AG ED 539

➤ **Quality Criteria 1-12**

➤ **Supporting Completion Materials 1-34**

➤ **Masters Project Criteria 5 Facilities 1-7**

Joe McNealy

Livermore High School

Agriculture Department 2011

Quality Criteria 1-12

- 1. Curriculum & Instruction**
- 2. Leadership & Citizenship Development**
- 3. Practical Application of Agriculture Skills**
- 4. Qualified & Professional Personnel**
- 5. Facilities, Equipment, & Materials**
- 6. Community, Business, & Industry Involvement**
- 7. Career Guidance**
- 8. Program Promotion**
- 9. Program Accountability & Planning**
- 10. Student Teacher Ratio**
- 11. Full Year Employment**
- 12. Program Achievement**

Ag Ed 539 Supporting Completion Materials 1-34

- 1. Student Data Sheets**
- 2. Agriculture Student File**
- 3. Course Outlines**
- 4. Course Grade Sheets**
- 5. SAE Supervision Forms**
- 6. School Board Approved SAE**
- 7. School Board Approved FFA**
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- 12. Graduate Survey**
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- 29. Department Chair Responsibilities**
- 30. Department Chart of Responsibilities**
- 31. Substitute Teacher Plans**
- 32. Program Completer**
- 33. Articulation between Community College**
- 34. Reimbursement Process**

Masters Project Criteria # 5 Facilities 5.1 – 5.7

Project Description

5.1- Facilities and equipment are comparable to industry

5.2- Facilities are orderly to facilitate learning

5.3- Facilities are regularly maintained

5.4- Facilities are modified to accommodate special populations

5.5- Instructional materials meet the needs of special populations

5.6- Adequate and secure storage space is provided

5.7- School Farm Contract

Quality Criteria 1-12

1	Curriculum & Instruction
2	Leadership & Citizenship Development
3	Practical Application of Agriculture Skills
4	Qualified & Professional Personnel
5	Facilities, Equipment, & Materials
6	Community, Business, & Industry Involvement
7	Career Guidance
8	Program Promotion
9	Program Accountability & Planning
10	Student Teacher Ratio
11	Full Year Employment
12	Program Achievement

1. Curriculum & Instruction

Quality Criteria One:

Curriculum and Instruction

Livermore High School Agriculture Department presently uses the California Career Technical Education Model Curricular Standards. In addition I also use the California Agriculture Basic Core and Advanced Cluster Curriculum.

The curriculum for Livermore High School Agriculture Department has been developed for students to follow a career pathway. There is one broad area or pathway that is offered in the department which is Agricultural Science. Within the pathway students can have a focus. Freshman entering the agriculture departments have two classes to choose from they are, Introduction to Agricultural Science or Wildlife Management. If students enter the agriculture department for the first time as sophomores, juniors, or seniors they can enroll in one the advanced classes or may take one of the introduction classes. In both of the introduction classes units include California Agriculture, FFA, Agricultural Careers and SAE Projects. In addition all agriculture classes teach the FFA Record Book throughout the year, and FFA Record Book instruction in the introduction classes.

The curriculum taught in the Introduction to Wildlife Management class includes units in natural resources, raptors, fish and fisheries, North America big game, upland gamebirds, predatory mammals, and hunting and fishing regulations. By completing this course students interested in staying in the area of wildlife and natural resources have a better understanding of where they would like there focus to be. The advanced classes that can be taken are Agribusiness, Floriculture, Agriculture Mechanics and Ornamental Horticulture.

The curriculum taught in the Introduction to Agricultural Science class includes units in, swine, beef, sheep, goats, dairy cattle, equine, small animal production, horticulture, poultry, and parliamentary procedure. By completing this course students interested in staying in the area agriculture science have a better understanding of where they would like their focus to be. The advanced classes that can be taken are: Agriculture Biology, Animal Anatomy, Agribusiness, Floriculture, Agriculture Mechanics, and Ornamental Horticulture. After taking the introduction courses students may take whichever classes they choose to.

The career pathway utilizes a variety of teaching techniques and technology. Some of these may include computer/internet projects, industry representatives, PowerPoint presentations, group projects, and agricultural field trips.

2. Leadership & Citizenship Development

Quality Criteria Two:

Leadership and Citizenship Development

Students enrolled in any agriculture course at Livermore High School are automatically members of the FFA. Being a member of the FFA opens doors to many opportunities in leadership and citizenship development that are not available to all students in high school. The FFA also gives students the opportunity to earn recognition and awards for their leadership and participate in many activities. Students enrolled in all agriculture classes at Livermore High School have participation in FFA activities as part of their class grade. The grading for all agriculture classes at Livermore High School is, 5% FFA Participation, 5% SAE Project and 90% all other class work.

To earn the entire 5% for FFA participation the agriculture department requires students to participate in two FFA activities each trimester. The FFA participation is graded by using sign-in sheets at all FFA activities throughout the year. It is highly encouraged that students participate in at least one leadership activity, at least one fundraising activity and at least one cooperative (citizenship) activity for their FFA activities. Some examples are Greenhand Conference, Speaking Contests, and Chapter Meeting or activities. There are many students that participate in many activities throughout the year. However, there are some students that do not participate in any FFA opportunities.

