
Ag Biology, Plant Science, Plant SAE’s, Swine ......................... Miss Henson
Floral Design I and Floral Design 2-3, Floral SAE’s, Boer Goat, ...... Ms. Potstada
Ag Mechanics/Welding/Engines, Ag Mech SAE’s, Poultry and Rabbits... Mr. Parades

What is taught in the Agricultural Education Courses:

Agriculture Science Area
California Agriculture
Importance and Purpose of Agriculture
Breed Identification Terminology
State Biology Standards (UC/CSU Approved)
Selection and Anatomy
New Trends and Career Opportunities
Special Projects— “Hands On” Experience
FFA Organization
Record Book
Supervised Agricultural Experience Programs

Animal Production
Rabbits Poultry
Beef Dairy Goats
Sheep Market Goats
Swine Specialty Animals

Floral and Plant Production
Floral Design
Growing and Harvesting
Botany and Plant Structure
Plant Requirements

Agriculture Mechanics Area
Safety
Arc/Oxyacetylene Welding
MIG and TIG Welding
Woodworking
Hand & Power Tool Usage
Cold Metal Working

Tool Sharpening & Maintenance
Electricity/Plumbing
Materials and Fasteners
Small/Advanced Engines
Equipment/Machinery Operation
Student Projects SAE’s
RESOURCES
- Student Research & Experience Projects
- Career Education and Research
- Plant Science Growing Greenhouse
- Guest Speakers and Field Study Tours
- Agriculture Floral Design Lab
- Science Lab Equip. – Microscopes
- Sanger High School Farm
- Agriculture Mechanics Laboratories
- Outdoor Planting Benches
- Career Development Events and Field Days

CLASSES OFFERED
- Introduction to Agriculture
- Agriculture/ROP Floral Design
- Agriculture Biology
- Ag/ROP Veterinary Science
- Ag/ROP Biotechnology
- Agriculture Mechanics
- Agriculture/ROP Welding
- Ag/ROP Engineering/Manufacturing
- Ag/ROP Small Gas Engine Repair
- Ag/ROP Gas Engine Internship

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES
- Agriculture Mechanics/Welding
- Agronomy
- Ag Banking Contest
- Best Informed Greenhand (FFA Knowledge)
- Creed Recitation
- Extemporaneous Public Speaking
- Farm Record Book Contest
- Floral Design Contest
- Veterinary Science
- Job Interview
- Marketing (Coop Quiz)
- Opening and Closing Ceremonies
- Parliamentary Procedures
- Meats Evaluation
- Proficiencies (specialized areas)
- Prepared Public Speaking

LEADERSHIP DEVELOPMENT PLAN
- Greenhand Conference
- Made for Excellence Conference
- Advanced Leadership Academy
- Sacramento Leadership Experience
- Chapter Officer Leadership Experience
- State FFA Leadership Conference
- National FFA Convention

TYPICAL FIRST YEAR ACTIVITIES
- Greenhand Officer
- Apache Closet
- Greenhand Initiation
- Best Informed Greenhand Contest
- National FFA Week
- Creed and Speaking Contests

- Freshman
- Sophomore
- Junior
- Senior
- Chapter Officers
- Freshman to Seniors
- Any Member

Achievement Trip
Staff Appreciation Barbecue
Ice Cream Social
Annual Parent Member Awards
Banquet
Plan a SAE

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:
- Scholarships
- SAE Project Ideas
- Recommendations – Colleges and Jobs

- Transportation – to and from contests and events
- Financing – Loans for projects
Officer Letter

Dear FFA Members, Parents and Supporters,

The Sanger FFA Officer Team would like to welcome you into the 2016-2017 school year. We hope you had an exciting and action packed summer.

This year, our theme is Ag in Action. Since community outreach is our number one goal, we intend to make a lasting difference in our local neighborhoods. With your involvement and belief in the FFA, we will grow, strengthen, and positively impact our chapter for years to come.

Together, we will develop a program that is unmatched by any other organization.

Through your commitment and collaboration with our chapter, we will thrive and prosper as we accomplish our goals. We hope this year you will discover your passion for hard work and leadership. The opportunities for growth in this organization are endless.

Sincerely,

The Sanger FFA Officer Team

President:  
Titus Patton

V. P:  
Makenzie Flach

V.P:  
Talie Cloud

Committee Chair:  
Anthony Limpus

Secretary:  
Allyson Highfill

Reporter:  
Kayla Cornelius

Treasurer:  
Hannah Steagall

Sentinel:  
David Cisneros

Historian:  
Cassi Grainer

Chaplain:  
Molly Irvin

Parliamentarian:  
Atticus Humphrey

Sweetheart:  
Lulu Herrera
Advisor’s Message

The Sanger FFA advisors would like to welcome you to the 2016-2017 school year. We are excited to have you as a member of the Sanger Agriculture Department. There are many events and opportunities for you to involve yourself in throughout the year. Our FFA Chapter is a place that you will feel welcome and can be a part of. Our mission is to promote agriculture education by supporting each student’s potential for premier leadership, personal growth, and career success.

Our goal this year is to involve all students in a productive SAE project by informing you of all of the agricultural and FFA opportunities available to you, helping you select a suitable project, and supervising you in the production of your project. We feel strongly about the FFA motto line, “doing to learn.” We work hard to engage our students in hands-on learning activities as often as possible. We want students to have a high quality education at Sanger High School and real-world experiences that will become embedded in the minds of our students and deepen their understanding of their classroom learning.

We hope that you will take part in as many of our activities as possible. Active members get the opportunity to travel, make lifelong friends, and have amazing experiences. If you are interested in an area in this program of work, please talk to your agriculture instructor. It is our commitment that you are informed about the events, program goals, FFA, Supervised Agriculture Experience, and career opportunities within agriculture. Listen and watch in your agriculture class for posters, flyers, and announcements of upcoming events. Let’s have an exciting year and strive for excellence. With that, it gives us great pleasure welcome you to the Sanger FFA.

FFA Advisors

Audrey Bonomi ...... 524-7300
audrey_bonomi@sanger.k12.ca.us

Nicole Potstada......524-7335
nicole_potstada@sanger.k12.ca.us

Tony Herron ...... 524-7302
tony_herron@sanger.k12.ca.us

Laura Henson ...... 524-7302
laura_henson@sanger.k12.ca.us

Larry Parades ...... 524-7303
larry_parades@sanger.k12.ca.us
Sanger FFA 2016-2017 Chapter Goals

1. Encourage FFA member participation
   a. Create quality experiences at meetings and activities
   b. Officers and members get to know each other
   c. Use committees effectively
   d. Establish an effective Greenhand officer team

2. Inform School, Community, and Nation about Agriculture and Sanger FFA
   a. Elementary students through Farm Tours
   b. Monthly Newsletters
   c. Current and up-to-date social networking and website
   d. Effective Public Relations
   e. Published Articles in Sanger Newspaper
   f. Club Rush
   g. Radio Broadcast

3. Recruitment
   a. Recruitment of 8th, 9th, 10th graders
   b. Campus events and Activities
   c. Generate School wide Awareness

4. Continue to Serve our Community
   a. Cereal Drive
   b. Anything Goes Drive
   c. December Giving: Golden Living Center
   d. Cash Cow
   e. Nature Center
   f. Other Local Activities

5. Promote Agricultural Literacy
   a. Establish a program to develop literacy and agriculture awareness at local schools.

6. Improve department facilities
   a. Clean-up and Organize
   b. Fact plaques
   c. Signs
   d. Replace Temporary items
   e. Landscaping
2016-2017 Chapter Budgets

**FFA**

<table>
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<th>Estimated Expenses:</th>
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<td>Community Service and Donations</td>
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<td>Conferences, Contests, and Events</td>
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<td>Farm Improvement</td>
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<td>Materials for Events</td>
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</table>

<table>
<thead>
<tr>
<th>Estimated Incomes:</th>
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</tr>
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<tbody>
<tr>
<td>Car Wash</td>
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<td>See's Candy</td>
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</tr>
<tr>
<td>Drive Thru BBQ</td>
<td>2500</td>
</tr>
<tr>
<td>Food Day/Car Show</td>
<td>1000</td>
</tr>
<tr>
<td>Raffle of Trailer</td>
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</tr>
<tr>
<td>Other Fundraisers/donations</td>
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<tr>
<td>Chapter Shirt Payment</td>
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<tr>
<td>Income from the Gala</td>
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<tr>
<td>Sale of Crops</td>
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<tr>
<td>Student Payment for Field trips</td>
<td>5000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**Floral**

<table>
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<th>Estimated Expenses:</th>
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</thead>
<tbody>
<tr>
<td>Flowers</td>
<td>9000</td>
</tr>
<tr>
<td>Supplies</td>
<td>2000</td>
</tr>
<tr>
<td>Buses</td>
<td>1000</td>
</tr>
<tr>
<td>Balloons</td>
<td>1200</td>
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<td><strong>Total</strong></td>
<td>13,200</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Weddings/Events</td>
<td>7500</td>
</tr>
<tr>
<td>Floral Take Home Fee</td>
<td>4000</td>
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<tr>
<td>Holiday Flower Sales</td>
<td>2200</td>
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<tr>
<td>Prom Flower Sales</td>
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<td><strong>Total</strong></td>
<td>14,800</td>
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**Ag Mechanics**

<table>
<thead>
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<tr>
<td>Specialty Tools</td>
<td>200</td>
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<tr>
<td>Project Supplies</td>
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<tr>
<td>BBQ Food/supplies</td>
<td>100</td>
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<tr>
<td>Misc. Equipment</td>
<td>1000</td>
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<tr>
<td>Student Welding Gear</td>
<td>700</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Incomes:</th>
<th>$ Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal Recycling</td>
<td>800</td>
</tr>
<tr>
<td>Project Sales</td>
<td>1000</td>
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<tr>
<td>Donations</td>
<td>300</td>
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<tr>
<td>Payment for Welding Gear</td>
<td>700</td>
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<tr>
<td><strong>Total</strong></td>
<td>2800</td>
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</tbody>
</table>

As incomes are received and expenses are incurred, your chapter treasurer will report to the membership in his or her monthly treasurer’s report. If you have an amazing idea for a fundraiser, or something that our chapter should absolutely buy for the use/enjoyment of the membership, let your officer team know so it can be considered in this year’s plans.
Missions and Strategies

FFA makes a positive difference in the lives by developing their potential for premier leadership, personal growth, and career success through agricultural education. To accomplish this mission, we the FFA:

1. Develop competent and assertive agricultural leadership.
2. Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthen the confidence of agriculture students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage achievement in supervised agricultural experience programs.
6. Encourage wise management of economic, environmental and human resources of the community.
7. Develop interpersonal skills in teamwork, communication, human relations and interaction.
8. Build Character; Promote Citizenship, Volunteerism, and Patriotism.

An organization’s mission is its reason for existing and what it strives to do.

1) What is your mission?

2) How do you plan to accomplish it?
FFA History and Structure

History

- Founded in 1928, the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education. In Kansas City's Baltimore Hotel, 33 young farm boys charted a course for the future. They could not have foreseen how the organization would grow and thrive.

- Since 1928, millions of agriculture students - no one knows exactly how many - have donned the official FFA jacket and championed the FFA creed. FFA has opened its doors and its arms to minorities and women, ensuring that all students could reap the benefits of agricultural education.

- Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. Now, the organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse agriculture into the classroom.

What do the letters FFA stand for?

- The letters FFA stand for Future Farmers of America: however, the Future Farmers of America organization shall be known and shall do business as the National FFA organization. Over the past 83 years, FFA and agricultural education have grown to encompass all aspects of agriculture, from production farming, agribusiness and forestry to biotechnology, marketing and food processing.

SANGER CHAPTER

Sanger's FFA Charter has been around since January 15, 1930, and our chapter has a strong history and sense of tradition. Sanger FFA has an annual membership of 350-400 members, including you! Our chapter has achieved great things through the participation of members like you. Our members do their best to promote agricultural in our community. Members have earned high level awards over the years including the State FFA Degree, American FFA Degree, Local, Sectional, Regional, State, and National Proficiencies, and Championship CDE Teams. Each of you has the opportunity to achieve as well. Our program of activities serves as a road map for planning and accomplishing tasks/goals at the local level.
FFA Organization Structure

- The FFA operates on local, state and national levels. Student members belong to chapters organized at the local level. Agriculture education instructors serve as chapter advisors.

- California chapters are organized under the state association headed by an advisor and youth consultant. The state association conducts programs and hosts annual conventions run by the state officer team.

- The California FFA Association charters new chapters, provides direction, programmatic materials and support, and hosts the State FFA Convention which draws approximately 4,000 attendees each spring.

National FFA Structure

**You! An FFA Member**

- Local FFA Alumni Affiliate

  • State FFA Alumni Association
  • State FFA Foundation

  • National FFA Alumni Association
  • National FFA Foundation

  • Local Chapter
    - Chapter Members
    - Chapter Officers
    - Chapter Advisor
    - Chapter Advisory Committee
    - School Administration and Board of Education

  • State Association
    - Chapter Delegates
    - State Officers
    - State Advisor and State Leaders
    - State Department of Education

  • National FFA Organization
    - State Delegates
    - National Officers
    - National Advisory Leaders
    - National Board of Directors
    - U.S. Department of Education
Meeting Room Arrangement

A properly arranged meeting room adds dignity to the function. It also instills pride and sets the stage for conducting chapter business. The Chapter Sentinel is responsible for setting up the meeting room for each FFA meeting. You can volunteer to help the chapter sentinel set up the meeting room. Make sure the chairs and podium are correctly positioned. Set the symbols of each office in the proper places before the meeting begins. The correct room arrangement is shown.

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+----------------+----------------+----------------+----------------+----------------+----------------+
|                |                |                |                |                |                |
|                |                |                |                |                |                |
|                |                |                |                |                |                |
|    PRESIDENT  |                |                |                |                |                |
|        □       |                |                |                |                |                |
|                |                |                |                |                |                |
|                |                |                |                |                |                |
| REPORTER      |                |                |                |                |                |
|        □       |                |                |                |                |                |
|                |                |                |                |                |                |
|                |                |                |                |                |                |
| TREASURER     |                |                |                |                |                |
|        □       |                |                |                |                |                |
|                |                |                |                |                |                |
|                |                |                |                |                |                |
| VICE PRESIDENT|                |                |                |                |                |
|        □       |                |                |                |                |                |
|                |                |                |                |                |                |
|                |                |                |                |                |                |
| SENTINEL—STATIONED AT THE DOOR |
|        □       |                |                |                |                |                |
```

The following symbols or banners should be placed at the officers' stations:

- Rising Sun .............................................. President
- Plow ........................................................... Vice President
- Ear of Corn ................................................ Secretary
- Bust of Washington ........................................ Treasurer
- American Flag .............................................. Reporter
- Shield of Friendship ...................................... Sentinel
- Owl ............................................................ Advisor
FFA Emblem

THE CROSS SECTION OF THE EAR OF CORN provides the foundation of the American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

THE RISING SUN signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

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

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

THE OWL, long recognized for its wisdom, symbolized the knowledge required to be successful in the industry of agriculture.

The words “AGRICULTURAL EDUCATION” and “FFA” are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

FFA Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

FFA Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve.

Brotherhood Pledge

Members recite this when the president asks “FFA members, why are we here?” at an event.

"To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess."
Official Dress

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc. Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities.

Female Official Dress

- Black skirt.
  *Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.*
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Neutral nylon hosiery.
- Official FFA jacket zipped to the top.

Male Official Dress

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

Boys and Girls Livestock Show Uniform

- White jeans
- White dress shirt and official FFA tie/scarf
- Black or brown boots – If wearing a belt, must match your boots
- Black socks
- Official FFA jacket zipped to the top.

How to wear Awards

- Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.
- State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.
- No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.
The FFA Creed

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

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

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

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

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

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

- What do you believe the future of agriculture holds for you?
- What are some of the achievements won by present and past generations of agriculturists?
- What do you mean by leadership from ourselves?
- How would you describe a good farm?
- In what ways do you think an agricultural career would be pleasant?
- What are some of the discomforts of agricultural life?
- Why should there be less dependence on begging?
- What is meant by "the life abundant?"
- What can you do, as a freshman in Agricultural Education, to exert an influence in your home and in your community, which will stand solid for your part in that inspiring task?
Script for FFA Opening and Closing Ceremonies

Opening the Meeting
(When the time set for the opening of the meeting arrives, the president, after quietly arranging for any necessary officer substitutions, rises, rises for attention, secures order, and proceeds as indicated below. The other officers rise as called upon by the vice president, and remain standing until seated by the president.)

President: "The ______ will come to order. We are now holding a meeting of the ______ FFA chapter, section, region. Mr./Mdm. Vice President, are all officers at their stations?"

Vice President: (Rising and facing the president) "I shall call the role of officers, determine if they are at their stations and report back to you, Mr./Mdm. President."

Vice President: (Calling roll of officers)
"The Sentinel."

Sentinel: "Stationed by the door."

Vice President: "Your duties there?"

Sentinel: "Through this door passes many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order."

Vice President: "The Reporter."

Reporter: "The reporter is stationed by the flag."

Vice President: "Why by the flag."

Reporter: "As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii."

Vice President: "The Treasurer."

Treasurer: "Stationed at the emblem of Washington."

Vice President: "Your duties there."

Treasurer: "I keep a record of receipts and disbursements just as Washington kept his farm accounts-carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent."

Vice President: "The Secretary."

Secretary: "Stationed by the ear of corn."

Vice President: "Your duties there."

Secretary: "I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet."

Vice President: "The Advisor."

Advisor: "Here by the owl."

Vice President: "Why stationed by the owl?"
Advisor: "The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.

"Mr./Mdm. Vice President, why do you keep a plow at your station?"

Vice President: "The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meeting in the absence of our president, whose place is beneath the rising sun."

Advisor: "Why is the president so stationed?"

Vice President: "The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation. Mr./Mdm. President, all officers are at the stations."

President: (Rises and faces the vice president) "Thank you, Mr./Mdm. Vice President." (All take seats at tap of gavel) "The secretary will call the roll of members."

Secretary: "There are ___ members and ___ guests present, Mr./Mdm. President."

President: "Thank you. FFA members, why are we here?" (All members stand at 3 taps of gavel.)
All members in unison: "To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess." (All are seated at 1 tap of gavel.)

President: "May we accomplish our purposes. I now declare this meeting of the ________ FFA Chapter duly opened for the transaction of business, or attention to any matters which may properly be presented." (Proceed with the regular order of business.)

Closing the Meeting
When the business at hand has been disposed of or an appointed time for closing has arrived, the procedure is as indicated below.

President: "Mr./Mdm. Secretary, do you have a record of any further business which should now be transacted?"

Secretary: (Rises, replies and is seated.) "I have none, Mr./Mdm. President."

President: "Does any member know of any new or unfinished business which should properly come before this meeting? (If no answer, proceed as follows)

"We are about to adjourn this meeting of the ________ FFA Chapter."

As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and above all, honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag."

(Taps three times with gavel to call members to stand, face the flag at the at the reporters station, and, with their right hands over their hearts, repeat the following pledge.)

All in unison: "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." (Taps once with gavel and the meeting is adjourned.)
Career Development Events

Sanger FFA encourages students to participate in at least one of the following teams. You will be able to travel to different colleges throughout the state of California as you learn critical thinking, speaking, and leadership skills. There are 42 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

<table>
<thead>
<tr>
<th>Banking</th>
<th>Parliamentary Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Marketing</td>
<td>Specialty Animals</td>
</tr>
<tr>
<td>Best Informed Greenhand</td>
<td>Farm Records</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>Floriculture</td>
</tr>
<tr>
<td>Opening/Closing Ceremony</td>
<td>Welding</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Small Engines</td>
</tr>
<tr>
<td>Job Interview</td>
<td>Meats Evaluation</td>
</tr>
<tr>
<td>Agriculture Mechanics</td>
<td>Veterinary Science</td>
</tr>
</tbody>
</table>

Public Speaking

Public speaking contests are major leadership activities in the FFA. They promote speaking skills to large and small crowds alike. These skills are vital to any field of business you may be entering in the future. Public speaking is becoming apparent in more and more contests.

Judging Teams

Judging teams are where teams of four students judge a series of classes (usually of four animals, fruit trees, cuts of meat, etc. each class) and rank them based on criteria to choose the most superior to least (e.g. muscling, conformation). In Livestock judging, students only judge cattle, pigs and lambs; however there are judging contests for many different agricultural products. Part of the contest is to give "reasons." This is basically a short persuasive speech in which the contestant explains their evaluation of their "class" to an official for a score.

Specialized Contests

There are many other contest areas including:

- Agricultural Mechanics
- Agronomy
- Land
- Fruit Tree Judging
- Horticulture
- Vine Pruning
- Floriculture
- Farm Business Management
- Landscape Design
- Crops
- Citrus Judging
- Dairy Foods

Each of these areas has specific rules and requirements for competing and they offer opportunities to learn about careers in that area!
Possible FFA Awards

Local Awards
- Greenhand Degree (1st year Ag students)
- Star Greenhand Degree (1st year Ag students)
- Chapter FFA Degree (2nd year Ag students)
- Star Chapter FFA Degree (2nd year Ag students)
- Outstanding Ag Student Awards (By grade)
- Top 10 Awards (FFA points)
  - High Point Receives Belt Buckle
- Scholarships
- Proficiency Awards (Local, Section, Region, State, National)

CDE Awards
- Judging Team Awards
- Speaking Awards
- Proficiency Awards (Local, Section, Region, State, National)

SAE
- Outstanding Exhibitor Award (By species)

State Awards
- State FFA Degree (3rd or 4th year Ag students)
- Scholarships
- Proficiency Awards (Local, Section, Region, State, National)

National Awards
- American FFA Degree (5th to 8th year Ag students)
- Scholarships
- Proficiency Awards (Local, Section, Region, State, National)

Community Service

Sanger FFA is committed to community service and has made it our main chapter goal for the 2016-2017 school year. We plan to help in our community in many ways. The following are some ways you can help to participate in community service:

- Elementary School Gardens
- Sanger Nature Center
- Fresno Farm and Nutrition Day
- Apache Closet Giveaway
- Golden Living Center Wreaths
- Donate services to various organizations
Sanger FFA SAE Project Options for Members

Animal Systems

**SAE Activity Idea**
Buy and show a market animal at fairs.
Assist at a horse stable.
Operate a pet sitting service.
Raise and sell farm fresh eggs.
Raise your own livestock or specialty animals.
Work at a university research lab caring for small animals.
Work at livestock farms or a ranch.
Work at a vet hospital

Business Systems

**SAE Activity Idea**
Operate custom animal raising service.
Operate custom jam/jelly business.
Operate a lawn maintenance/mowing service.
Work for a local cement company that installs ag applications.
Work at the local feed store.
Work for a local tax accountant that handles Ag customers.

Natural Resources Systems

**SAE Activity Idea**
Construct and sell game feeders.
Create and sell soil survey maps for farmers and land owners.
Build bat, bird, duck, and squirrel houses for use or sale.
Assist Christmas tree farmers with planting and trimming.
Assist local city management with summer programs as a guide.
Work/Volunteer in Forest Service pack station

Plant Systems

**SAE Activity Idea**
Grow flowers or fruit for sale at a local farmers market.
Rent land from a neighbor and grow ornamental plants or crops.
Start your own pruning business.
Start your own lawn mowing business.
Grow and sell plants through the high school greenhouse.
Work in an orchard.
Work with county soil scientist to map soils.

Power, Structural & Technical Systems

**SAE Activity Idea**
Restore a tractor and for someone or to sell.
Design, build, and sell lawn ornaments.
Operate a lawn mower service and repair business.
Build garden sheds for homeowners.
Operate a business that computerizes farmers' records.
Make business cards, stationary, etc., for businesses or members.
Work in a welding shop.
Work as an assistant for an auto, truck or tractor mechanic.
Work for a local electrician.
Fairs & Shows

In order to give our students an area to showcase the knowledge they have learned through their Supervised Agriculture Experience, Sanger FFA competes at the Fresno Fair in October. Student projects that can be exhibited are beef, sheep, swine, dairy, rabbits, chickens, goats, plants, floral arrangements and agricultural mechanics projects. If you are interested in participating in any of these opportunities, one of the Ag Teachers can get you started. Below are budgets and estimations on costs/profits/loss. It usually depends on the market and how well the FFA member promotes that sale of the animal and solicits buyers for the fair.

Dairy

Showing a dairy heifer is a lot of responsibility and requires time. You will be entering your animal in the Fresno Fair. The animal is purchased in March, so you will be required to feed, water and clean for approximately seven months. You will need to insure she is properly trained. You will practice showmanship and wash her every other day. You will have fun as long as you learn to work with this large animal.

Dairy Replacement Heifers Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heifer</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>$20.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>$130.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>$50.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3200.00</strong></td>
</tr>
</tbody>
</table>

Market Goats

A goat project is a fun project that does not require as much time as large animals. Basically you feed, clean, and practice showmanship. The Boer Goats are a good first project for a student. You gain a good experience both at the farm/home and fair. While at the fair you have to wash, feed, and clip your animal.

Market Goat Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goat</td>
<td>$250.00</td>
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<tr>
<td>Feed</td>
<td>$130.00</td>
</tr>
<tr>
<td>Entry Fee/Insurance</td>
<td>$30.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$30.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$440.00</strong></td>
</tr>
</tbody>
</table>
**Poultry**

The poultry project does not require as much maintenance, as compared to other projects simply because they are small animals. You will take ownership and care for the animals for two months prior to the fair. When you get your animals you have to feed them and practice showmanship. Showmanship requires you to inspect the animal. After you show your animal, it will go to the auction if it does well at the show.

**Poultry Project Budget**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat Pen (2)</td>
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</tr>
<tr>
<td>Feed</td>
<td>$ 25.00</td>
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<tr>
<td>Entry Fee</td>
<td>$ 12.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 46.00</strong></td>
</tr>
</tbody>
</table>

**Rabbits**

Raising and showing rabbits can be a lot of fun. If you are the type of person who doesn’t like to work with larger animals then this is the animal for you! There are a lot of responsibilities when you show rabbits. You have to feed and water them every day and make sure you groom them everyday also. You can either show a meat pen (sell for meat) or fur rabbits which are used strictly for showing and keep these as your pet and use them for breeding.

**Rabbit Project Budget**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Cost (2)</td>
<td>$ 100.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>$ 12.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 137.00</strong></td>
</tr>
</tbody>
</table>

**Steers**

Showing a steer is a lot of hard work and you have to be willing to take a lot of responsibilities. Feeding and watering your steer to ensure weight gain is critical. You have to make sure you walk your steer every day. You also have to rinse and brush the hair daily. You also need to get them used to walking with a halter and making sure they get used to being shown with a show stick. If you are a first time showman, you don’t want this to be the first animal you show.

**Market Steer Budget**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Steer</td>
<td>$ 2000.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$ 1700.00</td>
</tr>
</tbody>
</table>
Entry Fee $ 40.00
Vet. Supplies $ 30.00
Insurance $ 130.00

Total: $ 3900.00

Sheep

In showing sheep, there are a lot of responsibilities. When you purchase your animal you will have to feed and water it. After you and the animal get use to each other, you will begin to practice showing your animal, and exercise it daily. When it gets close to the fair, you will start washing and shearing. There are two classes to show and compete in. Showmanship judges your showmanship skills, not the animal. In market, the judges will judge the quality of the animal.

Market Sheep Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Lamb</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$ 150.00</td>
</tr>
<tr>
<td>Entry Fee/Insurance</td>
<td>$ 40.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 490.00</strong></td>
</tr>
</tbody>
</table>

Swine

A swine project is a great experience. When you begin your project, you must exercise your pig everyday in order for it to maintain a quality build. You are responsible for feeding and cleaning daily. Like other projects, you compete in two types of shows: market and showmanship. In the market show, the judge evaluates the animal for meat quality and the showmanship show determines how well you control your animal, as well as how well you can show an animal.

Market Swine Budget

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeder Hog</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>Entry Fee/Insurance</td>
<td>$ 35.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 585.00</strong></td>
</tr>
</tbody>
</table>

Dairy Goats

The dairy goat project involves school owned breeding does. The students provide the labor in exchange of showing and animal raising experience. There are no costs involved, and students earn no profit. The project involves feeding, caring, health, and maintenance. During kidding season the student is a part of the birthing and milking of the does once the kids are weaned.
Ag Mechanics Project

Constructed or repaired at school or at home.

Ex. BBQ 18X30 Plate Grill

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal</td>
<td>$80.00</td>
</tr>
<tr>
<td>Hardware</td>
<td>$20.00</td>
</tr>
<tr>
<td>Paint &amp; Miscellaneous</td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$120.00</strong></td>
</tr>
</tbody>
</table>

Ex. Mower Repair

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts</td>
<td>$50.00</td>
</tr>
<tr>
<td>Chemicals/Oil</td>
<td>$20.00</td>
</tr>
<tr>
<td>Paint/Hardware</td>
<td>$15.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$85.00</strong></td>
</tr>
</tbody>
</table>

Floral Project

Create floral arrangements at school for weddings or events.

Ex. Wedding Flowers

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flowers</td>
<td>$500.00</td>
</tr>
<tr>
<td>Vases (12)</td>
<td>$12.00</td>
</tr>
<tr>
<td>Ribbon/Tulle/Miscellaneous</td>
<td>$20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$532.00</strong></td>
</tr>
</tbody>
</table>

It is important to note that these are the estimated basic costs associated with the example projects. ANY student who markets their project well is capable of earning a profit, however no profit can be achieved without YOUR hard work.

In past years, students have earned as much as $1000 profit on a market animal and as much as $500 profit on shop or floral enterprises, however these particular students searched for buyers and supporters of their projects, wrote numerous letters, asked family and local businesses for support, and worked very hard to achieve that level of profit.
2016-2017 FFA Officers

Sanger FFA Chapter Officers

President: Titus Patton
Vice President: Makenzie Flach
Vice President: Talie Cloud
Secretary: Allyson Highfill
Treasurer: Hannah Steagall
Reporter: Kayla Cornelius
Sentinel: David Cisneros
Historian: Cassidy Grainer
Parliamentarian: Atticus Humphrey
Chaplain: Molly Irvin
Sweetheart: Lourdes Herrera
Advisor: Audrey Bonomi
Advisor: Tony Herron
Advisor: Nicole Potstada
Advisor: Laura Henson
Advisor: Larry Parades

East Fresno Madera FFA Section Officers

President: Hena Sihota, Kingsburg
Vice President: Lantz Adams, Immanuel
Secretary: Mason Tarr, Sierra
Treasurer: Drew Vogt, Immanuel
Reporter: Macey Hammerstrom, Kingsburg
Sentinel: Salvador Velasco, Parlier

San Joaquin Region FFA Officers

President: Andrew Rezendes
Vice President EFM: Nitin Gupta
Vice President Kern: Mayte Magallon
Vice President Sequoia: Mathew Rosa
Vice President South Valley: Jordyn Samper
Vice President Tulare Kings: Bailee Stewart
Vice President WFM: Sierra Yeager
Secretary: Lexie Sherwood
Treasurer: Kaitlyn McDaniel
Reporter: Sage Clay
Sentinel: Nick Hudson
Regional Supervisor: Mr. Charles Parker
California State FFA Officers

President: Andrew Skidmore, Atwater
Vice President: Lauren Millang, Woodland- Pioneer
Secretary: Amanda Skidmore, Atwater
Treasurer: Samuel Looper, Apple Valley
Reporter: Conner Vernon, Nipomo
Sentinel: Jace Neugebauer, McArthur-Fall River
Advisor: Josiah Mayfield

Past State FFA Degrees

2016- Cassi Mae Grainer
    Molly Irvin
    Titus Patton
2015- Sarah Cotter
    Miya Fishel
    Cirenio Hisasaga
    Chelsey Limpus
    Isaiah Lopez
    Laura Villegas
    Brooke White
2014- Beau Drake
    Hollyn Gesinske
    Sarah Gibbs
    Alyssa Ortega
    Moriah Vick

2013- Ashley James
    Ray Farnsworth
    Nahshon Northrip
    Alison Webb
    Julia Nail

2012- Kenna Sandberg
    Paige Coffman

2011- Julia Reidelshiemer
    Erica Casares
    Savannah Hatashita
    Lacey Benefiel

2010- Andrew Warren
    Jacelyn Nelson
    Alicia Heredia

2009- Alexandria Alfaro
    Amanda Cherry
    Jeffrey Christensen
    Cody Greer
    Sarah Kelley
    Katherine Spendlove
    Ashley White
    Mellissa Wood

2008- Lydia Abbott
    Michael Alfaro
    Jeremy Crossland
    Tiffany Davis
    David Erhle
    Nicole Faulk
    Esmerelda Flores
    Alana Laird
    Marie Leso
    Steven Lopez
    Andrew McCarty
    Jessica Menezes
    Alva Reyes
    Anthony Rodriguez
    Will Terzian

2007- Kayla Betterton
2006- Kristen Cherry
    Katy Peoples
    Crystal Perkins
    Crystal Oropeza
    Haileigh Stainbrook
    Melody Terzian

2005- Briana Esqueda-Voigt
    Shane Gibbs
    Gabriela Gutierrez
    Matt Henson
    Alyssa Menezes
    Kashe Messer
    Herman Sihota

2004- Tabatha Casares
    Laura Henson
    Samantha Kister

2003- Mark Anderson
    Josh Butts
    Colby Campbell
    Dominique Casares
    Lindsay Dudley
    Krystle Encinas
    Steven Henderson
    Kristin Jauregui
    Pat Denatale
    James Pellegri
    Troy Powell
    Robin Sani

2002- Brandon Bedrosian
    Pat Biddy
    Wesley Messer
    Morgan Schmitz

Chase Sullivan
      Crystle Williams
      Lindsey Streeter

2001- Cory Ballis
      Andy Cosentino
      Dustin Degrav
      Martina Otterbeck
      Jarrod Takemoto

2000- Chad Anderson
      Kenny Anderson
      Billy Boos
      Michelle Brough
      Jennifer Champion
      Brett Carver
      Nathan Johnson
      Justin Lerma
      Jay Lett
      Rosana Macias
      Jana Martin
      Josh Schmidt
      JD Triffon
      Jacob Viau
      Jessica Willhoite
      Ashley White

1999- Michelle Brown
      John DeGraw
      Jamie Greer
      Chris Herron
      Troy Keiser
      Dustin Summers

1998- Erin Bushell
      Daniel Meine
      Mellissa Ochoa
      Brandon Streeter
      Miranda Williams

1997- Laura Baker
      Renee Dell
Past American FFA Degrees

2015- Kenna Sandberg
2011- Katie Spendlove
   Ashlee White
2010- Cody Greer
   Steven Lopez
   Brooke Schmitz
2009- Kristin Cherry
   Lydia Abbott
   Jestine Butts
2008- Melody Terzian
   Haileigh Stainbrook
   Alana Laird

2006- Laura Henson
2005- David Biddy
   Dominique Casares
2004- Wesley Messer
   Morgan Schmitz
2002- Kenny Anderson
   Billy Boos
   Michelle Brough
   Jana Martin
   Nathan Johnson
   Joshua Schmidt
   JD Triffon
2001- Dustin Summers
2000- Erin Bushell
1999- Laura Baker
   Renee Dell

Past State Judging Teams

2001- Best Informed Greenhand
2001- Vine Pruning Team
2003-Meats Evaluation & Technology

Past State and National Proficiency and Agriscience Award Winners

1998- Laura Baker-Specialty Animal Production-Top Four Finalist
1999- Laura Baker-Diversified Livestock Production
   National Winner
2015- Talie Cloud-Animal Science Novice Agriscience Winner
The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2014

ARTICLE I – NAME

Section A. The name of the organization is the Sanger FFA Chapter. Member and the letters, "FFA," may be used to designate the chapter, its activities, or member therefore.

ARTICLE II – OBJECTIVES

Section B. The organization shall cooperate with national and state government agencies and officials for vocational education in accomplishing the following objectives:

1. To be an integral part of the organization instructional programs in agriculture education, which prepares students for a wide range of careers in agriculture, agribusiness, and other agriculture, related occupations.

2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of time, by learning to assume responsibility, and by developing competencies in communications, human relation, and other social abilities leading to intelligent choice of a career and a successful employment or entrepreneurship in the agricultural industry.

BY-LAWS

Article I

Section A: All provisions of these by-laws shall be considered a part of the constitution of the Sanger FFA Chapter.

Section B: The following by-laws may be amended, deleted; by a two-thirds vote of the active members present providing it is not in conflict with the state or national organizations.

Article II Degree Initiations

Section A: Candidates for the Greenhand and/or chapter degree, who do not attend their respective initiation meeting, shall not be allowed that degree during that current year, without a valid written excuse as deemed by the chapter executive committee and/or Advisor.
Section B: The advisor can and will have the final say in any matter concerning a members status and award.

Article III Active Membership Status

Section A: In order for an FFA member to maintain an active status and participate in all out of class chapter activities including fairs, the following provisions must be met:

Providing I: FFA members must maintain a 2.0 GPA during each semester.

a. Sanger FFA will use the current athletic policy for GPA status and probationary periods.

b. Sanger FFA will use semester grades following the fall and summer school periods.

Providing II: FFA members exhibiting livestock, poultry, horticulture and agricultural mechanics projects in the fairs must turn in an up-to-date record book at the time entries are completed for the fair.

Providing III: To be an active member, a student must attend a minimum of two meetings per school year. One meeting per semester.

Article IV General Officer Responsibilities

Section A: Chapter officers are required to attend all chapter meetings and functions/events with a “three strikes” rule enforced.

Providing I: “Three Strikes Rule” - Any officer will be eliminated from the officer team for the following:

a. Missing any FFA meeting called by the Advisor.

b. Not fulfilling assigned responsibilities.

c. Not holding up to ethics required by the National, State and Local requirements. ***Suspension from the school will supersede the three strikes rule on a case-by-case basis.

2. The Executive Committee has the right, by unanimous vote; to place an officer on probation after the “three strikes” policy has been enforced. The Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.
3. The advisor has final say in any vote or punishment of a member or officer.

**Article V Fair Amendment**

We, as a chapter will not participate in any market show or fair, which does not include a sale of market animals.

**Section A:** Market animals including champions and non-champions.

**Section B:** Breeding stock will be allowed to show at the advisor's discretion.

**Section C:** If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

**Section D:** FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

**Section E:** FFA students must have a GPA of 2.0 or higher at the time of purchasing a market or breeding animal for fairs.

**Article VI Officers**

**Section A:** The following officers for the chapter shall be as follows:

a. President
b. Vice-President-1st-2nd-3rd
c. Secretary
d. Reporter
e. Treasurer
f. Sentinel
g. Historian
h. Parliamentarian
i. Chaplain
j. Sweetheart
k. Committee Chair

2. The advisor shall be the teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

**Section B:** Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.
Section C: The officers of the chapter shall constitute the chapter executive committee. This executive committee shall have full power to act as necessary for all chapter activities in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

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

Section E: The 6 chapter officers (a-f) on previous page must have chapter degree. (g-k) officers must hold at least Greenhand degree. If officer applicant does not have appropriate degree, then it can be overruled by the advisor.

Section F: Advisors will have final say in determining the amount of officers for that year,

Article VII Meetings

Section A: Regular chapter meetings shall be held once a month during the school year, at such time and place as designated by the executive committee. Special meetings may be called at any time.

Section B: Delegates who are eligible for State leadership conference are as follows:

   a. Must complete an application
   b. Sophomore or junior executive committee members are first for eligibility.
   c. If not available, then senior executive committees members are next for eligibility.
   d. If neither is available, then top 15 from the previous year may apply.

Provision I:

1. All elected delegates who represent the chapter shall be elected from the freshman, sophomore, and junior classes.

2. Only executive members can be delegates.

3. If the delegates can not select from the executive members, it will be open to the top 15 point members as of the fall semester of the current school year.

Provision II:
1. Delegate applicants will be screened by advisors before executive committee.

2. Delegate applications will be completed by all candidates and will be scored and screened by the Executive Committee.

3. If members of the Executive Committee are part of the application process, they will be excused and the remainder of the members will proceed with the scoring.

**Provision III:**

Any member representing the chapter at an FFA Function including banquets and contests should follow FFA dress code or have approved attire.

**Provision IV:**

The advisor can allow for additional members to attend. The number of students is at the advisors discretion. Students that fill out applications will be allowed to attend the State FFA Convention with advisor approval. The additional members will be responsible for their expenses.

**Section C:**

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

**Article VIII Amendments**

**Section A:** This constitution may be amended or changed at any regular meeting by a two-thirds vote of active members present, providing that it is not in conflict with State Association Constitution or that of the National FFA.

**Section B:** By-Laws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of active members present, providing such by-laws do not conflict with the State or National Organizations.
Job Market Description

Sanger is located in the San Joaquin Valley, 20 miles East of Fresno. Sanger is rich in Agriculture and a growing population for Industrial Agriculture. Agriculture has changed in this area greatly. It was once a thriving packing house and fruit production area is now slowly being converted to other crops, livestock and smaller farms. It is important that we meet the needs of our agriculture community as well as growing and changing student populations.

Sanger's climate is hot during the summers and cold winters. In July average temperatures are 97 degrees. While in December it can be an average of 37 degrees. The annual rainfall is 11.23 inches and is distributed evenly throughout the tear. The wettest month is March with a 2.20 average.

Some of the agriculture commodities in the Sanger area are mostly fruit production that includes peaches, plums, nectarines, citrus fruits. Additionally, there is strong viticulture production that includes wine grapes, table grapes, raisin grapes and juice grapes. With the poor price in viticulture there are less and less vineyards. There are also almonds, nurseries, beef and horse production as well. With the production side of agriculture, there are also the supporting careers as well. There are manufactures in Sanger, packing houses, machine shops and other agriculture services provided, like insurance, banking an loan operations and local agriculture agencies.

About 85% of Sanger High Graduates attend a post-secondary education. Many of them also join the workforce while continuing their education. The others join military and the full-time work force. Sanger High Agriculture believes that all students completing the program will have a skill that is vocational and hands-on and can market themselves in a field even if it is not their final choice of an occupation. Sanger High Agriculture Department believes that all students need a vocational skill whether or not they will be continuing their education. If we help promote the career areas, they may not have to be further trained to obtain a job. It is our job to make sure all of our students successfully complete the skills necessary to pursue a career in the area and/or prepare them to explore options in post-secondary education.
Sanger, California
"The Nation's Christmas Tree City"

- Centrally located in the state, the city of Sanger provides direct access to the vast California market.
- Equidistant between Los Angeles, & San Francisco / San Jose.
- 20 minutes to Fresno-Yosemite International Airport; interstate highway networks & rail connections.
- Labor rates are much lower than major metropolitan areas.
- Sanger is active in utilizing industrial development bonds, land financing, & tax increment financing.

### MAJOR EMPLOYERS

<table>
<thead>
<tr>
<th>Manufacturing Name</th>
<th>Product</th>
<th># of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADCO</td>
<td>Packaging Equipment</td>
<td>125</td>
</tr>
<tr>
<td>American West Books</td>
<td>Wholesale Book Distributor</td>
<td>21</td>
</tr>
<tr>
<td>Cal Custom Tile</td>
<td>Stone Fabrication</td>
<td>40</td>
</tr>
<tr>
<td>Clovis-Sanger Cabinet</td>
<td>Cabinets</td>
<td>130</td>
</tr>
<tr>
<td>Gibson Wine Company</td>
<td>Wine Processing &amp; Bottling</td>
<td>21</td>
</tr>
<tr>
<td>Hart &amp; Cooley</td>
<td>Air Distribution Products</td>
<td>100</td>
</tr>
<tr>
<td>Initiative Foods</td>
<td>Baby Food Mfg.</td>
<td>60</td>
</tr>
<tr>
<td>Kings River Casting</td>
<td>Park Benches &amp; Accessories</td>
<td>15</td>
</tr>
<tr>
<td>Kings River Door</td>
<td>Doors &amp; Accessories Mfg.</td>
<td>45</td>
</tr>
<tr>
<td>KW Automotive</td>
<td>Auto Parts Mfg.</td>
<td>45</td>
</tr>
<tr>
<td>M.C. Truss</td>
<td>Pre-fabricated Trusses</td>
<td>85</td>
</tr>
<tr>
<td>Pet Carousel</td>
<td>Pet Treats</td>
<td>65</td>
</tr>
<tr>
<td>Peters Roofing</td>
<td>Roofing Contractors</td>
<td>45</td>
</tr>
<tr>
<td>Sanger Poultry</td>
<td>Poultry Processing</td>
<td>75</td>
</tr>
<tr>
<td>Sanger Power L.L.C.</td>
<td>Power &amp; Hydromulch</td>
<td>20</td>
</tr>
<tr>
<td>International Paper</td>
<td>Corrugated Containers</td>
<td>160</td>
</tr>
</tbody>
</table>

### Non-Manufacturing

<table>
<thead>
<tr>
<th>Non-Manufacturing Name</th>
<th>Product</th>
<th># of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ak-mak Bakeries</td>
<td>Armenian Bread &amp; Crackers</td>
<td>20</td>
</tr>
<tr>
<td>Califresh</td>
<td>Food Processing</td>
<td>40</td>
</tr>
<tr>
<td>City of Sanger</td>
<td>Municipal Government</td>
<td>135</td>
</tr>
<tr>
<td>DelMonte Fresh Produce</td>
<td>Fresh Fruit Packing</td>
<td>150</td>
</tr>
<tr>
<td>Gong’s Markets</td>
<td>Food: Retail</td>
<td>100</td>
</tr>
<tr>
<td>Hedrick’s GMC</td>
<td>Auto Dealer</td>
<td>16</td>
</tr>
<tr>
<td>Mid Valley Publishing /</td>
<td>Sanger Herald Newspaper</td>
<td>20</td>
</tr>
<tr>
<td>Rite Aid</td>
<td>Retail</td>
<td>30</td>
</tr>
<tr>
<td>Sanger Ford Mercury</td>
<td>Auto Dealer</td>
<td>33</td>
</tr>
<tr>
<td>Sanger Unified School District</td>
<td>Education</td>
<td>900</td>
</tr>
<tr>
<td>Save Mart</td>
<td>Food: Retail</td>
<td>61</td>
</tr>
<tr>
<td>Sequoia Chevrolet</td>
<td>Auto Dealer</td>
<td>25</td>
</tr>
<tr>
<td>Walmart</td>
<td>Retail</td>
<td>400</td>
</tr>
</tbody>
</table>

**Assessed Valuation**: $626,768,705
**Sales Tax**: 7.75%

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For information contact the Sanger Chamber of Commerce
1789 Jensen Ave., #B, Sanger, CA 93667 Phone: (559) 875-4575 Fax: (559) 875-0745
E-mail: sanger@psnw.com  Web: http://www.sanger.org
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 1
CBEDS TITLE: Horticulture and the Environment
CBEDS NUMBER: 4050

JOB TITLES:
- General Floral Designer 142.081-010
- Production Floral Designer 142.081-010
- Head Florist Designer 142.081-010
- Specialized Floral Designer 142.081-010
- Floral Department Designer 142.081-010
- Freelance Floral Designer 142.081-010
- Salesperson-Customer Serv/Counter 299.367-010
- Delivery Person 299.477-010
- Interior Landscape/Maint. Person 408.364-010
- Cut Flower Processor 405.687-010
- Greenhouse Worker 405.684-010
- Balloon Designer 142.081-010
- Salesperson, Flowers 260.357-010
- Salesperson, Florist Supplies 275.357-054

COURSE DESCRIPTION:

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

ARTICULATION:
2+2+2 articulation with Reedley College

PREREQUISITES:
NONE

DATE:
December 2000

REVISION:
January 2006

HOURS:
180

CREDITS:
10

GRADE LEVEL:
11-12
VALLEY ROP COURSE OUTLINE

COURSE TITLE:  
Advanced Floral Design

CBEDS TITLE:  
Horticulture and the Environment

CBEDS NUMBER:  
4050

JOB TITLES:
- General Floral Designer: 142.081-010
- Production Floral Designer: 142.081-010
- Head Florist Designer: 142.081-010
- Specialized Floral Designer: 142.081-010
- Floral Department Designer: 142.081-010
- Free Lance Floral Designer: 142.081-010
- Salesperson (Customer Service/Counter): 299.367-010
- Delivery Person: 299.477-010
- Interior Landscape/Maintenance Person: 408.364-010
- Cut Flower Processor: 405.687-010
- Greenhouse Worker: 405.684-014
- Balloon Designer: 142.081-010
- Salesperson, Flowers: 260.357-010
- Salesperson, Florist Supplies: 275.357-054

COURSE DESCRIPTION:

The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) importance of the floriculture industry, 2) floral crops and their characteristics, 3) tools and equipment, 4) care and management of floral crops, 5) principles and elements of design, 6) seasonal, holiday and occasional design, 7) plant propagation, 8) wedding and hi-style design and 9) merchandising and marketing of designs and arrangements.

Students will develop leadership and employability skills emphasized through the course. Integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills.

Students will develop leadership skills through the FFA, maintain a Supervised Occupational Experience Program and keep a California FFA recordbook.

HOURS:  
360 Hours

PREREQUISITES:  
NONE; Floral Design recommended.
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 3—Advanced Floral Wedding and High-Style Design

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMER: 4050

JOB TITLES:
- General Floral Designer 142.081-010
- Production Floral Designer 142.081-010
- Head Floral Designer 142.081-010
- Specialized Floral Designer 142.081-010
- Floral Department Designer 142.081-010
- Salesperson (Customer Service/Counter) 299.367-010
- Delivery Person 299.477-010
- Balloon Designer 142.081-010

COURSE DESCRIPTION:

This course in Floristry is for students who are interested in the advancement of pursuing a career in floral design: Wedding designer, high-style designer, balloon designer, production designer and other related floral fields. Instruction includes the basic design skills used in everyday floral shops to elite designs, styles and weddings.

Students are taught to properly design corsages, centerpieces, wedding bouquets, funeral pieces and all phases of design work commonly used in the planning and staging of events or parties. Flower materials to be used, but not limited to, fresh flowers and foliage or dried, silks and other textures as may be required to complete a project. Students who are job ready and have a genuine interest in floristry will be given an opportunity to go into a community classroom setting and obtain actual on the job training in the floral industry. Students who are successful in the industry can usually expect to obtain full or part-time employment.

PREREQUISITES: Floral Design 1 AND 2

GRADE LEVEL: 12

DATE: May 2003

DEPARTMENT: Agriculture

HOURS: 180 Classroom hours
45-90 hours Community Classroom

CREDITS: 10 credits per year
VROP COURSE OUTLINE

COURSE TITLE: Ornamental Horticulture

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

JOB TITLES:
- 408.687-014 Laborer, Landscape
- 408.364-010 Plant-care worker
- 408.161-010 Landscaper, Landscape Gardener
- 408.684-010 Lawn Service worker
- 142.081-010 Floral Designer, Floral Arranger
- 408.684-010 Sprayer, Hand

COURSE DESCRIPTION:

Ornamental Horticulture is a two-semester class (one year) designed to introduce and develop entry-level skills and experiences associated with the Ornamental Horticulture and Floriculture industries, as well as pursuing further education at a Community College or University. Students will obtain skills in the area of horticulture, landscape design, landscape maintenance, floriculture, turf, business sales and communications. Emphasis will be on a nursery landscape laboratory that includes: propagation, shade and greenhouses, a class landscape project, landscape park laboratory, vegetable, flower gardens and a retail sales project. This class articulates with Reedley College (2+2+2) and as graduation credit for Fine Arts at Selma High School. To receive in-depth training in design and career skills in the field of Horticulture, this course should be taken in succession with Floriculture, either following or preceding.

HOURS: 180 Hours (2 semesters)

PREREQUISITES: NONE

DATE: September 1999

CREDITS PER SEMESTER: 5

GRADE LEVEL: 11-12

TEXTBOOKS:
VETERINARY SCIENCE
Adopted by
VALLEY ROP

Meets the UC “g” Admission requirement
Approved 2003

I. COURSE INFORMATION:

A. Course Title: Veterinary Science
   Developed By: Santa Cruz ROP; adopted by Valley ROP March 10, 2005

B. Grade Level: 11-12 Grades

C. Length of Course: 1 Year
   Hours/Credits: 180 hours/year; 10 credits/year

D. Prerequisites: Algebra I

E. CBEDS: 4020 – Agriculture, Animal Science

F. Job Titles: Animal Care and Service Workers
   ONET Codes: 39-2011.00, 39-2021.00; Veterinary Technician DOT 079.361-014

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The student will be able to:
   1. Access research material from the library, internet, and other sources to complete increasingly challenging assignments as self-directed learners. In depth study of the anatomy and physiology of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science.
   2. Acquire advanced animal principles, know and respect diversity in the animal kingdom, and become an animal advocate for their welfare on all levels encompassing family pets, domestic livestock and our wildlife resources.
   3. Prepare for advanced post-secondary level education in animal science, biology, and/or zoology.
   4. Demonstrate ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. The combination of science labs and academic research enables students to use complex, creative thinking skills to reach sound conclusions.
VALLEY ROP COURSE OUTLINE

COURSE TITLE: VETERINARY SCIENCE II

CBEDS TITLE: Ag Animal Science
#4020

CTE SECTOR: Agriculture and Natural Resources

JOB TITLES: (ONET #s)

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<tr>
<td>29-1131.00</td>
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<tr>
<td>31-9096.00</td>
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<td>29-2056.00</td>
<td>Veterinary Technician</td>
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<tr>
<td>45-2021.00</td>
<td>Animal Breeder</td>
</tr>
<tr>
<td>45-2093.00</td>
<td>Farm Workers, Farm and Ranch Animals</td>
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</tbody>
</table>

COURSE DESCRIPTION:
The Veterinary Science II class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

HOURS: 180 hours per year
CREDITS: 10 credits per year

PREREQUISITES: Veterinary Science I
DATE ORIGINATED: August 2006
GRADE LEVELS: 11-12
ARTICULATION: None

TEXTS AND SUPPLEMENTAL MATERIALS:

- Introduction to Veterinary Science, James B. Lawhead, Delmar Learning, 2005.
- Modern Livestock and Poultry Production, James Gillespie, Delmar Learning, 7th Edition
- An Illustrated Guide to Veterinary Medical Terminology, Janet Amundson Romich, Delmar Learning
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Ag Mechanics/Construction 1
CBEDS TITLE: Mechanics and Engineering Technology
CBEDS NUMBER: 4030
JOB TITLES: Welder, Mechanic

COURSE DESCRIPTION:
This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of farm machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, harvesters, tillng equipment and trucks. The student will also learn the principles and theories of hydraulic systems. The course integrates math, and physical applications to applied principles within the every day work world. The course curriculum is build around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

HOURS: 360 Hours
PREREQUISITES: NONE
DATE: August 2001

COURSE OUTLINE
DEPARTMENT: Agriculture
SCHOOL: Kingsburg High School
Reedley High School

CREDITS PER SEMESTER: 10
GRADE LEVEL: 11-12
ARTICULATION: Reedley College Course L14, 2 college credits

INSTRUCTIONAL METHODS:
1. Lecture
2. Laboratory
3. Demonstration
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Ag Mechanics/Construction 2
CBEDS TITLE: Mechanics and Engineering Technology
CBEDS NUMBER: 4030
JOB TITLES: Welder, Mechanic

COURSE DESCRIPTION:
This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of farm machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, harvesters, tilling equipment and trucks. The student will also learn the principles and theories of hydraulic systems. The course integrates math, and physical applications to applied principles within the every day work world. The course curriculum is build around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

HOURS: 360 Hours
PREREQUISITES: NONE
DATE: August 2001

COURSE OUTLINE

DEPARTMENT: Agriculture
SCHOOL: Kingsburg High School, Reedley High School
CREDITS PER SEMESTER: 10
GRADE LEVEL: 11-12
ARTICULATION: Reedley College Course L14, 2 college credits

INSTRUCTIONAL METHODS:
1. Lecture
2. Laboratory
3. Demonstration
VALLEY ROP COURSE OUTLINE

COURSE TITLE:  Small Gas Engines and Outdoor Power Equipment—
(Two- & Four-Stroke Gasoline Engines Certification)

CBEDS TITLE:  Small Engine Repair

CBEDS NUMBER:  5661

JOB TITLES:  Small Engine Mechanic   DOT # 625.281-034

COURSE DESCRIPTION:

This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Students will demonstrate ability to repair small engines such as lawn, garden, and small engines used in agriculture. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. This course prepares students for the Outdoor Power Equipment (OPE) Category 1 Two-and Four-Stroke Gasoline Engine Technician Certification—a industry-recognized certification through the Outdoor Power Equipment & Engine Service Association (OPEESA) an approved certification through the Equipment & Engine Training Council (EETC).

STUDENT OUTCOMES:

- Acquire knowledge of appropriate Theory in the areas of Two-Stroke and Four-Stroke Cycle Gasoline Engines.
- Demonstrate use of proper Safety with tool and material handling within a shop environment.
- Complete appropriate Service Paperwork
- Use Technical Publications in performing services.
- Identify, demonstrate proper use of, and clean Hand Tools
- Identify and demonstrate proper use of Precision Measuring Tools
- Demonstrate procedure for Troubleshooting.
- Identify Engine numbers.
- Explain Two- and Four-Stroke Cycle Engine operating theories.
- Describe engine components, theories, and functions.
- Describe Lubrication Fundamentals.
- Describe functions of Engine Maintenance.
- Perform Engine Maintenance.
- Test a Two-Stroke cycle Gasoline Engine
- Conduct a Two-Stroke Cycle Gasoline Engine Overhaul
- Conduct Four-Stroke Cycle Gasoline Engine Diagnosis
- Service a Four-Stroke Cycle Gasoline Engine
- Perform Failure Analysis
- Identify Career Opportunities and Conduct Job Search
VALLEY ROP COURSE OUTLINE

COURSE TITLE:  Small Gas Engine Internship

CBEDS TITLE:  Small Engine Repair

CBEDS NO:  5661

JOB TITLES:  49.9099.99  Installation, Maintenance and Repair Workers

HOURS:  180 hours

CREDITS PER YEAR:  10

PREREQUISITES:  Small Engines or permission of instructor

DEPARTMENT:  Agriculture

SCHOOL:  Sanger High School

GRADE LEVEL(S):  11-12

TEXT: Technical Repair Manuals for the specific engine they are working on.

COURSE DESCRIPTION:

This course is designed to expand the student's knowledge from the basic principles they have learned in the beginning small engines class. Students will demonstrate ability to repair small engines such as lawn, garden, and small engines used in agriculture. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. This class is also designed to be completely hands-on.