The chapter officer team and committee members organize the FFA activities offered to Livermore FFA members. The Livermore FFA has been chartered since 1934 and is well supported by the students, teachers, staff, district, parents and community of Livermore.

3.

Practical Application of Agriculture Skills

Quality Criteria Three:

Practical Application of Agricultural Skills

At Livermore High School students have the opportunity of having practical application of agriculture skills offered to them both in and outside of class. During class time lessons are presented utilizing hands-on activities that give students real world experience. Students have the opportunity to learn occupational skills at Livermore High School in welding, woodworking, livestock management, and horticulture. Some of the projects that have been completed during class time that demonstrate these skills are: Owl boxes, metal and wood tool boxes, transplanting, mixing soil, raised planting beds, livestock care, welding, and safety.

In addition to learning occupational skills during class students have a Supervised Agricultural Experience (SAE) Project. All Livermore agriculture students SAE project is also counted as a portion of their grade. The grading for all agriculture classes at Livermore High School is as follows, 5% SAE Project, 5% FFA Participation, and 90% all other class work. To earn the entire 5% for their SAE Project students must complete a minimum of fifteen hours of work on their SAE project in two trimesters. The SAE Project is graded using the Journal and Agreement pages in the FFA Record Book and is verified by SAE Project Visits or Home Visits. There are many students that participate in the SAE and have more than the required fifteen hours for their grade. However, some students do not take part in the SAE Project participation opportunities. Most of the SAE projects are represented at the Alameda County Fair, California State Fair, and many other events and competitions.

The Livermore Agriculture Department has two vans, both being eight passengers, one livestock trailer, two small portable livestock scale, Any expenses incurred by the agriculture teacher while participating in FFA/SAE events are fully reimbursed by the district if the proper paper is completed and submitted.

4.
**Qualified &
Professional
Personnel**

Quality Criteria Four:
Qualified and Professional Personnel

Livermore High School has one tenured agriculture teacher. This will be my fifth year teaching in the Livermore Valley Joint Unified District.

I maintain a valid Single Subject Agriculture Teaching Credential and an Agriculture Specialist Teaching Credential that authorizes me to teach agriculture courses. In addition my credential authorize that I have had a minimum of 3000 hours of work experience in agriculture. I use a variety of instructional strategies, materials and effective teaching techniques to enhance all students' learning. I participate in professional development activities that are offered through CATA, and the district.

The administrators, counselors, and instructional staff at Livermore High School are supportive of the Agriculture Department and Livermore FFA. Our Principal, Mr. Avilla is very supportive of all of our FFA activities, encourages our students and even attends FFA events on a regular basis. It has been challenging to keep the Counselors up to date, as with budget cuts there has been a turn over of Counselors. I do work hard to keep the new Counselors informed regarding the Ag program and FFA.

5.
**Facilities, Equipment,
& Materials**

Quality Criteria Five:

Facilities, Equipment, and Materials

The facilities, equipment and materials at Livermore High School Agriculture Department are very well maintained. In addition the facilities, equipment, and materials are available to accomplish instructional objective. I believe that the agriculture department prepared students for the job force and college. New technology that has been purchased or installed in the last three years would include: plasma cam, MIG welders, landscape plots, eight passenger van, school farm property, swine barns, sheep barns, steer barn, farm classroom, storage containers. Currently, we are working on a security system at the school farm due to a recent livestock theft. Fortunately, the livestock was recovered. The system would include several cameras and constant recording to a hard drive.

The agriculture department school facilities on campus are: two full size classrooms with sufficient storage, 2 teacher offices, computer with internet and email capability, phones, floral cooler, small copy machine, outside and indoor material storage, two greenhouses, shade house, and large raised planter beds.

About a ten minute drive from campus is the school farm. The school farm is a five acre facilities which is part of my Masters project includes: a swine barn with fourteen pens which can house twenty eight pigs, a lamb and goat barn with fifteen pens which can house twenty to thirty lambs and goats, a recently completed steer barn which is 80 x 120 covered barn which will house twelve steers and a small show ring, a standard size portable classroom, three storage containers, a large scale, a small scale, John Deere tractor, and storage area for hay and grain.

The students and myself maintain the majority of the school lab facilities.

However, grounds and maintenance helps maintain the facilities. For example, when weeds need to be sprayed, or plumbing, and electrical needs. I do my best to manage the facilities so they are neat, clean, and orderly.

I believe that the equipment, facilities, and materials are well maintained, replaced, repaired, updated and/or modified to accommodate special populations when needed. A work request for something to be fixed it is typically done within a week or so of notification to the district. Most all facilities have been built or modified to accommodate handicapped students. The hearing aid specialist has worked closely with me as I have students that have a hearing handicap and they have provided me with a microphone system that I wear which will go directly to the student. However, I need to be careful as if I go in my office to answer the phone the student can hear my conversation so I am always monitoring the system and what is be relayed to the student.

6.
**Community, Business,
& Industry
Involvement**

Quality Criteria Six:

Community, Business and Industry Involvement

The Agriculture Advisory Committee at Livermore High School is made up of individuals who represent the community, business, industry, parents, and staff. The committee meets two to three times per year at the Livermore High School Agriculture Department or Principal conference room. The Livermore Agriculture Advisory Committee has been very helpful in the decision making process of the department and has been in the best interest of the students when helping direct the department.

The following people are on our Agriculture Advisory Committee:

1. Patsy Gilbert- Former ag teacher, Lawrence Livermore Lab employee, alumni, parent
2. Edmund Duarte – Alameda County Agriculture
3. Jacquie Williams –Courtright- Owner of Alden Lane Nursery
4. Shelia Fagliano – Waste Management Employee, parent
5. Dan Marciel- Local Farmer/ Cattle rancher, alumni
6. Annie Warner- Cattle rancher, Lawrence Livermore Lab employee, alumni
7. Tim Koopman- Cattle rancher, Natural Resources, alumni
8. Karen Sweet- Natural Resources Agency
9. Brenda Morris – Teacher, parent
10. Darrel Avilla (Principal)

Each of these individuals brings unique qualities and perspectives to the table and are very important to the success of our department.

Patsy Gilbert is our Chairperson and Karen Sweet is the Secretary of the Advisory Committee. Karen does an excellent job of keeping minutes of each meeting and gets copies to the members of the committee shortly after each meeting. The committee supports the agriculture department by providing advice, support and counsel. In addition the committee holds the agriculture teacher accountable for the instruction that will be providing curriculum to students that is pertinent to the agriculture industry.

Livermore Agriculture Department is fortunate to have a strong, supportive and knowledgeable Agriculture Advisory Committee.

7.

Career Guidance

Quality Criteria Seven:

Career Guidance

All students enrolled in the agriculture department at Livermore High School have a student data sheet on file that is updated every year they take an agriculture class. Agriculture students complete the student data sheets in class at the beginning of each year. The student data sheets are then filed into the student individual folders in the filing cabinet with their record books.

I do my best to educate the counselors about the courses offered and which students would fit in certain classes. In addition to educating the counselors it is very important to educate the 8th grade students before their enrollment. The FFA members and myself conduct an 8th Grade Visits at the middle schools. I schedule the middle school visits prior to the 8th graders coming to the high school orientation to be able to make that connection before. This enables the students to recognize the FFA members and reconnect with the students that did the visits. At this time parents are present and more details are given about the opportunities the Agriculture Department has to offer.

All students are welcome to enroll in the agriculture department at Livermore High School. Currently there are numerous students enrolled from the resource program with several students having severe modifications. A teacher aid is always present to assist the student with the activity or lab to ensure their success. The agriculture department provides achievement to students that don't see achievement very often in the classroom.

The agriculture department has made efforts and is in progress to articulate with Modesto Junior College Agriculture Department. There are several courses that can be

articulated. For example, some courses are agriculture mechanics, Floriculture, and Animal Anatomy and Physiology. Modesto Junior College is about forty-five miles from Livermore and many students attend MJC because of its proximity to Livermore and their agriculture department.

8.

Program Promotion

Quality Criteria Eight:

Program Promotion

At Livermore High School there are several events that promote the program. For example, Holiday Parade, Fundraisers, FFA/ 4H Field Days, National FFA Week, Livestock Auction Promotion and Newspaper Articles are some of the major activities.

Our first promotional event is the Holiday Parade which the Livermore FFA enters a float in the parade and has members on the float and walking handing out brochures to inform the public about the agriculture department and FFA.

The Livermore FFA has many fundraisers through out the year such as Poinsettia and Almonds and the Drive –Thru BBQ that the staff, families, and the community supports making these fundraisers successful.

During National FFA week the FFA officer team gets excited and plans activities for the week. Some activities that have taken place in the past are member BBQ lunch, staff floral delivery, FFA facts on the daily gram, and bowling night. Most activities are for members but all students are welcomed to keep a positive aspect of agriculture and the FFA to increase student enrollment in classes.

The Livermore FFA and 4H members have teamed up and in early Spring go to local business promoting the organization their in and the Junior Livestock Auction at the Alameda County Fair. This group of students practices their presentation which includes a little history of the auction and how it works, type of livestock their raising, how the money will benefit the students future projects or college tuition, and how much meat the carcasses will yield. The team of FFA and 4H members present in full FFA and 4H uniform to local business, school board members, rotary groups, and other local

organizations. Their goal is educate and promote each organization and hopefully attract buyers the auction.

During freshman night the Livermore FFA has a booth set up for students and parents to visit. Students will bring in steers, lambs, goats, poultry, and rabbits as an example of the opportunities students can participate in. In addition to livestock there are textbooks, floral arrangements, plants, and some fun games to win FFA items. This is a fun and interactive time to engage future students.

In addition to the events described above we also submit articles to the local newspapers and school newsletter, attend school board meeting, faculty meeting and community meetings, participate and volunteer at community events, participate in CDE contests and local and state fairs.

The agriculture department being an elective based department program promotion is necessary. If the department did not inform other students, parents, counselors, other teachers, administration, board members, and the community about the program on a regular basis it would not be successful. It is important to have a strong promotion program to ensure increasing enrollment in the elective classes in order to keep a successful FFA chapter and a Livermore tradition going strong.