STUDENT OUTCOMES:

- Acquire knowledge of appropriate Theory in the areas of Two-Stroke and Four-Stroke Cycle Gasoline Engines.
- Demonstrate use of proper Safety with tool and material handling within a shop environment.
- Complete appropriate Service Paperwork
- Use Technical Publications in performing services.
- Identify, demonstrate proper use of, and clean Hand Tools
- Identify and demonstrate proper use of Precision Measuring Tools
- Demonstrate procedure for Troubleshooting.
- Identify Engine numbers.
- Explain Two- and Four-Stroke Cycle Engine operating theories.
- Describe engine components, theories, and functions.
Do you just belong?

Are you an active member,
the kind that would be missed?
Or are you just content
to have your name among the list?
Do you attend the meetings
and mingle with the flock?
Or do you usually stay away
and criticize and knock?

Do you take an active part,
to help and work along?
Or are you satisfied
to be the kind that just belongs?
Do you pitch in, and do you share,
to really make things tick?
Or leave the work to just a few,
that you would call “the clique?”

There’s quite a program scheduled
that we’re sure you’ve heard about,
and we’ll appreciate it if you too,
will help us work things out.
So come to the meetings often,
and help with hand and heart.

Don’t just be a member,
but take an active part.
Think this over, friend,
because you know right from wrong,
Are you an “ACTIVE MEMBER”,
or do you just belong?

Author Unknown
Recruitment Plan
Background:

When I was hired at Sanger High School in the summer of 2014 and working on my Masters, many projects went through my mind for improvement. The one that I felt was most prominent was the activities for recruitment. Due to the school policy changing over the past couple of years, and not allowing the high school participate in recruitment activities during the school day in the months of March and April; due to state testing, I decided that I wanted to focus on this area do something like I have in the past (while I was at my previous school.)

In the past, Sanger FFA has offered Farm Tours and National Ag Day Presentations for the younger elementary students. For the Junior High students, we plan activities and a booth at lunchtime. A teacher will take students to the different classes to pass out information about our program as well. For our high school students, we have an Ag Exploration Day, which entails an informational booth, activities and prizes about the different courses offered and what the FFA is. Generally this event takes place in February or March, depending on weather.

Goal or Purpose of the Project:

My overall goal while doing this project is to improve the following area of the Sanger FFA Chapter, my goal is to begin a program for recruitment. While I was working at Pershing Continuation High School, I ran an Ag Day for the district’s 3rd grade students. I would like to do that here as well. I feel that in the long run it would help increase our member numbers. Students would remember this exciting experience and want to join our club at their first opportunity, which beginning the 2018-19 school year we are hoping to have an Exploratory Program at our Junior High.

“Always With Pride”
Specific Objectives to be Accomplished:

While working towards my goal of recruitment, I would like to begin with elementary aged students. I will pick a day in mid-May and have 20-25 local vendors from different aspects of the industry come and present 10 minute presentations on their specialty. During these presentations the students will not only walk away with the knowledge but also experience another sense; something to touch, taste, feel or see.

Objectives In Progress:

Attached are my contacts, which are being made, flyers that I have made in the past and I am currently editing to send out to our elementary schools and vendors. Maps and rotation schedules are in progress as well, in addition to our final activity. This will be our 1st AG DAY for Sanger High School. Students will be receiving a backpack with initial goodies donated by vendors. As the third-graders go through each booth/station, they will have the opportunity to touch, taste, feel and/or see something pertaining to that agricultural area. Several of our vendors also have stated that they are bringing additional items with them, to give to our students to take home. These kids will get to add to their backpacks, which our department finds to be extremely exciting!
<table>
<thead>
<tr>
<th>Topic</th>
<th>Department</th>
<th>Presenter</th>
<th>Contact Info</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch an Animal</td>
<td>Tranquility FFA</td>
<td>Rick Gragnani</td>
<td>(559) 692-3286&lt;br&gt;<a href="mailto:gragnani@ppusd.org">gragnani@ppusd.org</a></td>
<td>41644 W. Lincoln&lt;br&gt;Fresno, Ca. 93706</td>
</tr>
<tr>
<td>Pomegranates</td>
<td></td>
<td>Andrew Groppetti</td>
<td>(559) 281-2348&lt;br&gt;<a href="mailto:agroppetti@hotmail.com">agroppetti@hotmail.com</a></td>
<td>10256 W. Whitesbridge&lt;br&gt;Kerman, Ca. 93630</td>
</tr>
<tr>
<td>Observation Bee Hives</td>
<td></td>
<td>Vicky Blair</td>
<td>(559) 501-0929&lt;br&gt;vblair01 yahoo.com</td>
<td>4595 N. Lorna Avenue&lt;br&gt;Fresno, Ca. 93705</td>
</tr>
<tr>
<td>Landscapes</td>
<td></td>
<td>Hilario Guerrer</td>
<td>(559) 974-5636</td>
<td>4690 N. Dewolf&lt;br&gt;Clovis, Ca. 93619</td>
</tr>
<tr>
<td>Meat Industry Beef Cattle, Pork</td>
<td>Lemoore FFA</td>
<td>Mary Beth Hearn</td>
<td>(559) 847-1940&lt;br&gt;<a href="mailto:hearn522@gmail.com">hearn522@gmail.com</a></td>
<td>1274 W. Hedges Avenue&lt;br&gt;Fresno, Ca. 93728</td>
</tr>
<tr>
<td>Recycling</td>
<td>Farm Bureau</td>
<td>Katie Rodgers</td>
<td>(559) 223-8733 or (559) 229-2175&lt;br&gt;<a href="mailto:kriegie@fresa.org">kriegie@fresa.org</a></td>
<td>2220 Tulare Street • 6th Floor&lt;br&gt;Fresno, Ca. 93721</td>
</tr>
<tr>
<td>Healthy Kids</td>
<td>Fresno County Office of Ed</td>
<td>Cathy Crosby</td>
<td>(559) 600-5430&lt;br&gt;<a href="mailto:ccrosby@fresa.org">ccrosby@fresa.org</a></td>
<td>1111 Van Ness Avenue&lt;br&gt;Fresno, Ca. 93721</td>
</tr>
<tr>
<td>Healthy Foods</td>
<td>U.C. Cooperative Extension</td>
<td>Germaine Nash</td>
<td>(559) 600-7216&lt;br&gt;<a href="mailto:gnaash@ucanr.edu">gnaash@ucanr.edu</a></td>
<td>1730 S. Maple&lt;br&gt;Fresno, Ca. 93702</td>
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<tr>
<td>Horse Back Packing</td>
<td>Central Unified Bus Lady</td>
<td>Veronica Lewis</td>
<td>(559) 251-6739</td>
<td>5734 S. Cedar&lt;br&gt;Fresno, Ca. 93721</td>
</tr>
<tr>
<td>Raisins</td>
<td>Sun Made</td>
<td>Randy Roger</td>
<td>(559) 820-8000&lt;br&gt;<a href="mailto:roece@sunmade.com">roece@sunmade.com</a></td>
<td>5406 W. Dakota Avenue&lt;br&gt;Fresno, Ca. 93722</td>
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<tr>
<td>Poultry</td>
<td>Fresno State</td>
<td>Cella Boyd</td>
<td>(559) 920-561&lt;br&gt;<a href="mailto:celladoboyd@yahoo.com">celladoboyd@yahoo.com</a></td>
<td>10110 N. Douglas Court&lt;br&gt;Porcville, Ca. 93275</td>
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<td>Milk</td>
<td>Producers Dairy</td>
<td>Joanne Heredia</td>
<td>(559) 280-9000&lt;br&gt;<a href="mailto:heredia@producers-dairy.com">heredia@producers-dairy.com</a></td>
<td>250 R. Belmont&lt;br&gt;Fresno, Ca. 93701</td>
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<tr>
<td>Bugs-Entomology</td>
<td>U.C. Cooperative Extension</td>
<td>Sereen Hannum</td>
<td>(559) 407-8080&lt;br&gt;<a href="mailto:Hannum@coxfresno.com">Hannum@coxfresno.com</a></td>
<td>11730 S. Maple&lt;br&gt;Fresno, Ca. 93702</td>
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<tr>
<td>Almonds</td>
<td>Shaa Family</td>
<td>Chaz Shaa</td>
<td>(559) 846-9670</td>
<td>10471 W. Whitesbridge&lt;br&gt;Kerman, Ca. 93630</td>
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<tr>
<td>Industry</td>
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<td>Dairy Industry</td>
<td>Bill Idsinga Dairy</td>
<td>Sharon or Dalton Idsinga</td>
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<td>6015 S. Madera Avenue</td>
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<td>Hay, Cotton, Grapes</td>
<td>Porto Family</td>
<td>Joyce Ryan Porto</td>
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<td>Rabbits (Swine-No)</td>
<td>Clovis FFA</td>
<td>Kevin Woodard</td>
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<td>Welding or Wood Working</td>
<td>Clovis FFA</td>
<td>Steve Gambriel</td>
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<td>Misc. Leadership Class Farm Tour Stuff</td>
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<td>USDA Canine</td>
<td>Department of Ag</td>
<td>Robin Rogers</td>
<td>Stephanie LeBaron</td>
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<td>Engineering</td>
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<td>Life Like Taxidermy</td>
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<td>Tractors, Farm Equipment</td>
<td>John Deere</td>
<td>Pat O'Neil</td>
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<td>Fresno Livestock</td>
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Fruits & Veggies
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<th>Misc Students</th>
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<td>Nut Booth</td>
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<td>Misc Students</td>
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**Additional Thank You's**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marta Jones</td>
<td>6233 W. Clinton, Fresno, Ca. 93722</td>
<td>(559) 978-2038</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Henry Paul</td>
<td>3302 W. Sample, Fresno, Ca. 93722</td>
<td>(559) 417-4287</td>
<td>Rose Pick-up and Booth</td>
</tr>
<tr>
<td>Christy Roosevelt</td>
<td>D.O.</td>
<td>ext 119</td>
<td>Photography</td>
</tr>
<tr>
<td>George Postada</td>
<td>11404 Road 38 1/2, Madera, Ca. 93636</td>
<td>(559) 706-5342</td>
<td>Cook, Dairy Booth</td>
</tr>
<tr>
<td>Miguel Aranzas</td>
<td>590 N. Lorna Avenue, Fresno, Ca. 93705</td>
<td>(559) 790-5867</td>
<td>Smoke Tri-Tip</td>
</tr>
<tr>
<td>Saddan Guerrero</td>
<td>595 N. Lorna Avenue, Fresno, Ca. 93705</td>
<td>(559) 273-1767</td>
<td>Smoke Tri-Tip</td>
</tr>
<tr>
<td>Paparoa Roses</td>
<td>153 Hughes Road, Watsonville, Ca. 95076</td>
<td>(831) 722-6374</td>
<td>Rose Donation</td>
</tr>
<tr>
<td>Christian Resto</td>
<td>3165 N. Polk, Fresno, Ca. 93722</td>
<td>(559) 204-7845</td>
<td>Helped Plant Flowers (Booth)</td>
</tr>
<tr>
<td>Jacob Ward</td>
<td>2834 N. Cornwall, Fresno, Ca. 93722</td>
<td>(559) 477-9449</td>
<td>Helped Plant Flowers (Booth)</td>
</tr>
<tr>
<td>Benny Jaques</td>
<td>6160 W. Scott, Fresno, Ca. 93722</td>
<td>(559) 708-3914</td>
<td>Tour Guide</td>
</tr>
</tbody>
</table>
Pershing Continuation High School
Presents
the 15th annual
"AG DAY"
Friday, May 23, 2014 from 10:30am-1:30pm
Vendors/Presenters are to arrive NO LATER than 10am to Set-Up

AG Day will be held @ Pershing Continuation High School
855 W. Nielsen Avenue
Fresno, CA 93706
(The corner of Nielsen and Teilman)

PCHS is inviting 500 3rd Graders to this event.
As a vendor our hopes are for you to present a 5-7 minute
presentation on the industry which you are representing. We would
greatly appreciate it if you would bring something for the kids to see, feel,
taste and/or take home!

Pershing Staff is sincerely thankful your help in educating our future!

If you have any questions, please feel free to contact
Nicole Potstada @ 706-2814 or 268-2272 ext 324
npotstada@centralusd.k12.ca.us
REMEMBER:
Pershing Continuation High School
Presents the 15th annual
AG DAY
Friday, May 23, 2014
from 10:30am-1:30pm

Vendors/Presenters are to arrive NO LATER than
10am to Set-Up

Ag Day will be held @ Pershing Continuation High School

455 W. Nielsen Avenue
Fresno, Ca. 93706

* You will need to bring your own table and tent/canopy
* We would appreciate it if you would bring something for the kids to see, feel, taste and/or take home!
* If you have anything that you would like to send us in advance to place in their "goodie" bag, please give Nicole a call & we can make arrangements.

Lunch will be provided!

Pershing Staff is sincerely thankful for your help in educating our future!

If you have any questions, please feel free to contact

Nicole Potstada @ 706-2814 or 268-2272 ext 324
npotstada@centralusd.k12.ca.us
<table>
<thead>
<tr>
<th>Vendor</th>
<th>Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auctioneer</td>
<td>21</td>
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<tr>
<td>Bees</td>
<td>18</td>
</tr>
<tr>
<td>Bugs</td>
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<tr>
<td>Citrus</td>
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</tr>
<tr>
<td>Dairy</td>
<td>22</td>
</tr>
<tr>
<td>Erosion</td>
<td>17</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td>5</td>
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<tr>
<td>Farm Machinery</td>
<td>23</td>
</tr>
<tr>
<td>Flower Pencils</td>
<td>2</td>
</tr>
<tr>
<td>Healthy Kids</td>
<td>13</td>
</tr>
<tr>
<td>Horses</td>
<td>8</td>
</tr>
<tr>
<td>Indian Artifacts</td>
<td>9</td>
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<tr>
<td>Meat Industry</td>
<td>12</td>
</tr>
<tr>
<td>Milk</td>
<td>14</td>
</tr>
<tr>
<td>Petting Zoo</td>
<td>20</td>
</tr>
<tr>
<td>Planting Flowers</td>
<td>16</td>
</tr>
<tr>
<td>Planting Seeds</td>
<td>1</td>
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<tr>
<td>Rabbits</td>
<td>19</td>
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<tr>
<td>Raisins</td>
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<tr>
<td>Reading</td>
<td>4</td>
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<tr>
<td>Recycling</td>
<td>6</td>
</tr>
<tr>
<td>Roses</td>
<td>15</td>
</tr>
<tr>
<td>Saddles</td>
<td>7</td>
</tr>
<tr>
<td>SPCA</td>
<td>25</td>
</tr>
<tr>
<td>USDA Canine</td>
<td>24</td>
</tr>
</tbody>
</table>
Starting Rotation Plan:

1. Planting Seeds – Heggen
2. Flower Pencils – Hien Hinh
3. Citrus Booth – Vue
4. Reading
5. Farm Bureau – Satre
6. Recycling
7. Saddles – Bass
8. Horses
9. Indian Artifacts – Vargas
10. Entomology
11. Raisins – Tienken
12. Meat Industry – Glover
13. Healthy Kids
14. Milk – Hullender
15. Roses
16. Planting Flowers – Debenedetto
17. Erosion
18. Bees – Gammel
19. Rabbits
20. Petting Zoo – Reitz
21. Auctioneer – Romero
22. Dairy
23. Farm Machinery – Fikes
24. USDA Canine – Alexander
25. SPCA – Bolton

Helpers:

SERGIO CANTU
DEJON EDWARDS
ISONN WRIGHT
ALEX CONERLY
ROGER RAMIREZ
STEPHANIE SAENZ
CHRISTINA RODRIGUEZ
ALEX RAMOS
RICHARD PONTING
DEANNA FRAGUERIO
ADRIAN VALDIVINOS
KENDRAL YORK
TANNER INFAUSTO
CARLOS BEZA
CALEB GARRETT
JOSH BROWN
Ag Day 2014 Assignments: Friday, May 23, 2014 10:00 am-1:30 pm

Staging Area: (Cafeteria) Nicole Potempa and Ag Day student helpers

Sound System and umbrellas: Ron Appling

Canopies (from East) / e2020 in room 9: John Barber

Back-up & Vendor Gate (main gate-staff parking lot): Amy Hall

Back-up & Elementary Check-in Entrance Gate (*Gate 1 by Pathway) Sean Soares & Jill Young

Back-up & Pershing student release gate at 10 am (Gate 2 by Emancipation) Reggie & Art

Ag Day Welcome: Wayne

Bells: Diane

Phones: Mary

Nurse's station (in library) LaVonne English

Radio/Rotations (student timer): Brent Dettman

Hospitality Room (in library): Elnida Medina, Sue Steffen, Martha Jones

Roses booth station #15 Nicole's mother & student, Jose Alatorre

Dairy booth station #22 Krisi Mulligan

Citrus booth station #3 Jerry Samora & students, Maryah Gonzalez & Karla Gorman

Back Ups - Kaitlin Frost & Destiny Rivers

Planting Seeds station #1 Rhonda Modica & students, Thomas Xiong & Anthony Sotin

Flower pencils station #2 Henry Paul, Chaplain & students, Mike Barrios & Alicia Valdez

Planting Flowers Station #16 Student helpers, Ricardo & Jose Teniza

Bus departure for (1) Pershing bus at 1:30 pm-Gate 2 (Ag day helpers & e2020 kids) Reggie & Art

Bus departure direction for all (9-10) elementary buses at 1:30 pm-Gate 1/Gate 2 Sean/Brent

Back up: Roy Maney or Jose Almanuz or Erik

Radio/announcer's Assistant: Carolina Rodriguez

Water Distributor's/Runner's: Nathan Celis, Gabe Rocha, Andrea Martinez, Luisa Riley

Back up's: Dominic Flores, Mikey Fulller, Fonso Soto, Jacob Velasco, DJ Nielsen, Iris Vennita
On May 17, 2012 the Fresno-Pershing FFA Chapter held their 14th Annual "Ag Day." This event is to educate our youth about the agriculture industry. The FFA chapter had 30 students volunteer after school hours to guide 500 third graders and their teachers from station to station to gain background on each agricultural commodity. The stations included fruits and vegetables, floriculture and landscape design, livestock animals, as well as the equine species and their saddle/tack used to farm equipment to health and nutrition for both livestock and humans. We also incorporated bees and specialty animals. The pictures below demonstrate the diversity of each unit presented.
FFA Chapter Scrapbook
Sanger FFA Chapter Scrapbook

The FFA Scrapbook is a wonderful way to display the FFA Chapter's Accomplishments throughout the year. The scrapbook is also a special way to collect and preserve the history of the Sanger FFA Chapter for future generations to enjoy.
Fourth Place
San Joaquin Region
Scrapbook
2018

"Always With Pride"
“Always With Pride”
Summer Activities Plan
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
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<tr>
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</tr>
</tbody>
</table>

- June 2016
- Shop for/pick up Goats
- Set up Pens
- Pick up Goat Feed
- School Ends
- Kids pick Goats!!
- Goat Practice 6:30am
- Goat Practice 6:30am
- Goat Practice 6:30am
- CATS Summer Conference
- Leave For SLO
- Final Grades Due
- Master's Program
- Year 3 Starts
- Met with Parent
- Worm Goats

Note: The table is a schedule for June 2016 with various events listed for each day.
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
</table>
|     |     |     | 6 Goat Practice 6:30am  
Parent Meeting in Library 4-6am | 7 Goat Practice 6:30am | 8 Dept Meeting: Calendar 
Livestock Check |  |
| 3   | 4   | 5   | 6   | 7   | 8   | 9   |
|     |     |     | Goat Practice 6:30am | Goat Practice 6:30am |     |     |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  |
|     | Goat Practice 6:30am 
Entries |       | Goat Practice 6:30am | Goat Practice 6:30am |     |     |
| 17  | 18  | 19  | 20  | 21  | 22  | 23  |
|     | Goat Practice 6:30am 
Feed Store |       | Goat Practice 6:30am | Goat Practice 6:30am |     |     |
| 24  | 25  | 26  | 27  | 28  | 29  | 30  |
| Animal Check 6:30am | Goat Practice 6:30am | Goat Practice 6:30am 
Officer Meeting 11:30am-3:30pm | Goat Practice 6:30am |     | Wedding Flowers Construction |     |
| 31  |     |     |     |     |     |     |
# August 2016

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Goat Practice 6:30am Buyer Letters/Flyers</td>
<td></td>
<td>Goat Practice 6:30am</td>
<td></td>
<td>Goat Practice 6:30am</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Goat Practice 6:30am Buyer Letters/Flyers Classroom Prep</td>
<td>Wonderful Meet and Greet 6-7pm Feed Store Hay &amp; Grain</td>
<td>Goat Practice 6:30am</td>
<td></td>
<td>Teacher Duty Day</td>
<td>SJR Boot Camp</td>
<td>SJR Boot Camp</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Feed Clinic with Goat Kids</td>
<td>Drenched all Goats</td>
<td></td>
<td>School Starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E/EFM COLC/CATA 5pm@Chowchilla Fair Parent Mtg 6-7pm Livestock Prac. 6-7pm</td>
<td>Livestock Prac 3:30-5pm</td>
<td></td>
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<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
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<tr>
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<td></td>
<td>Livestock Prac 6-7pm</td>
<td></td>
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</tr>
</tbody>
</table>
Graduate Follow-Up Survey
Sanger High School Ag Department
Graduate Follow-up

Name: ____________________________________________

Address: ____________________________________________

Phone: ____________________________________________

1. What are you doing at the present time?

   ____ Attending school
       ____ Full-time
       ____ Part-time
   ____ Working
       ____ Full-time
       ____ Part-time
   ____ In the military
   ____ Not working
       ____ Looking for work
   ____ Homemaker
       ____ Not looking for work
   ____ Other

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

   ____________________________________________

3. What is your job title or job description?

   ____________________________________________

4. Which statement best applies to your present occupation?

   ____________________________________________

   ____ I am using most of the skills I learned in the vo-ag program at SHS.
   ____ I am using some of the skills I learned in the vo-ag program at SHS.
   ____ I am not using any of the skills I learned in the vo-ag program at SHS.

5. What type of school are you currently attending?

   ____ High school
   ____ 4-year college
   ____ Adult education
   ____ Trade/technical school
   ____ Private business school
   ____ Other

6. What is your major course of study?

   ____________________________________________
7. How would you rate the training received in the SHS vo-ag program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

_____ Officer and committee chairman experience
_____ Judging contests
_____ Advanced degree and proficiency awards
_____ Participation in chapter activities, working with others
_____ Livestock raising, shows, fairs, etc.
_____ Other—please describe ____________________________

2. 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 ____________________________

3. Please rate the facilities and equipment used at SHS for the vo-ag program:

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

Equipment:  
_____ Modern  _____ Out-of-date
_____ Well-maintained  _____ Poorly maintained
_____ Adequate amount of equipment for all students in class
_____ Other—please describe ____________________________

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.
Results of Graduate Follow Up Survey
### Students by Graduation Year (17 Students) 2016

Only students with 3 or more years in Ag Ed will be shown in this list.

<table>
<thead>
<tr>
<th>NAME</th>
<th>FFA ID</th>
<th>GRAD YEAR</th>
<th>YEARS IN AG</th>
<th>GRAD STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monzo-Moreno, Mitchel</td>
<td>601021954</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Cervera, Dais</td>
<td>600516428</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Fernandez, Rubi</td>
<td>600516444</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Flores, Ricardo</td>
<td>600516445</td>
<td>2016</td>
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<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>Cavan, Amanda</td>
<td>601022749</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Jackson, Timor</td>
<td>600529629</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Campa, Chelsea</td>
<td>600529627</td>
<td>2016</td>
<td>6</td>
<td>Two Year College - Ag Major</td>
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<tr>
<td>Lopez, Isaiah</td>
<td>601403863</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>Lopez, Kyra</td>
<td>600520554</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>Martinez, Adriana</td>
<td>601405198</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
</tr>
<tr>
<td>McCutcheon, Chloe</td>
<td>600529626</td>
<td>2016</td>
<td>4</td>
<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Melle, Kriet</td>
<td>600529625</td>
<td>2016</td>
<td>4</td>
<td>Employed - Part-time - Non-Ag Job</td>
</tr>
<tr>
<td>Prewitt, R. E.</td>
<td>600529622</td>
<td>2016</td>
<td>5</td>
<td>Four Year College - Ag Major</td>
</tr>
<tr>
<td>Sotelo, Matthew</td>
<td>600521496</td>
<td>2016</td>
<td>4</td>
<td>Employed - Full-time - Ag Job</td>
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<tr>
<td>Dek, Albert</td>
<td>601022112</td>
<td>2016</td>
<td>3</td>
<td>Four Year College - Ag Major</td>
</tr>
<tr>
<td>Valasco, Vinciana</td>
<td>600521491</td>
<td>2016</td>
<td>3</td>
<td>Location or Position Unknown</td>
</tr>
<tr>
<td>Villa, Francisco</td>
<td>601022120</td>
<td>2016</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
</tbody>
</table>
### Students by Graduation Year

**2017**

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<tr>
<th>NAME</th>
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<th>GRAD YEAR</th>
<th>YEARS AG</th>
<th>GRAD STATUS</th>
</tr>
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<tbody>
<tr>
<td>Castellanos, Dante</td>
<td>601022718</td>
<td>2017</td>
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<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Gonzales, Brenda</td>
<td>601022004</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Gonzalez, Esmeralda</td>
<td>601022005</td>
<td>2017</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Granger, Cassidy</td>
<td>601022009</td>
<td>2017</td>
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<td>Two Year College - Ag Major</td>
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<td>Guerra, David</td>
<td>601022011</td>
<td>2017</td>
<td>5</td>
<td>Four Year College - Ag Major</td>
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<tr>
<td>Hughes, Chandler</td>
<td>601022023</td>
<td>2017</td>
<td>3</td>
<td>Two Year College - Non-Ag Major</td>
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<tr>
<td>Joy, Mallory</td>
<td>601067195</td>
<td>2017</td>
<td>5</td>
<td>Four Year College - Ag Major</td>
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<tr>
<td>Lavelle, Cindy</td>
<td>601022891</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Lovick, Allie</td>
<td>601022897</td>
<td>2017</td>
<td>4</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Mata, Xavier</td>
<td>601022903</td>
<td>2017</td>
<td>3</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Massari, Manah</td>
<td>601022905</td>
<td>2017</td>
<td>5</td>
<td>Two Year College - Ag Major</td>
</tr>
<tr>
<td>Talgo, Judd</td>
<td>601022920</td>
<td>2017</td>
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<td>Simons, Sarah E</td>
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<td>Souza, Casey J</td>
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Comprehensive Program Plan
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B. TARGETED OCCUPATIONS

The following is a list of the various jobs in agriculture that are available to students completing one of the agriculture programs at Sanger High School. The list reflects the various program offerings available to students and the jobs to be found in the area of Fresno County.

<table>
<thead>
<tr>
<th>EMPHASIS</th>
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<tbody>
<tr>
<td>Production Agriculture</td>
<td>Feeder</td>
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<tr>
<td>-Livestock</td>
<td>Milker</td>
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<td></td>
<td>Herdperson</td>
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<td>Ranch Manager</td>
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<td></td>
<td>Animal Scientist</td>
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<td>Livestock Journalist</td>
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<td>General Livestock Laborer</td>
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<td>Meat Inspector</td>
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<td>Veterinarian</td>
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<tr>
<td></td>
<td>Farmer</td>
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<tr>
<td></td>
<td>General Farm Laborer</td>
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<td></td>
<td>Agronomist</td>
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<td></td>
<td>Entomologist</td>
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<td></td>
<td>Pest Control Advisor</td>
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<td>Fruit Inspector</td>
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<td>Irrigation Supervisor</td>
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<td></td>
<td>Field Representative</td>
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<td></td>
<td>Equipment Operator</td>
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<tr>
<td></td>
<td>Produce Salesperson</td>
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<tr>
<td></td>
<td>Arc Welder</td>
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<tr>
<td></td>
<td>Agriculture Engineer</td>
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<tr>
<td></td>
<td>Machine Operator</td>
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<tr>
<td></td>
<td>Tractor Mechanic</td>
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<td></td>
<td>Ag. Shop Supervisor</td>
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<tr>
<td></td>
<td>Salesperson</td>
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<tr>
<td></td>
<td>Metal Fabricator</td>
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<td>Parts Counter Manager</td>
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<td>Truck Driver</td>
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<td></td>
<td>Dairy Equipment Repairer</td>
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<tr>
<td></td>
<td>Gardener</td>
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<tr>
<td></td>
<td>Greenhouse Technician</td>
</tr>
<tr>
<td></td>
<td>Garden Center Manager</td>
</tr>
<tr>
<td></td>
<td>Florist</td>
</tr>
</tbody>
</table>
Agriculture Business

Botanist
Research Technician
Christmas Tree Grower
Extension Specialist
Nursery Technician
Lawn Service Business

Bookkeeper
Data Entry Person
Warehouse Worker
Retail Sales Clerk
Retail Manager
Production Manager
Farm Realtor
Crop Insurance Agent
Economist
Agriculture Science

JOBS REQUIRING ADVANCED EDUCATION
(Community or University)
Agriculture Teacher
Ecologist
Agricultural Researcher
Biologist
Soil Conservationist
Biophysicist
Agronomist
Agriculture Marketing
Parasitologist
Entomologist
Agriculture Chemist

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)
Agriculture Sales Management
Farm and Ranch Supervisor
Irrigation Specialist
Agricultural Lobbyist
Customer Relations
Chemical Applicators
Agriculture Consulting
Forestry Operations
Land Surveyors
Agriculture Real Estate

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)
Farm and Ranch Workers
Irrigators
Research Technicians
Crop Sampler
Agriculture Product Sales
Livestock Trader
Tillage and Planting Operations
Ag Laborer
Crop Harvesting
Agriculture Transportation
Farm Supply Store
Ag Service Writer
Greenhouse Worker
Soil Sampler/Tester
Food Processing
Nursery Worker
ANIMAL SCIENCE

JOBS REQUIRING ADVANCED EDUCATION
(College or University)

Veterinarian
Microbiologist
Zoologist
Laboratory Scientist
Dairy Scientist
Pharmacologist
Animal Researcher
Geneticist

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)

Animal Confinement System Manager
Laboratory Animal Care
Animal Nutritionist
Artificial Insemination Specialist
Ranch/Dairy Supervisor
Animal Product Sampler/Analyst
Animal Breeder
Animal Specialists
Livestock Inspector

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)

Large or Small Animal Handler
Herdman
Feed and Water Systems Installer
Animal Housing Construction
Barn/Stable Manager
Farm/Ranch Worker
Animal Drivers/"Ranch Riders"
Animal Groomer
Fitting and Showing Expert
Feed and Supply Store
Livestock Sales
Sheep Shearer
Animal Products Processing
ORNAMENTAL HORTICULTURE

JOBS REQUIRING ADVANCED EDUCATION
(College or University)

- Agri-Chemical Manager
- Air Pollution Control Inspector
- Campground Manager
- Conservation Officer
- Forest Fire Ranger
- Forest Fire Fighter
- Fire Warden
- Forest Fire Suppression Crew Leader

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)

- Chemical Applicator
- Field Technician
- Animal (Vet) Technician
- Plant Propagator
- Work Foreman-Parks/Rec.
- Air Pollution Control Technician
- Forestry Technician
- Groundsperson-Arboriculture

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)

- Sales Clerk
- Laborer
- Nursery Worker
- Conservation Aide
- Forestry Aide
- Trainee-Arboriculture
- Climber-Arboriculture
- Floral Sales Person
AGRICULTURE MECHANICS

JOBS REQUIRING ADVANCED EDUCATION
(College or University)

Agricultural Engineer
Equipment Designer
Mechanical Engineer
Project Manager
Failure Analyst
Research and Development
Agriculture Construction Contractor

JOBS REQUIRING SPECIALIZED TRAINING
(Post Secondary)

Shop Manager
Agriculture Electrician
Equipment Operator
Lead Mechanic
Irrigation Systems Designer
Equipment Sales
Specialty Welder
Construction Foreman/Supervisor

JOBS REQUIRING LIMITED TRAINING AND EXPERIENCE
ENTRY LEVEL
(Secondary and Adult Education)

Small Equipment Operator
Irrigation Systems Installer
Small Power Equipment Mechanic
Parts Supplier
Ag Equipment Mechanic
Agricultural Welder
Ag Construction Apprentice
Customer Service
Farm Shop Worker
Mobile Repair Mechanic
Equipment Lube Technician
Sanger High School Agriculture Department Goals

1. Provide leadership for effective professional learning community as well as the implementation of explicit direct instruction in the classroom.
2. Provide an effective learning environment for all students.
3. Ensure all students, parents and community is aware of FFA activities and functions.
4. Provide a safe, healthy environment for students that will help ensure student success.
5. Maintain safe and clean area in the ag classroom, shop area and farm so they can be a learning laboratory for all students.
6. Develop and implement a sound Agriculture Departmental Program Plan that coincides with the State Department of Agriculture Education.
7. Develop a strong Program of Work for the FFA complete of departmental policy, calendars, budgets, goals and FFA information.
8. Provide a fair and equitable use of funds within the department, so all students has equal opportunity.
9. Provide a complete inventory of livestock, equipment, educational resources, textbooks, technology equipment and capital outlay. Items that are district owned and ROP owned as well.
10. Keep administration current with progress and improvement of the department.
11. All members of the department work collaboratively to maximize the educational experience for Sanger High students.
12. Advisors attend all FFA and CATA events to ensure growth and development for the chapter.
13. Provide a community of caring within the agriculture department so students are a part of the school wide Apache Pride.
14. Strengthen Advisory committee and meet regularly to make improvements within the department.
15. Increase FFA student participation with instructor promoting all events, activities, meetings, fundraisers and community service.
16. Develop departmental policies to run an efficient, cooperative, positive department that provide equality for teachers and staff.
AGRICULTURAL DEPARTMENT GOALS

1. Each student shall have the opportunity to explore the field of agriculture by taking courses in agriculture production, agriculture mechanics, or ornamental horticulture.
2. Each student completing the agriculture program shall have the basic skills and knowledge necessary to successfully meet the job entry requirements in an occupational area.
3. Each student enrolled in the agriculture program shall have the opportunity and shall be encouraged to participate in the FFA and other activities of the department.
4. Each student in the agricultural production program shall be encouraged to have some type of supervised occupational experience program and keep a complete set of production records on the enterprise.
5. Each agriculture teacher shall be encouraged to attend in-service meeting and workshops provided by the State Department of Agricultural Education, for professional improvement.
6. Development of the necessary attitudes and responsibilities needed by students to become successful in our society and in the chosen occupation.

AGRICULTURE DEPARTMENT OBJECTIVES

1. During the summer vacation, one or more of the agriculture teachers will make home visits at 90% of the incoming freshman pre-enrolled in the Agriculture production classes.
2. Each student visited will be encouraged to have some type of a supervised occupational experience program.
3. A meeting shall be called each summer for the purpose of filling out fair entries and encouraging students to get involved in exhibiting their projects at the county fair.
4. The department will enroll 120 students in the agriculture program each year.
5. Graduate 15 students each year with two or more years of agriculture course work.
6. Hold tow meetings each year with the agriculture advisory committee.

I. AGRICULTURAL PRODUCTION (01.01)

A. The goals of the instructional program are:
   1. To supply students with the knowledge and skills required for entry into and successful progress in those agricultural production occupations that do not require education beyond the secondary school level.
   2. To prepare students for post-secondary level vocational education in agricultural education.
   3. To enable students to acquire an understanding of the economic and social impact of the agricultural production industry upon society and its relationship to agricultural in general.
4. To provide the agricultural production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

II. AGRICULTURAL MECHANICS (01.03)

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Agricultural mechanics maintain and repair farm equipment and machinery, fabricate parts, and perform welding tasks.

The goals of the instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural mechanics occupations that do not require education beyond the secondary school level.
2. To prepare students for advanced post-secondary vocational education in agricultural mechanics.
3. To enable students to acquire an understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.
4. To provide the agricultural mechanic industry adequately prepared for successful employment in those occupations which presently exist and which are developing in the industry.

III. ORNAMENTAL HORTICULTURE

This instructional program is designed to prepare persons for employment in enterprises associated with floriculture, greenhouse operation and management, turf production and management, and forestry. The occupations in this industry involve mostly outdoor work growing and managing plants.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those ornamental horticulture occupations that do not require education beyond the secondary school level.
2. To prepare students for post-secondary vocational education in agriculture.
3. To enable students to acquire an understanding of the economic and social impact of the ornamental horticulture industry on society and its relationship to agriculture in general.
4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.
IV. INTRODUCTION TO AGRICULTURE (01.08)

This course, called Agriculture Science 1, is the introductory vocational agriculture course that is taught as the common entry point for all instructional programs in the agricultural education.

The goals of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agriculture occupations.
2. To supply students with the knowledge and understanding required making informed career choices in agriculture and assisting them to do so.
3. To assist students to prepare a personal plan of preparation for their chosen agricultural career.

The objectives of the course are:

1. Each student completing Ag. Science 1 will possess certain basic agricultural competencies that are commonly required at entry-level agricultural occupations and that form the foundation for advanced, specialized vocational education in one of the four instructional programs in agricultural education.
2. Each student completing Ag. Science 1 will have made at least a preliminary tentative personal choice pertaining to an agricultural career.
3. Each student completing Ag. Science 1 and selecting a personal career in agriculture will have prepared an educational plan for achieving their career goal. The plan shall consist of learning activities in at least the following: course work in agriculture, selected activities conducted through FFA organization, and supervised occupational experience.
AGRICULTURE SCIENCES

INTRODUCTION TO AGRICULTURE SCIENCE (AG SCIENCE I) (9, 10, 11, 12. Meets A-G "g" requirement.)
The one-year course is designed to explore basic areas of agriculture including livestock and small animals. Topics are animal health, nutrition, anatomy and physiology. In plants, ornamental horticulture, landscaping, nursery practices, floriculture and design topics are covered. In Ag. mechanics, plumbing, electrical, tool and equipment use and safety, FFA, leadership and SAE will be taught in the course.

AG BIOLOGY P (10, 11, 12. Meets A-G "d" requirement.)
A one-year laboratory science course, designed for the college-bound student interested in an agriculture career. The extensive laboratory component connects the big ideas of life science with Ag applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

ENVIRONMENTAL SCIENCE P (9, 10, 11, 12. Meets A-G "g" requirement.)
Prerequisite: Integrated Mathematics I P or taking Integrated Math I P concurrently. Intro to Ag. recommended prior to this course.
An extensive one-year lab science course designed to create a "hands-on" bond between exploration into student surroundings and world problems. Topics covered are: Introduction to Environmental Science, Ecosystems Identification & Management, Soil Conservation, Waste Management, Land Use Regulations, & Ordinances, Chemicals and the Environment, Water Quality and Air Quality.

AG SCIENCE II P (10, 11, 12. Meets A-G "g" requirement.)
Prerequisite: Intro to Ag. or Department approval.
This plant science course designed to follow Ag Science I includes: careers and opportunities, soil management, irrigation, advanced cultural practices in grape production, advanced cultural practices in fruit production, commercial vegetable growing, weed and insect control, cotton, corn, citrus, and hay production.

ROP BIOTECHNOLOGY IN AGRICULTURE (11, 12)
Prerequisite: Biology or Ag Biology
The course is designed to expose students to the biotechnology revolution. Students will study areas of: Plant and Animal Tissue cultures, Technolgy in agriculture, Aquaculture, Embryo Transfer and Artificial Insemination, Biotechnology in Food Industry and The Environment, Genetic Transfer, Genetically Modified Organisms, Cells, Scientific Procedures and Laboratory Skills. FFA leadership and SAE will be taught in the course.

ANIMAL SCIENCE

ANIMAL SCIENCE P (10, 11, 12. Meets A-G "g" requirement)
Prerequisite: Completed Intro to Ag. or Department approval.
Course designed to follow Ag Science I or 2 includes: production records, feeds, and nutrition of farm animals, livestock selection and judging, meats, dairy products, wool, livestock breeding and genetics, artificial insemination, anatomy of farm animals, and livestock diseases.

ROP VETERINARY SCIENCE I P (11, 12. Meets A-G "g" requirement)
Prerequisite: Ag Biology or Biology.
This course provides the students with knowledge of both small and large animals. It covers anatomy and physiology, basic animal skills, animal health and sanitation, infectious diseases, identification and control, breeding and breeding systems, feed and nutrition, environment and ecology, marketing of animals/livestock evaluation, and financial planning and record keeping, and clinical practices as well as careers in veterinary sciences. It provides advanced training and experience in services related to raising and caring of animals.

ROP VETERINARY SCIENCE II (11, 12)
Prerequisite: Veterinary Science I
The Veterinary Science II class offers more advanced general orientation in the many areas of animal science. It will provide information, activities, and skills in the areas of scientific method, mammalian reproduction and reproduction, health care, anatomy, physiology, nutrition, genetics, and disease management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

MECHANICS

ROP INTRO AG MECHANICS/WELDING (9, 10, 11, 12)
Course teaches introductory skills in shop equipment and tools. Skills include electric wiring, rope work, plumbing, basic woodworking, measurement, intro to Arc Welding, mixing and finishing concrete, small engine troubleshooting, fence construction and introduction to land measurement and surveying. FFA leadership and SAE will be taught in the course.

ROP AG WELDING (10, 11, 12)
Prerequisite: ROP Intro Ag Mechanics/Welding or instructor approval.
Agricultural Welding provides an opportunity for students to advance their understanding of welding technology. This course integrates and applies scientific principles to welding processes in the specialized field of metal fabrication. The course operates within an extensive laboratory to provide practical applications and advanced instruction in foundry principles in welding as follows: 1) OFW, 2) OFC, 3)
SMAW, and 4) GMAW. This advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by CDE. The development of leadership and employability skills are emphasized throughout the course.

ROP AGRICULTURE CONSTRUCTION
Prerequisite: ROP Ag Welding
This advanced course will teach students specialized skills for the construction, maintenance, repair, and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. Examples of equipment include: tractors, trailers, harvesters, tillage equipment, and others. This course integrates math and physical applications to applied principles within the everyday work world. The course curriculum is built around the California Department of Education Career Preparation Standards. Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

ROP ENGINEERING & MANUFACTURING
Prerequisite: ROP Ag Construction or Department approval
This advanced course will teach students specialized skills for the construction, maintenance, repair, and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. The class will teach the student basic knowledge of allowable stress and design requirements and limitations of common materials. Students will understand class and will give the student basic knowledge of allowable stress and design requirements and limitations to applied principles within the everyday work world. The course curriculum is built around the California Department of Education Career Preparation Standards. Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

ROP Ag Shop Manager Internship
Prerequisite: Ag Welding or above AND Instructor approval
This advanced one year course builds on students' shop skills and machine knowledge by providing them the opportunity to keep toolparf/ consumable inventories, repair, adjust, and renew machinery and tools, and give students the chance to build jigs, small equipment, and small shop operations. This course prepares students for the certified shop manager internship. There will be 2 internships open per year. Leadership, FFA, and SAE are taught in this course.

ROP SMALL ENGINE REPAIR
This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. Prepares students for Outdoor Power Equipment (OPE) Category 1, 2, and 4-Stroke Engine Technician Certification.

ROP ENGINE INTERNSHIP
Prerequisite: ROP Small Engine Repair AND Instructor approval
This course is designed to train students for entry-level jobs in the fast growing industry of small engine repair. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small shop operation. This course prepares (OPE) Category 1, 2, 4-Stroke Gasoline Engine Technician Certification — an industry-recognized certification through the Outdoor Power Equipment and Engine Service Association (OPEESA), and approved certification through the Equipment and Engine Training Council (EETC).

HORTICULTURE

ROP AGRICULTURE & NATURAL RESOURCES P
Course gives insight into the many interesting areas of forestry and natural resources. Includes timber, recreation, and the use and conservation of other natural resources such as rangeland soils, minerals, water, and air, and the many employment opportunities available in outdoor recreation and forestry in the San Joaquin area.

ROP ENVIRONMENTAL HORTICULTURE SCIENCE 1 & 2P
Course for students interested in professional landscaping, nursery work, or obtaining a deeper understanding of home gardening. Includes horticulture mechanics, plant materials, landscaping, landscape maintenance and nursery practices.

ROP FLORAL DESIGN 1 P
Dual Enrollment course with Reedley College (EH 37) 3 Units.
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

ROP FLORAL DESIGN 2
Prerequisite: Floral Design 1 P
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) Importance of the floriculture industry, 2) Floral crops and their characteristics, 3) Tools and equipment, 4) Care and management of floral crops, 5) Principles and elements of design, 6) Seasonal, holiday and occasional design, 7) Plant propagation, 8) Wedding and event design, and 9) Merchandising and marketing of designs and arrangements. Students will develop leadership and employability skills emphasized throughout the course.
Agriculture Science & Technology

AG BIOLLOGY P
(Grades 10, 11, 12. Meets UC "g" requirement)

A one-year laboratory science course designed for the college-bound student interested in an agriculture career. The extensive laboratory component connects the big ideas of life science with Ag applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

ENVIRONMENTAL SCIENCE P
(Grades 9, 10, 11, 12. Prerequisite: Algebra or taking Algebra concurrently or have completed Ag Science 1. Meets UC "g" requirement)

An extensive, one-year lab science course designed to create a "hands-on" bond between exploration into student surroundings and world problems. Topics covered are: Introduction to Environmental Science, Ecosystems Identification & Management, Soil Conservation, Waste Management, Land Use, Regulations & Ordinances, Chemicals and the Environment, Water Quality and Air Quality.

AG SCIENCE 1
(Grades 9, 10, 11, 12. No prerequisite. Meets SHS Biology graduation requirement)

A beginning agriculture course covering basic areas of study in animal and plant sciences, animal husbandry, animal health, environmental and animal biology, nutrition and feeding, animal production. Group leadership and participation (GFA), the account book and parliamentary procedure will also be studied in this course.

AG SCIENCE 2 P
(Grades 10, 11, 12. Prerequisite: Ag Science 1 or instructor's permission. Meets UC "g" requirement)

Course designed to follow Ag Science 1 includes: animal husbandry, animal care, animal behavior, animal health, animal production, animal health and nutrition, animal nutrition, animal behavior, and animal production. Animal leadership and the California Record Book will be part of the classroom instruction.

ANIMAL SCIENCE P
(Grades 10, 11, 12. Prerequisite: Ag Science 1 & Adv. Plant Science OR Instructor's permission. Meets UC "g" requirement)

Course designed to follow Ag Science 1 or 2 includes: production records, feed, and nutrition of farm animals, livestock selection and judging, meat, dairy products, wool, livestock breeding and genetics, artificial insemination, anatomy of farm animals, livestock diseases, livestock management problems, and equipment for livestock.

AG CONSTRUCTION 1 AND 2
(Grades 10, 11, 12. Prerequisite: Ag Mech 1 & 2 OR Welding Practices OR Permission of Instructor. $10 shop fee/sem)

This course is designed for those students interested in the construction of wood and metal projects. Students must furnish materials.

MECHANICS 1
(Grades 9, 10, 11, 12. No prerequisite. $10 shop fee/sem)

Course gives background needed to advance into the Ag mechanics classes. Subject matter includes the identification, care, and use of shop tools and equipment; shop safety, basic mechanical drawing, woodworking, metalworking, soldering, and introduced to the fundamentals of arc and oxyacetylene welding.

ADVANCED AG ENGINE
(Prerequisite: ROP Engine Repair)

This diesel technology course is designed to provide students in the rapidly changing diesel engine field with up-to-date information on the construction, operation, service, and repair of diesel engines. Emphasis is placed on overhaul, repair, adjustment, troubleshooting, and small engine operation.