9.
Program
Accountability &
Planning

Quality Criteria Nine:

Program Accountability and Planning

At Livermore High School the agriculture department designs final exams and practical exams that serve as unit assessment for what students have learned in the agriculture classes.

Every year the Livermore High School Agriculture Department up-dates the comprehensive plan. The comprehensive plan contains documents that show the legitimacy of our department and proves that we are doing what is expected of us. Mr. Hugh Mooney, the North Coast Regional Supervisor reviews the comprehensive plan every three years with the department. Included in this binder is some information that I continue to add and update. Some of the items I feel need to be improved upon or updated are: the follow-up survey, the method of collecting follow-up survey data, some course outlines and the articulation agreements.

Funding is very important to have a successful program. Each year myself with the input from the District budget controller creates a complete budget indicating planned expenditures as well as a source of funds for the agriculture program. With the assistance of the school site secretary and district that keep me well informed of the budget and support what I believe to be important expenditures.

10.

Student Teacher Ratio

Quality Criteria Ten:

Student-Teacher Ratio

Livermore Agriculture Department has been with in the proper student-teacher ratio for class instruction and FFA. Although in some classes we are over number of twenty-five students for the classroom and twenty for shop and laboratory classes, However, I feel I am still able to provide the students with the quality instruction for students to be successful.

The courses at Livermore are meeting the proper student-teacher ratios just slightly over in all of my classes. My current ratios are as follows: Agriculture Biology 26:1, Wildlife 28:1, Ag Science Introduction 28:1, and two sections of Floriculture 26:1. Overall student teacher ratio is 150:1.

Myself supervise all the FFA and SAE supervision at Livermore. I have some volunteer support such as in the areas of livestock to assist with the student's projects as this gets overwhelming being a single person department. This year there are 55 pigs, 15 steers, 13 meat goats, and 45 lambs going to the Alameda County Fair.

Currently there are 150 students on our R-2 roster. There is an SAE period which was considered a zero period but now the SAE period is within my teaching schedule which eliminates one of my courses which I am not very happy with this decision.

11.

Full Year Employment

Quality Criteria Eleven:

Full Year Employment

Livermore High School Agriculture/ FFA Advisor has a full year employment. I do get a summer school stipend for the students attending the fair.

Additionally Livermore High School meets this Quality Criterion by providing a regular preparation period and an SAE supervision period. However, this only allows three classes per trimester. When the project period was a zero period it allowed another agriculture course to be offered.

12.

Program Achievement

AGED 539

Supporting Completion Materials

Joe McNealy

Livermore High School

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1

Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Last Caitlin First M MI

B. Gender: (Circle One) Male Female

C. Date: 9/10 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

- ☐ Plant & Soil Science (4010)
- ☐ Animal Science (4020)
- ☐ Agricultural Mechanics (4030)
- ☒ Agricultural Business Management (4040)
- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriculture Core - Year One (4070)
- ☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☒ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

I. Locator Data:

Street Address: _____

Phone Number: _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____

Miss _____

Mrs. _____

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

Manage an agricultural related company

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 _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Trish B MI
 First Middle Last

B. Gender: (Circle One) Female

C. Date: 5/3/11 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

- ☐ Plant & Soil Science (4010)
- ☐ Animal Science (4020)
- ☐ Agricultural Mechanics (4030)
- ☐ Agricultural Business Management (4040)
- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriculture Core - Year One (4070)
- ☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☒ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

I. Locator Data:

Street Address: _____

Phone Number: 6 _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____

Miss _____

Mrs. _____

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

Teacher - elementary

(Ag Teacher)

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

1. Go to Work Full-Time _____
- No Further Education _____
- Some College Later _____
2. Go to College _____ ☒
- Community College _____ ☒
- Four Year College _____
- Full-Time Student _____ ☒
- Part-Time Student _____
- Agriculture Major _____
- Non-Agriculture Major X _____
3. Go Into Military Service _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

GENEVIEVE DATA SHEET

A. Name: (Print) GENEVIEVE First MI Last MI

B. Gender: (Circle One) Female

C. Date: May 4 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business Management (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriculture Core - Year One (4070)

☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☒ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

I. Locator Data:

Street Address:

Phone Number: 1

Parent/Guardian Name (Print Full Name For Each)

Mr. Miss MS.

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

(a beauty salon)

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

- Go to Work Full-Time
- No Further Education
- Some College Later
- Go to College
- Community College ☒
- Four Year College
- Full-Time Student
- Part-Time Student ☒
- Agriculture Major
- Non-Agriculture Major ☒
- Go Into Military Service

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: i (Print) Sean First M Last MI Locator Data: _____

B. Gender: (Circle One) Male Female

C. Date: 9-10 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

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

Law Enforcement
(excavating)

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

3. Go Into Military Service _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Alyssa Last M MI

B. Gender: (Circle One) Female Male

C. Date: 9/10 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

☐ Plant & Soil Science (4010)

☒ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business Management (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriculture Core - Year One (4070)

☐ Agriculture Core - Year Two (4080)

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

☒ I plan a career in agriculture.

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

☒ White

☐ Hispanic

☐ Black (Except Hispanic)

☐ Filipino

☐ Asian or Pacific Islander

☐ American Indian/Native Alaskan

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

therapeutic riding instructor
(Something to do with Swine or Beef)

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 ☐

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: Katelynn B DATA SHEET
(Print) First Last MI

B. Gender: (Circle One) Male Female

C. Date: 10/25/10 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

- ☒ Plant & Soil Science (4010)
- ☐ Animal Science (4020)
- ☐ Agricultural Mechanics (4030)
- ☐ Agricultural Business Management (4040)
- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriculture Core - Year One (4070)
- ☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☒ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

I. Locator Data:

Street Address: _____

Phone Number: () _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____
Miss _____
Mrs. _____
Ms. _____

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

MAJOR IN AGRICULTURAL SCIENCE
FOCUSING ON CROPS AND SOIL

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

1. Go to Work Full-Time _____

No Further Education _____

Some College Later _____

2. Go to College _____

Community College X _____

Four Year College _____

Full-Time Student X _____

Part-Time Student _____

Agriculture Major X _____

Non-Agriculture Major _____

3. Go Into Military Service _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Weslie Last MI Locator Data: _____

B. Gender: (Circle One) Female Street Address: _____

C. Date: October 22, 2010 Age: 15 Phone Number: _____

D. Year In Agriculture Program: (Circle One) 1 2 3 4 Parent/Guardian Name (Print Full Name For Each)

E. Grade Level In School: (Circle One) 9 10 11 12 Mr. _____

F. Program Of Instruction Being Pursued: (Select Only One) Mrs. _____

Ms. _____

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

Own a show feed company

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 _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Caithin First MI Last MI

B. Gender: (Circle One) Male Female

C. Date: 10/22/10 Age: 15

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

- ☐ Plant & Soil Science (4010)
- ☒ Animal Science (4020)
- ☐ Agricultural Mechanics (4030)
- ☐ Agricultural Business Management (4040)
- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriculture Core - Year One (4070)
- ☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☐ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☒ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

I. Locator Data:

Street Address: _____

Phone Number: _____

Parent/Guardian Name (Print Full Name For Each)

Mr.
Miss
Mrs.
Ms.

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

I would like to be
a veterinarian.

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

1. Go to Work Full-Time _____
- No Further Education _____
- Some College Later _____
2. Go to College _____
- Community College ☒ _____
- Four Year College ☒ _____
- Full-Time Student ☒ _____
- Part-Time Student _____
- Agriculture Major ☒ _____
- Non-Agriculture Major _____
3. Go Into Military Service _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Maxquila First MI Last

B. Gender: (Circle One) Male Female

C. Date: 10-22-10 Age: 15

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

- ☒ Plant & Soil Science (4010)
- ☒ Animal Science (4020)
- ☐ Agricultural Mechanics (4030)
- ☐ Agricultural Business Management (4040)
- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriculture Core - Year One (4070)
- ☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☒ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

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

Vet - large & small animal

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 ☐

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Last First MI Locator Data: _____

B. Gender: (Circle One) Male Female

C. Date: 10/22/10 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

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

- ☐ Plant & Soil Science (4010)
- ☒ X Animal Science (4020)
- ☐ Agricultural Mechanics (4030)
- ☐ Agricultural Business Management (4040)

- ☐ Ornamental Horticulture (4050)
- ☐ Forestry & Natural Resources (4060)
- ☐ Agriculture Core - Year One (4070)
- ☐ Agriculture Core - Year Two (4080)

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

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

H. Ethnic Origin: (Select Only One)

- ☒ X White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native Alaskan

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

Veterinarian

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

1. Go to Work Full-Time _____

No Further Education _____

Some College Later _____

2. Go to College _____

Community College _____

Four Year College _____

Full-Time Student _____

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major _____

3. Go Into Military Service _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

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

2

Agriculture Student File

Below are pictures of the permanent agriculture student files for the Livermore agriculture department.

3

Course Outlines

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Agriculture Science

This course will provide the student with principals in California agricultural, livestock production, livestock nutrition, consumer concerns, crop production, personal and professional growth. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book.

II. Class Polices:

- A. Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- B. A three ring binder is required. It is to be kept neat and organized.
- C. Each student must bring a pencil or pen to class everyday.
- D. No food or drink allowed in classroom.
- E. The classroom must be **kept clean**.
- F. You must be in class to participate.
- G. Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

- 75% Classroom work. This includes homework, quizzes and tests
- 10% Final Exam
- 5% FFA Participation
- 5% Supervised Agriculture Experience project. (SAE)
- 5% Class Participation and Attendance.

Letter grades will be assigned on the following scale.

94% and above	= A
90% - 93%	= A-
87% - 89%	= B+
84% - 86%	= B
80% - 83%	= B-
77% - 79%	= C+
74% - 76%	= C
70% - 73%	= C-
67% - 69%	= D+
64% - 66%	= D
60% - 63%	= D-
59% and below	= F

IV. Tests:

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given when needed.
3. Final will be comprehensive.
4. Make up tests and quizzes are your responsibility to make up within a week of returning from school.