MECHANICS 2
(Grades 10, 11, 12. Prerequisite: Ag Mechanics 1 OR Permission of Instructor. $10 shop fee/sem)

Course continues safety and shop skills introduced in Mechanics 1 and develops higher skill levels for shop equipment and tools. New skills include electric wiring, rope work, mixing and finishing concrete, small engine troubleshooting, fence construction and introduction to land measurement and surveying.

AG WELDING 1
(Grades 10, 11, 12. Prerequisite: Ag Mech 1 recommended. $10 shop fee/sem)

This course is designed to teach the fundamentals of oxyacetylene welding, cutting and brazing, and arc welding in all positions with mild steel electrodes. Students will weld cast iron, aluminum, stainless steel, and hard facing materials. Layout work, control of distortion, and the interpretation of welding symbols and blue prints will also be taught.

AG WELDING 2
(Grades 10, 11, 12. Prerequisite: Ag Mech 1 or Ag Welding 1. $10 shop fee/sem)

This course is designed for the advanced welder. Students will work primarily with the MIG and TIG processes. Enhancement of their techniques and skills will be applied to "real" job applications.

HORTICULTURE

ROP AGRICULTURE & NATURAL RESOURCES P
(Grades 11, 12. No prerequisite. Meets UC "g" requirement)

Course gives insight into the many interesting areas of forestry and natural resources. Includes timber, recreation, and the use and conservation of other natural resources such as rangeland, soils, minerals, water and air, and the many employment opportunities available in outdoor recreation and forestry in the Sanger area.

ROP ENVIRONMENT HORTICULTURE SCIENCE 1 & 2 P
(Grades 11, 12. No prerequisite. Meets UC "g" requirement)

Course for students interested in professional landscaping, nursery work, or obtaining a deeper understanding of home gardening. Includes horticulture mechanics, plant materials, landscaping, landscape maintenance and nursery practices.

ROP FLORAL DESIGN I
(Grades 9, 10, 11, 12. No prerequisite. Meets 1 yr Fine Art SHS graduation requirement. 2+2=5 RDC)

Course designed for artistic application to floral design through exploration in design, harmony, color, balance, proportion and scale to floral design. Students will have a well-balanced curriculum in art history, 3D design, flower anatomy, principals and mechanics of flower arrangement.

ROP FLORAL DESIGN 2
(Prerequisites: Floral Design 1)

This advanced course is designed to allow students to further study an artisitic approach to floral design. The students will be encouraged to explore design, harmony, color, balance, proportion and scale in floral design. Students will have a well-balanced curriculum in three-dimensional design, flower anatomy, and the principals and mechanics of flower arrangement.

SEE ADDITIONAL COURSES IN VALLEY ROP SECTION
D. DESCRIPTION OF AGRICULTURE COURSES

Introduction to Agriculture
Prerequisites: None
Year 9-12
Fulfills: Science graduation requirement

This course will introduce students to basic plant and animal science, ornamental horticulture, record keeping, leadership development (FFA), agriculture careers, computers, and the agriculture industry on the local, state, and national level. FFA membership and laboratory participation is required.

Plant and Animal Science
Prerequisites: Introduction to Ag
Year 10-12
Fulfills: Science graduation requirement

This course completed along with Introduction to Agriculture fulfills the science graduation requirement. This course emphasizes the importance of both plants and animals to Fresno County, while familiarizing students with anatomy and physiology of animals, nutrition and health, livestock selection and evaluation, and history of the livestock industry. The plant section of this course will emphasize the growth and development of plants, photosynthesis, fertilizer, soil science, as well as the function of development of plants, photosynthesis, fertilizer, soil science, as well as the function of plant parts. FFA membership and laboratory participation is also required part of the course.

Integrated Agriculture Biology
Prerequisites: Introduction to Ag
Year 10-12
Fulfills: UC and CSU entrance requirements

Agricultural Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: The molecular and cellular aspects of life, the chemical and structural basis of life, energies of life, growth and reproduction in plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. FFA leadership, SOE development and the California Recordbook is required part of this course.

Agriculture Economics
Prerequisites: Intro to Ag, Plant and Animal Science or Ag Biology
Year 11-12
Fulfills: Economics graduation requirement

Students completing this course will have basic and practical understanding of the different ways of conducting an agribusiness, banking practices, and marketing strategies. Agriculture Business will present students with instruction in the following areas:
computer applications in agriculture, careers in agribusiness, economics principles, agribusiness management and accounting, financial planning and analysis, finance and credit, sales and marketing, agriculture taxation and law, and employability and college entrance skills. FFA development, SOE participation and California Recordbook is required.

**Agriculture Mechanics I**
Prerequisites: None  
Year 9-12  
Fulfills: elective requirement

This course provides students with knowledge of general shop safety, proper use of hand and power tools, electricity, plumbing, arc and oxyacetylene welding techniques, cutting, bills of material, project layout and fabrication. FFA membership, California Recordbook and SOE participation is required.

**Agriculture Mechanics II**
Prerequisites: Ag Mechanics I  
Year 10-12  
Fulfills: elective requirement

This course continues to provide students with knowledge of shop safety, shop equipment and tools, arc welding in flat, vertical and horizontal positions, MIG welding, oxyacetylene cutting, brazing, agricultural equipment and machinery repair, project design and fabrication. FFA, SOE and the California Recordbook are taught in this course and is required.

**Agriculture Welding and Construction**
Prerequisites: Ag Mech. I & II  
Year 11-12  
Fulfills: elective requirement

A student completing Ag Welding and Construction will know how to safely operate shop equipment, perform basic and advanced skills related to the processes of arc welding, MIG welding, TIG welding and oxyacetylene welding. They will also be proficient in cutting and metal identification, and productively design and fabrication welding projects. FFA and Recordbooks are required in this class. Supervised Occupational Experience is also required in the course.

**Ornamental Horticulture I**
Prerequisites: None  
Year 9-12  
Fulfills: life science graduation credit

This course familiarizes students with basic terminology, care and propagation of greenhouse plants, tools and equipment, the floral industry, turf and garden maintenance, horticulture careers and variety of hands-on skills related to the industry. FFA membership, SOE development and leadership is required and taught in this course.

**Ornamental Horticulture II**
Prerequisites: Ornamental Horticulture I  
Year 10-12  
Fulfills: elective/1 year life science

A student completing Ornamental Horticulture II will explore their career opportunities in this industry. They will become familiar with greenhouse design and management,
water systems, fertilizers, light and temperature, insect control, and marketing. Students will also study the floral industry and participate in activities using fresh and dry flowers. FFA development and SOE participation will be graded and required in the class.

**Floral Design I**  
Prerequisite: None  
Year 9-12  
Fulfills: 1 year of fine art/UC articulated

This course is designed to allow students to explore and artistic approach to floral design. Students will explore elements and principles of design, two-three dimensional designs, history of floral art, arrangement styles and techniques, seasons, holiday and occasional designs. Students will complete this through creating, designing, identifying, explaining and evaluating all topics of study. FFA, SOE and record keeping are also taught in this course and are required from all students.

**Floral Design II**  
Prerequisite: Floral Design I  
Year 11-12  
Fulfills: elective credit

This course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) importance of the floral industry, 2) floral crops and characteristics, 3) tools and equipment, 4) care and management of floral crops, 5) principles and elements of design, 6) seasonal, holiday and occasional Design, 7) plant propagation, 8) wedding and hi-style design and 9) merchandising and marketing of designs and arrangements. Students will develop leadership skills through the FFA, maintained a SOE and keep a California FFA recordbook.

**Forestry and Natural Resources**  
Prerequisite: None  
Year 10-12  
Fulfills: elective credit

This course will give insight and to the many different areas of forestry and natural resources. The major sections will deal with timber, recreation, wildlife, conservation, rangeland, wildlife, soils, water and air. Students will discover many careers and employment opportunities an outdoor recreation and forestry in the Sanger area. FFA, SOE and a California Recordbook are a required part of the course.

**Environmental Science**  
Prerequisite: None  
Year 9-12  
Fulfills: UC “F” Lab Science

This course is designed for the college bound student with the interest in agriculture and the environment. This course is structured to cover current problems and issues affecting our environment. Topics of instruction will include, Ecology, Ecosystems, Soils and Soil Conservation, Land Uses and Regulations, Chemicals and the Environment, Air Quality, Water Quality and Waste Management, FFA, SOE and the California Record book.
CTE Model Curriculum

The following standards are used in the respected courses:

• Agricultural Mechanics:
  o FS – 1.1 (10.0-15.0), 2.0 (2.1, 2.6), 2.2 (1.3, 1.5), 2.5 (2.5-2.6), 2.4 (2.3-2.4), 3.0 (3.1-3.6), 4.0 (4.1-4.6), 5.0 (5.1-5.2), 6.0 (6.1-6.6), 7.0 (7.1-7.6), 8.0 (8.1-8.4) 9.0 (9.1-9.6), 10.0 (10.1-10.4)
  o PS – Agriculture Mechanics
    • B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B12.0
  o PS – Welding
    • B7.0, B8.0, B9.0
  o PS – Small/Diesel Engines
    • B10.0, B11.0

• Animal Science/Agriscience:
  o FS – 1.1 (10.0-15.0), 1.2 (1.a-1.m), 2.0 (2.1, 2.6), 2.2 (1.3, 1.5), 2.5 (2.5-2.6), 2.4 (2.3-2.4), 3.0 (3.1-3.6), 4.0 (4.1-4.6), 5.0 (5.1-5.2), 6.0 (6.1-6.6), 7.0 (7.1-7.6), 8.0 (8.1-8.4) 9.0 (9.1-9.6), 10.0 (10.1-10.4)
  o Introduction to Agriculture
    • C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C8.0, C9.0, C11.0, C12.0
  o Veterinary Science
    • D1.0, D2.0, D3.0, D5.0, D6.0, D9.0, D10.0, D11.0, D12.0

• Ornamental Horticulture:
  o FS – 1.1 (10.0-15.0), 1.2 (1.a-1.m), 2.0 (2.1, 2.6), 2.2 (1.3, 1.5), 2.5 (2.5-2.6), 2.4 (2.3-2.4), 3.0 (3.1-3.6), 4.0 (4.1-4.6), 5.0 (5.1-5.2), 6.0 (6.1-6.6), 7.0 (7.1-7.6), 8.0 (8.1-8.4) 9.0 (9.1-9.6), 10.0 (10.1-10.4)
  o PS – Ornamental Horticulture
    • F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0
  o PS – Floral Design
    • F1.1, F8.0, F9.0, F11.0
Sanger Agriculture Education Pathways

Yr 1 (9th)
Ag AMP Intro to Ag

Yr 2 (10th)
Ag Weld 1  Ag Small Gas Engines  Ag Mechanics 2

Yr 3 (11th)
Ag Weld 2  Ag Advanced Engines  Ag Construction 1

Yr 4 (12th)
Ag Fabrication And Design  Ag Power and Machinery  Ag Construction 2

Yr 1 (9th)
Ag AMP Intro to Ag

Yr 2 (10th)
Animal Science  Ag Biology

Yr 3 (11th)
Veterinary Science 1

Yr 4 (12th)
Veterinary Science 2  Veterinary Science 1
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<td>Intro to Plant (PLS1)/Pesticides (PLS6) (PA)</td>
<td>Intro to Plant (PLS1)/Pesticides (PLS6) (PA)</td>
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<td>1006</td>
<td>Prep</td>
<td>ROP Intro Ag Mech/Weld</td>
<td>ROP Intro Ag Mech/Weld (PA)</td>
<td>ROP Intro Ag Mech/Weld (PA)</td>
<td>ROP Intro Ag Mech/Weld (PA)</td>
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<td>Small Engines (MAG43)/Elect/Hydraulics (MAG43) (PA)</td>
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<td>IS-15 Computer Concepts (S1) (PA &amp; ED)/Economics (S2)</td>
<td>IS-15 Computer Concepts (S1) (PA &amp; ED)/Economics (S2)</td>
<td>ROP Intro to Multi-Media Graphic Design (S1)</td>
<td>ROP Intro to Multi-Media Graphic Design (S1)</td>
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**Color Key**
- EL Courses: Wonderful (PA)
- Digital Technology (DT)
- Project Lead the Way (EN)
- Combo (PA and ED)
- Education (ED)
- Combo (PA and EN)

**Dual Enrollment Courses** = RED TEXT OR WHITE TEXT on dark color

Revised 6/20/2016
ROP FLORAL DESIGN 3

Prerequisite: Floral Design 1 P & 2 P
This course in floristry is for students who are interested in the advancement of pursuing a career in floral design: Wedding designer, high-style designer, balloon designer, production designer and other related floral fields. Instruction includes the basic design skills used in everyday floral shops to elite designs, styles and weddings. Students will be able to use artistic principles to properly design corsages, centerpieces, wedding bouquets, funeral pieces and all phases of design work commonly used in the planning and staging of events or parties. Flower materials to be used, but not limited to, fresh flowers and foliage or dried, silks and other textures as may be required to complete a project. In addition to design elements, students will also be able to demonstrate knowledge regarding the area of ornamental horticulture including plant reproduction, nursery management, and landscape design.

SUGGESTED AGRICULTURE EDUCATION PATHWAY

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</table>
Veterinary Science/Animal Science
Syllabus

Instructor: [Redacted]

E-mail: [Redacted]

Room: 1000

Prerequisites: None

Course Description:

This course is designed to provide students with advanced classroom and laboratory training with both large and small animals. This course will provide advanced training and experience in services related to raising and caring for animals. Veterinary science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project based learning. This is a science based class which will help prepare students for college animal science courses. Veterinary 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 Animal related field. (UC/CSU approved)

Course Goals:
The student will:

- The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
- The students will be able to demonstrate knowledge of the principle's involved in animal nutrition and feeds.
- The students will be able to demonstrate knowledge of the structure, function and maintenance of the major organ systems of the animal.
- The students will demonstrate knowledge of the principles of livestock breeding
- The students will demonstrate knowledge of specific health problems related to horses, cattle, sheep and swine and the identification, treatment and prevention of these problems.
- The students will identify the major internal and external livestock pests, their life cycles and their control.
- The student will demonstrate an understanding of the basic principles of care, raising, breeding, selection of large animals and small animals.
- The student will demonstrate knowledge of correct pasture and rangeland management practices for animal health, pasture production and maintaining the balance of living things within the ecosystem.
- The students will be exposed to educational and industry opportunities as it relates to the field of study in this course.
- The student will have basic knowledge of all tools and equipment used in the animal science and veterinary science industry.

**Lab Dress:** Work clothes, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes and pants are required. Safety glasses will be worn at all times when in a lab situation and teacher requires. Rubber boots and scrubs are recommended. You may get dirty in class so please dress appropriate.

**Required Text:**
Supplemental www.infovets.com
Material Veterinary Medical Terminology

**Students Responsibility:**
- Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
- No makeup’s will be allowed unless by prior permission of the instructor.
- Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
- Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
- Handouts/Google Classroom Assignments will be given in every class or laboratory.
Tentative Schedule:
Due dates and assignments will be posted each week for lab and classroom activities

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</table>
Subject to Change:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

Evaluation:

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

- Lab Procedures/Assignments 25%
- Tests & Quizzes 15%
- Lab projects 40%
- Mid-Term /Final Exam 20%

Your grade in this course will be based on the following scale:
- A – 90 – 100%
- B – 80 – 89%
- C – 70 – 79%
- D – 60 – 69%
- F – 59% and below

FFA/SAE

By being in an Agriculture Class you must earn two activity points a semester. There are many ways to earn activity points, here are examples:
- Attend an FFA meeting
- Help with Community Service
- Attend FFA Banquet
- Assist with an FFA activity
- Be on a Committee
- Enter a project in the Fair
- Fundraiser Sales
- Participate on a Team/Contest

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Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. You must make up the work.

Lab: Attendance in all labs is important. Students must make prior arrangements with the instructor to be excused from lab, unless it is an illness. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: Students must make prior arrangements with the instructor to make up any quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to or have made them up within the same number of days of the absence.
Introduction to Agriculture Science
Syllabus

Instructor: Audrey Bonomi
E-mail: audrey_bonomi@sanger.k12.ca.us

Room: 1000

Prerequisites: None

Course Description:

This course will be offered to first year agriculture students interested in agriculture, animals, plants and mechanics. This course has been designed to offer a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA) as well as the foundation skills and knowledge in the seven program areas.

Students will be expected to acquire knowledge and organize, analyze, predict, evaluate, problem solve and apply the knowledge. Students must read and comprehend a variety of materials: demonstrate writing skills, speak with clarity, meaning and confidence, exhibit creativity, use technology in research and accessing information: appreciate and respect individual and cultural differences and demonstrate working collaboratively.

Course Goals:
The student will:

- Define agriculture and the agricultural industry.
- Describe important needs and sources of food and fibers.
- Explain ecosystems and their impact on agriculture.
- Explain the importance of standard measurements in agriculture.
- Identify and operate basic common tools and equipment used in agriculture.
• Explain heredity and genetics in agriculture.
• Identify breeds of Small Animal, Livestock and Exotic Animals
• Explain sexual and asexual propagation in plants.
• Explain and understand the major organ systems of animals.
• Describe basic plant identification, soil requirements, fertilizers and irrigation systems
• Explain the food nutrients needed by animals and plants.
• Understand health concerns and diseases of animals.
• Demonstrate learned leadership skills associated with the FFA
• Develop an Supervised Agricultural Experience Project
• Develop an understanding of data entry in record books.
• Utilize California Computerized Recordbook
• Explore Agricultural Careers and develop employability skills

**Lab Dress:** Work clothes, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes and pants are required. Safety glasses will be worn at all times when in a lab situation and teacher requires. Rubber boots and scrubs are recommended. You may get dirty in class so please dress appropriate.

**Required Text:**
Agriscience: Fundamental’s and Application, L. Devere Burton, 6th Edition

**Students Responsibility:**
• Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
• No makeup’s will be allowed unless by prior permission of the instructor.
• Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
• Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
• Handouts/Google Classroom Assignments will be given in every class or laboratory.
• Be Prepared and respectful at all times
• Follow Apache 4
• Respect Substitutes and guests in the classroom
Tentative Schedule:
Due dates and assignments will be posted each week for lab and classroom activities

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Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Occasional handwritten items are allowed. Lecture/Lab assignments will be completed on google classroom and turned in on time or will be penalized 20% each week it is late.

Cheating & Plagiarism

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in discipline with administration.

Work Ethic - Most students are enrolled in agriculture classes want to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- Punctual: It is customary to arrive on time or before class starts.
- Responsible: It is expected than an employee work every scheduled work day.
- Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have appropriate clothing, safety glasses, and appropriate footwear to participate in the laboratory. Student is also required to have class material, such as ipad, textbook, paper and other class supplies to write and take notes with.

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Lab activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

Behavioral Standards

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop.
EH 43
Plant Propagation/Production
Syllabus

Instructor: Audrey Bonomi
E-mail: audrey.bonomi@sanger.k12.ca.us

Class Meeting:
Period 5: Monday, Tuesday, Friday 1:03-2:01pm
Wednesday Block 1:15-3:05, Thursday Block 1:26-3:05pm
Period 6: Monday, Tuesday, Friday 2:07-3:05pm
Wednesday Block 1:15-3:05, Thursday Block 1:26-3:05pm

Room: 1000

Units: 03

Prerequisites: None

Course Description:
Plant propagation and production. Practices with emphasis on nursery operations including sexual and asexual reproduction, planting, transplanting, fertilizing, plant pest and disease control, structures and site layout. Preparation and use of propagating and planting mediums, the use and maintenance of common tools and equipment and regulations pertaining to plant production.

Course Goals:
- Demonstrate the ability to grow plants from propagation to market size.
- Practice the procedures of plant propagation including seed, cuttings, budding, grafting, layering, and division.
- Determine the proper timing for the various propagation and production techniques appropriate to the plant species and propagation method

Primary Learning Outcomes:
The student will:
- Explain the effect of temperature, water, humidity, and fertility on plant growth
- Describe the principles of plant reproduction, sexual and asexual
- Exhibit the personal skills (attitude, work habits, etc.) For successful employment in the wholesale and retail nursery business
- Discuss control procedures for common garden, landscape, and greenhouse pests
- Demonstrate proper merchandising techniques
• Identify, use, and maintain common propagation, nursery and landscape tools and equipment
• Plan and design a nursery layout
• Construct nursery facilities
• Develop and present a propagation method demonstration
• Describe the various types of wholesale plant production industries
• Students identify, organize, plan and allocate resources
• Plan and design a wholesale nursery layout
• Develop Interpersonal skills
• Develop a group presentation on a propagation method
• In the laboratory setting, students work cooperatively in meeting various objectives
• Acquires and uses information
• Identify common plants of landscape value in the area
• Discuss control procedures for common garden, landscape, and greenhouse pests
• Understands complex interrelationships
• Describe the principles of plant reproduction, sexual and asexual
• Describe and differentiate the processes of osmosis, transpiration, respiration, photosynthesis
• Explain the effect of temperature, water, humidity, and fertility on plant growth
• Works with a variety of technologies
• Practice the procedures of plant propagation including seed, cuttings, budding, layering, grafting, division
• Formulate planting and propagating media
• Measure and mix fertilizers and apply them

Lab Dress: Work clothes, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes and pants are required. Safety glasses will be worn at all times when in a lab situation and teacher requires. You may get dirty in class so please dress appropriate.

Required Text:

Students are expected to have read the assigned reading before lecture.

Students Responsibility:
• Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
• No makeup’s will be allowed unless by prior permission of the instructor.
• Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
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• Handouts/Google Classroom Assignments will be given in every class or laboratory.
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<th>Unit/Topic</th>
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<td>Propagation by Layering</td>
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<td>Oct 31</td>
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<tr>
<td>Week 12</td>
<td>15</td>
<td>Propagation by Specialized Stems and Roots</td>
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<tr>
<td>Nov 7</td>
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<tr>
<td>Week 13</td>
<td>16</td>
<td>Media Solutions and Agar Lab</td>
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<tr>
<td>Nov 14</td>
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<tr>
<td>Week 14</td>
<td>17</td>
<td>Tissue Culture and Micro Propagation Technique Lab</td>
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<tr>
<td>Nov 28</td>
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<tr>
<td>Week 15</td>
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<td>Tissue Culture Propagation Lab for Fruit and Nuts</td>
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<td>Dec 5</td>
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<tr>
<td>Week 16</td>
<td>19</td>
<td>Propagation methods and Rootstocks</td>
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<td>Dec 12</td>
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<tr>
<td>Week/Date</td>
<td>Chapter</td>
<td>Homework</td>
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<td>Oct 24</td>
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<tr>
<td>Week 11</td>
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<td>Week 16</td>
<td>19</td>
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<tr>
<td>Dec 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject to Change:
This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

Evaluation:
Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery Project</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Lab projects/Journal</td>
<td>100</td>
</tr>
<tr>
<td>Homework Questions</td>
<td>90</td>
</tr>
<tr>
<td>Mid-Term /Final Exam</td>
<td>200</td>
</tr>
</tbody>
</table>

Your grade in this course will be based on the following scale:

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

Attendance

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor.

Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: Students must make prior arrangements with the instructor to make up any quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by the SCCCD Dean of Admissions, Dr. John Cummings.

Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be completed on google classroom and turned in on time or will be penalized 20% each week it is late. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 20% of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.
College Policies:

Cheating & Plagiarism,

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

Work Ethic - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- Punctual: It is customary to arrive on time or before class starts.
- Responsible: It is expected than an employee work every scheduled work day.
- Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have appropriate clothing, safety glasses, and appropriate footwear to participate in the laboratory. Student is also required to have class material, such as ipad, textbook, paper and other class supplies to write and take notes with.

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Shop activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

Behavioral Standards

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
It is considered polite to turn off cell phones when in the classroom or shop. Please do so.

**Important Dates**
- Labor Day Holiday: September 5
- Last day to drop and qualify for a refund: September
- Last day to drop a class and not receive a letter grade: October
- Veterans Day Holiday: November 11
- Thanksgiving Holiday: November 21-25
- Finals Week: December 12-16

**FINAL EXAM:** — Thursday, December 15, at 10:57 a.m. for Per 5 and Friday, December 16, at 10:57 am for Per 6
MAG 40
Introduction to Agricultural Mechanics
Syllabus

Instructor: Tony Herron

Office Hours: Monday 3:30-4:30
E-mail: Tony_herron@sanger.k12.ca.us

Class Meeting: Monday, Tuesday, Friday 11:14

Units: 03

Course Description: Selection, care, and use of common tools, safety, projects of wood and metal; mechanical skills in the field of agriculture. Course is taught primarily to prepare agricultural education students, but skills are applicable to general agriculture. (2 lecture, 3 lab hours).

Course Goals:
- The student will develop an understanding of basic farm projects, materials and tools used.
- The student will be able to perform basic shop tasks commonly found in agricultural farming enterprises.

Primary Learning Outcomes:
The student will:
- Have an understanding of basic shop tasks commonly found in agriculture
- Be able to perform basic shop tasks common to agriculture
- Develop the ability to work safely in a shop environment
- Demonstrate their ability to layout projects from drawings
- Be able to create drawings of simple projects
- Be able to correctly identify common tools and materials
- Develop an understanding of projects and materials that will enable them to create a bill of materials for common farm or classroom projects
- Be able to solve project construction problems such as efficient use of materials, materials selection, etc.

Secondary Learning Outcomes:
The student will:
- Work with cold metal and perform simple tasks
- Work with plumbing materials and perform simple and assembly/repair tasks
- Work with wood and perform simple repair tasks
- Work with electrical circuit components and perform simple assembly/repair tasks
- Work with surveying instruments and perform simple tasks
Lab Dress: Work clothes, shop coats, or coveralls. No loose clothing. Long hair must be restrained. Closed toe shoes are required. Safety glasses will be worn at all times.

Required Lab Equipment:

- OSHA approved Z87.1 or higher safety glasses
- Steel tape measure

Lockers: Lockers are available in the restrooms in the Agricultural Mechanics building. Provide your own lock.

Safety: Safety is a primary concern while working in the shop. Students that are not working in a safe manner will be required to leave the shop. This includes failure to wear adequate eye protection. You will receive instruction on the safe operation of the equipment; any unsafe operation will be dealt with accordingly. **Proof of tetanus immunization is required.**

Required Text:

Students Responsibility:

- Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
- No makeup’s will be allowed unless by prior permission of the instructor.
- Cleanup of the shop is part of the laboratory exercise. Students not participating in shop cleanup will have points deducted from their project grades.
- No written assignments will be accepted after the last lecture meeting. Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
- Handouts will be given in almost every class or laboratory.

Tentative Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Labs</th>
<th>Book Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-</td>
<td>Safety/Measurement project</td>
<td>Units 4, 5 &amp; 6</td>
</tr>
<tr>
<td>Week 2-</td>
<td>Wood Project (Nail Box)</td>
<td>Units 7 &amp; 8</td>
</tr>
<tr>
<td>Week 3-</td>
<td>Wood Projects Continued</td>
<td>Units 9 &amp; 10</td>
</tr>
<tr>
<td>Week 4-</td>
<td>Sheet Metal (Measuring Gauge)</td>
<td>Unit 12</td>
</tr>
<tr>
<td>Week 5-</td>
<td>Sheet Metal (Dust Pan)</td>
<td>15 &amp; 16</td>
</tr>
<tr>
<td>Week 6-</td>
<td>Tool Fitting (Sharpening Drill Bits Screwdrivers &amp; Chisels)</td>
<td>Units 21 &amp; 22</td>
</tr>
<tr>
<td>Week 7-</td>
<td>Surveying</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week 8-</th>
<th>Electrical Wiring</th>
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</thead>
<tbody>
<tr>
<td>Week 9-</td>
<td>Electrical Wiring/Motors and Controls</td>
</tr>
<tr>
<td>Week 10-</td>
<td>Motors and Controls</td>
</tr>
<tr>
<td>Week 11-</td>
<td>Tap and Die</td>
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<tr>
<td>Week 12-</td>
<td>Concrete and Masonry (Step Stone)</td>
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<tr>
<td>Week 13-</td>
<td>Plumbing (Sprinkler)</td>
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<tr>
<td>Week 14-</td>
<td>Plumbing (Sprinkler)</td>
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<tr>
<td>Week 15-</td>
<td>Lab Make-up</td>
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<tr>
<td>Week 16-</td>
<td>Google Sketch-up</td>
</tr>
<tr>
<td>Week 18-</td>
<td>Open</td>
</tr>
</tbody>
</table>

*You will be responsible for completing the multiple choice sections of all unit assignments on a scantron sheet (882) and turned in the following week.

Subject to Change:
This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

Evaluation:
Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Tests &amp; Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Lab projects</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Your grade in this course will be based on the following scale:
- A – 90 – 100%
- B – 80 – 89%
- C – 70 – 79%
- D – 60 – 69%
- F – 59% and below

Attendance
Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. A “tardy” is considered an absence unless the student contacts the instructor at the end of class to change the status from absent to tardy. Two tardies will count as an absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor (i.e., class meets two times per week, 4 absences; class meets 1 time per week, 2 absences).
Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: There will be no make-ups for quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by the SCCCD Dean of Admissions, Dr. John Cummings.

Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be accepted late up to the test for that unit of the course; however, late assignments will be penalized 1/3 of the possible points. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 1/3 of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

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Cheating & Plagiarism

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Work Ethic - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- Punctual: It is customary to arrive at least 5 minutes before work begins. Individuals will be terminated if they are not punctual.
- Responsible: It is expected than an employee work every scheduled work day. Individuals will be terminated if they are not responsible.
- Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have work shirts, safety glasses, and appropriate footwear to participate in the laboratory. If a student is not prepared, he/she cannot participate and will receive a zero (see “responsible”).

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Shop activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

**Behavioral Standards**

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop. Please do so.
- There is no smoking allowed in classrooms, shops, or school vehicles.
- This class is set for the semester. All doctor’s appointments, interviews, meetings with counselor, and other types of appointments should be scheduled during your time outside of class.

**Important Dates**

- Labor Day Holiday
- Last day to drop and qualify for a refund  
  **September 7**
- Last day to drop a class and not receive a letter grade  
  **September**
- Veterans Day Holiday  
  **October**
- Thanksgiving Holiday  
  **November 11**
- Finals Week  
  **November 16-20**
- **Final Exam:** – Thursday, December 17, at 9:45 a.m.
Agriculture ROP Mechanics/Welding
Sanger High School
Mr. Herron
Email: Tony.Herron@sanger.k12.ca.us

Agriculture ROP Mechanics/Welding
This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment and facilities. This class will teach the student to fabricate and adapt various pieces of farm machinery and facilities by cutting, forming, and welding different types of metals. Students will learn the basic principles of plumbing, electrical, welding, concrete work, fencing and some animal husbandry skills. The course integrates math, and physical applications to applied principles within the everyday work world.

COURSE OBJECTIVE:
The student will learn small gas engine systems including single and multi cylinder engines, fuel systems, small power equipment systems, along with basic engine operation, theory, and to analyzed engine malfunctions, determine corrective repairs, perform engine repairs, and adjust engine tune-up according to engine manuals.

GOALS/LEARNING OUTCOMES:
Upon completion of this course the student will successfully:
A. Familiarize students with career opportunities relevant to the broad industry of welding and fabrication.
B. Enable students to utilize appropriate trade terminology.
C. To provide students the basic shop skills as applied in the workplace.
D. Explain shop safety and workplace hazards
E. Identify and explain hand tools and their uses
F. Identify and explain common materials used in Ag Mechanics
G. Identify and explain woodworking tools and procedures
H. Demonstrate woodworking procedures
I. Identify and explain electrical system components
J. Demonstrate electric wiring procedures
K. Identify and Explain Plumbing system components
L. Demonstrate plumbing procedures
M. Identify and explain welding equipment and procedures
N. Demonstrate basic SMAW procedures
O. To provide students with the knowledge of job-seeking and employability skills.
P. To enable students to complete a career portfolio.
Q. To provide opportunities for leadership development.
R. To strengthen a student’s academic skills through demonstration of applied vocational training, primarily in mathematics and physical science disciplines.
S. To enable students to practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
T. To enable students to participate in relevant FFA competitions to assess classroom skills and theory.

Textbook Information
Agricultural Mechanics - provided in class

Students need a minimum 1” 3 ring binder and paper, Handouts and Technical Information to be kept in Binder

Course Fee
This course has potential costs associated with projects. Students will be required to pay for materials and consumables used in the construction/repair of projects that will be kept by the student.

SCHOLASTIC DISHONESTY:
Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. All work submitted MUST BE YOUR OWN. Penalties and/or disciplinary proceedings may be initiated by Sanger High School against a student accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.
Cheating of ANY kind will result in loss of credit on the assignment or project and appropriate disciplinary action according to the student handbook and S.H.S policies.

Valley ROP Expectations
You are enrolled in a Valley ROP class to obtain a marketable skill that will enable you to better prepare yourself for future employment. Your attendance, behavior, and dress are expected to be the same as required in the workplace. If your classroom behavior creates an unsafe environment in the classroom and/or causes damage to the equipment, Valley ROP reserves the right to remove you from the class.

Course Requirements and Grading Policy
A. Attendance Policy
Students are expected to attend classes regularly. You must be in the classroom before the tardy bell rings. Flying through the door as the bell rings is considered a tardy. It is very important that you are here on time and ready to work. You will not be able to finish your work otherwise. Think of this class as your job. You could not continuously be late to work without getting fired. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructor for make up assignments. Class attendance is checked daily by instructor.

B. Lab Requirements: Students must use tools/equipment safely and correctly and wear equipment at all times. Students must complete daily cleanup jobs.

C. Dress Code
Students will be expected to attend class and shop in short/long sleeve shirts, jeans or work pants and preferably leather shoes. No shorts are allowed. No open toe shoes are allowed.

D. Cell Phones, I-Pods, Etc.
Cell phones and other devices are very disruptive to class. They are not to be used for calls, texts, pictures, music, etc. in the classroom or shop. See Student handbook for school digital device policy.

SPECIAL STUDENT SHOP REQUIREMENTS
Each student is responsible for his/her own work area and for the cleaning up of his or her assigned cleanup area.

B. If a student does not clean up his or her work area at the end of each class, they will not be allowed to work on special projects without the permission of the instructor.

1. No use of Alcohol, Tobacco, or drugs will be tolerated. Any student found to be under the influence of any substance will be immediately removed from class.

2. Wash your hands before leaving the laboratory for any reason. Proper hand washing is essential in preventing the acquisition and spread of potentially harmful organisms.

3. Clean up spills immediately.

D. All accidents are to be reported immediately to the instructor.

STUDENT EVALUATION:
To determine completion of the course, the instructor will assign grades for all exams, assignments, and lab activities and practical exams. Assignments must be submitted on time to receive full credit. Assignments more than 2 weeks late WILL NOT receive credit unless prior arrangements are made.

GRADE BREAKDOWN
1. Exams and quizzes – 25%
2. Shop performance and lab assignments – 55%
3. FFA Participation – 10%
4. SAE/SAEP Projects – 10%

GRADING SCALE:

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

Testing
You will be informed one week in advance before being given a major exam; however, pop quizzes may be given at anytime deemed appropriate by the instructor.
Make-up policy
Consult the instructor BEFORE missing any time to set up make-up work or tests.

Projects, Assignments, Portfolios, Service Learning, etc.

ASSIGNMENT:
A requirement of this block of instructions is the completion of a portfolio and resume, job application, and mock interview. The instructor will assist you in completing this portion of the course.

ASSIGNMENT:
Students will attend or participate in at least 3 FFA activities per semester to fulfill the 10% FFA portion of their Grade. Students will be given every available opportunity to meet this requirement. With 0 FFA participation, the highest possible grade is a B+, assuming SAE project completion.

ASSIGNMENT:
Students will make significant progress on or complete a SAE/SEOP project throughout the year. Records will be kept on the hours and dollars spent, and if applicable, the dollars made from the project. With 0 SAE project hours/records, the highest possible grade is a B+, assuming FFA participation is met.

Shop Policy:
Students will conduct themselves in a professional manner and treat the shop environment as a place of business/employment. Failure to conduct oneself appropriately will be cause for loss of shop privileges. No outside projects will be allowed without PRIOR approval by the instructor.

Other Student Information (clubs, tutoring, web resources, etc.)
An after School Program may be available for additional time on projects, class work, exams, and enrichment activities. Tutorial times will be announced as per Sanger High School Calendar.

Class Contract

I, ___________________________, have read and understand all the contents of the syllabus for the ROP Ag Mechanics/welding class. By signing below, I agree to follow the rules and give my best effort to achieve a passing grade.

__________________________________________
Student Signature

__________________________________________
Date

As the parent/guardian of the student listed above, I have read and understand all the contents of the attached syllabus. By signing below, I agree to encourage my student to follow the guidelines that have been set. I am now aware of what Mr. Ravy expects from my student.

__________________________________________
Parent/Guardian Printed Name

__________________________________________
Date

__________________________________________
Parent/Guardian Signature

Please return this contract signed to Mr. Ravy on or before August ________, 20______.
If I have not received it by that date parents will be otherwise contacted.
# COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Unit of Instruction</th>
<th>Key Assignments</th>
<th>Anchor Standards</th>
<th>Pathway Standards</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Orientation</td>
<td></td>
<td></td>
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<tr>
<td>- Class Procedures</td>
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Agriculture ROP Welding
Sanger High School

Concepts and skills required for industry wide welding practices and procedures, project construction, and shop/workplace environment skills. Employability skills and job opportunities discussed, leadership opportunities available.

COURSE OBJECTIVE:
The student will learn basic shop safety and procedures concerning the four main welding processes, tool usage, tool and equipment repair, and project construction. Students will learn industry applications of different welding operations, standard industry language and practices, and gain employability skills as well as gain the opportunity to prepare for certification.

GOALS/LEARNING OUTCOMES:
Upon completion of this course the student will successfully:
A. Understand and identify different welding systems and components.
B. Understand and follow industry standards regarding safety and proper procedures.
C. Demonstrate skills and abilities in Oxy-Acetylene welding and cutting operations.
D. Demonstrate skills and abilities in SMAW welding operations.
E. Demonstrate skills and abilities in GMAW welding operations.
F. Demonstrate knowledge and skills in basic TIG welding.
G. Demonstrate proper use of shop tools and test equipment.
H. Understand and Demonstrate knowledge of common weld problems and critique welds.

Textbook Information
Welding Technology, Steel Construction Manual - provided in class
Students need a minimum 1“ 3 ring binder and paper, Handouts and Technical Information to be kept in Binder

Course Fee
This course has potential costs associated with projects. Students will be required to pay for materials and consumables used in the construction/repair of projects that will be kept by the student.

SCHOLASTIC DISHONESTY:
Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. All work submitted MUST BE YOUR OWN. Penalties and/or disciplinary proceedings may be initiated by Sanger High School against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarizing, and collusion. Cheating of ANY kind will result in loss of credit on the assignment or project and appropriate disciplinary action according to the student handbook and S.H.S policies.

Valley ROP Expectations
You are enrolled in a Valley ROP class to obtain a marketable skill that will enable you to better prepare yourself for future employment. Your attendance, behavior, and dress are expected to be the same as required in the workplace. If your classroom behavior creates an unsafe environment in the classroom and/or causes damage to the equipment, Valley ROP reserves the right to remove you from the class.

Course Requirements and Grading Policy
Attendance Policy
Students are expected to attend classes regularly. You must be in the classroom before the tardy bell rings. Flying through the door as the bell rings is considered a tardy. It is very important that you are here on time and ready to work.
You will not be able to finish your work otherwise. Think of this class as your job. You could not continuously be late to work without getting fired. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructor for make-up assignments. Class attendance is checked daily by instructor.

Lab Requirements: Students must use tools/equipment safely and correctly and wear equipment at all times. Students must complete daily cleanup jobs.

Dress Code
Students will be expected to attend class and shop in short/long-sleeve shirts, jeans or work pants and preferably leather shoes. No shorts are allowed. No open toe shoes are allowed.

D. Cell Phones, I-Pods, Etc.
Cell phones and other devices are very disruptive to class. They are not to be used for calls, texts, pictures, music, etc. in the classroom or shop. See Student handbook for school digital device policy.

SPECIAL STUDENT SHOP REQUIREMENTS
A. Each student is responsible for his/her own work area and for the cleaning up of his or her assigned cleanup area.
B. If a student does not clean up his or her work area at the end of each class, they will not be allowed to work on special projects without the permission of the instructor.
1. No use of Alcohol, Tobacco, or drugs will be tolerated. Any student found to be under the influence of any substance will be immediately removed from class.
2. Wash your hands before leaving the laboratory for any reason. Proper hand washing is essential in preventing the acquisition and spread of potentially harmful organisms.
3. Clean up spills immediately.
D. All accidents are to be reported immediately to the instructor.

STUDENT EVALUATION:
To determine completion of the course, the instructor will assign grades for all exams, assignments, and lab activities and practical exams. Assignments must be submitted on time to receive full credit. Assignments more than 2 weeks late WILL NOT receive credit unless prior arrangements are made.

GRADE BREAKDOWN
1. Exams and quizzes – 25%
2. Shop performance and lab assignments – 55%
3. FFA Participation – 10%
4. SAE/SEOP Projects – 10%

GRADING SCALE:
100-90 = A
89-80 = B
79-70 = C
69-60 = D
59-BELOW = F

Testing
YOU WILL BE INFORMED ONE WEEK IN ADVANCE BEFORE BEING GIVEN A MAJOR EXAM; HOWEVER, POP QUIZZES MAY BE GIVEN AT ANYTIME DEEMED APPROPRIATE BY THE INSTRUCTOR.

Make-up policy
Consult the instructor BEFORE missing any time to set up make-up work or tests.

Projects, Assignments, Portfolios, Service Learning, etc.
ASSIGNMENT:
A requirement of this block of instructions is the completion of a portfolio and resume, job application, and mock interview. The instructor will assist you in completing this portion of the course.

ASSIGNMENT:
Students will attend or participate in at least 3 FFA activities per semester to fulfill the 10% FFA portion of their Grade. Students will be given every available opportunity to meet this requirement. With 0 FFA participation, the highest possible grade is a B+, assuming SAE project completion.
ASSIGNMENT:
Students will make significant progress on or complete a SAE/SOEP project throughout the year. Records will be kept on the hours and dollars spent, and if applicable, the dollars made from the project. With 0 SAE project hours/records, the highest possible grade is a B+, assuming FFA participation is met.

Shop Policy:
Students will conduct themselves in a professional manner and treat the shop environment as a place of business/employment. Failure to conduct oneself appropriately will be cause for loss of shop privileges. No outside projects will be allowed without PRIOR approval by the instructor.