V. Homework and class assignments:

1. Late assignments will not be accepted (expect emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 10 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

Livermore Valley Joint Unified School District

Course Title: Agriculture Science 1

Grade Level(s): 9-12 Grades

Length of Course: 1 year

Credit: 10 Units

Prerequisite: Algebra I or Concurrent Enrollment

Course Description:

The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in a college or university. The course is designed in conjunction with Agriculture Biology to meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with 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 foundation skills and knowledge in the seven program areas of agriculture.

Schools Offering: Livermore High School

Meets University of California
Entrance Requirements: Yes –G elective

Meets California State University
Entrance Requirements: Yes

Board Approval: Pending Board Approval

Instructional Materials: University of California, Davis & California
Department of Education (2002) Agriculture Model
Curriculum Lesson Plans for Core I. CDE Press
Sacramento, CA

Modern Biology 3rd Edition (Holt, Rinehart &
Winston, 2004)

Laboratory Investigations in Biology (Holt, Rinehart & Winston,
2004)

Agriculture Biology Lab Manual Revised (Fullerton,
1999)

Biological Science Applications in Agriculture (Osborne, 1999)
National FFA Organization (2004). Official Manual.
Indianapolis, IN.

California FFA Association (2004). California
Agriculture Record Book,
Sacramento, CA.

Supplemental Materials:

Agriscience, Fifth Edition
(2010) Pearson Prentice Hall, Lee/ Turner
ISBN :0135096227
ISBN13: 9780135096222

Agriscience Explorations, Revised Third Edition
(2009). Pearson Prentice Hall, Morgan / Lee / Wilson
ISBN10: 013362377
ISBN13: 9780133626377

Agriscience Explorations, Activity Manual, Revised
Third Edition, (2009).
Pearson Prentice Hall, Morgan / Lee / Wilson
ISBN10: 013362644X
ISBN13: 9780133626445

Agriscience Explorations, Activity Manual Instructors
Guide, Revised Third Edition, (2009).
Pearson Prentice Hall, Morgan / Lee / Wilson
ISBN10: 0133626474
ISBN13: 9780133626476

Agriscience Explorations, Teacher's Manual, Revised
Third Edition, (2009). Pearson Prentice Hall,
Morgan / Lee / Wilson
ISBN10: 0133626407
ISBN13: 9780133626407

COURSE TITLE

COURSE CONTENT:

Course Goals and/or Major Student Outcomes

- A. The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in a college or university. The course is designed in conjunction with Agriculture Biology to meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with 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 foundation skills and knowledge in the seven program areas of agriculture.

- B. The Agriculture Science I course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

Students will:

1. Demonstrate the ability to work collaboratively.
2. Demonstrate leadership.
3. Demonstrate an ability to use technology in researching and accessing information.

Course Objectives

1. Define agriculture and the agricultural industry.
2. Describe important needs and sources of food and fibers.
3. Explain ecosystems and their impact on agriculture.
4. Explain the importance of standard measurements in agriculture.
5. Explain important characteristics of biological organisms.
6. Explain life span and its stages.
7. Explain heredity and genetics in agriculture.
8. Define plant and distinguish plants from animals.
9. Explain sexual and asexual propagation in plants.
10. Explain and understand the major organ systems of animals.
11. Name and describe the major animal groups.
12. Explain the food nutrients needed by animals and plants.
13. List examples of plant and animal classifications.
14. Understand health concerns and diseases of animals.
15. Learn leadership skills associated with the FFA
16. Develop an Supervised Agricultural Experience Project
17. Develop an understanding of data entry in record books.

Complete title of Standards Reference used

Agriculture and Natural Resources Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised

agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- (10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- (12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.
-

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.

- (1.f) Distinguish between hypothesis and theory as scientific terms.
 - (1.j) Recognize the issues of statistical variability and the need for controlled tests.
 - (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
 - (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
-

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America's market economy in a global setting.
- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.6) Describe the effect of price controls on buyers and sellers.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of

the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
 - (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
 - (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
-

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- Report information and convey ideas logically and correctly.
 - Offer detailed and accurate specifications.
 - Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
 - Provide clear and purposeful information and address the intended audience appropriately.
 - Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - Modify the tone to fit the purpose and audience.
 - Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand how to locate important information on a material safety data sheet.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.

10

- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Agriscience Pathway

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

C1.0 Students understand the role of agriculture in the California economy:

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.
- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

- C5.1 Understand the purpose and anatomy of cells.

- C5.2 Know how cell parts function.
 - C5.3 Understand various cell actions, such as osmosis and cell division.
 - C5.4 Understand how plant and animal cells are alike and different.
-

C6.0 Students understand animal anatomy and systems:

- C6.1 Know the names and locations of the external anatomy of animals.
 - C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
-

C7.0 Students understand basic animal genetics:

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
 - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
 - C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
 - C7.4 Understand the fertilization process.
 - C7.5 Understand the purpose and processes of mitosis and meiosis.
-

C8.0 Students understand fundamental animal nutrition and feeding:

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
 - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
 - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.
-

C9.0 Students understand basic animal health:

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
 - C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
 - C9.3 Understand the causes and control of common animal diseases.
 - C9.4 Understand how to control parasites and why.
 - C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.
-

C10.0 Students understand soil science principles:

- C10.1 Recognize the major soil components and types.
 - C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
 - C10.3 Understand water delivery and irrigation system options.
 - C10.4 Understand the types, uses, and applications of amendments and fertilizers.
-

C11.0 Students understand plant growth and development:

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Understand plant growth requirements.
- C11.3 Know annual, biennial, and perennial life cycles.
- C11.4 Examine plant sexual and asexual reproduction.

- C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
 - C11.6 Understand the respiration process in the breakdown of food and organic matter.
-

C12.0 Students understand fundamental pest management:

- C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
 - C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
 - C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.
-

C13.0 Students understand the scientific method:

- C13.1 Understand the steps of the scientific method.
 - C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
 - C13.3 Use the scientific method to conduct agricultural experiments.
-

Course Outline

I.

A. Meeting Human Needs in a Changing World

1. Define agriculture and agribusiness.
2. Describe how the agriculture industry meets human needs for food, fiber, and shelter.
3. Identify the origin of food and fiber items.
4. Describe areas of the agriculture industry that affects our quality of life.
5. Contrast the interrelations of agriculture and society at the local, state, national, and international levels.
6. Economic impact of leading agricultural commodities.

B. Using Applied Sciences and Technology

1. Explain how the areas of Science relate to Agriscience.
2. Apply the scientific method.
3. Examine the laws and regulations concerning biotechnology.
4. Describe the role and uses of technology.
5. Understand public concern for technological advancements in agriculture, such as Genetically Modified Organisms (GMO's).

C. Agriculture, the Environment and Earth's Resources

1. Describe key agricultural environmental impacts on earth resources: soil, water, and air.
2. Explain ecosystems and how they work.
3. Understand current agricultural environmental challenges.
4. Compare and contrast practices for conserving renewable/non-renewable resources.
5. Explain pollution and identify sources of pollution.

6. Understand how new energy sources are developed from agricultural products

D. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.

E. Determining the Bases of Life

1. Understand the purpose and anatomy of cells
2. Describe how cells parts function.
3. Explain and describe various cell functions.
4. Describe the differences between plant and animal cells.
5. Describe the life processes in organisms.

F. Classifying and Naming Living Things

1. Describe the classification system for living things.
2. Explain taxonomy.
3. Use a classification key to identify leaves.
4. Describe how classification systems are useful in agriscience and technology.

G. Applying Plant Science Principles

1. Define plant science and how plants differ from animals.
2. Label the parts of a plant and describe their functions.
3. Explain the life cycle of a plant.
4. Observe the effects of light on plant growth.
5. Observe the effect of gravity on plant growth.

H. Plant Propagation and Reproduction

1. Explain the processes for the propagation of plants.
2. Label the parts of a plant and explain their functions.
3. Determine viability of seeds by using germination and vigor tests.
4. Explain the importance of imported seeds.

I. Plant Growth and Nutrients

1. Explain factors and processes in plant growth.
2. Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, carbon dioxide, and water in the process.
3. Understand the anatomy and functions of plant systems and structures.

4. Explain the respiration process in food and organic matter breakdown.
5. Describe annual, biennial, and perennial life cycles.
6. Examine plant sexual and asexual reproduction.

J. Plant Insects and Pests

1. Understand the major classifications of pests.
2. Explain three conditions for pest problems.
3. Describe how pests affect plants and cause losses.
4. Examine the chemical, mechanical, cultural, and biological methods for plant pest control.
5. Explain the advantages and disadvantages of Integrated Pest Management (IPM).
6. List safety practices to follow in pest control.

K. Applying Animal Science Principles

1. Name and describe the major animal groups.
2. Describe the anatomy and physiology of animals.
3. Identify and explain the major organ systems of animals which include skeletal, nervous, circulatory, respiratory, excretory, digestive, reproductive, and mammary.
4. Understand the evolution and roles of domesticated animals.
5. Explain the differences between domestication and natural selection.

L. Animal Feeds and Nutrition

1. Examine the feed needs of animals.
2. Describe the feedstuffs that provide nutrients.
3. Explain the characteristics of good feed.
4. Understand animal feeding guidelines and evaluate sample feeding programs for various species.
5. Describe the types of nutrients required by farm animals.
6. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

M. Animal Genetics and Reproduction

1. Differentiate between genotype and phenotype, and describe how dominant and recessive genes function..
2. Compare and contrast genetic characteristics among different breeds of farm animals.
3. Demonstrate how to display phenotype and genotype ratios by utilizing a Punnett Square.
4. Explain the fertilization process and the methods of insemination.
5. Understand the purpose and processes of mitosis and meiosis.

N. Animal Health and Diseases

1. Explain common animal health practices.
2. Understand the causes and control of common diseases.
3. Describe environmental influences of animal health.
4. List and examine the different types of animal diseases.
5. Describe the different types of injections.

O. Using Biotechnology to Improve Life

1. Describe biotechnology and how it is being used.
2. Identify issues associated with biotechnology.
3. Distinguish between two major areas of biotechnology.
4. List and explain examples of organic biotechnology.
5. Describe the role of genetics, cells, and genomes in molecular biotechnology.
6. Describe the process of genetic engineering and the use of recombinant DNA.
7. Identify the areas of Agriscience being developed through genetic engineering.