Other Student Information (clubs, tutoring, web resources, etc.)
An after School Program may be available for additional time on projects, class work, exams, and enrichment activities. Tutorial times will be announced as per Sanger High School Calendar.

Class Contract

I, ______________________, have read and understand all the contents of the syllabus for the ROP Ag Welding class.
By signing below, I agree to follow the rules and give my best effort to achieve a passing grade.

__________________________  __________________________
Student Signature                             Date

As the parent/guardian of the student listed above, I have read and understand all the contents of the attached syllabus. By signing below, I agree to encourage my student to follow the guidelines that have been set. I am now aware of what Mr. Ravy expects from my student.

__________________________  __________________________
Parent/Guardian Printed Name                             Date

__________________________
Parent/Guardian Signature

Please return this contract signed to Mr. Ravy on or before August _______, 20__.
If I have not received it by that date parents will be otherwise contacted.
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**Unit of Instruction, cont.**

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<thead>
<tr>
<th>Welding Certification Sheets</th>
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**Small Project Construction**

<table>
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<th>Project Plans and Completed Projects</th>
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**Preparation Standards**

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**Career Opportunities in Welding**

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Agricultural Construction

Instructor

Course Description
Agriculture is a field that comprises many different disciplines. In this course you will learn about safety in the shop, metalworking and woodworking. Students will be required to build projects through the year that will be at the expense of the student; all students should be prepared to work each day.

Grading:
Grades will be based upon the following criteria:
- Participation
- Projects
- Worksheets
- Quizzes
- Tests

Missing Assignments:
You are responsible for getting assignments and missed class notes when you are absent. However, late work will not be accepted for credit unless you have a valid excuse.

Course Outline

Unit 1 – World of Mechanics
Unit 2 – Shop Safety
Unit 3 – Tools
Unit 4 – Woodworking
Unit 5 – Arc Welding
Unit 6 – Mig Welding
Unit 7 – Oxy Acetylene
Unit 8 – Plasma Cutting
Unit 9 – Project Construction
Agricultural Construction

Student Expectations:
Students who enroll in this class agree to the student expectations in the following areas:

The P-3 Rule
1. Prompt
   - Be to class on time, If you must use the bathroom or other facilities see me first before the bell rings
   - Should be in your seat working on Ag Ringer when the bell rings.

2. Prepared
   - Always have writing utensils and paper; I will not lend out anything
   - Turn in assignments, quizzes, papers, projects, labs etc. on time
   - Lose 10% everyday late, and will not accept anything after the unit is completed.

3. Pleasant
   - Respect everyone in the classroom: teachers, classmates, guests, substitutes, etc.
   - Participate with no hassle, and do not waste time
   - Remember manners and appropriate language at all times
   - Swearing or inappropriate words = copying a page in dictionary
   - If repeated or other inappropriate offenses = detention

Other Expectations:
- Keep the room neat and orderly.
- NO food/beverages
- NO cheating or plagiarizing = receiving an "F" on item, may receive detention.

*This syllabus is subject to change at the discretion of the instructor. All modifications will be announced ahead of time and in writing whenever possible.

Student Name: ___________________________ Parent Name: ______________
Student Signature: ______________________ Parent Signature: ______________
Date: _________________________________ Date: ______________________

THIS IS YOUR FIRST ASSIGNMENT WORTH 25 POINTS!!!!
COURSE DESCRIPTION
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

COURSE COMPETENCIES
- Flowers and Foliage, Mechanics and Materials:
  o Identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
  o Identify plant-growing structures.
  o Propagate plants by separation and division.
  o Explain the process of shipping, handling, processing and storing of fresh cut flowers.
  o Select marketable, healthy potted plants.
  o Demonstrate the ability to dry flowers.
  o Identify different media used in floral design.
  o Identify mechanics and materials used in floral design.
  o Identify career opportunities in floriculture.
  o Identify achievements, contests, and awards in vocation contests through floral design.
- Design Elements:
  o Explain the history of floral design.
  o Explain the cultural diversity and implications of different floral designs.
  o Explain the arrangement styles and techniques of modern floral design and their origination.
  o Explain, identify, and evaluate the elements and principles of design.
  o Explain, evaluate, and design seasonal, holiday, and occasion arrangements. Through elements and principles of design.
  o Explain, evaluate and design alternative arrangements.
- Design Practicum:
  o Demonstrate historical arrangements
  o Demonstrate floral arrangements styles and techniques.
  o Demonstrate construction of wedding work.
  o Demonstrate construction of sympathy work.
  o Demonstrate alternative arrangements.
- Special Project:
  o Develop a personal portfolio.
  o Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who are interested and/or plan to pursue a career in the area of floral design.
ACADEMIC CREDIT: This course counts towards the Fine Art credit for high school graduation, UC “F” Art Credit.

Dual Enrollment consists of college classes offered at Sanger High School. Students participating in this program will have to complete a Community College application for enrollment at the start of the spring semester. Participating in this program will ease the transition from high school to college and encourage you to keep pursuing postsecondary education. Upon completion of the course the student will receive a community college transcript with the grade and units of the Dual Enrollment course.

Dual Enrollment benefits to students:
- No student fees for the course and the eventual credits (if CA resident.)
- Student does not need to leave the high school campus or go off-site to take the Dual Enrollment class.
- Immediate transferable credit/grade is awarded at the end of the course.
- Student is a HS student and a Community College student that same semester.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.

COURSE OUTLINE
A. History Of Floral Art
B. Elements and Principles of Design
C. Flowers, Foliage Forms and Identification
D. Mechanics and Materials
E. Arrangement Styles and Techniques
F. Seasonal, Holiday and Occasional Design
G. Alternative Arrangements: Weaving & Tying Techniques
H. Career Preparation
I. Leadership and Teamwork

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.

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.

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.

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.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes;
application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

G. 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.

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

CLASS NEEDS
- Spiral Notebook, 200 pages (5 Star is recommended)
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio
- Page Protectors, 50 to start
- Occasionally bring containers/greenery
- Occasionally bring accessories for floral wreaths and/or other projects

COURSE FORMAT/ASSESSMENT
This class is on a points based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)
REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
  • Their binder/notebook
  • Writing utensil

Failure to do so before the bell will result in a tardy.

REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:

1. Wired & Taped Corsages/Boutonnieres
2. Form & Glued Corsage/Boutonnieres
3. Fall Wreath Design
4. Harvest Festive Centerpiece
5. Artificial Holiday Pine Wreath
6. Winter Fresh Pine Center Piece
7. Ice Cream Sundae/Soda Novelty Piece
8. Valentines Day Contemporary Design
9. St. Patty’s Day Novelty Piece
10. Spring Basket or Centerpiece
11. Mother’s Day Teacups
12. Father’s Day Succulent/Mini Garden

Teacher Discretion:
Projects may be changed depending on:
  • Cost
  • Availability
  • Time

***See attached form for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss any missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period’s designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

TESTS AND QUIZZES
Tests and quizzes will be administered throughout the school year. You will be provided with a study guide at the beginning of each chapter. The study guide should be utilized to prepare for and study for chapter tests and periodic quizzes. You should plan to take tests with the class even if you were absent the day before the test.

PARTICIPATION
Ten percent of the students’ grade will be based on classroom participation.
Active Participation:
Additional participation points are also awarded when a student actively participates in the day's activity and when they clean up their designated area before leaving class.

RESTROOM POLICY
Students are allowed to use the facilities if they: Obtain my permission before leaving, sign out on “Hallway Passport” and return to class within 5 minutes. Failure to follow these rules will result in the loss of this privilege.

FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
All students must be in their assigned seat when the bell rings. It is the student’s responsibility to respect classmates, as well as the teacher by arriving on time each day. The teacher will advise the students as to his/her tardy status and follow the SHS Tardy Policy.

ABSENCES
If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for receiving the work as soon as you return. The number of days you are absent determines the number of days you have to make-up the missing work. Unexcused absences will be allowed to make up the work however you will receive a 15% reduction in the grade. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence look at the white board and/or calendar, the assignments will determine what assignment you missed. It is your responsibility to find out the class work and homework that you missed during your absence.

LAB CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean. If area is not clean when student leaves, it will result in a 10% deduction per day of current project.

TARDY POLICY
School rules are enforced! Step policy is followed... Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question.
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent "Six Pillars of Character" at all times.

* Trustworthiness
  * Respect
    * Responsibility
      * Fairness
        * Caring
          * Citizenship

STUDENT'S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

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<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>100 - 97%</td>
<td>A+</td>
</tr>
<tr>
<td>96 - 93%</td>
<td>A</td>
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<tr>
<td>92 - 90%</td>
<td>A-</td>
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<tr>
<td>89 - 88%</td>
<td>B+</td>
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<tr>
<td>87 - 83%</td>
<td>B</td>
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<tr>
<td>82 - 80%</td>
<td>B-</td>
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<tr>
<td>79 - 78%</td>
<td>C+</td>
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<td>77 - 73%</td>
<td>C</td>
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<tr>
<td>72 - 70%</td>
<td>C-</td>
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<tr>
<td>69 - 68%</td>
<td>D+</td>
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<td>67 - 63%</td>
<td>D</td>
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<tr>
<td>62 - 60%</td>
<td>D-</td>
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<td>&lt; 59%</td>
<td>F</td>
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Grades will be posted periodically. It is the student's responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success!! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 1
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:

Wired & Taped Corsages/Boutonnieres, Form & Glued Corsage/ Boutonnieres, Fall Wreath Design, Harvest Festive Centerpiece, Artificial Holiday Pine Wreath, Winter Fresh Pine Center Piece, Ice Cream Sundae/Soda Novelty Piece, Valentines Day Contemporary Design, St. Patty’s Day Novelty Piece, Spring Basket or Centerpiece, Mother’s Day Teacups, Father’s Day Succulent/Mini Garden

Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. **Option One** (Direct Costs for Purchase & Fabrication Fee does not apply):
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and **may not** be taken home by the student.

2. **Option Two** (Direct Costs Purchase & Fabrication Fee applicable):
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and **may** take their fabricated projects home upon completion and grading.

   **When choosing Option Two**, pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

Choosing a Course Option

Upon enrollment in **Floral Design 1**, and by **October 1st**, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in **Option Two must pay their fabrication fee of $25.00 when turning in this form**.

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department  
Floral Design  
(Ms. Potstada)

I have read the syllabus provided & understand what is expected of me in this course.

Student Name

Student Signature

Student Email

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

Parent Name

Parent Signature

Parent Email

Home Phone Number

Parent/Guardian Daytime Phone #

Best Time to Call

I look forward to a great year working with you!

(Ms. Potstada)
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name

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<th>First</th>
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Student ID

Parent Signature

Period

Option 1

I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2

I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ___ Fall Wreath Design
2. ___ Harvest Festive Centerpiece
3. ___ Artificial Holiday Pine Wreath
4. ___ Winter Fresh Pine Center Piece
5. ___ Ice Cream Sundae/Soda Novelty Piece
6. ___ Valentines Day Contemporary Design
7. ___ St. Patty’s Day Novelty Piece
8. ___ Spring Basket or Centerpiece
9. ___ Mother’s Day Teacups
10. ___ Father’s Day Succulent/Mini Garden

The lab fee is $25.00 for the 2016-2017 school year. If student chooses to take projects home and NOT pay the lab fee, each project will range $8-$10 in cost.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
COURSE DESCRIPTION
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics:
1) Importance of the floriculture industry
2) Floral crops and their characteristics
3) Tools and equipment
4) Care and management of floral crops
5) Principles and elements of design
6) Seasonal, holiday and occasional design
7) Plant propagation
8) Wedding and hi-style design
9) Merchandising and marketing of designs and arrangements.

Students will develop leadership and employability skills emphasized through the course. Integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills. Students will develop leadership skills through the FFA, maintain a Supervised Agricultural Experience and keep a California FFA record book.

COURSE COMPETENCIES
- Become aware of careers within the floral industry.
- Identify flowers and foliage.
- Explain growing, grading, bunching, and shipping of flowers.
- Demonstrate drying flowers.
- Explain the types/styles, elements, and principles of floral design.
- Demonstrate the use of color.
- Demonstrate construction of various floral products and arrangements.
- Demonstrate merchandising and sales of floral products.
- Demonstrate appropriate budgeting skills for floral design.
- Construct special projects.
- Create a career portfolio.
- Demonstrate job skills of specific floral related positions.
- Develop leadership skills through FFA activities.
- Participate in FFA Floriculture events.

PREREQUISITE
The course is recommended for students who have taken floral design 1 as well as interested and/or plan to pursue a career in the area of floral design.

CLASS FEE
If you are interested in taking your projects home there will be a $25 fee to help the department cover the cost of the materials.
COURSE OUTLINE
A. Flowers & Foliage
B. Design Elements
C. Design Practicum
D. Merchandising & Sales
E. Special Projects
F. Job Specific Skills
G. FFA, SAE & Recordkeeping
H. Career Preparation
I. Leadership and Teamwork

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.

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.

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.

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.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes; application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

G. 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.

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

CLASS NEEDS
- Artist Sketchbook
- Colored Pencils (12 pack – minimum)
- 1 ½” Binder (to keep in class) for portfolio & Page Protectors, 50 to start
  ○ (OR USE THE BINDER FROM YOUR FLORAL 1 CLASS)
- Occasionally bring containers/greenery
COURSE FORMAT/ASSESSMENT
This class is on a points-based system. Each area is roughly worth the following:

- Thirty percent (30%) classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Group Activities
  - Written and Oral Presentations
  - Reading Assignments
  - Guest Speakers
  - Papers
  - Homework assignments
  - Reading assignments
  - Student notebooks
  - Group projects

- Forty percent (40%) laboratory and/or field instruction, including:
  - Laboratory experiments
  - Field Research Projects
  - Laboratory performance
  - Laboratory write-ups

- Twenty percent (20%) learning assessment, including:
  - Weekly Focus Lesson Quizzes
  - Unit Quizzes
  - Unit Examinations
  - Practical laboratory examinations

- Ten percent (10%) classroom, FFA and Supervised Agricultural Experience (SAE) participation, including:
  - Participation in daily verbal and written communication exercises
  - Participation in leadership development activities (FFA)
  - Participation in an individually developed supervised agricultural experience (SAE)

REQUIRED MATERIALS
Each day when the student enters the class they are required to bring:
- Their binder/notebook
- Writing utensil

Failure to do so before the bell will result in a tardy.
REQUIRED ASSIGNMENTS
All students are required to complete 12 floral design three-dimensional assignments. The assignments are as follows:

1. Wired & Taped Corsages/Boutonnières
2. Form & Glued Corsage/Boutonnières
3. Wall Mount Design
4. Harvest Festive Centerpiece
5. Specialty Holiday Design
6. Evergreen Center Piece
7. Contemporary Freestyle Arrangement
8. Valentines Day Gift Basket Design
9. St. Patty’s Day Novelty Piece
10. Spring Topiary Design
11. Mother’s Day Themed Arrangement
12. Deco Mesh Final

Teacher Discretion:
Projects may be changed depending on:
• Cost
• Availability
• Time

***See attached formed for detailed information***

HOMEWORK
Homework must be turned in on time for full credit. Assignments given will be due the following day. If students do not turn in their assignment on time will receive an automatic 15% reduction in the grade. I will ONLY accept late assignments if they are turned in during the CURRENT 6-week grading period!

Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence, ask a peer or myself what you missed. Assignments will be posted on a calendar in the classroom. If you need to discuss your missing work due an absence please do so at break, lunch or after school; NOT DURING CLASS TIME.

If you have been absent the number of make-up days equals the number of absent days. It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school, during break or at lunch for their homework assignments. Students SHOULD NOT ask during class time for their missed assignments.

TURNING IN AND GETTING BACK STUDENT WORK
Students will place their work in their class period’s designated “IN BOX” for collection by the teacher. All homework is due at the beginning of the class period in which the assignment is due. An “OUT BOX” will contain all graded work that has been recorded by the teacher. Work will be distributed to the class as determined by the teacher.

TESTS AND QUIZZES
Tests and quizzes will be administered throughout the school year. You will be provided with a study guide at the beginning of each chapter. The study guide should be utilized to prepare for and study for chapter tests and periodic quizzes. You should plan to take tests with the class even if you were absent the day before the test.

PARTICIPATION
Ten percent of the students’ grade will be based on classroom participation.

Active Participation:
Additional participation points are also awarded when a student actively participates in the day’s activity and when they clean up their designated area before leaving class.
RESTROOM POLICY
Students are allowed to use the facilities if they: Obtain my permission before leaving, sign out on “Hallway Passport” and return to class within 5 minutes. Failure to follow these rules will result in the loss of this privilege.

FFA ACTIVITIES
FFA is an integral part of this class and active membership is expected. Students are required to participate in three FFA activities per semester. FFA participation will be part of the participation grade of this class. Opportunities for involvement will be posted and announced in class daily.

STUDENT ARRIVAL TO AND DEPARTURE FROM CLASS
All students must be in their assigned seat when the bell rings. It is the student’s responsibility to respect classmates, as well as the teacher by arriving on time each day. The teacher will advise the students as to his/her tardy status and follow the SHS Tardy Policy.

ABSENCES
If you are going to be absent, please get your work ahead of time. If you miss class and have an excused absence you are responsible for receiving the work as soon as you return. The number of days you are absent determines the number of days you have to make-up the missing work. Unexcused absences will be allowed to make up the work however you will receive a 15% reduction in the grade. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence look at the white board and/or calendar, the assignments will determine what assignment you missed. It is your responsibility to find out the class work and homework that you missed during your absence.

LAB CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean. If area is not clean when student leaves, it will result in a 10% deduction per day of current project.

TARDY POLICY
School rules are enforced! Step policy is followed… Refer to Student Handbook.

GENERAL CLASSROOM RULES
1. Be respectful of self and others at all times.
2. Follow directions the first time they are given.
3. Bring all required materials to class and be in your seat when the bell rings.
4. The use of cell phones, iPod’s, ear-buds, etc. are prohibited during class time.
5. No personal grooming during class.
6. No restroom privileges during the first or last ten (10) minutes of class.

CHEATING AND PLAGIARISM
Cheating and plagiarism will not be tolerated. They go against all aspects of good character. Any student suspected of violating this rule will be given a referral and receive a zero grade on the assignment in question
CHARACTER COUNTS IN THIS CLASSROOM!
All students as well as the instructor will be expected to follow the subsequent "Six Pillars of Character" at all times.
* Trustworthiness
  * Responsibility
* Respect
  * Fairness
* Caring
  * Citizenship

STUDENT’S BILL OF RIGHTS
All students in this classroom have the right to a quality education. They have the right to expect top-notch performance from their instructor, in an environment free of negative criticisms by others. Each individual in this classroom has the right to learn without interferences from those that choose otherwise.

GRADING
The grade breakdown will be as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 97%</td>
<td>A+</td>
</tr>
<tr>
<td>96 – 93%</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87 – 83%</td>
<td>B</td>
</tr>
<tr>
<td>82 – 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79 – 78%</td>
<td>C+</td>
</tr>
<tr>
<td>77 – 73%</td>
<td>C</td>
</tr>
<tr>
<td>72 – 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 68%</td>
<td>D+</td>
</tr>
<tr>
<td>67 – 63%</td>
<td>D</td>
</tr>
<tr>
<td>62 – 60%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be posted periodically. It is the student’s responsibility to ensure that all grades are properly recorded. Keep all work handed back to you. When online checking of grades are available, your instructor will let you know!

STUDENT SUCCESS
It is my hope that each student will be successful in Floral Design. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I will do my best to help out each student in attaining success! If students need extra help, they can make appointments to meet with me before and after school. Please contact me if you have any questions at: nicole_potstada@sanger.k12.ca.us
Floral Design 2
Course Options
Direct Costs Purchase & Fabrication Fee

Required Assignments: All students are required to complete the following assignments:

- Wired & Taped Corsages/Boutonnieres
- Form & Glued Corsage/Boutonnieres
- Wall Mount Design
- Harvest Festive Centerpiece
- Specialty Holiday Design
- Evergreen Center Piece
- Contemporary Freestyle Arrangement
- Valentines Day Gift Basket Design
- St. Patty’s Day Novelty Piece
- Spring Topiary Design
- Mother’s Day Themed Arrangement
- Deco Mesh Final

Students have the choice of completing two different curriculum options, Option One or Option Two, described below. Students’ decision of which curriculum Option to follow has no effect on their grade or evaluation in this course.

1. Option One (Direct Costs for Purchase & Fabrication Fee does not apply):
   Under Option One, students may choose to complete the course curriculum with materials provided by the school with the understanding that the materials are the property of the school district and not the property of the student. Therefore, under this option, assignments and projects created as part of the class curriculum must remain at the school and may not be taken home by the student.

2. Option Two (Direct Costs Purchase & Fabrication Fee applicable):
   Students that choose Option Two will pay the course’s Fabrication Fee at the beginning of the course. Students will receive written and oral critiques of their fabricated projects. Students will then own the materials used to complete the curriculum of the course and may take their fabricated projects home upon completion and grading.

When choosing Option Two, pursuant to Education Code section 17551, students will be charged a Direct Costs Purchase & Fabrication Fee for all projects indicated above. In this option, students are also allowed to purchase materials beyond the required minimum amount for curriculum projects if the student so chooses. These additional materials would also be the property of the student.

Choosing a Course Option

Upon enrollment in Floral Design 2, and by October 1st, students must turn in the attached form indicating whether they elect to participate in Option One or Option Two of the course curriculum. Students that choose to participate in Option Two must pay their fabrication fee of $25.00 when turning in this form.

This page needs to stay with the student as a record.

Once a student takes a project home, the student’s purchase of the project is final, and students may not request a refund of the direct costs Purchase and Fabrication Fee for that project or projects.
Sanger High School Agriculture Department
Floral Design

Ms. Portrada

I have read the syllabus provided & understand what is expected of me in this course.

Student Name

Student Signature

Student Email

Date

I have read the syllabus provided to my student & understand what is expected of him or her in this course.

Parent Name

Parent Signature

Parent Email

Date

Home Phone Number

Parent/Guardian Daytime Phone #

Best Time to Call

I look forward to a great year working with you!

Ms. Portrada
SANGER FFA FLORAL CLASS

Course Option Election and Direct Cost Purchase & Fabrication Fee

Student Name ____________________________

Student ID ______________________________

Parent Signature _________________________

Period ________________________________

Option 1 ________

I elect to complete Option One for this course. I understand that any materials used to complete the course curriculum are the property of the school and may not be taken home. I understand that this will in no way affect my grade in this course and I will be able to complete the entire curriculum.

Option 2 ________

I elect to complete Option Two for this course. I agree to pay the Direct Cost & Fabrication Fee, which is the direct cost of materials used for the fabrications in this class. Under this option, I am able to take home the fabricated projects I create upon completion and grading.

(Check those you desire to purchase and take home)

1. ______ Wall Mount Design
2. ______ Harvest Festive Centerpiece
3. ______ Specialty Holiday Design
4. ______ Evergreen Center Piece
5. ______ Contemporary Freestyle Arrangement
6. ______ Valentines Day Gift Basket Design
7. ______ St. Patty’s Day Novelty Piece
8. ______ Spring Topiary Design
9. ______ Mother’s Day Themed Arrangement
10. ______ Deco Mesh Final

The lab fee is $25.00 for the 2015-2016 school year. If student chooses to take projects home and NOT pay the lab fee, each project will be based upon the cost of materials.

If you have elected to participate in Option Two of this course, upon submission of this form to Sanger High School, please include a check payable to Sanger High School in the amount of $25.00, which is the direct cost Purchase & Fabrication Fee for those projects you have fabricated and selected to purchase and take home. Payment is due by October 1st.
Syllabus and Classroom Policies

These rules are addressed for ____________, an agriculture student for the 2016-2017 school year.

Classroom Rules

- General Behavior
  - Respect of other's right to learn
  - Respect of other's property
  - Respect of others! (put downs and dirty language are not acceptable behavior)

- General Work Habits
  - Use time wisely...Time is a finite resource, there is only so much of it!
  - Quality, Quality, Quality...Strive for excellence and understanding
  - Learn to enjoy learning

- Specific Classroom Rules
  - Be in your assigned seat when the bell rings- OR you are tardy!
  - Turn OFF all electronic devices before you get to class (cell phones, iPods, MP3 players, etc). They should not be seen OR heard during class.
  - Bring all materials necessary for class.
  - No personal grooming during class time.
  - Sit in your assigned seat daily.
  - Follow directions the first time they are given.

Classroom Policies

1. There will be no hats worn inside any building. Cell phones are not to be used, heard, or seen during school hours.

2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. **Students will be considered tardy if they are not in their proper seat when the bell rings.**

3. Students are EXPECTED to return all materials, tools, and supplies to their proper place, straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. The bell doesn't dismiss you, I do!

4. Each student will be issued a restroom pass on the first day of school. This pass must be presented to the teacher before the student will be allowed to leave the classroom to use the restroom. Students must obtain permission from the instructor before leaving for the restroom.

5. Assignments are expected to be turned in on time. Late assignments may be turned in, for a reduced grade, until the unit test. After that has passed, work will not be accepted for any reason!

6. **It is the STUDENT’S responsibility to communicate with the teacher what was missed when returning to class.** Please do this before or after class has started for the day. Missing work must be turned in the day after the absence, for example if you are gone on Wednesday the work is due on Friday. Any missed quiz or test must be made up during the tutorial period following the absence for full credit; Failure to do so will result in a score of 0 (zero).

7. Inappropriate language, class disruption, or behavior will not be tolerated.
7. Inappropriate language, class disruption, or behavior will not be tolerated.

8. Students will be given a weekly cover sheet on Mondays outlining their work for the week and the work will be due that Friday. Students are to turn their work into the appropriate tray for the class period they are in.

**Attendance/Behavior:** Regular attendance is **NECESSARY** in order to be successful in these courses. Much work is done during class, which makes good attendance and behavior imperative. Students who are absent have one day to return the work without penalty. If this time frame is not recognized, then the work will be assigned a “0” grade without exception or make-up work.

**Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

- Class Assignments 25%
- Tests & Quizzes 25%
- Labs/Projects 30%
- Final Exam 10%
- FFA/SAE 10%

**FFA Participation:** In order to earn the full 10% in the FFA Participation category, four activity points must be earned during the semester and the student will need to have completed the FFA Record Book assignments assigned for the class. Opportunities to earn Activity Points will be announced in class as they become available.

**Units Covered**
- Introduction to Science
- Chemistry of Life
- Respiration and Photosynthesis
- Cells
- Ecology
- Genetics
- Evolution
- Plant and Body Systems

**Materials Recommended (EVERY DAY!!)**

- ★ 3 Ring Binder (or a divided section in a binder)
- ★ Pen or Pencil (preferably both)
- ★ Charged iPad
- ★ A GREAT ATTITUDE!!!

**Behavior Expectations and Consequences**

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or school administration action.

**How to contact Miss Henson**

Miss Henson can be reached by email at [hensonh@somerset.k12.or.us](mailto:hensonh@somerset.k12.or.us) or by phone at 541-774-7231 ext. 31.
We have discussed the above information in class. Please take the time to discuss the information with your student. Sign and return this form to Miss Henson by Friday August 26, 2016. If you have any questions, please don't hesitate to contact Miss Henson.

We have read, reviewed with our student, and agree to the policies and consequences as listed in the Classroom Policies Packet.

Date: ___________________ Student Name: ___________________ Student Signature: ___________________

Period: _______________ Parent/Guardian Signature: _____________________
Plant Science 1: Introduction to Plant Science

Course Information

Class Meeting:
Period 1: Monday, Tuesday, Friday 7:55-8:53am
Wednesday Block 8:30-10:20am, Thursday Block 9:15-10:55am
Period 2: Monday, Tuesday, Friday 8:59-10:01am
Wednesday Block 8:30-10:20am, Thursday Block 9:15-10:55am

Room: 10002

Units: 03

Catalog Description
The purpose of this course is to introduce the principles and practices of plant science. Topics include cell and plant structures, reproduction, and physiology, as they relate to management of crops for food, fiber, shelter, and recreation. On completion of the course, the student will be: (1) able to understand the importance of plants to society, animals, and the environment, (2) aware of the problems, opportunities, and crop production regions of California Agriculture, (3) identify plant organs, tissues, and life cycles, (4) comprehend the practical aspects of photosynthesis and the management schemes to maximize photosynthesis, (5) familiar with the relationships of plants with other organisms such as insects, diseases, and beneficial species. Laboratory exercises will cover plant anatomy, physiology, identification, and propagation.

Textbook

Student Learning Outcomes:
A. locate and explain the functions of plant cells, tissues and organs.

B. select the optimal reproduction method and system for agricultural and horticultural plants.

C. explain the effects of specific techniques and materials on plant growth, development, photosynthesis, and reproduction.

D. relate the applications of water and nutritional elements to key growth processes of plants and microbial populations.

E. comprehend the effects of plant science practices on ecosystems and society.
Students Responsibility:
- Students are strongly advised not to miss labs since this time may be difficult or impossible to make them up.
- No makeup’s will be allowed unless by prior permission of the instructor.
- Cleanup of the lab is part of the laboratory exercise. Students not participating in cleanup will have points deducted from their project grades.
- Late assignments are subject to a 20% penalty. No lab projects will be accepted after the final exam.
- Handouts/Google Classroom Assignments will be given in every class or laboratory.

Assignments and Grading:
Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Tests &amp; Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Lab projects</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-Terms /Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>FFA/SAE</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Four FFA Activity Points and FFA Record Book)

Your grade in this course will be based on the following scale:
- A – 90 – 100%
- B – 80 – 89%
- C – 70 – 79%
- D – 60 – 69%
- F – 59% and below

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be completed on google classroom and turned in on time or will be penalized 20% each week it is late. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 20% of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

Last Day To: Last Day to Drop Class with Refund: September
Last Day to Drop w/o Transcript Record: September
Last Day to Change CR/NR: September
Last Day to Drop w/o Letter Grade Assigned: October

Academic Dishonesty: Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and or expulsion from the University. For more information refer to the "Academic Dishonesty" policy in the College Catalog.

Behavioral Standards:
• Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
• It is considered polite to turn off cell phones when in the classroom or shop. Please do so.

Work Ethic:
Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

• Punctual: It is customary to arrive on time or before class starts.
• Responsible: It is expected than an employee work every scheduled work day.
• Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have appropriate clothing, safety glasses, and appropriate footwear to participate in the laboratory. Student is also required to have class material, such as ipad, textbook, paper and other class supplies to write and take notes with.

Need for Assistance: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require academic accommodations, please notify me as soon as possible.

Attendance: Attendance of lectures and labs is required and roll will be taken at each meeting. A "tardy" is considered an absence unless the student contacts and explains the incident. Students must make prior arrangements with the instructor to be excused from lectures and labs, make-up of missed tests and labs are permitted only with excused absences.

**Lecture Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Nature of Life</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Cells</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Tissues</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Roots &amp; Soils</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>1-6</td>
<td>Stems</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Leaves</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Flowers, Fruits &amp; Seeds</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td><strong>Review &amp; Midterm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water in Plants</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Plant Metabolism</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>7-13</td>
<td>Growth</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Meiosis and Alternation of Generations</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td><strong>Review &amp; Midterm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genetics</td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>
Plant Breeding Propagation
Evolution
Plant Names & Classification
Seed Plants
Flowering Plants & Civilization
Ecology
Biomes
Review
Final Exam
2016 Fall Semester – 18 weeks – Aug 18, 2016 to Dec 16, 2016
Intro to Ag Mechanics – MAG 40 – 3 Units

Unit(s): 3 - Weekly Lecture Hours: 2.00
Weekly Lab Hours: 3.00 Total Contact hours: 90.00

Teacher: Larry Paredes
Department: Agriculture
School Email: larry.paredes@sanger.k12.ca.us
School Phone: (559) 524-7363
Office Hours: By appointment only
Class Room: 1003
Location: Sanger High School
Class Meets: M-F 5th period 1:03pm to 2:01 pm
6th period 2:07pm to 3:05pm
Wed/Thurs. Block: Refer to schedule

Catalog Description:
This course provides an introduction to the agricultural mechanics field. Instruction will be provided in the areas of safety, selection, care, and use of common tools; projects of metal, wood, electrical, and concrete will be emphasized.

Student Learning Outcomes:
Upon completion of this course, students will be able to:
1. Demonstrate an understanding of basic agricultural mechanics projects, materials and tools used.
2. Perform basic tasks commonly used in agricultural mechanics shops.

Objectives:
In the process of completing this course, students will:
1. Identify and demonstrate proper use, care, and adjustment of common and precision tools and machines found in the shop
2. Compute common shop problems regarding measuring and ordering supplies and equipment for given applications.
3. Demonstrate ability to communicate and work cooperatively with others.
4. Identify safe shop practices and potentially hazardous safety conditions in the shop.
5. Demonstrate knowledge of rope knots by tying several useful knots.
6. Prepare a simple three-dimensional drawing showing top, end, and side views.
7. Apply the techniques of sharpening and refitting common hand tools.
8. Explain the methods of painting, type of paints, their preferred uses, and cleanup procedures.
9. Select the most adequate (cost and quality) supplies (lumber, steel, materials) for a given situation – fences, buildings, etc.
10. Identify types of threads and properly use taps, dies, twist drills, and common fasteners. Measure and thread pipe, and correctly identify the more commonly used fittings.
11. Illustrate knowledge of concrete by forming, pouring, screeding, and finishing a slab to a proper size and slope.
12. Assemble an electrical wiring board or display as per instructions.
13. Differentiate between the four metal joining processes demonstrated in class
14. Select the proper method of joining metals and materials.
Lab Content:

1. Safety
2. Metal joining processes
3. Cold Metal Work
4. Woodworking
5. Sheet metal
6. Plumbing
7. Estimating construction jobs
8. Concrete
9. Painting and finishing
10. Electrical
11. Rope work
12. Project selection and construction

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1</td>
<td>Intro to Mechanized Agriculture and Related Careers</td>
</tr>
<tr>
<td>Week2</td>
<td>Safety Lab</td>
</tr>
<tr>
<td>Week3</td>
<td>Measuring, marking</td>
</tr>
<tr>
<td>Week4</td>
<td>Metal joining processes Lab / Power tools—how to operate, adjust, and repair</td>
</tr>
<tr>
<td>Week5</td>
<td>Cold Metal Work Lab / Surveying, squaring and leveling tools</td>
</tr>
<tr>
<td>Week6</td>
<td>Selection and characteristics of different</td>
</tr>
<tr>
<td>Week7</td>
<td>Woodworking Lab</td>
</tr>
<tr>
<td>Week8</td>
<td>Woodworking Lab</td>
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<tr>
<td>Week9</td>
<td>Sheet metal Lab</td>
</tr>
<tr>
<td>Week10</td>
<td>Sheet metal Lab</td>
</tr>
<tr>
<td>Week11</td>
<td>Operation and care of plumbing tools</td>
</tr>
<tr>
<td>Week12</td>
<td>Plumbing Lab</td>
</tr>
<tr>
<td>Week13</td>
<td>Estimating construction jobs Lab</td>
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<tr>
<td>Week14</td>
<td>Concrete Lab</td>
</tr>
<tr>
<td>Week15</td>
<td>Painting and finishing Lab</td>
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<tr>
<td>Week16</td>
<td>Electrical Lab</td>
</tr>
<tr>
<td>Week17</td>
<td>Rope work Lab</td>
</tr>
<tr>
<td>Week18</td>
<td>Final</td>
</tr>
</tbody>
</table>

Materials Needed
- pen or pencil
- note book or writing paper
- binder

Attendance: You are required to attend **ALL class sessions**. There are NO excused absences except as defined in the Reedley College Catalog. If you are absent more than FIVE hours during the semester, you MAY be dropped from the class. If you are absent more than TEN hours, you WILL be dropped from class. If your Eleventh hour of absence occurs after the last day to drop, your final point total will be lowered by 25 points for each absence.
Tardiness: Three tardies equal one class absence.

Grading
The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

90% and above = A
80% and above = B
70% and above = C
60% and above = D
59% and below = F

Important Dates + Holidays and Breaks

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18, 2016</td>
<td>Fall classes begin - full-term (18 week)</td>
</tr>
<tr>
<td>January 18, 2016</td>
<td>Martin Luther King Jr. Day Holiday – the campus is closed/No CLASS</td>
</tr>
<tr>
<td>January 29, 2016</td>
<td>Last day to add a full-term class</td>
</tr>
<tr>
<td>January 31, 2016</td>
<td>Last day to add a full-term class on WebAdvisor</td>
</tr>
<tr>
<td>January 31, 2016</td>
<td>Last day to drop a full-term class on WebAdvisor and not receive a &quot;W&quot;***</td>
</tr>
<tr>
<td>February 8, 2016</td>
<td>Presidents' Day Holidays – the campus is closed/No CLASS</td>
</tr>
<tr>
<td>February 15, 2016</td>
<td>Presidents' Day Holidays – the campus is closed/No CLASS</td>
</tr>
<tr>
<td>March 11, 2016</td>
<td>Last day to Drop with a &quot;W&quot;*** on transcripts.</td>
</tr>
<tr>
<td>March 21-28, 2016</td>
<td>Spring Break - the campus is closed/No CLASS</td>
</tr>
<tr>
<td>June 3, 2016</td>
<td>End of Spring Semester - Grades are Due</td>
</tr>
</tbody>
</table>

Cancellation Class Notification
Check high school website for any notification, Foggy Day Schedule, etc.

Attendance Policy make ups, Extra Credits etc.
Attendance policies as documented in the Sanger High School Handbook will be followed. Make up work is accepted with a reduced score as determined by the instructor. Extra credit may be assigned as determined by the instructor.

Class Rules and Behavior
Please refer to your school handbook for complete details, however some of these policies include:

- Cheating and Plagiarism
- Drug/Alcohol free campus
- Sexual harassment
- Student conduct
- Bullying
Cheating is:
A. Copying someone else’s class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
C. Using a cheat sheet or unauthorized notes.
D. Turning in someone else’s work as your own.
E. Text messaging and multi-media messaging.

Consequences, Per School Year:

1st Offense - The teacher shall send a referral to office. Student shall receive an “F” or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an “F” or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/alternative class with a “W/F” for the semester.

3rd Offense - Recommendation for transfer.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/alternative class and then required disciplinary removal from the study hall/alternative class shall be transferred to an alternative school site/program.

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

**Accommodations for students with disabilities must include this sentence:**

“If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible.”
Text:

Required Materials:
Pen, pencils, paper, ringed binder, and a notebook. Calculators will be necessary.

Course Description:
This course provides experiences in the theory of operation, maintenance, and repair of small gasoline internal combustion engines. Diesel power will be introduced during the course.

Course Outcomes:
Upon successful completion of this course, the student will be able to:
1. Demonstrate the ability to completely rebuild small gas engines as they relate to the compact equipment industry.
2. Demonstrate the ability to correctly troubleshoot and repair small engine systems.

Other Course Objectives:
Upon successful completion of this course, the student will:
1. Demonstrate proper safety procedures related to the small gas and diesel shop.
2. Demonstrate proper use of tools.
3. Utilize service manuals.
4. Explain the four-stroke operation.
5. Describe the sub systems of a compact engine.
6. Perform component rebuild.
7. Display clean and proper work habits.
8. Analyze engine components wear.
9. Demonstrate proper torquing techniques
10. Troubleshoot common starting problems.

Core Values:
The core values are a set of principles, which guide in creating educational programs and environments at Sanger High School. They include communication, ethics, critical thinking, human diversity, inquiry and respect for learning, and interpersonal skills and teamwork. The goals, objectives, and activities in this course will introduce and reinforce these Core Values whenever appropriate.

Class Room Expectation:
In order to encourage participation and growth, students are expected to be respectful of each other’s time and needs by not monopolizing class time. Questions unrelated to the subject at hand will be reserved for after class.

Attendance is mandatory. You must be present on the day of quizzes. The only exception will be if I am notified in advance, either by work phone or e-mail. If you are marked absent on the day of a quiz and I have not heard from you, you will not be able to make up the quiz and will be marked “0” as a score. I understand family crisis situations and other events that are out of one’s control I will allow for those exceptions, just recognize that the time away from class only harms your ability to learn.

Lecture Content: Small Gasoline and Diesel Engines
1. Introduction to Small Gas Engines
   - Shop orientation and safety
   - Tools and Equipment
   - Repair manuals

2. Basics of engines
   - Engine construction
   - 4-Stroke operation
   - Engine compression
   - Engine performance

3. Engine components and Service
   - Cylinder block
   - Camshaft
   - Crankshaft
   - Pistons, rings, and rods
   - Cylinder head and valves

4. Engine Systems
   - Air intake system
   - Exhaust System
   - Cooling System
   - Lubrication system

5. Engine Inspection
   - Precision measurement
   - Specifications
   - Engine analysis

6. Fuels systems
   - Gasoline fuel systems
   - Diesel fuel systems
   - Governing systems
   - Emissions systems

7. Electrical systems
   - Magnetism
   - Electrical theory
   - Starting system
   - Charging system
   - Batteries

8. Troubleshooting
   - Gas engine troubleshooting
   - Diesel engine troubleshooting

Lab Content:
1. Engine orientation and data information
2. Four stroke operation
3. Engine disassembly
4. Engine measurement
5. Analysis of engine measurements
6. Components repair and cleaning

THE INSTRUCTOR HAS DISCRETION TO MODIFY THIS SYLLABUS

MAG 42 Syllabus
Class assignments and due dates

<table>
<thead>
<tr>
<th>First Class Session</th>
<th>Due Dates</th>
<th>Points</th>
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<td><strong>Total points possible</strong></td>
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Grading Scale:
Grading criteria for this class is as follows:

- 660 – 594 points = A
- 593 – 528 points = B
- 527 – 462 points = C
- 461 – 396 points = D
- 395 points or less = F

*THE INSTRUCTOR HAS DISCRETION TO MODIFY THIS SYLLABUS*  
MAG 42 Syllabus
Class Policies:

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment. For more information on policy regarding cheating and plagiarism, refer to the Catalog (Legal Notices on Cheating and Plagiarism) (Policies and Regulations). Any use of someone's material, even if it is paraphrased, must be properly cited or it is considered plagiarism.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoints or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from the class. Constant talking during lecture, excessive cell phone usage are two major examples.

Special Need(s) Students: "Students with special need(s) should confer with the instructor on the first day of the class in order to discuss how the instructor might assist the student with his/her particular needs. The instructor will contact the Counseling Center to see how they can assist the student with the disability. Upon identifying themselves to the instructor, the student will be informed that the College DSPS is also available to assist students with disabilities receive reasonable accommodation for learning and evaluation.

If you have special needs as addressed by the Americans with Disabilities (ADA) Act including alternate media requests, please notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

- Food is not allowed during class time. Please wait until break. You may have something to drink during class.
- Please be careful not to spill or make any messes, as this privilege can be revoked at any time.
- Please be sure cell phones are turned to vibrate. The use of cell phones in this class is extremely discouraged. Please wait until break to use your cell phones. Texting during class is absolutely not allowed and will not be tolerated.
- iPods, MP3 players or any other music or media devices are not allowed in the classroom. Leave them in your backpacks until break, and then they must be used outside of the classroom.
- An environment of mutual respect is expected and appreciated.
- Please do not wear sunglasses in the classroom or shop. It is disrespectful to students & the instructor.
F. Program Completion Standards

In order for a student to complete a program in agriculture at Sanger High School, they must meet minimum program completion standards. The program is structured to follow the Basic Core Curriculum and the Advanced Clusters.

Minimum Standards

1. Complete minimum of 720 hours of instruction in four courses within their program area.

2. The students supervised occupational experience program must be related to their career goal and be at least four months in the duration of their sophomore, junior and senior years.

3. Each student enrolled in an agricultural education program will be an active member of the FFA and serve actively at the local level.

4. Each student must receive a passing grade of a "C" or better to advance to the next course.

5. Students will choose a sequence of courses in the area of agriculture sciences, agricultural mechanics, ornamental horticulture, forestry and natural resources and agricultural business.
Description of Facility

**Farm**

2.5 Acre Farm  
20 X 40 Greenhouse  
36 X 72 Livestock Barn  
36 X 36 Ewe Barn  
36 X 12 Rabbit Barn  
Goat Pasture  
Sheep Pen  
12 X 8 Goat Barn  
Storage Sea Train  
9 Planter Boxes  
Learning Garden  
20 Aquaponic Tanks  
3 Storage Shed  
2 Large Store Shed  
40 citrus/Fruit Tress  
9 Chicken Coops  
2 fodder Systems

**Shop/Classroom**

Welding and Project Shop-1001  
Small Engines Shop-1003  
Ag Shop Construction-1006  
Ag Office-each teacher  
Agriculture Classroom-1000  
Floral Room-1305  
Floral Store Room -1300  
7 X 7 Floral Cooler  
10x10 Refrigerator Freezer Combo  
Sliding Floral Cooler  
20 Microscopes  
1 Triocular Scope  
2- Video Cameras for scopes  
Tissue Culture Hood  
2 Grow Carts  
1 Dissect Scope  
3 Small Dissect Scopes  
Media Console  
3 Lap top computer  
2 Document reader  
4 Projectors  
3 Smart Boards  
3-DVD Player  
VHS Player  
Surround Sound/Receiver
Shop Equipment
3 AC 225 Lincoln Arc Welder
5 Miller Thunderbolt 225 Welder
1 Miller Spot Welder
1 Duro Dyne Spot Welder
2 Millermatic 252 MIG setups
1 Millermatic 251 MIG setups
1 Millermatic 250x MIG setups
1 Lincoln Power MIG 255 setups
1 ESAB MIG Master 250 setups
1 Millermatic 140 MIG 110V setups
2 Miller Synchroware 180 TIG setups
1 Thermodynamics Cutmaster 81
8 Oxygen Bottle ~280 cu ft
1 Oxygen Bottle 150 cu ft
1 Oxygen Bottle 120 cu ft
3 Acetylene Cylinder Lg.
3 Acetylene Cylinder Sm.
5 Oxy Acetylene Torch/ Regulator Assy.
1 Scotchman Ironworker- 40 ton
3 Pedestal Grinder
2 Floor Drill Press
2 Bench Drill Press
2 14” Band Saw Upright
1 Horizontal Band Saw
16 Welding Helmets
8 Jack Stands
4 4” Angel Grinder
5 1/2” Chuck Drill 1 Makita 5 Dewalt
3 18V Cordless Drill Dewalt
4 12V Cordless Drill Skil
1 33gal Arc Compressor
2 3/8” Drill 1 Dewalt 1 Rocksolid
1 Reciprocating Saw
1 Circular Saw
2 Cut-Off Saw- Metal
1 Miter Saw- Wood
1 Dyno Mite Dyno
10 Engine Strands
2 Air Compressors- 33gal
1 Snap-On Scanner
1 Mac Scanner
2 Floor Jack
1 Tire Changer
1 Tire Balancer
1 48” Tool Box
1 36” Tool Box
1 Massey Ferguson Tractor
2 Flammable Liquids Cabinet
1 Sioux 2075HP Value Grinder
48 Vertical Shaft Engines 1cyl.
55 Horizontal Shaft Engines 1cyl.
4 Other Engines
5-Year Acquisition Plan
Sanger High School – Agriculture Department

2016-2017
- Laying House/Poultry Unit
- Sheep/Goat Barn Extension
- Plant Sale/Display Patio
- Dish Washer/Kitchen Area
- Seatrain Fodder Set-up

2017-2018
- Show Arena & Bleachers
- Market Rabbit Facilities
- Lockers for Student Projects
- Sanger Farm Store
- New Plasma Cutter

2018-2019
- Beef Area/Barn
- Dairy Goat Facility
- Ag Department Office Copier
- Fruit Display Bins
- Cash Register

2019-2020
- New SMAW/Multiprocessing Welders
- Ag Department Suburban
- New Dual Milking Machine

2020-2021
- Landscape Form/Picnic Area
- Beef Scale
- New Hot House/Prop House
- Additional Planting Benches & Tables
<table>
<thead>
<tr>
<th>Event</th>
<th>Audrey</th>
<th>Nicole</th>
<th>Laura</th>
<th>Tony</th>
<th>Larry</th>
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<tr>
<td><strong>Sanger Agricultural</strong></td>
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<td><strong>Department Responsibilities</strong></td>
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<tr>
<td><strong>Retreat/Boot Camp</strong></td>
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<td>PO/Trip Req</td>
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<td>Drive/Chaperone Bootcamp</td>
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<td>1 Day Event-Hike</td>
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**Duties and activities as agreed upon by the ag staff for the 2016-2017**

Signature

Signature

Signature

Signature

Signature

Signature
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**Color Key**

- EL Courses: Wonderful (PA)
- Digital: Technology (DT)
- Singleton: Project Lead the Way (EN)
- Doubleton: Education (ED)
- Prep

**Dual Enrollment** RED TEXT

Courses = OR dark color
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# ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

**Year:** 15-16  
**School:** Sanger High School

Must meet at least 12 areas

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<th>ACTIVITY</th>
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<td>Attended the following:</td>
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<td>Greenhand Conference</td>
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<td>Made For Excellence Conference</td>
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<td>Advanced Leadership Academy</td>
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<td>Chapter Officer Leadership Conference</td>
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<td>Spring Region Meeting</td>
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<td>State Leadership Conference</td>
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<td>National Convention</td>
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<td>State Degree Application</td>
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<td>American Degree Application</td>
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<td>Proficiency Award Application - Section</td>
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<tr>
<td>Chapter Award Application - State</td>
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<td>Scholarship Application - State</td>
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<td>Participated in the following:</td>
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<td>Opening and Closing Contest - Section</td>
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<td>Best Informed Greenhand Contest - Section</td>
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<td>Co-Op Marketing Quiz - Section</td>
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<td>Creed Recitation - Section</td>
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<td>Job Interview - Section</td>
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<td>Impromptu Speaking - Section</td>
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<td>Prepared Speaking - Section</td>
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<td>Parliamentary Procedure - Section</td>
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<td>County/District Fair/Show</td>
<td>50-60</td>
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<td>Career Development Teams (other than those identified above)</td>
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<td>1 Meats Evaluation</td>
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<td>2 Vet Science</td>
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<td>Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)</td>
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<td>1 Agri-Science Fair - State</td>
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<td>2 Agri-Science Fair - National</td>
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<td>3 Sectional FFA Spring Meeting</td>
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**TOTAL AREAS MET** 20
AGRICULTURE FFA/SAE GRADING POLICY

Agriculture Education Department
Sanger High School

Your grade in Agriculture Classes will include the following:

1. Regular Classwork/Homework/Tests ...................... 80%
2. FFA Participation ........................................ 10%
3. Supervised Agriculture Experience ..................... 10%

According to the California State Curriculum Standards for Agricultural Education, Agriculture classes are to include in the curriculum opportunities for students to participate in both leadership development and vocational skill development activities. The Foundation Standards for agriculture education courses are implemented in each course. Students gain valuable skills, life long friendships, work experience, and can make money along the way only by actively participating fully in the curriculum.

Every student in Sanger High School Agriculture Classes is required to conduct and maintain an on-going Supervised Agricultural Experience Program or "project". The project may encompass any field of agriculture; sales and service; production; processing; mechanics; business; nursery/landscaping; etc. The projects may be owned by the student or they may be work experience, paid or unpaid. The project is selected by the student and can be career related. All work on projects shall be done outside of the classroom and must be recorded in the student's recordbook for credit.

Every student is required to participate in a minimum of two FFA activities per semester in order to fulfill the FFA requirement. The activities may include meetings, contests, leadership sessions, community service activities, or a host of others.

Eligibility for FFA Activities

It is a policy at Sanger High School that all students participating in out-of-class activities including FFA, maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Education Department Chairman, with advisement from the Assistant Principal at Sanger High School.

Parent/Guardian Signature ___________________________  Date ________________
The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2009

ARTICLE I – NAME

Section A. The name of the organization is the Sanger Chapter FFA. Member and the letters, “FFA”, may be used to designate the chapter, its activities, or member therefore.

ARTICLE II – OBJECTIVES

Section B. The organization shall cooperate with national and state government Agencies and officials for vocational education in accomplishing the following objectives:

1. To be an integral part of the organization instructional programs in agriculture education, which prepares students for a wide range of careers in agriculture, agribusiness, and other agriculture, related occupations.
2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of time; by learning to assume responsibility; and by developing competencies in communications, human relation, and other social abilities leading to intelligent choice of a career and a successful employment or entrepreneurship in the agricultural industry.

BY-LAWS

Article I

Section A:

1. All provisions of these by-laws shall be considered a part of the constitution of the Sanger FFA Chapter.

Section B:

1. The following by-laws may be amended, deleted; by a two-thirds vote of the active members present providing it is not in conflict with the state or national organizations.
Article II Degree Initiations

Section A:
1. Candidates for the Greenhand and/or chapter degree, who do not attend their respective initiation meeting, shall not be allowed that degree during that current year, without a valid written excuse as deemed by the chapter executive committee and/or Advisor.

Section B:
1. The advisor can and will have the final say in any matter concerning a members status and award.

Article III Active Membership Status

Section A:
1. In order for an FFA member to maintain an active status and participate in all out of class chapter activities including fairs, the following provisions must be met:

Provision I:
1. FFA member must maintain a 2.0 GPA during each semester.
   a. Sanger FFA will use the current athletic policy for GPA status and probationary periods.
   b. Sanger FFA will use semester grades following the fall and summer school periods.

Provision II:
1. FFA members exhibiting livestock, poultry, horticulture and agricultural mechanics projects in the fairs must turn in an up-to-date record book at the time entries are completed for the fair.

Provision III:
1. To be an active member, a student must attend a minimum of two meetings per school year. One meeting per semester.

Article IV General Officer Responsibilities

Section A:
1. Chapter officers are required to attend all chapter meetings and functions/events with a “three strikes” rule enforced.

Provision I: “Three Strikes Rule”
1. Any officer will be eliminated from the officer team for the following:
   a. Missing any FFA meeting called by the Advisor.
   b. Not fulfilling assigned responsibilities.
   c. Not holding up to ethics required by the National, State and Local requirements. **Suspension from the school will supersede the three strikes rule on a case-by-case basis.

2. The Executive committee has the right, by unanimous vote; to place an officer on probation after the “three strikes” policy has been enforced. The
Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.
3. The advisor has final say in any vote or punishment of a member or officer.

Article V Fair Amendment

We, as a chapter will not participate in any market show or fair, which does not include a sale of market animals.

Section A:
1. Market animals including champions and non-champions.

Section B:
1. Breeding stock will be allowed to show at the advisor's discretion.

Section C:
1. If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

Section D:
1. FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

Section E:
1. FFA students must have a GPA of 2.0 or higher at the time of purchasing a market or breeding animal for fairs.

Article VI Officers

Section A:
1. The following officers for the chapter shall be as follows:
   a. President
   b. Vice-President
   c. Secretary
   d. Reporter
   e. Treasurer
   f. Sentinel
   g. Historian
   h. Parliamentarian
   i. Chaplain
   j. Sweetheart

2. The advisor shall be the teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B:
1. Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.
Section C:
1. The officers of the chapter shall constitute the chapter executive committee. This executive committee shall have full power to act as necessary for all chapter activities in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

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

Section E:
1. The 6 chapter officers (a-f) on previous page must have chapter degree. (g-j) officers must hold at least Greenhand degree. If officer applicant does not have appropriate degree, then it can be overruled by the advisor.

Article VII Meetings

Section A:
1. Regular chapter meetings shall be held once a month during the school year, at such time and place as designated by the executive committee. Special meetings may be called at any time.

Section B:
1. Delegates who are eligible for State leadership conference are as follows:
   a. Must complete an application
   b. Sophomore or junior executive committee members are first for eligibility.
   c. If not available, then senior executive committees members are next for eligibility.
   d. If neither is available, then top 15 from the previous year may apply.

Provision I:
1. All elected delegates who represent the chapter shall be elected from the freshman, sophomore, and junior classes.
2. Only executive members can be delegates.
3. If the delegates can not select from the executive members, it will be open to the top 15 point members as of the fall semester of the current school year.

Provision II:
1. Delegate applicants will be screened by advisors before executive committee.
2. Delegate applications will be completed by all candidates and will be scored and screened by the Executive Committee.
3. If members of the Executive Committee are part of the application process, they will be excused and the remainder of the members will proceed with the scoring.
Provision III:
1. Any member representing the chapter at an FFA Function including banquets and contests should follow FFA dress code or have approved attire.

Provision IV:
1. The advisor can allow for additional members to attend. The number of students is at the advisors discretion. Students that fill out applications will be allowed to attend the State FFA Convention with advisor approval. The additional members will be responsible for their expenses.

Section C:
1. A majority of the active members listed in the secretary's membership roll shall constitute a quorum. A quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

Article VIII Amendments

Section A:
1. This constitution may be amended or changed at any regular meeting by a two-thirds vote of active members present, providing that it is not in conflict with State Association Constitution or that of the National FFA.

Section B:
1. By-Laws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of active members present, providing such by-laws do not conflict with the State or National Organizations.
# SKILLS FOR SUCCESS IN AGRICULTURE:  
A Snapshot of Professional Skills Ag Prep Students Will Possess

## 1. COMMUNICATION AND LANGUAGE
A. Reading, analyzing, and interpreting written materials such as general business periodicals, professional journals, technical manuals, inspection reports, or governmental regulations
B. Speaking, reading, and writing clearly in English; preference for bilingual (English/Spanish) speakers
C. Communicating clearly, effectively, and respectfully with coworkers, managers, and customers. This includes providing and presenting information by phone, email/written communication, or in person to individuals and groups (speaking confidently in front of groups of people). Writing should be grammatically correct and free of spelling errors
D. Listening actively, understanding, and asking questions
E. Understanding, interpreting, and following instructions in oral, written, diagram, or schedule form

## 2. INTERPERSONAL AND CUSTOMER SERVICE
A. Being friendly and polite
B. Communicating with different departments of a company to understand their roles and needs
C. Asking clarifying questions to fully understand a request or task
D. Responding to questions from coworkers, managers, customers, and the general public
E. Requesting feedback and responding non-defensively to constructive criticism
F. Discussing problems and resolving conflict appropriately and calmly with coworkers, customers, and others (for example, effectively handling customer complaints)

## 3. RESEARCH, ANALYSIS AND PROBLEM SOLVING
A. Researching and finding the right information to assess an issue or problem
B. Analyzing and determining causes of problems, and deciding the best way to solve them (for example, identifying how to improve customer service, increase sales, or fix an operating error)
C. Supporting one’s claim/position with substantial evidence and logical reasoning

## 4. ORGANIZATION, ATTENTION TO DETAIL, AND CRAFTSMANSHIP
A. Conducting and completing projects with a consistent standard of high quality; taking pride in one’s work/craftsmanship
B. Interpreting and reporting any errors or miscalculations found in data generation, technical reports, and other documents
C. Keeping organized, detailed, and up-to-date records and files
D. Keeping work area clean and organized

## 5. SAFETY, ETHICS, AND LEGAL RESPONSIBILITY
A. Following the company’s safety rules and procedures
B. Having awareness of the basic laws and regulations – and the major local, district, state, and federal regulatory agencies – that affect the agriculture industry
C. Adhering to quality standards
D. Being honest and demonstrating integrity
E. Handling confidential and sensitive information appropriately and respectfully
F. Reporting to a Supervisor that a system does not meet safety requirements
G. Considering the impact of work-related decisions on the environment and society

## 6. EMPLOYABILITY
Demonstrating the following:
A. Work ethic (high levels of effort and perseverance) and a positive attitude towards work reports
B. Dependability/Reliability/Responsibility
C. Self-motivation to learn new skills and improve upon existing ones; ability to work with minimal supervision
D. Time management – Arriving to work on time or early; scheduling; planning; setting goals; prioritizing; and setting and meeting deadlines (completing tasks on time and accurately)
E. Flexibility and adaptability
F. Stress tolerance (for example, ability to work well under pressure or in difficult weather conditions)
G. Awareness of the importance of taking care of one’s health

## 7. TEAMWORK AND TEAM BUILDING
A. Collaborating well with others and promoting a teamwork environment
B. Considering the needs and concerns of coworkers
C. Being comfortable working with people of diverse backgrounds

## 8. LEADERSHIP
A. Motivating and directing people as they work; inspiring others to feel invested in the company’s accomplishments
B. Facilitating the training of others using coaching and leadership skills (for example, training coworkers on a skill, new technology, or best business practice)
C. Developing managerial skills (for example, knowing how and when to delegate tasks)
D. Showing confidence to maintain team morale

## 9. WORK ETIQUETTE
A. Representing the employer through appropriate dress, behavior, and language
B. Being alert
C. Possessing handshake etiquette (making eye contact, shaking hands with a gentle firmness, and turning to a person when speaking)
D. Possessing phone, email, and Internet etiquette (responding in a timely fashion, getting to the point, avoiding slang, not oversharing personal information)
E. Possessing meeting etiquette (never arriving late, but if so, letting the right person know in advance)
F. Respecting people’s personal and work space
G. Learning when and where it is appropriate to use one’s cell phone in the workplace
H. Possessing company party etiquette (behaving in a way that keeps one’s dignity and respects others)
I. Recognizing the connection between work etiquette and business profits
SKILLS FOR SUCCESS IN PLANT SCIENCE: A Snapshot of Technical Skills Ag Prep Students Will Possess

1. APPLYING PRINCIPLES AND TECHNIQUES FOR GROWTH, FERTILITY, AND NUTRITION OF PLANTS
   A. Applying fundamental principles of plant structures and processes to plant production, including understanding: plant biology; the nutrients necessary to sustaining plant growth; reproductive processes found in agricultural ecosystems, and the practices used to enhance or disrupt them; and the effects of climate on growth
   B. Formulating planting and propagating media
   C. Using propagation, nursery, and landscape tools and equipment (for example, identifying, setting up, or operating precision guidance equipment used in agriculture)
   D. Choosing and using a variety of methods, approaches, and strategies to apply fertilizers
   E. Operating an irrigation system, examining its performance, and making any necessary repairs
   F. Mowing, pruning, weeding, and replanting crops
   G. Practicing procedures of plant propagation including seeding, cutting, budding, layering, grafting, and dividing
   H. Following current industry standards in cultivating and harvesting plants and plant products
   I. Operating and calibrating an agrichemical sprayer
   J. Safely storing and disposing of waste materials

2. MONITORING AND MAINTAINING SOIL HEALTH
   A. Understanding fundamental principles of soil, including physical and chemical properties of soils and soil erosion problems; soil moisture and water levels; and principles and practices of irrigation (including soil, crop, and irrigation types and frequencies)
   B. Performing soil sampling
   C. Analyzing soils for basic macronutrients or amendments needed for crop growth
   D. Operating an irrigation system, examining its performance, and making any necessary repairs

3. DEVELOPING AND IMPLEMENTING AN INTEGRATED PEST MANAGEMENT PLAN
   A. Looking for typical damage symptoms caused by pests
   B. Placing and picking up insect traps
   C. Monitoring and assessing fields/orchards for pest problems
   D. Using proper control procedures for common garden, landscape, and greenhouse pests
   E. Releasing biological control organisms where warranted
   F. Identifying insects, mites, and weeds
   G. Performing insect sampling
   H. Maintaining and making preparations for rearing insect cultures
   I. Understanding how chemical controls (for example, herbicides, pesticides, insecticides, and fungicides) are appropriately selected and used
   J. Having awareness of pesticide toxicity and persistence in the environment
   K. Writing pest control recommendations
   L. Making short- and long-term pest management decisions

4. OBSERVING, ANALYZING, AND DIAGNOSING THE CONDITION OF PLANT SYSTEMS TO ADDRESS PROBLEMS
   A. Examining plants to identify nutrient deficiency symptoms, identify damage, and diagnose disease
   B. Monitoring fields/orchards for pest problems
   C. Sampling crop quality and transporting leaf tissue for analysis
   D. Examining insect traps
   E. Inspecting and mapping weed populations
   F. Detecting problems that could affect future crops

5. WRITING AND REVIEWING REPORTS FOR PLANT PRODUCTION AND MANAGEMENT
   A. Interpreting recommendations for crop protection and nutrient programs (for example, pest control recommendations)

6. USING MATH TO ESTIMATE NEEDS AND COSTS OF PLANT PRODUCTION, MEASURE CROP YIELD, PREDICT CONDITIONS, OR SOLVE PROBLEMS IN PLANT SYSTEMS
   A. Using math (such as arithmetic, fractions, decimals, ratios, basic algebra and geometry) to solve problems and calculate figures/amounts, including discounts, interest, commissions, proportions, percentages, area, circumference, and volume
   B. Using various indices to predict crop conditions
   C. Estimating crop production/yield and making projections for harvest volume
   D. Determining rates and gallons per acre of pesticides depending on coverage and effectiveness
   E. Estimating the costs of maintaining soil health
   F. Using remote sensed data to make maps
   G. Working with advanced mathematical concepts to help analyze reports, identify errors, and provide resolutions, and review existing reports

7. USING COMPUTERS/TECHNOLOGY TO BENEFIT PLANT PRODUCTION AND MANAGEMENT
   A. Collecting, storing, manipulating, and analyzing geographic data and maps (such as GIS and GPS)
   B. Using Microsoft Office applications (Word, Excel, and PowerPoint) and Outlook (email) with proficiency
   C. Recording measurements from the field
   D. Using current technology to compile data and develop reports
SKILLS FOR SUCCESS IN AGRICULTURAL MECHANICS:  
A Snapshot of Technical Skills Ag Prep Students Will Possess

1. SAFELY USING TOOLS, EQUIPMENT, AND SUPPLIES
   A. Understanding and following health and safety policies, regulations, procedures, and practices, including the use of equipment and handling of hazardous materials. This includes health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies
   B. Understanding and following the employer’s safety rules and procedures to ensure worker, machine, and product safety
   C. Understanding the safety color code
   D. Dressing for safety
   E. Knowing how to prevent and respond to accidents/emergencies, including preventing and extinguishing fires
   F. Reporting problems with a system that does not meet safety or operational requirements

2. TROUBLESHOOTING EQUIPMENT AND SYSTEMS
   A. Recognizing malfunctions (including interpreting malfunction warnings and alarm signals), classifying them correctly, and reacting properly
   B. Using a variety of diagnostic testing and tuning equipment (such as meters, scopes, high-speed cameras, or computer monitoring equipment) to test the function of equipment and systems
   C. Testing, identifying, and diagnosing the cause of problems in a variety of systems (such as electrical, cooling, pumping, gasoline or diesel engine fuel, or hydraulic/pneumatic systems)

3. SETTING UP AND SHUTTING DOWN EQUIPMENT/MATERIALS
   A. Laying out materials needed to do the job
   B. Selecting the appropriate tools, equipment, and/or materials to do the job
   C. Properly shutting down equipment (such as a boiler, oxy-acetylene welding equipment, or an ammonia compressor)

4. OPERATING TOOLS AND EQUIPMENT
   A. Using a variety of hand and power tools, jacks, hoists, jack stands, and blocks
   B. Using measuring tools such as a tape measure
   C. Operating farm machinery and vehicles (such as harvest equipment, material handling equipment, and man lift systems)

5. INSTALLING EQUIPMENT
   A. Installing electrical circuits, switching devices, and appliances
   B. Installing a low-voltage motor control system
   C. Installing sensing devices such as thermostats, programmable controllers, and timers

6. MONITORING, ADJUSTING, AND MAINTAINING EQUIPMENT AND OPERATIONS
   A. Monitoring the course of machine production or the quality, size, and grade of products
   B. Inspecting irrigation equipment
   C. Adjusting valves
   D. Performing preventative maintenance by testing, adjusting, cleaning, and replacing worn parts

7. REPAIRING EQUIPMENT AND MACHINES
   A. Repairing or replacing farming equipment systems such as hydraulic brake, cooling, or suspension systems
   B. Repairing or replacing plant operations systems such as electrical or mechanical systems
   C. Documenting/logging machine adjustments or details of repairs
   D. Consulting with customers to locate and diagnose equipment malfunctions

8. MODIFYING AND FABRICATING PARTS AND EQUIPMENT
   A. Performing welding skills including layout, cutting, shaping, or forming and welding structures together (welded metal fabrication)

B. Fabricating and constructing metal assemblies and equipment from engineering drawings
C. Using high-quality technique and style to shape, fasten, and finish a cold metal project, resulting in a well-made and well-functioning product

9. APPLYING MATH TO PRACTICAL SITUATIONS/PROBLEMS
   A. Using math to solve problems (including using arithmetic in all units of measure, fractions, decimals, percentages, ratios, proportions, and rate; and drawing and interpreting bar graphs)
   B. Using scale measurement and dimension to develop simple plans and sketches
   C. Using micrometer measurements to determine if parts of a small engine are within the specifications set by the manufacturer
   D. Estimating the amount of material needed for a project or the cost of construction jobs

10. USING COMPUTERS/TECHNOLOGY TO MAKE WORK MORE EFFECTIVE AND EFFICIENT
    A. Differentiating among, selecting, and applying appropriate technology to the job
    B. Using computer monitoring equipment to test the function of equipment and systems
    C. Using email, Microsoft Word and Excel files in projects/work tasks
    D. Using current technology to develop simple plans and sketches of a project
    E. Using digital inventory controls
    F. Entering work orders (ordering parts)
    G. Using web-based and handheld maintenance management systems (for example, using an iPad to take notes of materials or supplies needed for a project/job)
COMPETENCIES
Intro to Agricultural Mechanics/Ag Welding

Upon successful completion of this course, students are proficient in:

- **Materials Ordering and Bill of Materials**
  - Building materials identification
  - Ordering materials
  - Materials calculation

- **Woodworking**
  - Safety, ID, and use of: saws, miter box, drill screw driver
  - Safety, ID, and use of: band saw, radial arm saw, table saw, shop vacuum.

- **Fastener and Hand Tool Identification**
  - Nail size and type
  - Nut and bolt sizes and characteristics
  - ID of wrenches, drivers, pliers, punches, hammers

- **Tool Repair**
  - Sharpening
  - Handle replacement

- **Welding and Cutting**
  - Start up, shut down and safety procedures
  - Cutting
  - Plasma cutter
  - Cutting circles

- **Gas Heating and Brazing**
  - Gas welding
  - Brazing

- **Arc Welding**
  - Welding theory
  - Arc welding application

- **Metal Working with Machines**
  - Properties of Metal
  - Cutting and shearing
  - Bending
  - Drilling

- **Electricity**
  - Principles of electricity, Ohm's law
  - Use of volt-ohm meter
  - Installing branch circuits
  - Installing wiring boxes, switches, lights and outlets

- **Painting**
  - Paint bases, uses, and solvents
  - Brushes, rollers, paint pads, masking guards

- **Plumbing**
  - Plumbing tool ID
  - Selection of appropriate fittings
  - Assembly of plastic, steel, and copper plumbing

- **Concrete and Masonry**
  - Identification of tools and raw materials for concrete work
  - Preparing forms, compacting pads and reinforcing materials
  - Mixing, pouring and finishing

- **Projects**
  - Student will use project drawings to construct project

- **Safety**
  - Operate safely in a shop environment
  - Use tools appropriately for proper applications
  - Use of appropriate Personal Protection Equipment
COMPETENCIES
Agriculture Construction

Welding
- Metallurgy—Understanding Basic Principles
- Flat Position
  - SMAW
  - GMAW
  - GTAW
- Vertical Position
  - SMAW
  - GMAW
- Horizontal Position
  - SMAW
  - GMAW
- Overhead Position
  - SMAW
  - GMAW

Cutting Processes
- Oxy-Fuel
- Plasma
  - Understand Computer Operated Machinery
  - Air ARC

Construction
- Technical Drawing
  - CAD Drawing
- Framing
- Squaring
- Bracing
- Reinforcing
- Blueprint reading
- Material Ordering & Pricing

Safety
- Operate safely in a shop environment
- Use tools appropriately for proper applications
- Use of appropriate Personal Protection Equipment
COMPELLENCIES
Agricultural Engineering & Fabrication

Upon successful completion of this course, students are proficient in:

Welding
- Metallurgy—Understanding Basic Principles
  - Flat Position
    - SMAW
    - GMAW
    - GTAW
  - Vertical Position
    - SMAW
    - GMAW
  - Horizontal Position
    - SMAW
    - GMAW
  - Overhead Position
    - SMAW
    - GMAW

Cutting Processes
- Oxy-Fuel
- Plasma
  - Understand Computer Operated Machinery
- Air ARC

Construction
- Technical Drawing
  - CAD Drawing
- Framing
- Squaring
- Bracing
- Reinforcing
- Blueprint reading
- Material Ordering & Pricing

Safety
- Operate safely in a shop environment
- Use tools appropriately for proper applications
- Use of appropriate Personal Protection Equipment
Electric Arc Welding

- Metallurgy—Understanding Basic Principals
- Flat Position
  - Stringer Beads 6011, 6013, & 7018
  - Welding Pad 6011, 6013, & 7018
  - Butt Weld 6011, 6013, & 7018
  - Lap Weld 6011, 6013, & 7018
  - Fillet Weld 6011, 6013, & 7018
  - Pipe to Plate 6011, 6013, & 7018
- Vertical Position
  - Running straight Bead 6011, 6013, & 7018
  - Beading downhill 6011, 6013, & 7018
  - Butt weld-downhill 6011, 6013, & 7018
  - Fillet weld-single pass 6011, 6013, & 7018
  - Thick to thin lap weld 6011, 6013, & 7018
  - Pipe to Plate 6011
- Horizontal Position
  - Running straight Bead 6011, 6013, & 7018
  - Beading downhill 6011, 6013, & 7018
  - Butt weld-downhill 6011, 6013, & 7018
  - Fillet weld-single pass 6011, 6013, & 7018
  - Thick to thin lap weld 6011, 6013, & 7018
  - 3-Pass Fillet
- Overhead Position
  - Straight Butt 6011
  - V-Butt weld 6011
  - Lap Weld 6011
  - Fillet weld-single pass 6011
- Pipe Welding
  - Saddle Notch 6011

Cutting Processes

- Oxy-Acetylene Cutting
  - Straight Cut
  - Circle Cut
  - Piercing
- Plasma Cutter
  - Straight Cut
  - 1" x 4" Strip
  - Piercing

MIG Welding Application

- Metallurgy—Understanding Basic Principals
- Various Joints and Positions
  - 1F, 1G
  - 2F, 2G
  - 3F, 3G
  - 4F, 4G

Construction

- Technical Drawing
- Framing
- Squaring
- Bracing
- Reinforcing
- Blueprint reading
- Material Ordering & Pricing

Safety

- Operate safely in a shop environment
- Use tools appropriately for proper applications
- Use of appropriate Personal Protection Equipment
COMPETENCIES
SMALL GAS ENGINES

Upon completion of the course, the students will have:

☐ Acquired knowledge of theory in the areas of two-stroke and four-stroke cycle gas engines.
☐ Demonstrated use of proper safety with tool and material handling within a shop environment.
☐ Completed service paperwork.
☐ Accessed technical publications in performing services.
☐ Identified and demonstrated proper use of precision measuring tools.
☐ Demonstrated procedure for troubleshooting.
☐ Identified engine number codes, part number codes, and computer look-up
☐ Explained two and four-stroke cycle engine operating theories.
☐ Described engine components, theories, and functions.
☐ Described lubrication fundamentals.
☐ Described functions of engine maintenance.
☐ Performed engine maintenance.
☐ Conducted a four-stroke cycle gas engine diagnosis.
☐ Perform four-stroke engine overhaul.
☐ Serviced a four-stroke cycle gas engine.
☐ Performed failure analysis.
☐ Identified career opportunities and conducted job search in this industry.
Upon completion of this course students will be able to demonstrate:

- Proper safety practices around animals
- Demonstrate proper grooming and care for an animal
- Know basic breeds of small and large animals
- Understand the importance of feed and nutrition
- Explain different careers in the Veterinary Industry
- Perform basic office skills and communication skills
- Know the use of tools used in the animal industry
- Understand digestion and functions of the digestive system
- Understand the male and female reproductive systems
- Understand the importance of feed and nutrition in animals
- Be able to balance a ration by using Pearson square
- Understand the various types of feeds and how they are used
- Know the different Vitamins and Minerals and how it relates to growth and development in an animal.
- Be able to administer a medication.
- Understand how to read labels on medication.
- Understand the importance of safe practices when administering medication
- Be able to shear and/or remove hair or wool from an animal
- Be able to orally give medication
- Knowledge and skill of trimming hooves on sheep and/or goat
- The basic knowledge of poultry production
- Identify different stages of embryology
- Understand gestation and parturition in animals
- Knowledge of the developmental process of an embryo.
- Understand anatomy and physiology of Animals
- Use of basic tools used in the animal industry
- The understanding of the skeletal system, muscles and connective tissues
- Explain diseases and parasites in animals
- Be able to evaluate and select a sound animal along with detect problems from other animals
COMPETENCIES
VETERINARY SCIENCE

Upon completion of this course students will be able to demonstrate:

- Proper safety practices around animals
- Proper handling of animals
- Know the use of tools used in the animal industry
- Understand digestion and functions of the digestive system
- Understand the male and female reproductive systems
- Be able to identify the parts of female and male reproduction organs
- Understand the importance of feed and nutrition in animals
- Be able to balance a ration by using Pearson square
- Understand the various types of feeds and how they are used
- Know the different Vitamins and Minerals and how it relates to growth and development in an animal.
- Understand common deficiencies in animals.
- Be able to administer a medication.
- Understand how to read labels on medication.
- Understand the importance of safe practices when administering medication
- Be able shear and/or remove hair or wool from an animal
- Be able to orally give medication
- Knowledge and skill of trimming hooves on sheep and/or goat
- The basic knowledge of poultry production
- Identify different stages of embryology through egg incubation
- Explain Diseases and Parasites in Livestock and Poultry
- Understand gestation and parturition in animals
- Knowledge of the developmental process of an embryo.
- Understand anatomy and physiology of Animals
- Use of basic tools used in the animal industry
- The understanding of the skeletal system, muscles and connective tissues
- Explain diseases and parasites in animals
- Be able to evaluate and select a sound animal along with detect problems from other animals
COMPETENCIES
Biotechnology in Agriculture

Upon successful completion of this course, students are proficient in:

- Understand the role of biotechnology in agriculture
- Explain careers in biotechnology
- Develop laboratory skills used in agriculture biotechnology
- Utilize the scientific method as it pertains to biotechnology
- Complete a science project
- Learn how a biotechnology company operates and the role of the employees
- Identify the tissue culture lab and its components
- Operate basic lab equipment and operations
- Demonstrate sterilization techniques and procedures
- Understand the role of aquaculture and the importance’s in the agriculture industry
- Using an aquaculture system, perform water tests, oxygen tests and pH tests.
- Perform animal tissue culture tests and understand the relationship in biotechnology
- Conduct long-term, community based research projects emphasizing biotechnology
- Demonstrate ability to effectively communicate technical and professional information in written reports, oral presentations and visuals
- Describe the role of biotechnology in the food industry
- Explain the ethical issues in biotechnology
- Identify Genetics and the role of genes in biotechnology
COMPETENCIES
FLORAL DESIGN I

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

☐ Safety, Employability, and Careers
  ☐ Demonstrate proper safety skills used in the floral shop.
  ☐ Describe three career opportunities in the floriculture industry.
  ☐ Know how to care for tools and equipment.
  ☐ Demonstrate appropriate front and back shop procedures while positively working with employees and employers.
  ☐ Understand technical and communications skills needed in the floral industry.
  ☐ Identify 25 tools and equipment of the floriculture industry.

☐ Growing, Post Harvest, and Identification
  ☐ Identify and classify 50 major floral crops of the floral industry required environmental conditions.
  ☐ Practice procedures to increase the life span of floral materials.
  ☐ Recognize and select healthy and marketable potted/flowering plants.
  ☐ Explain the techniques in grading, bunching and shipping flowers in preparation for market.
  ☐ Understand how to care for plants and plant structures.
  ☐ Demonstrate how to treat flowers correctly after field cutting for market preparation.
  ☐ Know how to preserve and dry flowers.

☐ Theory and Design
  ☐ Demonstrate principles of floral design including: Harmony, Unity, Balance, Proportion, Scale, Focal Point, and Rhythm.
  ☐ Demonstrate elements of design including: Line, Shape, Form, Space, Depth, Texture, and Color.
  ☐ Construct basic arrangements using basic design principles.
  ☐ Describe cultural and historical characteristics of floral design eras.

☐ Styles and Techniques
  ☐ Demonstrate the selection of correct flowers and how to wire and tape them for corsage work.
  ☐ Construct two types of corsages and boutonnieres.
  ☐ Construct holiday centerpiece arrangements.
  ☐ Conduct and write up a wedding consultation.
  ☐ Construct a marketable wedding bouquet.
  ☐ Construct novelty and seasonal gifts for retail sales.
  ☐ Understand concept of sympathy/funeral arrangements.

☐ Employability & Leadership
  ☐ Develop leadership skills through FFA activities.
  ☐ Create a career portfolio and/or work sample compilation.
COMPETENCIES
FLORAL DESIGN II

Upon successful completion of this course, students are proficient in:

☐ Flowers and Foliage
  ☐ Identify annuals, perennials, biennials, bulbs, potted/flowering plants.
  ☐ Explain growing, grading, bunching, and shipping of flowers.
  ☐ Select plants and flowers at optimum stages of maturity and marketability.
  ☐ Demonstrate propagation methods and techniques in asexual and sexual reproduction.

☐ Design Elements/Principals and Practicum
  ☐ Demonstrate advanced use of design principles and elements.
  ☐ Demonstrate construction of various floral products and arrangements.
  ☐ Construct special projects.
  ☐ Complete advanced floral design projects.
  ☐ Construct a marketable wedding bouquet.
  ☐ Construct a marketable sympathy piece.

☐ Merchandising and Sales
  ☐ Demonstrate merchandising and sales of floral products.
  ☐ Conduct and write up a wedding consultation.
  ☐ Create an advertising and sales display.
  ☐ Analyze retail estimates of floral costs and expenditures.
  ☐ Understand basic business management practices.

☐ Employability and Leadership
  ☐ Develop leadership skills through FFA activities.
  ☐ Understand technical and communications skills needed in the floral industry.
  ☐ Demonstrate the ability to teach and train fellow employees.
  ☐ Investigate advanced careers related to the floral industry.
  ☐ Create a career portfolio and/or work sample compilation.
COMPETENCIES
Floral Design III

Through demonstration and successful completion in the assignments and lab exercises, the student will demonstrate their ability to:

☐ Floral Media
  ☐ Master Plant and Flower Identification.
  ☐ Use a variety of high-styled flowers in corsages and bouquets.
  ☐ Demonstrate advanced construction techniques.

☐ Design Elements/Principals and Practicum
  ☐ Students will be able to critiques arrangements.
  ☐ Become proficient in nosegays, arm bouquets, cascading designs and hand-tied wedding bouquets.
  ☐ Demonstrated proficiency in designing, centerpieces, holiday designs and arrangements that are sold in retail.
  ☐ Master floral design principles and elements.

☐ Merchandising and Sales
  ☐ Students will plan, place, and implement an event order.
  ☐ Fulfilling orders by transporting, delivering, and setting up at special events.
  ☐ Develop and analyze pricing strategies for special events.

☐ Ornamental Horticulture
  ☐ Differentiate sexual and asexual plant reproduction.
  ☐ Demonstrate effective nursery management procedures.
  ☐ Evaluate growing methods.
  ☐ Describe plant physiology and nutritional requirements.
  ☐ Plan, design, construct, and maintain a landscape.

☐ Employability and Leadership
  ☐ Students will gain real career experience by planning, creating and designing for special events.
  ☐ Compete in a floral judging competition.
  ☐ Improve and maintain a career portfolio and/or work sample compilation.
  ☐ Enter in complete designs for fairs and shows.
PROFICIENCY STANDARDS

The following skills and knowledge are to be acquired by the time each student completes one year of Introduction to Agriculture.

1. Agriculture and Society
   A. Be able to recognize and explain the importance of agriculture to our community.
   B. Be able to recognize and explain the importance of agriculture to our county, our state and our nation.
   C. Be able to identify the agricultural commodities which have the greatest economic effect on our county.
   D. Be able to identify careers which center around the agriculture industry.

2. Supervised Occupational Experience Projects
   A. Be able to recognize the importance of hands-on experience in learning agriculture skills.
   B. Research possible projects and make a decision as which one to pursue.
   C. Be able to use the California State Record Book properly in order to record work in a chosen project program.

3. Agricultural Effects on Environmental Quality
   A. Be able to identify the effects of pollution.
   B. Be able to identify some of the major causes of pollution.
   C. Be able to identify the dangers in the use of pesticides.
   D. Be able to identify the dangers in the use of fertilizers.
   E. Be able to recognize the importance of proper disposal of agricultural waste.

4. Group Leadership and Participation
   A. Be able to recognize the value of the Future Farmers of America program in the development of agriculture leaders.
   B. Be able to identify some of the important landmarks in the development of the FFA program.
   C. Identify activities which would be beneficial to each student and the development of his project program.

5. Basic Animal Science
   A. Be able to recognize the importance of livestock production to our economy.
   B. Be able to identify the species of livestock most important to our local economy.
C. Name and identify five breeds of each of the following livestock species: beef, sheep, dairy, and swine.
D. Identify the body parts of each of the following species of livestock: beef, sheep, dairy, and swine.
E. Be able to define terminology important to livestock production.
F. Be able to identify the areas of California where each of the species of livestock is produced.

6. Products and Processing
A. Be able to identify the value of processing agriculture commodities to both farmers and consumers.
B. Be able to name and explain a minimum of three methods of processing including, but not limited to, canning, freezing, drying, freeze-drying, and packaging.
C. Be able to identify a minimum of three agriculture products which are processed in each of the above manners.

7. Basic Plant Science
A. Identify the vegetative parts of the plant and their functions.
B. Identify the reproductive parts of the plant.
C. Understand how seeds germinate.
D. Be able to name the three soil particle sizes and explain their effect on soil quality and plant growth.
E. Be able to name the three primary fertilizer elements and their effect on plant growth.
F. Be able to identify a minimum of five field crops grown in Fresno County.
G. Be able to identify a minimum of five vegetable crops grown in Fresno County.
H. Be able to identify and explain the uses for the three methods of pruning and supporting grapes.
I. Be able to explain the three uses for the grape harvest.
J. Be able to identify a minimum of five tree crops grown in Fresno County.
K. Be familiar with the pruning practices for tree crops.

8. Ornamental Horticulture
A. Identify the major areas of Ornamental Horticulture production in California.
B. Identify the uses of Ornamental Horticulture products in our daily lives.
C. Be able to make two types of vegetative cuttings commonly used in the Ornamental Horticulture field.
D. Be able to properly mix appropriate soil mixtures for greenhouse use.
9. Floriculture and Floristry
   A. Be able to identify and explain the importance of the floral industry in California.
   B. Be able to identify a minimum of five floral crops.
   C. Be able to identify a minimum of ten tools used in floral design.
   D. Be able to construct a carnation corsage.
   E. Be able to construct a bud vase.

10. Ag Supplies and Services
    A. Be able to define the term supplies and services.
    B. Know the importance of the supply and service industry to agriculture.
    C. Be able to list a minimum of ten occupations associated with the supply and service industry.
    D. Know entry level requirements for jobs in the supply and service field.

11. Introduction to Ag Mechanics
    A. Be able to identify a minimum of ten shop tools
    B. Be able to identify and explain arc and gas welding.
    C. Be able to properly construct a crown knot.
    D. Be able to explain how to construct a rope halter.
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Note: If you have questions about the information displayed below, please click here for a listing of Commission contact information. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.
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<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
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### Document:

**Last Name:** HENSON  
**First Name:** LAURA  
**Middle Name:** ELIZABETH  
**Last Known County of Employment:** KINGS COUNTY OFFICE OF EDUCATION  

**Adverse and Commission Actions Indicator:**

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### Authorization/Subjects

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education.
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**Authorization/Subjects**

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<td>BTC</td>
<td>Building and Construction Trades</td>
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<tr>
<td>R4T</td>
<td>This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.</td>
<td>MPD</td>
<td>Manufacturing and Product Development</td>
<td>MAJ</td>
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**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requi

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<td>DG</td>
<td>To renew this credential, the holder must complete two years of successful teaching, an approved program of personalized preparation, U.S. Constitution, Health Education, Computer Technology, and must receive the recommendation of a Commission-approved Career Technical Education (CTE) program sponsor.</td>
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**Employment Restrictions**

| | | No Records |
Sanger High School
Agricultural Department
Advisory Committee

1. Bill and Kelly Boos - Production Agriculture/Ag Mechanics
   468 South Newmark
   Sanger, Ca. 93657

2. Earl & Liz Hudson - Production Agriculture/Fresno County Farm Bureau
   PO Box 168
   Del Rey, Ca. 93616

3. Sid & Kaylen Anderson - Production Agriculture/Education
   153 N. Quality
   Sanger, Ca. 93567

4. Kenny Demoto - Production Agriculture
   1752 Vial
   Sanger, Ca 93657

5. Jan Otterbeck - Education
   6697 Chaparral
   Sanger, Ca, 93657

6. John Young - J and J Aquaculture
   14466 East Annadale
   Sanger, Ca. 93657

7. Kenny Anderson - Tigret
   14200 East California
   Sanger, Ca. 93657

8. Billy Boos - W.M. Boos & Son
   14252 East Butler
   Sanger, Ca. 93657

   14507 East Olive
   Sanger, Ca. 93657
The meeting was called to order at 5:10 pm on June 9th in room 1000. Members present were Kaylen Anderson, Janette Otterbeck, Bill Boos, Kenny Demoto, Kenny Anderson, Kelly Boos, Kirstin Cornado (admin), Greg Ravy, Nicole Potstada and Audrey Bonomi were present.

Items on the agenda were as follows

Welding Shop
Department Needs/Auction Replacements
Teacher Addition
Teacher Replacement
Department/Advisory Committee Review

An update from the welding shop was provided by Audrey Bonomi and Greg Ravy. The Shop was empty and demo starts June 14th and projected to open up in Feb 2017. Bill asked about the location of the department and equipment during the construction. Plans were made to move to the open shop, for Tony Herron and Greg Ravy's Replacement will teach in his room. Laura Henson will take Tony's room. We did a walk around before the meeting to see the condition of the shop as well as reviewed the plans.

Department discussed the needs of a trailer, and replacement of some shop equipment, as some was sold through the school auction process. Discussion was made by Ken Demoto, about using the funds from the sales to replace or go towards new items. All agreed and Audrey will contact the district office to proceed with that and the new purchases. Different shop equipment was discussed, shear, lathes and saws were items needed. A cattle scale, floral cooler and trailer were also other items needed

Greg Ravy announced his departure and the committee asked about opening the position and potential hires. We discussed the new addition, Laura Henson as well as her responsivities in the program.
Nicole discussed her masters project and the portion that she will need to complete with the advisory committee and will complete a questionnaire at the next meeting for the committee to complete. She explained more of the role needed as she completes her ag education masters degree.

Meeting adjourned at 6:10pm.
Next meeting in August 9th

Respectfully Submitted,

Jan Otterbeck/Audrey Bonomi
Sanger Agriculture Dept

Minutes for Advisory

Date August 19, 2015

Members present- Bill Boos, Kaylen Anderson, Jan Otterbeck, Ken Demoto, Billy Boos, Kenny Anderson

Meeting was called to order at 6:05 pm

The meeting was started by Bill Boos welcoming all to the meeting. The members all mentioned the area of agriculture they are working in and the growth of the industry.

Audrey Bonomi gave an overview of the courses being taught this year in the ag department including the dual enrollment classes. We discussed upgrades to facilities and how the job market is looking in the areas of, plant science, animal science and Mechanics. Plans for the upgrades are to start in the winter months and will take at least 2 months. The students in the shop area will have to be relocated to another shop during this process. Teachers went over budgets and equipment that is going to be purchased for the upcoming year and the 5 year acquisition plan.

.Next meeting was set for September 30.

Meeting adjourned at 7:02pm

Submitted by

Audrey Bonomi/Jan Otterbeck
### Class Budget

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<th>Class</th>
<th>Teacher</th>
<th>Sections</th>
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<td>Ag Mech</td>
<td>Herron</td>
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<td>$3,500.00</td>
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<td>Floral</td>
<td>Potstada</td>
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<td>Ag Mech</td>
<td>Paredes</td>
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<td>Wonderful Courses</td>
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Sub Total $27,500.00

### Non-Class Room Budgets

- Tractor Repair: $500.00
- Fuel: $1,500.00
- Maintenance/Trailers: $1,000.00

Sub Total $3,000.00

### FFA
- Awards: $500.00
- Contests: $1,000.00
- Travel/Hotels: $1,500.00
- State Conference/GH/MLA/ALA: $2,000.00
- California FFA registration: $4,000.00
- National FFA: $1,000.00

Sub Total $10,000.00

### Department
- TA Regional Meetings/Conference: $1,300.00
- Transportation Fair/ Farm Show: $3,000.00
- Substitutes: $3,000.00
- School owned animals: $1,500.00
- Farm Supplies/Sanger Nursery: $2,500.00
- Fair: $1,000.00
- Tools and Sharpening: $1,000.00

Sub Total $13,300.00

Non-Class Total: $26,300.00
Class Total: $27,500.00
Grand Total: $53,800.00

Incentive grant: $19,000.00
ROP/Perkins/Wonderfull: $35,000.00
Total Funds: $54,000.00
# California Ag Ed Online

## Post Graduate Follow-Up

### Students by Graduation Year

<table>
<thead>
<tr>
<th>NAME</th>
<th>FFA ID</th>
<th>GRAD YEAR</th>
<th>YEARS IN AG</th>
<th>GRAD STATUS</th>
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<tr>
<td>Mirela</td>
<td>601021954</td>
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<td>Mitchell</td>
<td>600516428</td>
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<td>Savvy</td>
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<td>Amanda</td>
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<td>Sabine</td>
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<td>Kyla</td>
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<td>Zoey</td>
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<td>Kylar</td>
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Only students with 3 or more years in Ag Ed will be shown in this list.

https://www.calaged.org/connect/roster/students_graddata.aspx

12/7/2016
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<td>600529626</td>
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<td>Garcia</td>
<td>600529625</td>
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<td>Martinez</td>
<td>600529622</td>
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<td>Proctor</td>
<td>600521496</td>
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<td>Lopez</td>
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<td>Vellaseen</td>
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Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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---|-------------------|--------------|-----------|---------------|----------------|
Explore | Participate       | Teach        | Support   |               | Website powered by: Wieghat Graphics, Inc.

Give
Sanger High School Ag Department
Graduate Follow-up

Name:________________________

Address:_____________________

Phone:_______________________

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

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

   __________________________________________

3. What is your job title or job description?

   __________________________________________

4. Which statement best applies to your present occupation?

   ______ I am using most of the skills I learned in the vo-ag program at SHS.
   ______ I am using some of the skills I learned in the vo-ag program at SHS.
   ______ I am not using any of the skills I learned in the vo-ag program at SHS.

5. What type of school are you currently attending?
   ______ High school
   ______ Trade/technical school
   ______ 4-year college
   ______ Private business school
   ______ Adult education
   ______ Other:

6. What is your major course of study?

   __________________________________________
7. How would you rate the training received in the SHS vo-ag program?
   _____ Excellent      _____ Good      _____ Fair         _____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
   _____ Excellent      _____ Good      _____ Fair         _____ Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.
   _____ Officer and committee chairman experience
   _____ Judging contests
   _____ Advanced degree and proficiency awards
   _____ Participation in chapter activities, working with others
   _____ Livestock raising, shows, fairs, etc.
   _____ Other—please describe

2. 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

3. Please rate the facilities and equipment used at SHS for the vo-ag program:
   Facilities:
   _____ Overcrowded          _____ Adequate space provided
   _____ Modern               _____ Out-of-date

   Equipment:
   _____ Modern               _____ Out-of-date
   _____ Well-maintained       _____ Poorly maintained
   _____ Adequate amount of equipment for all students in class
   _____ Other—please describe

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

1. Academy Feed
2. Sanger Unified School District – School Farm
3. Reedley College
4. Wonderful Ag Company
Automatic FFA Membership!!!

The FFA is a National Organization that is leadership and career skilled oriented. Students are automatically registered members of the California FFA Association when they enroll in an Agriculture Education Course.

Through the FFA students have numerous opportunities to get involved in Leadership Activities, Competitive Career Development Event Teams, Entrepreneurial Experiences, Travel, Public Speaking & lots of Awards and Scholarships!

Ag Students also have the opportunity to raise animals for the Fresno Fair!!

Sanger FFA Chapter Officer Team & Advisors
2014-2015

Mission Statement:
“The FFA makes a positive difference in students’ lives by producing Premiere Leadership, Personal Growth & Career Success”

Motto:
“Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve”

Sanger High School Agriculture Department

Which Pathway will YOU choose?

LOOK inside for the AMAZING options available to you…

Sanger FFA
1045 Bethel Avenue * Sanger, Ca. 93657
(559) 524-7300
Agriculture Career Pathways

Career pathways are course sequences that orient you towards a specific career area. The Sanger High School Agriculture Department offers seven specific career pathways. SHS is now also apart of the Paramount Academy.

A career pathway consists of specific Agriculture Education Courses that are taken in order to allow you to begin with basic knowledge and continue to build up your knowledge and skills until you reach a capstone course for your pathway area. All of the agriculture pathways at SHS are four-year programs. Review the different pathways with your counselor so you can choose a course of study that will complete your desired pathway.

Sanger Agriculture Courses
All classes are hands on, learn by doing and teach leadership through FFA

CAREER PATHWAYS:
- Agriscience
- Animal Science
- Agriculture Engineering
- Agriculture Equipment
- Floriculture
- Crop Science
- Veterinary Science

CLASSES OFFERED:
- Advanced Floral Design
- Ag Biology
- Ag Mechanics
- Ag Welding
- Biotechnology
- College Ag Mechanics
- College Welding

- Floral Design
- Gas Engines Internship
- Intro to Agriculture
- Intro to Ag Mechanics
- Plant Science
- Small Gas Engines
- Veterinary Science
The **Wonderful Ag Mechanics Pathway** is a grade 9-12 Ag Mechanics pathway that provides students with an opportunity to gain skills and work experience within the Mechanics setting. Students interested in pursuing a career in the field of Mechanics/Agriculture, should consider the Ag Mechanics pathway. Courses with Dual Credit are through Reedley college. This is a pathway of high expectations and high reward.

### Grade 9 Course Selection
- Ag Science P or Ag Mechanics
- Computer Concepts (IS15)*/Health 1*
  - English 9 P/H
  - Concept Physics P/H
  - Integrated Math I P/H
  - Physical Education

### Grade 10 Course Selection
- Ag Mech (MAG 40)*/Welding (MAG 41)*
  - World Literature P/H
  - Integrated Math II P/H
  - Biology P/H
  - World History P/AP European History
  - Physical Education

### Grade 11 Course Selection
- Engines (MAG 42)*/Electric & Hydraulics (MAG 43)*
- Spanish 1*/Spanish 2*
- English 11 (Articulated with RCC)
- Chemistry P/H
- Integrated Math III P/H
- Elective

### Grade 12 Course Selection
- Fabrication (MAG 44)*/Machinery (PLS11)*
- English 1A*/Elementary Statistics (Stat7)*
- AG Work Exper (AG 19V)*
- Ag Economics (Ag 2)*/Amer Govt (POLSCI 2)*
- Elective
- Elective

* Dual Credit course through Reedley College
The **Wonderful Plant Science Pathway** is a grade 9-12 Plant Science pathway that provides students with an opportunity to gain skills and work experience within the Agricultural setting. Students interested in pursuing a career in the field of Plant Science/Agriculture, should consider the Plant Science pathway. Courses with Dual Credit are through Reedley college. This is a pathway of high rigor and expectations.

### Grade 9 Course Selection
- **Ag Science P** or **Ag Mechanics**
- **Computer Concepts (IS15)**/Health 1*
  - English 9 P/H
  - Concept Physics P/H
  - Integrated Math I P/H
  - Physical Education

### Grade 11 Course Selection
- **Plant Science (PLS 1)**/Pesticides (PLS6)*
- **Spanish 1***/Spanish 2*
- **English 11** (Articulated with RCC)
- Chemistry P/H
- Integrated Math III P/H
- Elective

### Grade 10 Course Selection
- **Plant Propagation (EH 43)***/Plant Nutrition (PLS 14)*
- **World Literature P/H**
  - Integrated Math II P/H
  - Biology P/H
  - World History P/AP European History
  - Physical Education

### Grade 12 Course Selection
- **Ag Accounting (AG 3)***/Ag Work Experience (AG19V)*
- **Chem 3A***/Elementary Statistics (Stat7)*
- **English 1A***/Comm 25*
- **Ag Economics (Ag 2)***/Amer Govt (POLSCI 2)*
- Elective
- Elective

* Dual Credit course through Reedley College
<table>
<thead>
<tr>
<th>Grade</th>
<th>Reedley Middle College Charter HS + Reedley College</th>
<th>Sanger HS + Reedley College + Washington Union HS</th>
<th>Sanger HS + Reedley College + Washington Union HS</th>
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</thead>
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<tr>
<td>SUM</td>
<td><strong>AST Degree</strong> Agriculture Business</td>
<td><strong>AST Degree</strong> Plant Science</td>
<td><strong>AS Degree</strong> Agricultural Mechanics</td>
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<tr>
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<td>College and Life Management (COUN 53)</td>
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<td>Computer Applications in Agriculture (AG 1) / Contemporary Health Issues (HILTH 1)</td>
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<td>SUM</td>
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<td>10th</td>
<td>Introduction to Agriculture Business (AG 9) / Ag Sales and Communication (AG 5)</td>
<td>Plant Propagation and Production (EH 43) / Plant Nutrition (PLS 14)</td>
<td>Introduction to Agricultural Mechanics (MAG 40) / Introduction to Agricultural Welding (MAG 41)</td>
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<td>History of the US since 1865 (HIST12)</td>
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<td>History of the US since 1865 (HIST12)</td>
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<tr>
<td>11th</td>
<td>Introduction to Plant Science (PLS 1) / Agriculture Accounting (AG 3)</td>
<td>Beginning Spanish (SPAN 1) / High Beginning Spanish (SPAN2) (Placement Test End of 11th grade)</td>
<td>Beginning Spanish (SPAN 1) / High Beginning Spanish (SPAN2) (Placement Test End of 11th grade)</td>
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<td>Public Speaking (COMM 1)</td>
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<tr>
<td>12th</td>
<td>Introductory General Chemistry (CHEM 3A) / Elementary Statistics (STAT 7)</td>
<td>Introductory General Chemistry (CHEM 3A) / Elementary Statistics (STAT 7)</td>
<td>Agricultural Welding Fabrication (MAG 44) / Machinery Technology (PLS 11)</td>
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<td>Reading and Composition (ENGL1A) / Argumentation (COMM 25)</td>
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<td>Agricultural Economics (AG 2) / American Government (POLSCI 2)</td>
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<td>Reading and Composition (ENGL1A) / Elementary Statistics (STAT 7)</td>
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<td></td>
<td>Cooperative Work Experience Agriculture (AG 19V) -- internship</td>
<td>Agriculture Accounting (AG 3) / Cooperative Work Experience Agriculture (AG 19V) -- internship</td>
<td>Cooperative Work Experience Agriculture (AG 19V) -- internship</td>
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<td>Post-HS</td>
<td>Principles of Macro Econ (ECON 1A) Business Law (BA18)</td>
<td>Soils (PLS 2) with lab</td>
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<tr>
<td></td>
<td>Irrigation Management (PLS 5)</td>
<td></td>
<td>Physical Education (PE 6 &amp; PE16)</td>
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</table>

Approved April 2016
Sanger High School
Agricultural Education Program

INTRODUCTION - The purpose of this outline is to acquaint you with the opportunities offered by the Sanger High School Agricultural Education Department so that your son/daughter will be able to take full advantage of these opportunities.

CLASSROOM
Students will be exposed to hands on learning through the Agriculture Department Class instruction.

NATIONAL FFA ORGANIZATION
is an organization for all students studying agriculture education, the purpose of which is a learning tool to strengthen the “Hands On” part of the high school agricultural education curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
This is the project the student has taken on related to their agriculture program. They will be keeping records of the transactions related to the project (i.e. hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS –
Floral Design, Veterinary Science—Sheep, Poultry, Beef ............................................................ Ms. Bonomi
Agriculture Sciences—Goats, Rabbits ................................................................. Mr. Herron
Ag Mechanics, Small Engines—Swine ................................................................. Mr. Ravy

What is taught in the Agricultural Education Courses?

AGRICULTURE SCIENCE AREA
California Agriculture
Importance and Purpose of Agriculture
Breed Identification/Terminology
State Biology Standards (UC/CSU Approved)
Selection and Anatomy
New Trends and Career Opportunities
Special Projects—“Hands On” Experience
FFA Organization
Record Book
Supervised Agricultural Experience Programs

Animal Production
Rabbits
Beef
Sheep
Swine

Poultry
Dairy Goats
Specialty Animals

Floral and Plant Production –
Floral Design
Growing and Harvesting
Botany and Plant Structure
Plant Requirements

AGRICULTURE MECHANICS AREA
Safety
Arc/Oxyacetylene Welding
MIG and TIG Welding
Woodworking
Hand & Power Tool Usage
Cold Metal Working

Tool Sharpening & Maintenance
Electricity/Plumbing
Materials and Fasteners
Small/Advanced Engines
Equipment/Machinery Operation
Student Projects—4th Quarter
RESOURCES
- Student Research & Experience Projects
- Career Education and Research
- Plant Science Growing Greenhouse
- Guest Speakers and Field Study Tours
- Agriculture Floral Design Lab
- Science Lab Equip. – Microscopes
- Sanger High School Farm
- Agriculture Mechanics Laboratories
- Outdoor Planting Benches
- Career Development Events and Field Days

CLASSES OFFERED
- Introduction to Agriculture
- Agriculture Mechanics 1 & 2
- Agriculture Biology
- Agriculture/Veterinary Science
- Agriculture/ROP Floral Design
- Agriculture/ROP Welding 1 & 2
- Agriculture/ROP Small Engines
- Ag./ROP Advanced Engines/Diesels

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES
- Agriculture Mechanics/Welding
- Ag Banking Contest
- Best Informed Greenhand (FFA Knowledge)
- Creed Recitation
- Extemporaneous Public Speaking
- Farm Record Book Contest
- Floral Design Contest
- Job Interview
- Marketing (Coop Quiz)
- Opening and Closing Ceremonies
- Parliamentary Procedure (Novice/Advanced)
- Specialty Animal Judging
- Proficiencies (specialized areas)
- Prepared Public Speaking

LEADERSHIP DEVELOPMENT PLAN
- Greenhand Conference - Freshman
- Made for Excellence Conference - Sophomore
- Advanced Leadership Academy - Junior
- Sacramento Leadership Experience - Senior
- Chapter Officer Leadership Experience
- State FFA Leadership Conference - Chapter Officers
- National FFA Convention - Freshman to Seniors
- Any Member - California State Fair

FAIRS AND SHOWS
- BIG Fresno Fair
- Achievement Trip
- Staff Appreciation Barbecue
- Welcome Back Barbeque
- Annual Parent/Member Awards Banquet
- Plan a SAE or SOE

TYPICAL FIRST YEAR ACTIVITIES
- Greenhand Officer
- Apache Closet
- Greenhand Initiation
- Best Informed Greenhand Contest
- Creed and Speaking Contests

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:
- Scholarships
- Recommendations – Colleges and Jobs
- Transportation – to and from contests and events
- Financing – Loans for projects

The above outline is only a brief sketch of opportunities available to the students. The student with support of their family can take advantage of these opportunities. By doing so your son/daughter will be able to graduate saying “I’m glad I did” instead of “I wish I would have.”

The teachers of the Sanger Agriculture Department are always available for additional information please call 559-875-7121 Ext. 100
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year 2015-16  School Sanger High

Based on the previous year’s record, every agriculture teacher, teaching at least ¾ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
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<tbody>
<tr>
<td></td>
<td>Ravy</td>
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<tr>
<td>Fall Region Meeting</td>
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<td>Region In-service Day</td>
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<tr>
<td>Spring Region Meeting</td>
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<tr>
<td>Section In-service*</td>
<td>X</td>
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<tr>
<td>Section In-service*</td>
<td></td>
</tr>
<tr>
<td>Summer Conference</td>
<td>X</td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
<td></td>
</tr>
<tr>
<td>Professional Development **</td>
<td>XX</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. ROP Inservice Spring Meeting-Ravy, Herron, Potstada
2. Project Based Learning - Agriculture Project-Bonomi, Ravy and Herron
3. Job Shadow -J and J AquaFarma-Bonomi
4. National Convention Workshops-Bonomi
5. 
6. 
7. 
8. 
9. 
10.
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 10/30/2014

In Attendance: Jerson Paredes Jaquez
Benimi Jensen Fridjinka
7:45 AM Potstolita

Minutes:

We discussed data entry and tried to clean up Agra.

Next meeting is all set. Benimi and Paulie suppliers. Laura and Audrey will start meeting. Joaquin came later. There are 120 ILC team to attend. 10 students to new member. Field day. Nicole will attend A&M Ball in Nov.

Important Dates During the Month: CMA meeting payment

Vehicle Needs for the Coming Week: Benimi-Surine have

Project Visitations Made (prior week): Beef Student Coatmembers

Informational Items for Departmental Consideration:
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 7/16/16

In Attendance:  
Brianne, Henson  
Patsuela

Minutes:  
11:00 AM

1) We went off the calendar and set dates for officer planning. We went over calendar and planned tentative activities.

2) Jutters and farm hands were discussed and a list of names generated: Tayler, Chelsey, Desirael, Kenna

Important Dates During the Month:  
- Planning meeting  
- Entry meeting

Vehicle Needs for the Coming Week:  
0

Project Visitations Made (prior week):  
Swine @ homes / Sheep + goats

Informational Items for Departmental Consideration:  
Feed Bills + updates
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 5/19/11
In Attendance:
Heron, Banomi, Ray
Potzdada

Minutes:
800 am

Meeting began w/Banquet duties
and discussed final items for the week

Summer ids of vehicles
asked if days were specific to
projects. Gas cards & keys
will need to be updated and
keys hung in room during
construction

Important Dates During the Month:

Banquet/Finals

Vehicle Needs for the Coming Week:

Drive for Hey

Project Visitations Made (prior week):

Pick up goats - Potzdada

Informational Items for Departmental Consideration:

Moving for Construc
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: April 21

In Attendance:
Ray, Ken, m
Potstada, Ben

Minutes:
- State Cen update
- Officer Elect + awards discussed
- Video / pictures needed
- Fall / Fair meeting dates set previous meeting
- CATA Summer Paper work due
- Cleaning shop meeting w/ District and contractors
- Selling old equipment

Important Dates During the Month:
Banquet

Vehicle Needs for the Coming Week:
Binom, Buzy, CenO, Potstada

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
PIW & set up species responsibility
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: April 7

In Attendance: Banini, Deun Potstadera, Racy

Minutes:
- State 1st crop planned/chepeche
  - discussed upcoming
    Shop revamp & farm improvement
- Banquet duties assigned and renewed
- Industry trips discussed
  for all FHS classes &
  set according to each
  teacher
- Open house "event / food"

Important Dates During the Month:
  - Int Food day 1/31

Vehicle Needs for the Coming Week:
  - Binomial / Suppers / Field Day

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: MARCH 30, 2015

In Attendance: Bennum, Henry, Potstaid, Rayn

Minutes:

- Contests / Registration update
- Teams and hotels discussed as well

Recruitment still going on. Ireland wants us to attend to assist in

Turning recruitment state degree info out

Cahsee testing (replace 8/47)

Important Dates During the Month:

Testing

Vehicle Needs for the Coming Week:

Rayn (ag) | Henry | Bennum

Project Visitations Made (prior week):

- Informational Items for Departmental Consideration:
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 3/16/16
In Attendance: Potstada, Biniemi
Larry Teme

Minutes:
7:40 AM

- Ray will attend Farm & Nut Day in FFB @ Fairgrounds
- Away sent out State degree information to student/parent
- Ray reported 1st Round to Recruitment was good and much interest
- Reminder to sign up for Career Skills Olympics
- Farm repairs needed ABAP. GH Hubert

Important Dates During the Month: CSC / State degree area

Vehicle Needs for the Coming Week: FN Day / Spring Break

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

FFA Mtg. Before Spring Break
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 2/25/10

In Attendance: Potstada, Benin
               Gary News

Minutes:

- Recruitment was discussed and asked if teachers should be out of class to attend w/all teachers for the outlaying schools.
- Field day registration needs to be finalized to which field day attendees.
- Open house set up for FFA

Important Dates During the Month:
Reg meeting 1sec activity

Vehicle Needs for the Coming Week:
meeting / feed / water / western

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
FFA mtg. ??
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 2/11/16

In Attendance: N. Potsada, A. Birino, I. Herron, B. Ray

Minutes:

- FFA week and activities report given by Greg Ray
- Speech contest attending, students discuss
- Perms slips passed out
- CAFRA regional FFA meeting, Nicole & Greg attend with students, student perms slips passed out
- All state FFA paperwork due 2/15/16

Important Dates During the Month:
MFEJALA & Red Wave

Vehicle Needs for the Coming Week:
Both events van/cha

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Drive thru BBQ
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: Jan 28

In Attendance: Benoni, Herun, Potstada

Minutes:

8:15 am

Farm show will be Herun

& Ravi - 2 buses taken

Agree meeting @ Cal State -

Ravi call to setup.

State degree Sunday - Ravi/Benmi

will attend

Manuscripts Due for JIT Prepared

Important Dates During the Month:

A disaster meeting

Survey

Vehicle Needs for the Coming Week:

Return to MWC Hey

Project Visitations Made (prior week):

Hannah B Jesty

Informational Items for Departmental Consideration:

Field Day Registration
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: Jan 14

In Attendance: Benami, Aren, Ray

Minutes:
755

- 05 Shop discussed by Ray
- Delano added shop cleanup
  and prep for summer.
- Admin wants to sell non-used equipment. Ray is
  to purchase some items for
  shop equipment/welders/tools
- State convention paperwork
  pursued alt
- Activity night EFM sect in Feb

Important Dates During the Month:
  speaking/scoring/form

Vehicle Needs for the Coming Week:
  Rayy trailer use

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
  Chaparral/healthy for
  State cont
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: December 10, 2016
In Attendance:
G. Ruiz, W. Potthoff, T. Herms, A. Bonomi

Minutes:
Meeting started at 7:45

- We discussed roadshow and CAPA meeting. Reviewed types

- Decided parade float is more about blue jackets then peces.

- BLC/Banking meeting/contest was a success as well as see sales.

Important Dates During the Month:

Vehicle Needs for the Coming Week:
during prep supplies

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
lee books + state degrees
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: November 12, 2016

In Attendance: P. Dotson, E. Herrera, M. Bruno

Minutes:

Meeting began at 8:15

- We discussed 205 sales and Apache Closet Donation

- Greg discussed shop changes and construction

- Greg also discussed next meeting

- Dl went well. Audley and Greg said all teams did well and will send a thank you

Important Dates During the Month:

Farm Cleanup

Vehicle Needs for the Coming Week:

Greg to metal yard

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

BIG Banking Contest
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 11/5/15

In Attendance: T. Neuren, G. Ravy, W. Potstede, T. Deluno

Minutes:

- Grades were discussed by Audrey and PC update
  from Greg

- Opening/Closing teams were decided and buses ordered

- Showcase discussed for wonderful students

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Dec mtg 1 Jan

Float
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: Oct 22, 2015
In Attendance: [Names]

Minutes:

Farm Clean up day
after school - 27-29

Tryin' to Convenion

FFA Fall meeting
supplies Update by

Greg Kansas: Fair results
needed for Board meeting

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

open/closing
DATE: 9/24

In Attendance: Ravy, Herron, Potriada
               Bøhme

Minutes:

Grape Bowl update/results
Mallee finalizing + duties

FA officers working

Fair vehicles lined up

& organized

Fair supplies ordered

Data sheets completed

+ R2 finalized

Important Dates During the Month:

Vehicle Needs for the Coming Week: - Binoni - all week!

Vehicles on site @Cela

Project Visitations Made (prior week): Ravy pigs

Informational Items for Departmental Consideration:

program plan update
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 9/10/15

In Attendance: Gravy A. Bonomi T. Herron

Minutes:

POA - Review and send in for print

Office shoe supplies next week arrivals due
Al Sharpening PA generated an Sunga Nursery
FFA shirts 1st meeting BBQ Supplies plan away

Important Dates During the Month: BBQ Grape Ball 1st Gala

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Greg Swine

Informational Items for Departmental Consideration:

Budgets for livestock
AGRICULTURE DEPARTMENT
MEETING MINUTES

DATE: 8/27

In Attendance: Greg Davey, Andy, Tim, Table

Minutes:

We completed duty list. Duties were assigned and upcoming events lined out - Blackbeards Grape Bowl Gala Parent Meeting

Advisory meeting in Sept - possibly 30th

Important Dates During the Month:

Vehicle Needs for the Coming Week: Greg, True, Rendri, Stewart

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
### Equipment Inventory

**School Site:** Sanger High School  
**Year:** 2016-17

#### Equipment Inventory - Classroom Equipment Template

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<thead>
<tr>
<th>Local ID Number</th>
<th>Quantity</th>
<th>Description</th>
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<th>Cost</th>
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<td>Lab Tables</td>
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AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: Sanger High School

Year: 2016-17

EQUIPMENT INVENTORY - Tools and Equipment

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AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: Sanger High School Year: 2016

EQUIPMENT INVENTORY - Classroom/Technology Equipment

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## AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

**School Site:** Sanger High School  
**Year:** 2016

### EQUIPMENT INVENTORY Classroom/Technology

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AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: Sanger High School Year:

EQUIPMENT INVENTORY-Goats/Rabbits

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Advisory Committee Meeting Agendas
Spring Joint Advisory Meeting

Advisory Committee Agenda

Date: March 14th, 2017

Instructor present:

Advisory Members present:

Administrators, Staff, Others Present:

I. Meeting Called to Order
II. Welcome and Introductions
III. Industry Trends
   A. Labor Market
   B. Emerging Trends in Industry
   C. Equipment and Software
IV. Dual Enrollment
   A. High School Teacher teaches a class at a high school and gets college credit (in catalog) from adjunct instructor
      i. Pros/Cons
      ii. Entry level, open to everyone, college/career ready

V. Combined Pathway Events
   A. Field Trips and Guest Speakers

VI. Other
   A. Reedley College Reports
   B. New Department Staff
   C. Instructional Program Reports
   D. AGNR Department Activities & Events
   E. FARMS program on March 17th
   F. FFA Statewide Field Day on April 1st
   G. Ag Backers Council Pinots & Pints Social & Fundraiser on Saturday, April 8th
   H. FFA State Convention Recruitment on Monday, April 24th
   I. Last year it’s in Fresno. Next year Convention will be in Anaheim.

VII. Adjournment
Ag Advisory Meeting

August 19, 2015

I. Introduction/Welcome
II. Course Overview
III. Budget and Equipment Needed
IV. Adjournment
Ag Advisory Meeting

June 9, 2015

I. Introduction/Welcome
II. Welding Shop
III. Department Needs/Auction Replacements
IV. Teacher Addition
V. Teacher Replacement
VI. Department/Advisory Committee Review
VII. Adjournment
Spring Joint Advisory Meeting

Advisory Committee Minutes

Date: March 14th, 2017

Instructor(s) present: Martin Castro, Natalie Vaz, Amanda Ferguson, Nicole Potstada, Chris Williams, Ronald Sa, Luz Mendoza, Cheryl Bennett, Grace Mendes

Advisory Members present: Jim Oliver, Laura Vanderstaay, Bob Herrick, Bill Conrad, Marvin Crum, Lance Jackson, Kyle Scwetzky, James Mendes, Ron Nishinaka, Gil Awalt, Monte Person

Administrators, Staff, Others Present: Sam Rodriguez, Desiree Molyneux, Kevin Woodard, Ron Nishinaka, Tim Smith, David Lopes

I. Meeting Called to Order By Dave Lopes at 7pm

II. Welcome and Introductions

   A. Welcome by Kevin Woodard and introductions by group.

III. Industry Trends

   A. Labor Market

   B. Emerging Trends in Industry

   C. Equipment and Software

   i. James Mendes, Landscaper, Hanford

      1. Trying to build his business – biggest challenge is technology, smart phones in-particular, linking them to “rain bird” (timer boxes)

      2. Suggest teaching kids how to be prepared and on time to work. Make sure they know what a START time is and a FINISH time.

      3. People don’t want to work anymore.

   ii. Bob Herrick, Animal Health, Industry

      1. FDA over the counter meds, can no longer buy without a Rx... in order to write the prescription, the vet must see the animal – no longer can be done over the phone.

      2. Antibiotics in feed, removed which means no more growth promotion in the feed.

      3. Vets can no only prescribe the dose that the label recommends, nothing over.

         a. Feed a bacteria, antibiotic is affected

         b. Not enough large animal vets, 80% are female and small animals

   iii. Kevin Woodard, Ag Business Faculty, Reedley College

      1. EHD 50 – AS degree in AgEd, currently working with Fresno State

      2. Currently looking for a grant – HS grant, students able to complete observation hours through Reedley College

      3. Steve Rocca from Fresno State is writing the grant
iv. Laura Vanderstaay, UCANR Kearney Facility Coordinator
    1. Industry people are coming in to teach is becoming a slight problem
    2. Soft skills need worked on
    3. People now a days are not “self sufficient”
    4. Trying to eliminate an AgEd shortage – HSI: Hispanic Serving Institution
       a. Cell Phones are causing a bit of a problem, people can’t/don’t know how to communicate.

v. Monte Person, Cattle Farmer
    1. Teachers need to educate about finances – How to manage money
    2. Current technology and robotics... kids with work ethic will be successful and will be able to incorporate real world situations.

vi. Sam Rodriguez, Reedley College
    1. Other than soft skills, what are teachers doing?
       a. Misc thoughts –
          Professional texts – CDE teams, tardies, CTE... if you were your own business, “would you hire you?” (Chris Williams)
       b. Jose vs. Alex example, who works harder/goes the extra mile (Monte Person)
       c. Show animals – Care for, show, be on time, etc... start with young kids, teach and instill responsibility and work ethic young. How to teach work ethic is tough... “The interview has already started” (Gil Awalt)

vii. Kyle Scwetzky, CEO
    1. Food Safety is a BIG DEAL, Nettie Drake is currently teaching food safety at Reedley College... She is working on a grant at COS, looking for tours, as well as getting students HAACP Certified
    2. Production classes, quality assurance programs for certified animal science is tough.

viii. Lance Jackson, Kingsburg
    1. Water is STILL a problem
    2. Complicated subject – Start fundamental knowledge in High School vs College
    3. How to manage, why it’s important – Nut trees, vines, stone fruit – GOTTA KNOW!
    4. 4-H vs FFA – Very much animals, not so much plants, but localized.

ix. Dr. Tim Smith, PCA, Reedley College
    1. Lots of California jobs – Regulatory
    2. Guidelines/Rules – What you can/can not do
       a. People making most of the decisions are in cities and have no idea what’s even happening... California Agriculture is under a lot of threat.
       b. 450 pesticides have to get registered, $18million year/$1billion spent to “fix the problem” Politicians don’t prioritize ag
       c. 2050 11billion people will need more technology to solve problems. Conservation ag in other states doesn’t work in California
       d. Need people who can honestly speak for farmers/Ag
       e. People/kids don’t have an interest in this farming anymore
       f. Legislature needs to know small family farms make this industry – not large companies

x. Ron Sa, Reedley High School, Ag Teacher
    1. Discussed High School Agriculture Subjects
IV. Dual Enrollment
   A. High School Teacher teaches a class at a high school and gets college credit (in catalog) from
      adjunct instructor
      i. Pros/Cons
      ii. Entry level, open to everyone, college/career ready

V. Combined Pathway Events
   A. Field Trips and Guest Speakers

VI. Other
   A. Reedley College Reports
   B. New Department Staff
      i. New Ag Mech teacher and hiring one more
      ii. Sam Rodriguez is Ag Business
      iii. Desi Molyneux is Ag Science
      iv. Ken Willet is the new Farm Manager
   C. Instructional Program Reports
      i. Kevin Woordard – Ag Business
         1. Positive Changes being made:
            a. Students asking more questions about classes
            b. Able to teach more classes, more often
            c. Sam Rodriguez is at the Madera Site 3 days a week working on the CAP
               program (High School Students taking college classes)
               i. Hoping to put a dent with program, 80% of students take
                  remediation courses
            d. AgEd AS – exciting (New) classes back in sequence
      ii. Dr. Tim Smith – Plant Science
         1. 25 Students enrolled in PCA program (Masters Students) but need more Ag
            background
         2. Enology Department, Chillers are in and classes will begin in the Fall
         3. Need to hire an Enology Professor
         4. Farm – Almonds, Vines – Pinot, Chardonnay, Cab
            a. 1st crush with own grapes in Fall
            b. GAR Trial work
               i. Salinity testing – introducing students into this type of testing
      iii. Desi Molyneux – Animal Science
         1. Horse show team
            a. Inter-collegiate Horse Show team
               i. 11 kids in the Fall
               ii. 14 kids in Spring, 15 max
                  1. 1 student is going to State Finals in New York, then on to
                     Nationals (if makes it)
               iii. Horses are on feed leases – Reedley College doesn’t own any
               iv. Hoping to extend farms, north – getting to tight especially swine &
                   Reedley Middle
      iv. Misc Staffing
         1. Jean Myers - ?
         2. Tracy – Ferriers Class on Saturday
         3. Nettie Drake – Food Safety
D. AGNR Department Activities & Events
E. FARMS program on March 17th
F. FFA Statewide Field Day on April 1st
   i. 14 +/- Contests this year
   ii. Possibly going to add a Meats Teacher here
G. Ag Backers Council Pinots & Pints Social & Fundraiser on Saturday, April 8th
H. FFA State Convention Recruitment on Monday, April 24th
I. Last year it’s in Fresno. Next year Convention will be in Anaheim.

VII. Adjournment time: 8:21pm

VIII. Name of Person Taking/Preparing Minutes Nicole Potstada, VROP – Sanger High School, Agriculture Department
Sanger Agriculture Dept

Minutes for Advisory

Date August 19, 2015

Members present- Bill Boos, Kaylen Anderson, Jan Otterbeck, Ken Demoto, Billy Boos, Kenny Anderson

Meeting was called to order at 6:05 pm

The meeting was started by Bill Boos welcoming all to the meeting. The members all mentioned the area of agriculture they are working in and the growth of the industry.

Audrey Bonomi gave an overview of the courses being taught this year in the ag department including the dual enrollment classes. We discussed upgrades to facilities and how the job market is looking in the areas of, plant science, animal science and Mechanics. Plans for the upgrades are to start in the winter months and will take at least 2 months. The students in the shop area will have to be relocated to another shop during this process. Teachers went over budgets and equipment that is going to be purchased for the upcoming year and the 5 year acquisition plan.

Next meeting was set for September 30.

Meeting adjourned at 7:02pm

Submitted by

Audrey Bonomi/Jan Otterbeck
The meeting was called to order at 5:10 pm on June 9th in room 1000. Members present were Kaylen Anderson, Janette Otterbeck, Bill Boos, Kenny Demoto, Kenny Anderson, Kelly Boos, Kirstin Cornado (admin), Greg Ravy, Nicole Potstada and Audrey Bonomi were present.

Items on the agenda were as follows

Welding Shop
Department Needs/Auction Replacements
Teacher Addition
Teacher Replacement
Department/Advisory Committee Review

An update from the welding shop was provided by Audrey Bonomi and Greg Ravy. The Shop was empty and demo starts June 14th and projected to open up in Feb 2017. Bill asked about the location of the department and equipment during the construction. Plans were made to move to the open shop, for Tony Herron and Greg Ravy’s Replacement will teach in his room. Laura Henson will take Tony’s room. We did a walk around before the meeting to see the condition of the shop as well as reviewed the plans.

Department discussed the needs of a trailer, and replacement of some shop equipment, as some was sold through the school auction process. Discussion was made by Ken Demoto, about using the funds from the sales to replace or go towards new items. All agreed and Audrey will contact the district office to proceed with that and the new purchases. Different shop equipment was discussed, shear, lathes and saws were items needed. A cattle scale, floral cooler and trailer were also other items needed.

Greg Ravy announced his departure and the committee asked about opening the position and potential hires. We discussed the new addition, Laura Henson as well as her responsibilities in the program.
Nicole discussed her masters project and the portion that she will need to complete with the advisory committee and will complete a questionnaire at the next meeting for the committee to complete. She explained more of the role needed as she completes her ag education masters degree.

Meeting adjourned at 6:10pm.
Next meeting in August 9th

Respectfully Submitted,

Jan Otterbeck/Audrey Bonomi
Advisory Committee
Constitution & By-Laws
Ag Advisory Constitution & Bi-Laws

While constructing my Masters project binder it has come to my attention that the Sanger Agriculture Department has been operating our Ag Advisory Committee without any bylaws or a constitution. In the next few months I plan to correct this by proposing the following constitution and bylaws to our-advisory committee for approval. In our upcoming meeting, I will make sure to bring this up as an agenda item and discuss implementing a vote when we meet in the fall. I will make sure to send a sample out to each advisory member so they have plenty of time to read over the document and will be prepared for a discussion and vote.
Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**
   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**
   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the Career Technical teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**
   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. **Length and Place of Meetings**
   4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
   4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
   4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
   4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
   4.5 The meeting place should provide a conference table in a quiet environment.
4.6 Usually the Career Technical department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. **Filling Committee Vacancies**

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.

5.2 The committee may be asked for suggestions.

5.3 A committee should not be permitted to choose its own replacements.

5.3.1 This would be self-perpetuating.

5.3.2 May become unrepresentative and unduly independent of the school administration.

5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes**: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. **Making Decisions**: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's *Rules of Order.*
I. Introduction

A. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agriculture education in the secondary schools has a great need for such committees. The Ag Advisory Committee plays a vital role in guiding, directing, and helping to implement new directions and goals within an agricultural department. In California, there is a growing appreciation of the need for, and assistance, which may be provided, by, local agriculture councils or committees.

Changes in California agriculture make it extremely valuable to have the organized assistance of successful farmers, producers, educators, and businesspeople that are in the evolving ag world every day. Agriculture today is a highly scientific, mechanized and ordered procedure; yet new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to "keep up to date" on all agriculture changes, and still carry the heavy routine which is expected.

Many areas of California are changing from rural to urban. Yet, even in the latter there is demand and need for practical agriculture education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committees.

The establishment of a state advisory committee has further implemented the need and encouragement for local advisory committees in agriculture. This group, which advises the bureau of Agriculture Education, consists of nine outstanding farmers, many of who have had long experience as school board members and on local advisory committees. They have seen the advantages of these local groups.
The importance of advisory committees is emphasized in a quotation from Administration of Vocational Education at State and Local Levels, a publication for superintendents and boards of trustees, prepared by the American Vocational Association: "It would be difficult to over emphasize the importance of advisory committees a feature of all types of vocational education programs. Like many of the effective techniques of instruction and coordination now used throughout the actual program, the use of lay advisory groups was first pioneered by vocational education."

"... School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator or the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and the community. School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program, which is responsive to the changing needs of the American people and fundamental to the economic wellbeing and security of the nation."
II. Using Advisory Committees

A. In terms of what can be gained from using advisory committees, the following points are pertinent:

1. Improve public relations by providing two-way communication between an agriculture department and representative citizens of a community.

2. Help in developing a program of agricultural education tailor-made for and bases upon, the crucial needs of a community.

3. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.

4. Guide and support a teacher of agriculture, making it possible for him to be more effective, to gain more satisfaction from his work, and to advance more rapidly in his profession.

5. Provide a continuing program where teachers change, and prevent frequent changes of teachers.

6. Assist in adjusting a department program to emergencies and to gradual changes, thus keeping it more nearly up to date and able to serve the future rather than the past.

7. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.

8. Assist a school administrator and a local governing board by making plans and suggested procedures, saving their time.

9. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.

10. Develop committee members, particularly the active ones, into valued community leaders.

11. Assist in disseminating new agriculture ideas, back into the community.
III. Advisory Committee Duties

A. The duties of the advisory committee shall include, but not limited to:

1. Assist vocational agricultural teachers in developing a strong curriculum.

2. Assist in providing on job training sites for vocational students.

3. Provide effective public relations.

4. Assist in evaluating the effectiveness of the vocational agricultural programs.

5. Assist teachers in unifying other groups and agencies interested in agriculture.

6. Assist teachers in developing annual and long-term program goals and plans.

7. Visit the Supervised Agriculture Experience programs of students.

8. Meet with the Sanger High School Agriculture Instructors at least twice a school year.
IV. Operation of Committee

A. The make-up and operation of the committee shall be as follows:

1. Actual appointments to the committee shall be initiated by the agriculture staff and approved by the school board

2. Annual reports of actions and meetings of the committee shall be presented to the board of trustees by the Presidents of the advisory committee.

3. A minimum of two meetings per year shall be conducted or as needed

4. Officers shall consist of chairman and vice-chairman selected from the committee membership at the meeting of the year. The vice-chairman shall move up to the chairman. The term of the chairman shall be one year. The agriculture department staff, or appointee of staff, shall serve as Secretary for the committee.

5. The committee shall consist of nine members

6. The membership shall consist of members from the following areas:
   a. Animal Science
   b. Plant Science/Floral
   c. Agriculture Mechanics
   d. Agriculture Business and Sales

7. The first and second meetings are to be held at the agriculture department site and the third if one is held will be held at a local ag business in the community.
V. Term of Advisory Committee Members

A. The term of an advisory member shall be, 3, 2 or 1 year(s). However, all members may "Re-Up" their membership if they wish to at the end of their term.

B. The term of committee members shall begin on July 1 of the year elected and shall end on June 30 of the year ending their term.
VI. Filling Vacancies on Committee

A. Vacancies, which occur because of term completion or other reasons, should be filled by appointment by the advisory committee and agriculture staff with the approval of the administration and school board.

B. A committee should not be permitted to choose its own replacements.

1. This would be self-perpetuating.
2. May become unrepresentative and unduly independent of the school administration.
VII. Amendments

A. Amendments to this constitution shall be made with two-thirds consent of the committee members present as a regularly scheduled meeting and approved by the board of trustees.
Proficiency Standards
COMPETENCIES
FLORAL DESIGN I

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

☐ Safety, Employability, and Careers
  ☐ Demonstrate proper safety skills used in the floral shop.
  ☐ Describe three career opportunities in the floriculture industry.
  ☐ Know how to care for tools and equipment.
  ☐ Demonstrate appropriate front and back shop procedures while positively working with employees and employers.
  ☐ Understand technical and communications skills needed in the floral industry.
  ☐ Identify 25 tools and equipment of the floriculture industry.

☐ Growing, Post Harvest, and Identification
  ☐ Identify and classify 50 major floral crops of the floral industry required environmental conditions.
  ☐ Practice procedures to increase the life span of floral materials.
  ☐ Recognize and select healthy and marketable potted/flowering plants.
  ☐ Explain the techniques in grading, bunching and shipping flowers in preparation for market.
  ☐ Understand how to care for plants and plant structures.
  ☐ Demonstrate how to treat flowers correctly after field cutting for market preparation.
  ☐ Know how to preserve and dry flowers.

☐ Theory and Design
  ☐ Demonstrate principles of floral design including: Harmony, Unity, Balance, Proportion, Scale, Focal Point, and Rhythm.
  ☐ Demonstrate elements of design including: Line, Shape, Form, Space, Depth, Texture, and Color.
  ☐ Construct basic arrangements using basic design principles.
  ☐ Describe cultural and historical characteristics of floral design eras.

☐ Styles and Techniques
  ☐ Demonstrate the selection of correct flowers and how to wire and tape them for corsage work.
  ☐ Construct two types of corsages and boutonnieres.
  ☐ Construct holiday centerpiece arrangements.
  ☐ Conduct and write up a wedding consultation.
  ☐ Construct a marketable wedding bouquet.
  ☐ Construct novelty and seasonal gifts for retail sales.
  ☐ Understand concept of sympathy/funeral arrangements.

☐ Employability & Leadership
  ☐ Develop leadership skills through FFA activities.
  ☐ Create a career portfolio and/or work sample compilation.
COMPETENCIES
FLORAL DESIGN II

Upon successful completion of this course, students are proficient in:

- **Flowers and Foliage**
  - Identify annuals, perennials, biennials, bulbs, potted/flowering plants.
  - Explain growing, grading, bunching, and shipping of flowers.
  - Select plants and flowers at optimum stages of maturity and marketability.
  - Demonstrate propagation methods and techniques in asexual and sexual reproduction.

- **Design Elements/Principals and Practicum**
  - Demonstrate advanced use of design principles and elements.
  - Demonstrate construction of various floral products and arrangements.
  - Construct special projects.
  - Complete advanced floral design projects.
  - Construct a marketable wedding bouquet.
  - Construct a marketable sympathy piece.

- **Merchandising and Sales**
  - Demonstrate merchandising and sales of floral products.
  - Conduct and write up a wedding consultation.
  - Create an advertising and sales display.
  - Analyze retail estimates of floral costs and expenditures.
  - Understand basic business management practices.

- **Employability and Leadership**
  - Develop leadership skills through FFA activities.
  - Understand technical and communications skills needed in the floral industry.
  - Demonstrate the ability to teach and train fellow employees.
  - Investigate advanced careers related to the floral industry.
  - Create a career portfolio and/or work sample compilation.
COMPETENCIES
Floral Design III

Through demonstration and successful completion in the assignments and lab exercises, the student will demonstrate their ability to:

☐ Floral Media
  ☐ Master Plant and Flower Identification.
  ☐ Use a variety of high-styled flowers in corsages and bouquets.
  ☐ Demonstrate advanced construction techniques.

☐ Design Elements/Principals and Practicum
  ☐ Students will be able to critiques arrangements.
  ☐ Become proficient in nosegays, arm bouquets, cascading designs and hand-tied wedding bouquets.
  ☐ Demonstrated proficiency in designing, centerpieces, holiday designs and arrangements that are sold in retail.
  ☐ Master floral design principles and elements.

☐ Merchandising and Sales
  ☐ Students will plan, place, and implement an event order.
  ☐ Fulfilling orders by transporting, delivering, and setting up at special events.
  ☐ Develop and analyze pricing strategies for special events.

☐ Ornamental Horticulture
  ☐ Differentiate sexual and asexual plant reproduction.
  ☐ Demonstrate effective nursery management procedures.
  ☐ Evaluate growing methods.
  ☐ Describe plant physiology and nutritional requirements.
  ☐ Plan, design, construct, and maintain a landscape.

☐ Employability and Leadership
  ☐ Students will gain real career experience by planning, creating and designing for special events.
  ☐ Compete in a floral judging competition.
  ☐ Improve and maintain a career portfolio and/or work sample compilation.
  ☐ Enter in complete designs for fairs and shows.
Teaching Credential Copy
### Adverse and Commission Actions Indicator:

<table>
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<th>Document Number</th>
<th>Document Title</th>
<th>Term</th>
<th>Status</th>
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### Authorization/Subjects:

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<td>A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
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### Renewal Requirements:

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

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<td>R1SP</td>
<td>The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.</td>
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<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
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### Employment Restrictions:

No Records
Calendar of Department/Chapter Activities
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August 2016

- 6: SIR Boot Camp
- 12: SIR Boot Camp
- 18: School Starts
- 24: COLLEGE
- 25: Spn@Chevalita
- 26: Parent Night 6-7pm
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**Events for December 2016**

- **1 December**: EPM BIGtalking at Sanger High School, 4:30pm
- **2 December**: float Building
- **8 December**: FPA December Meeting
- **15 December**: Finals
- **19 December**: Winter Break Begins
- **20 December**: Winter Break Begins
- **24 December**: Last Day
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- March 2017

**Events:**
- UC Davis FFA Field Day
- Regional Speaking Contest-COS
- Drive Through BBQ
- FFA Meeting
- Chico State Field Day
- Dimbo Yer Contest
- UC Davis Parli Pro
- Sectional Parli Pro 5pm@Sierra HS
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- **May 2017**
- **6th**: Cal Poly State Finals
- **11th**: Sectional FFA/CATME Meeting @ Kingsburg 4:30
- **18th**: FFA Banquet
- **26th**: Car Show
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Expected Professional Growth & Development Activities
Professional Growth & Development Activities

- Road Show
- Summer Conference
- ROP In-Service
- Floral Curriculum Collaboration
- Sequoia Floral Job Shadow
- AFID

"Always With Pride"
While going through college and making the decision to go into the Agriculture Education industry, I knew that this was going to be a challenging, yet exciting career. Now having been an actual, paid professional for the last three years, it has become apparent to me that many of my everyday challenges are both personal and professional. Determining where these challenges lie and how to resolve them is on my current to do list. Before this summer is over and my precious little boy is born, I have decided to map out how to map out these issues and figure out how to correct them. The easiest way to complete this task is by creating both short-term and long-term goals for myself.

To simplify my life, I am going to begin with my short-term goals. As far my personal life goes, my first priority is balancing my home and work life followed by purchasing a home. I would also like to get my body back in better health/shape after this baby is born. When speaking of professional goals, the first two that immediately come to mind are things that I have been working at all year; the first goal being curriculum development for my floral and vet science classes as well as planning multiple field trips for my students. In addition to that I would like to prefect my Career Development Events Binder that I have created.

The way that I plan on achieving these personal goals is by first writing them out, signing this “promise” to myself and holding myself accountable to my new written rules. Balancing my home and work life... I am at work everyday, Monday through Friday between 6:30 and 7 in the morning and leave generally between 5 and 7 every night. I often work weekends as well. Yes, I know this is a bit extreme; there are four of us in this department and three of us live our lives this way. (Not necessarily these same hours, but close to). I am about to have a new little life to come home to and take care of; I need to go home way earlier. My challenge is how do I break free? How do I pack up and go home when I have so much to do? How do I avoid my constant interruptions, especially when the interruptions have keys to my room? One thing that is in my favor, that our heavenly father has blessed me with is I am moving classrooms next year, I will be a bit further away from the Ag Department, which means this may help me to alleviate some of my issues. I need to set an alarm in my phone to go home by 4:30 or so every evening and leave school work/grades behind. If the kids need help with a project (with the exception of an SAE project) then will need to utilize their lunch break or certain blocks of time that I have set up before/after school; such as office hours. I need to stand up for myself and when people are talking to me for hours about nothing, cut
them off politely and excuse myself. Being strong for me and not allowing anyone to take advantage of me is where I face my stressful challenges.

Short-Term goal number two is purchasing a house to call a home. What do I need to do to accomplish that? I first need to figure out where I want to live; I have been back and forth about location for quite some time… I have also been working extremely hard to pay off debt as well as saving. The way to achieve my goal is by continuing to do those items listed above. I know that I am getting closer and that is what matters most.

My third and final personal goal is personal health and fitness. This is definitely a tough one!! I hate to exercise, but know that I need to do it for me as well as my family. The great starting point is eating right… at times this is a challenge, but with some self-control and lots of focus, it can be done! Then hit the gym. My golden plan is to get a workout buddy, either my mother, my boyfriend or whoever; it is so much harder to avoid the gym when you have someone sitting there waiting for you. I would be forced to go so I don’t let them or myself down.

While brainstorming about professional goals and the first two that immediately came to my mind were things that I have been working at all year; the first goal being curriculum development for my floral and vet science classes as well as planning multiple field trips for my students. How do I plan on accomplishing that? Being that they are both classes, which I’ve taught before, I have a general idea of what I would like to accomplish. First and foremost I will create an outline. Once the outline is completed, I will begin to write/update the information that I would like to present to my students as well as where I would like to through in my field trips and where I would like to take them. Feeling extra ambitious, begin looking up the phone numbers and making contacts with these industry professionals.

My second professional goal is to prefect my Career Development Events Binder that I have created. Over the course of the course of the last three years, I have coached numerous CDE teams. I have the curricular codes and all supporting materials for each team in it’s own section in this binder. I would like to get this information updated, copied and prepped for my current teams that I will be coaching. The areas that I need to focus on are identification PowerPoints/Charts as well as updating lists of what the kids need to know. This binder being in order will help me work towards one of my long-term goals of having a top ten team in the state, which I will discuss shortly.
Moving into my long-term goals, which I have set for myself personally is to maintain a happy and healthy family as well as continue to save money. As far as professionally goes, my list is a little bit longer. My first big goal is to stay progressive in what I am teaching, not just continue to teach, “what I’ve been teaching.” Goal number two ties in with the first, that is to continue attending professional development sessions. I would also like to have a CDE team in the top ten at State Finals in either Floral Design or Veterinary Science. My last goal is to have full control over my market sheep and goats SAE projects and with that, having upgrades made to the farm.

Discussing my personal goals, first is maintaining a happy and healthy family. How do I plan on accomplishing that? My first plan is to really get focused back on my faith and build a stronger relationship with God. Focus on things that are important and not little things that get the best of me such as my work life. Eating right and exercising. Yes, these are all things that I plan on doing for myself and my goal is to make my family happy and healthy too. If I start with “me,” I can then demonstrate what I expect from them and encourage them to do the same. Saving money is and always has been a goal; that is just how I was raised, if I put a little away each month, I can save it for a rainy day or even a fun trip!

Focusing on my professional long-term goals is a bit different. My first big goal is to stay progressive in what I am teaching, not just continue to teach, “what I’ve been teaching.” The way that I plan on accomplishing this is where my second goal ties in, which is to continue attending professional development sessions. Over the course of the last three years, I have taught something different, which makes it difficult at times to expand and improve my curriculum, although, the one class that has stayed consistent for me is Floral Design. I have some pretty awesome resources that I utilize often. My goal is to continue building professional relationships and utilizing them in my classroom. I have also found some awesome conferences such as AIFD (American Institute of Floral Designers); my Superintendent is fantastic and has offered to send me every year therefore I can accomplish this goal of staying progressive.

My next goal is to have a CDE team in the top ten at State Finals in either Floral Design or Veterinary Science. The reason that I am focusing on these two teams is first off, I am now teaching floral design therefore I think it would make since to coach this team again. As for the Veterinary Science team, it was just so much fun! I would like to switch up my daily routine from straight floral to where my passion is, Animal Science. The way that I plan on achieving this goal is by first,
completing my short-term goal of updating my CDE binder followed by more, hard core practices. I also plan on taking the kids into industry settings to practice with professionals.

My last goal is to have full control over my market sheep and goats SAE projects and with that, having upgrades made to the farm. Trying to accomplish this goal is/will be one of my challenges. I will need to revert back to a part of my short-term goal of standing up for myself, putting my foot down and being stern about what I am feeling/believe in. I will not get anywhere by allowing myself to continue to be a push over. I have to admit, this is my biggest challenge in my workplace. Feeling/knowing that I have no say in anything that takes place in the department and at times even in my own classroom.
R-2 Report
California Ag Ed Online

My Profile

Basic Information

First Name: Nicole
Last Name: Poltada
Office Phone: 5598255220
Address: 225 Sutter Street
City: Sanger
State: CA
Zip Code: 93657
Gender: Female
Ethnicity: Non-Hispanic
Race: White

Login Information

Email: nicole_poltada@sanger.k12.ca.us
Password: PoltadaN

Emergency Text Messages

Complete the fields below if you would like California Ag Ed to contact you in the event of an emergency.

Cell Number: 5598255220
Cell Carrier: AT&T

School Salary Information

9/10
Month
Base Salary

https://www.calaged.org/connect/contactinfo.aspx
My Courses
Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway:
Agricultural Business
Advanced Agriscience

Floriculture & Floral Design

Our Mission
Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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Quick Links

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Chapter Information

Basic Information

Chapter Name: Sanger
FFA Chapter ID: CA 210
School Phone: 559-524-7335
Address: 1045 Bethel
City: Sanger
State: CA
Zip Code: 93657

School Name: Sanger High School
District Name: Sanger Unified School District
School Type: Select
Lowest Grade: 
Highest Grade: 

Program Advisors

- Audrey Bonomi
- Laura Henson
- Tony Herron
- Larry Paredes
- Nicole Poistada

School Administrators

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<td>Kirsten Cornado</td>
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<td>Matthew Navo</td>
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Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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- Media Center
- Brand Center

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Give
Chapter Overview

Chapter ID: CA0210
Chapter Name: Sanger FFA
Official School Name: Sanger High School
Region / Section: SOUTH VALLEY
Alumni Chapter: /
NCES (National Center for Education Statistics) ID: 063525005978
Charter Status: Active
Account Status:
Federal Tax ID: /
W9: ☑
Primary Contact:
Primary Mailing Address: 1045 BETHLE AVE
SANGER, CA 93507
Primary Email Address:
Primary School Phone Number: /

Annual Membership

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<td>10th</td>
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### Postsecondary Data

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<td>5</td>
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<tr>
<td>2015-2016</td>
<td>0.3%</td>
<td>14%</td>
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<tr>
<td>2014-2015</td>
<td>3</td>
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<tr>
<td>2013-2014</td>
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<tr>
<td>2012-2013</td>
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### Race Data

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<th>American Indian, Alaska Native</th>
<th>Asian, Hawaiian, Pacific Islander</th>
<th>Black, Non-Hispanic</th>
<th>Hispanic or Latino, of any race</th>
<th>White, Non-Hispanic</th>
<th>Other, Two or More Races</th>
<th>Non-Disclosed</th>
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<tbody>
<tr>
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<td>7</td>
<td>25</td>
<td>13</td>
<td>187</td>
<td>475</td>
<td>157</td>
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<td>2015-2016</td>
<td>1.9%</td>
<td>7.0%</td>
<td>5.4%</td>
<td>36.5%</td>
<td>31.2%</td>
<td>21.4%</td>
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<tr>
<td>2014-2015</td>
<td>2</td>
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<td>1.4%</td>
<td>22.7%</td>
<td>17.4%</td>
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<tr>
<td>2013-2014</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>2012-2013</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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</table>

### NCES School Data

#### Annual Membership

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<th>Total</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### FFA Membership

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### School Population

<table>
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<tr>
<th>Race/Ethnicity</th>
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<th>Hispanic or Latino, of any Race</th>
<th>White, Non-Hispanic</th>
<th>Other, Two or More Races</th>
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</thead>
<tbody>
<tr>
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<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

#### Membership Roster

2016-2017 Student/Member Roster

Clicking on the '2016-2017 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.
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 🎉
KBOVSF

Update

Note: Members must use their first and last name with this code during registration.
Completed Travel Request
SANGER UNIFIED SCHOOL DISTRICT
APPLICATION FOR STUDENT TRIP
(SUBMIT UP TO ONE YEAR IN ADVANCE)

Trip# Funding Code 0100-70100-0-1132-1000-560006-017-0000 AG Charter Trans (ASB=1730) P.O.#
0100-70100-0-1132-1000-571040-017-0000 AG District Trans

School Sanger High School
Teacher(s) Poststada
Grade 9-12
Date of Application 01/15/2016
Class/Group AG/FFA
# of students ___

Name and Address of Destination San Francisco - Louvre and Art, De Young Museum
Purpose of Trip Students to observe different historical art

Type/Number of Vehicles: District School Bus # Charter Bus # Van # Car #

ADULT SUPERVISION
Teachers (include CDL# and Exp. Date if driving)
Nicole Poststada CDL# D2905657

Parents/Chaperones/Drivers (with CDL# and Exp. Date)

How does this student trip relate to the District strategic plan?促进学生发展为世界卓越领导和个人成长与职业成功，

What impact will this trip have on student learning? 学生将见证部分的历史艺术与艺术

Are charges being imposed upon the students? YES

Has permission from parent or guardian of all students been obtained? YES

Have parents been informed of schedule? YES

Emergency Card on file?

DATE OF PROPOSED TRIP 2/3/17 2017
1. Estimated time departure 9:30 am
2. Estimated time arrival 1:30 pm
3. Estimated time departure 2 pm
4. Estimated time arrival 5 pm

COMPLETE THIS SECTION IF REQUESTING A SUBSTITUTE

Is a substitute required? YES
(Circle one) Filling Day

Name of substitute requested

How many? 1
Grade/Subject 9-12
(Full time reporting time for half day) AM _ PM

Funding code for substitute 0100-35500-0-1110-1000-110001-017-0000 VEA

0100-11000-0-1110-1000-110001-017-1010 Site

IF OVERNIGHT TRIP, ADDITIONAL ITINERARY MUST BE SUBMITTED TO TRANSPORTATION

Is this an overnight trip? YES

Principal/Administrator Signature Date

Board of Trustees

APPROVED DENIED

TRANSPORTATION USE ONLY

Bus No. Speedometer Reading

# of riders Finish

Remarks Start

Name of Driver Total

Trip Canceled date

Total Cost of trip

Signature by

*DISTRIBUTION OF COPIES:
Original and two copies - Transportation
Human Resources, Food Service - one copy each
Site Department - one copy
BEST TOURS & TRAVEL  
2609 East McKinley Ave., Fresno, CA 93703  
(559) 237-9410  CHARTER ORDER  FAX (559) 237-8814

TO COMPANY REPRESENTATIVE AT  
SANGER UNIFIED SCHOOL DISTRICT

FOR  
SANGER HIGH SCHOOL  ACTIVITIES  # 10437

ADDRESS  
1905 7TH STREET  SANGER, CA 93657

EQUIPMENT POINT(S)  
3397 E. Malaga, Fresno, CA 93725

GOING ORIGIN  
FRESNO, CA  DH TO SANGER, CA

PICK UP AT (DETAIL)  
SANGER @ SANGER HIGH SCHOOL 1045 NORTH BETHEL AVENUE

TO SAN FRANCISCO @ SAN FRANCISCO FLOWER MART 640 BRANNAN STREET

ROUTE

AS PER ITINERARY

RETURN FROM

AS PER ITINERARY

TO AND ROUTE

AS PER ITINERARY

IDENTIFICATION OF BUSES (BUS NOS. ETC.) AND DRIVER’S NAME

NUMBER OF BUSES AND CAPACITIES ORDERED

1-56 PAX

NUMBER OF BUSES AND CAPACITIES FURNISHED

1-56 PAX

COMPUTATION OF CHARGES:

1. MILES - LIVE

MILES  PER MILE  MILES  PER MILE

2.  DEADHEAD

HOURS  AMOUNT  HOURS  AMOUNT

3. TIME - CHARGES

4. OTHER CHARGES

5. SPECIAL FEES, TOLLS AND ADVANCES

6. TAXES - (SPECIFY)

7. TOTAL CHARGE

Revised date from March 17 to March 15 as of 1/20

$1751.00

SPECIAL FEES, TOLLS AND ADVANCES (ITEM 5 ABOVE)

<table>
<thead>
<tr>
<th>Description</th>
<th>Qty</th>
<th>Charge</th>
</tr>
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<tbody>
<tr>
<td>BRIDGE AND TUNNEL TOLLS</td>
<td>X</td>
<td>$1500</td>
</tr>
<tr>
<td>FERRY CHARGES</td>
<td>X</td>
<td>$100</td>
</tr>
<tr>
<td>ENTRANCE FEES</td>
<td>X</td>
<td>$200</td>
</tr>
<tr>
<td>HIGHWAY TOLLS</td>
<td>X</td>
<td>$300</td>
</tr>
<tr>
<td>PARKING FEES</td>
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<td>$50</td>
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<tr>
<td>SIGHTSEEING FEES</td>
<td>X</td>
<td>$200</td>
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<tr>
<td>TOUR CHARGES</td>
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<td>$300</td>
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<tr>
<td>OTHER(SPECIFY)</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>GROUP IS RESPONSIBLE FOR SPECIAL FEES</td>
<td>X</td>
<td></td>
</tr>
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</table>

TOTAL

$1751.00

Customer Purchase Order No: $3  DEPOSIT

Balance Due:

Balance to be paid as follows. All deposits are non-refundable.

Please sign - return to confirm charter by

A cancellation fee will be charged if cancelled after

Jan 23/2017

Feb 24/2017

Signature of chartered party contracting for charter

Signature of Charter Party Leader

This bus has been checked and no articles belonging to the Charter Party have been left on board the bus at the destination of the charter trip

Signature of Charter Party Leader

Date 10/17/2016

BT Office/M

Name: Jasmine Sayah

Title: Tour Coordinator

Date of Issue: 10/17/2016

Signature of party contracting for charter

Signature of Charter Party Leader

Date: 10/17/2016

Signature of Charter Party Leader

Date: 10/17/2016
Itinerary
March 15, 2017

3:30am – Leave Sanger High School MPR

5:30am – Stop if needed in Los Banos or driver choice

7:30am – Arrive San Francisco Botanical Gardens
1199 9th Avenue, San Francisco, Ca. 94122
415.661.1316
Tour of Botanical Garden

9:00am – Leave Botanical Garden

9:15am – Arrive at DeYoung Museum, Golden Gate Park,
JFK and MLK Drop off

9:30am – Guided Tour at DeYoung

11:30am – Leave DeYoung Museum

12:00pm – Arrive at Pier 39 for Lunch

2:00pm – Leave Pier 39

4:30pm – Stop in Los Banos/Casa de Fruita or along route
driver decides to take

6:00 pm – Arrive at Sanger High School
CATA Membership Card
CATA Membership Card

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Nicole

SERVING AGRICULTURE BY TEACHING
2016/2017 ACTIVE MEMBER

"Always With Pride"
Professional Development Activity Report
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year 2015-16 School Sanger High

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Ravy</th>
<th>Bonomi</th>
<th>Herron</th>
<th>Potsada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Region Meeting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Region In-service Day</td>
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<td></td>
<td>X</td>
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<tr>
<td>Spring Region Meeting</td>
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<tr>
<td>Section In-service*</td>
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<tr>
<td>Section In-service*</td>
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<td>Section In-service*</td>
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<tr>
<td>Section In-service*</td>
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<td>Summer Conference</td>
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<td>X</td>
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<td>X</td>
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<td>University AgEd Skills Week</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Professional Development **</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
<td>X</td>
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</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. ROP Inservice Spring Meeting-Ravy, Herron, Potsada
2. Project Based Learning -Agriculture Project-Bonomi, Ravy and Herron
3. Job Shadow - J and J AquaFarma-Bonomi
4. National Convention Workshops-Bonomi
5.
5-Year Acquisition Plan
5-Year Acquisition Plan
Sanger High School – Agriculture Department

2016-2017
• Laying House/Poultry Unit
• Sheep/Goat Barn Extension
• Plant Sale/Display Patio
• Dish Washer/Kitchen Area
• Seatrain Fodder Set-up

2017-2018
• Show Arena & Bleachers
• Market Rabbit Facilities
• Lockers for Student Projects
• Sanger Farm Store
• New Plasma Cutter

2018-2019
• Beef Area/Barn
• Dairy Goat Facility
• Ag Department Office Copier
• Fruit Display Bins
• Cash Register

2019-2020
• New SMAW/Multiprocessing Welders
• Ag Department Suburban
• New Dual Milking Machine

2020-2021
• Landscape Form/Picnic Area
• Beef Scale
• New Hot House/Prop House
• Additional Planting Benches & Tables
Operating Budget for Agriculture Department
### Class Room Budgets

<table>
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<tr>
<th>Class</th>
<th>Teacher</th>
<th>Sections</th>
<th>per section</th>
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<tbody>
<tr>
<td>Intro/Vet PLS</td>
<td>Bonomi</td>
<td>1</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
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<tr>
<td>Ag Mech</td>
<td>Herron</td>
<td>1</td>
<td>$3,500.00</td>
<td>$3,500.00</td>
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<tr>
<td>Floral</td>
<td>Potstada</td>
<td>1</td>
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<td>$6,000.00</td>
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<td>Henson</td>
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<td>Ag Mech</td>
<td>Paredes</td>
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<td>Wonderful Courses</td>
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<td>1</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
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</table>

Sub Total $27,500.00

### Non-Class Room Budgets

- **Tractor Repair** $500.00
- **Fuel** $1,500.00
- **Maintance/Trailers** $1,000.00

Sub Total $3,000.00

### FFA

- **Awards** $500.00
- **Contests** $1,000.00
- **Travel/Hotels** $1,500.00
- **State Conference/GH/MLA/ALA** $2,000.00
- **California FFA registration** $4,000.00
- **National FFA** $1,000.00

Sub Total $10,000.00

### Department

- **TA Regional Meetings/Conference** $1,300.00
- **Transportation Fair/ Farm Show** $3,000.00
- **Substitutes** $3,000.00
- **School owned animals** $1,500.00
- **Farm Supplies/Sanger Nursery Fair** $2,500.00
- **Tools and Sharpening** $1,000.00

Sub Total $13,300.00

### Totals

- **Non-Class Total** $26,300.00
- **Class Total** $27,500.00
- **Grand Total** $53,800.00

**Incentive Grant** $19,000.00

**ROP/Perkins/Wonderfull** $35,000.00

**Total Funds** $54,000.00
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<thead>
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<th>Vendor/Item</th>
<th>Description Category Code</th>
<th>PO #</th>
<th>Estimated Amount</th>
<th>Actual Amount</th>
<th>Balance</th>
<th>Actual Balance</th>
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<tbody>
<tr>
<td></td>
<td>Class Field Trip: San Francisco Floral Market &amp; DeYoung Museum</td>
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<td>2,000</td>
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<td>8,000</td>
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<tr>
<td></td>
<td>Class Field Trip: Hearst Castle (Garden Tour)</td>
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<td>1,000</td>
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<td>7,000</td>
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<tr>
<td></td>
<td>Flowers: Fresh, Silk, Greenery</td>
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<td>1,600</td>
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<td>5,400</td>
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<tr>
<td></td>
<td>Floral Tools: Floral Shears, Scissors, Wire Cutters, Ribbon Scissors, Floral Knives</td>
<td>4300</td>
<td></td>
<td>850</td>
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<td>4,550</td>
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<tr>
<td></td>
<td>Floral Accessories: Ribbon, Wires, Floral Tape, Waterproof Tape, Floral Foam, Dry Foam, Corsage &amp; Boutonnieres pins</td>
<td>4300</td>
<td></td>
<td>1,000</td>
<td></td>
<td>3,550</td>
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<td></td>
<td>Containers: Vases, Rose Vases, Plastic Liners, Single Design Bowls</td>
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<td>500</td>
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<td>3,050</td>
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<tr>
<td></td>
<td>Ribbon Racks</td>
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<td></td>
<td>400</td>
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<td>2,650</td>
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<tr>
<td></td>
<td>Hot Glue Guns and Glue Sticks</td>
<td>4300</td>
<td></td>
<td>500</td>
<td></td>
<td>2,150</td>
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<tr>
<td></td>
<td>Design Master Spray Paint</td>
<td>4300</td>
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<td>60</td>
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<td>2,090</td>
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<td></td>
<td>Poly Foil &amp; Aluminum Foil</td>
<td>4300</td>
<td></td>
<td>140</td>
<td></td>
<td>1,950</td>
<td></td>
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<tr>
<td></td>
<td>Storage Containers: Large Clear Containers with Lids, Small Storage Bins, Tool Packets (Pencil Pouches)</td>
<td>4500</td>
<td></td>
<td>300</td>
<td></td>
<td>1,650</td>
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<tr>
<td></td>
<td>Misc: Colored Pencils, Markers, Sharpies, Electric Pencil Sharpeners</td>
<td>4300</td>
<td></td>
<td>150</td>
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<td>1,500</td>
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<tr>
<td></td>
<td>Misc: 5 Gallon Buckets, Tuff Shed, Artificial Pine Wreath, Grapevine Wreath, Cornucopias</td>
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<td></td>
<td>1,500</td>
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District/Department Budget Process
District/Department Budget Process

Developing a budget that meets the needs for every member in the department is a definitely a challenge. In our district, each member of the department maps out their “wish list” of what they would like for the upcoming school year. Admin generally is able to give us what we want/need.

In addition to the site budget, I have an ROP budget and my ASB account. I fundraise throughout the year to ensure that I have a steady flow of supplies to support my courses.

“Always With Pride”
Department Chair Duties & Responsibilities
Department Chair Duties & Responsibilities

This section is not applicable to me. I am not the Department Chair for the Sanger FFA Program.
Department Chart of Responsibilities
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Substitute Teacher Procedures & Plans
Sub Plans for October 27th

Good Morning!! Thank you so much for covering my classes this week! My classes are pretty good, so you shouldn’t have any problems. If you run into any issues, please dial 7200 and ask for a liaison/Campus Security.

I request that students stay in their seats and OUT of my desk area...

Period 1 & 3 (Floral Design):
Chelsey will teach for you...

- Have the kids grab their notebooks and update their Table of Contents.
- Have them turn to their page 33 and copy “identifying wire sizes” notes. Once completed, pass out the “Sizes and Uses of Wire” handout. Have them copy those notes. Pass out wire to each of the tables and tell them which gauge it is. They need to cut it in 1/3 and tape down as shown in the sample notebook. (Show on elmo, all is on classroom as well)
- Next have them copy the hand tool notes onto their page 35. (also on classroom)
- Pass out the hand tools handout, encourage them to color the highlighted tools and glue onto page 34
- Tool Samples 1-5 and Floral ID Descriptions 1-5, passout (try not to mix up worksheets and folders 😊) They can either glue in or save in their backpacks until we do the lab… (Please tell them that)
- Descriptions need to be copied BY 11/7… posted on classroom.
- Students have the remainder of the period to update their notebooks and complete missing assignments.
- Please distribute the outbox, PLAY DOH LAB, ask them if they want it… if not, please toss!

Period 5 (Advanced Floral Design):
The kids are making the SENIOR NIGHT bouquets. Have Julie and Breiona direct them.

- There is a sample of what I WANT in the cooler, next door. ONLY JULIE AND BRE go next door please.
  - Each kid is getting 1 stem of everything. Arrange as modeled and tie bow. Julie and Bre are to check their work… and separate into 3 buckets as listed below and attach a white paper to each bucket.
    - 30 – Football
    - 13 – Cheer
    - 5 – Volleyball
  - Please make sure the water in the buckets is clean and fresh.
  - DO NOT let the bows touch the water.
  - In black bucket, place the extra bouquets… should be two.
  - In separate bucket, place all extra Million Star and Myrtle
• ONCE COMPLETED:
  o Distribute outbox
  o Have Yovana, Ciara, Ryanne and Ariel finish the teacher and kid goodie bags.
    They will need to put next door in the correct boxes please!

Helpful Students:
  o Period 1: Maycee & Megan
  o Period 2: Sarah is my TA
    - Titus & Thalice
  o Period 3: Allyson & Mariah
  o Period 5: Julie, Candra & Kayla
  o Period 6: Rachel, Paulina, Joseline, (The Sisters) & Heather

Please leave me feedback from today! How far they have gotten on assignments, good kiddos and not so good kiddos!

Thanks for your help!
-Nicole Potstada (559) 598-5658

Enclosed you should find everything you should possibly need! 😊

😊 ☺ ☺ Have a FABULOUS DAY! 😊 ☺ ☺
Sanger High Substitute Feedback Form

Teacher Name: ____________________________ Substitute Name: ____________________________
When leaving feedback please provide details including period number and names of specific students.
Program Completer Description
Program Completer

In order for a student to be a program completer at Sanger High School they must be one who has met the minimum completion standards. The program is structured to follow the basic core curriculum and the advanced clusters.

- Complete a minimum of 720 hours of instruction in four courses within their program area.
- The student’s supervised agricultural experience must relate to their career goal and be at least four months in the duration of their sophomore, junior and senior years.
- Each student enrolled in an agricultural education program, will be an active member of the FFA and serve actively at the local level.
- Each student must receive a passing grade of a “C” or better to advance to the next course.
- Students will choose a sequence of courses in the area of agriculture sciences, agricultural mechanics, ornamental horticulture, forestry & natural resources or agriculture business.

“Always With Pride”
2+2 Agreements
Articulation Agreements Analysis

Sanger High School (and Valley ROP) has teamed up with both Reedley and Fresno City Colleges to offer Dual Enrollment Courses. These dual enrollment courses have taken the place of the 2+2 articulation agreements. Our Department alone offers several dual enrollment courses, which are identified on the following pages.
Welcome to Valley ROP and State Center Community College District Dual Enrollment. As a Valley ROP student you will have a chance to be enrolled at the High School and at Fresno City or Reedley College and receive College Credits for the course you are taking.

Make sure to complete all the steps: The first day of class make sure to have:

1. **Username** and **password**
2. **College ID Number**

**STEP 1- REEDLEY COLLEGE**

1. Go to: www.reedleycollege.edu
2. Click on Apply online
STEP2- RC- HIGH SCHOOL DUAL ENROLLMENT STUDENT
Click on Dual Enrollment Student

STEP3- RC- APPLY ONLINE
Scroll down and click on Apply Here

This is a critical step: click on Dual Enrollment Student
STEP4- OPEN CCC- RETRIEVING AN ACCOUNT

Application to College
Before applying to college you must first have an OpenCCC account.
The OpenCCC login account allows you to access the online services of the California Community Colleges.
OpenCCC is a service of the California Community Colleges Online Services Office. The information in this account is kept in a secure

STEP5A- OPEN CCC- FORGOT USER OR PASSWORD

OpenCCC

To continue to a California Community College secure web application, please sign in or create a new account.
STEP 6 FIND YOUR ACCOUNT

Find Your Account

Step One
- Date of Birth
  - Month
  - Day
  - Year
- First Name
- Middle Name
- Last Name

Step Two
- Social Security Number
- Email Address
- Phone Number
- ZIP Code

Click on find my account.

Repeat step 6 if you forgot both your username and password

STEP 7 SIGN IN

Repeat steps 1-4 to get back to Open CCC website.

After you retrieve your user name and password sign in to access your account.
STEP 8 MY APPLICATIONS

Click on start a new application

If you previously started an application, click on resume

STEP9 RC APPLICATION- INTRODUCTION
STEP 10 RC APPLICATION - ENROLLMENT INFORMATION

Enrollment Information
- Select Spring 2018 HS Enrichment/Dual Enrollment (01/08/2018 to 5/18/2018)

STEP 11 RC APPLICATION - ACCOUNT/MAILING INFORMATION

My mailing address is the same as the Permanent Address in my OpenCCC Account above.
STEP 12 CONTINUED

Select the race/ethnicity that you identify with.

If you do not want to share this information, select decline to state or Unknown.
STEP 13 RC APPLICATION - EDUCATION

This is a critical step. Select: Enrolling in high school (or lower grade) and college at the same time.

STEP 14 RC APPLICATION - CITIZENSHIP/MILITARY

Select an option for your citizenship status. If applicable enter Alien Registration Number or Visa information. If this does not apply select other and click on the No Document box.
STEP 15 RC APPLICATION - RESIDENCY

Answer each question to the best of your ability.

- California Residence
- Special Residency Categories
- Out of State Activities

STEP 16 RC APPLICATION - NEEDS & INTERESTS

Check all that apply.

- Math Language
- Financial Assistance
- Athletic Interest
- Programs & Services
STEP 17 RC APPLICATION - SUPPLEMENTAL QUESTIONS

- Primary Location
  - Please select the location where you will be attending for the majority of your courses.
  
- Personal Information
  - Matriculate (City and State or Foreign Country): Reedley College

- Campus Emergency Contact Information
  - Cell phone number for emergency text alerts. Please include area code (in parentheses or eight digits) example: (555) 555-1234
  - 555-123-4567
  - Emergency text messages from your cell phone provider. If not on the list please enter or the best number example: (555) 555-1234. If you are unsure, you can enter http://www.emergencyphone.info/fax/1-937-656-4686

- Please select all the types of text messages you would like to receive from the College.
  - Emergency Warnings
  - Important Announcements
  - Information regarding campus events and activities
  - None of the above text messages
  - I do not want to receive any text messages.

STEP 18 RC APPLICATION - CONSENT

- Consent
  - Request for Consent to Release Information
    - By selecting I consent or do not consent, you will be providing your consent to the release of your personal information to the Office of California Community Colleges and the community colleges as described in the Statement of Consent.

- Select I consent or do not consent.
## Review Application

### Enrolment Information
- **Term:** Fall 2017 HS Enrichment/Dual Enrollment
- **Program Name:** Administration of Justice for Transfer (ADT)
- **Undecided enr goal**

### Account/Writing Address
- **OpenCCC Account:** John Doe
- **Fees Paid:** Yes
- **Fees University:** Yes
- **School:** CSU Los Angeles
- **City:** Los Angeles
- **State:** CA
- **ZIP Code:** 90033
- **Phone:** 310-310-3333
- **Fax:**
- **Email:** john.doe@email.com
- **Home Address:**
  - **City:** Los Angeles
  - **State:** CA
  - **ZIP Code:** 90033
  - **Date of Birth:** July 20, 1994

### Personal Information
- **Sex:** Male
- **Are you a veteran:** Yes
- **Are you a veteran:** No

### As you verify your information, double check that the following is correct.

1. **Enrollment Information**
   a. **Term Applying For:** Fall 2017 HS Enrichment/Dual Enrollment

2. **Education**
   a. **College Enrollment Status**
      i. Enrolling in high school (or lower grade) and college at the same time.

3. **Supplemental Question**
   a. **Primary Location:** please select the location where you will be enrolling in the majority of your classes.
      i. Reedley College

### Once you have verified and all information is correct click on: I have reviewed this application and confirm it is complete and accurate.

If you need to make a correction, please go back to the section that you need to correct, make the correction and then confirm that your application is complete and accurate.

## STEP20 College ID

Your college ID will be sent to you via email within 48 hours of applying. Be sure to record it (write it down or take a pic.) in place you can find it. You will need to have college ID for the course registration form.
Reimbursement Process
Sanger High School
Pre-Approval/Denial Purchase Request Form

Sales quote or documentation of estimated expense must be attached to this form and submitted for approval prior to any purchase. Once reviewed and approved a PO will be generated.

Date: ____________ Club: ____________

Submitted & signed by: Advisor: ____________

Club Rep: ____________

Estimate amount of expenditure: ____________

Vendor: ____________

Reason for expenditure: ____________

******************************************************************************

Date: ____________

Reviewed by Financial Office:

Activities Director: ____________

Student Council Rep: ____________

Approved ____________ Denied ____________

If applicable, reason for denial: ____________

Sanger High School
Request for Payment or Transfer of Funds

Attach invoice/receipt with this form, make sure all merchandise has been received in good condition or service completed.

Check one: □ Check □ Transfer □ Credit Card

Date: ____________ Open PO No. ____________

Approval (four signatures required)

Activities Director ____________

ASB Financial Clerk ____________

Faculty Advisor / Ath. Dir. ____________

Student Representative ____________

Must be signed by the treasurer and verifiable in the minutes of the organization

Club or Account Name: ____________

Check Amount ____________

Check Payable To: ____________

A ____________ club meeting was held on ____________.

Officers Present: ____________

President: ____________

Student/Club Rep: ____________

Advisor: ____________

Transfer: From: ____________ To: ____________

The officers voted to approve check/transfer/P.O. for:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Requisition Request

(This form must be approved and assigned a P.O.# before items are ordered or paid by VROP)

Vendor: 
Address: 
City, State, Zip: 

Phone Number: ( )
Fax Number: ( )
Email Address: 

Requisition Requested By:
School Site: 
Name of Class Budget: 
Budget Classification: 

Signature: 
Date: 
Date Needed: 

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NOTE: A separate request is required for each vendor.

Comment(s): 

Sub-Total
Shipping/Handling
Sales Tax
Total

Signature Approval: 
Valley ROP Director

Approval Date:
**SANGER UNIFIED SCHOOL DISTRICT**

**REQUEST FOR EMPLOYEE REIMBURSEMENT**

**COPY OF CONFERENCE REQUEST OR STUDENT TRIP APPLICATION REQUIRED**

Finance Use Only

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**Total Amount Due**

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Principal's Signature

Signature
Vendor: POTSTADA NICOLE POTSTADA
Inv# 113016 Inv Date 12/13/16

PO# Purpose
       FLORAL-REIMB SUPPLIES
       GL Acct: 2430-230 FLORAL CLUB

Check Total: 490.08

Amount 490.08

Sanger High School
STUDENT BODY
1045 Bethel Ave. Sanger, California 93657
SANGER - 524-7121 FRESNO - 233-1443

Apaches

Bank of America
11-35/1210

Ck#: 25022
Date 12/13/16

Amount

SANGER HIGH SCHOOL STUDENT BODY
VCHD AFTER SIX MONTHS

AUTHORIZED SIGNATURE

**$490.00

Vendor: POTSTADA NICOLE POTSTADA
Inv# 113016 Inv Date 12/13/16

PO# Purpose
       FLORAL-REIMB SUPPLIES
       GL Acct: 2430-230 FLORAL CLUB

Check Total: 490.0

Amount 490.0