P. Applying Principles of Soil Science

1. Describe the major soil components and types.
2. Explain the different ways that soil can be formed.
3. Understand how soil texture, structure, pH, and salinity affect plant growth.
4. Explain the different kinds of soil.
5. Explain the types, uses, and applications of soil amendments and fertilizers.
6. Explain the relation between soil and land.

Q. Marketing Technology in Agriscience

1. Describe the importance of agricultural marketing.
2. Explain ways agricultural products are marketed.
3. List and explain the major functions in agricultural marketing.
4. Describe the role of marketing infrastructure.
5. Explain the role of communication in agricultural marketing

R. Computer Technology and Agriculture

1. Name five uses in agribusiness.
2. Name and explain the functions of the major external parts of the computer.
3. Demonstrate the use of a word processor.
4. Gain access to information highway through the internet.

S. Interpersonal Skills & Leadership Development (FFA)

1. Examine leadership traits in a leader.
2. Chart a short history and purposes of the FFA
3. List and describe the FFA degree requirements.

4. Explain and recite the FFA Creed.
5. List components of teamwork and cooperation.
6. Goal setting and creating the positive attitude.
7. Completion of a Supervised Agricultural Experience Project

T. Parliamentary Procedure & Law

1. Define Parliamentary Procedure.
2. Understand the basic concepts of Parliamentary Law.
3. Apply Parliamentary Law in a meeting setting.
4. Use effectively Parliamentary Law within a meeting.

U. Communication and Speaking Skills

1. List and describe the importance of public speaking skills.
2. Demonstrate the ability to lead a group discussion.
3. Describe the importance of being a good listener.
4. Demonstrate public speaking skills in selecting, researching and orally delivering a 5-10 minute presentation.

V. Agriculture Science Research Project

1. Development of an agriculture science project
2. Statistical management of project via Record Book
3. Instructional coordination and supervision
4. Analysis of project results

W. Professional Opportunities in Agriculture

1. Biotechnology & research fields
2. Other related agriculture science fields

VI. KEY ASSIGNMENTS:

- A. Research Paper on Agriculture Science
- B. Seminar Presentation on Agriculture Science Practices
- C. Development of Science Fair Project relating to Agriculture Science
- D. Laboratory activities
- E. Supervised Agricultural Experience Project & Record Book
- F. FFA Leadership Participation

A. LAB ACTIVITIES:

1. The scientific method
2. Using the microscope
3. Using the dissecting microscope
4. Introduction to lab exercises
5. The effects of population shifts

6. The effects of air pollution
7. Water testing
8. Root & stem anatomy
9. Leaf anatomy
10. Flower anatomy
11. Pollination and fertilization
12. Sexual & asexual reproduction
13. Plant reactions to the environment
14. Soil testing
15. Soil erosion
16. Osmoses & diffusion investigation
17. Weed identification
18. Insect identification
19. Examination and diagram cells microscopically
20. Natural selection
17. Examine stained blood slides for form, function, parasites etc.
18. Simple digestion
19. Bacteria in Digestion
20. Parasites
21. Urinalysis – chemistry and morphology
22. Dilution and toxicity
23. Chemical mechanism of digestion
24. Chemistry analysis that identifies blood glucose levels
25. Chick embryo development
26. Normal system response
27. Fetal pig dissection
28. Effects of steroids on growth
29. Gene regulation
30. Manipulation of DNA
31. Genetic traits

VII. INSTRUCTIONAL METHODS:

- A. Lecture
- B. Audio Visual Materials
- C. Research Readings and Written Presentations
- D. Homework Assignments
- E. Group & Individual Activities
- F. Laboratory Investigation – 1 per week (20% of grade)

- G. Discussion & Group Dynamics
- H. Quizzes, Tests & Final Exam
- I. Guest Speakers
- J. Field Trips
- K. Internet Exploration
- L. Seminar Presentation

VIII. ASSESSMENT METHODS:

A.	Quizzes, Tests & Final Exam	40%
B.	Laboratory Investigation & Write-ups	20%
C.	Writing Assignments	10%
D.	Leadership & Critical Thinking Activities	10%
E.	Research Report and Seminar Presentation	10%
F.	Supervised Agricultural Experience Project & Record Book	10%

Honors Courses

N/A

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Agriculture Mechanics

This course is designed to give students a firm foundation in basic Agriculture mechanics. Skills involving how to properly and safely use shop tools and materials will be reviewed when each unit is taught. This basic course includes woodworking, metals projects, rope work, concrete, electrical, plumbing, tool repair, tool ID, measurement, cutting, welding, and fabrication. Students will be given the opportunity to gain valuable "hands-on" experience in a shop setting. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book. There is a \$25 dollar lab associated with this class checks made payable to LHS FFA. This money allows you to take home the projects that are constructed in the class. If you cannot afford this fee please see me privately and we can discuss it at that time. You are required to have a camera (I suggest a disposable camera) so that you can take pictures of your projects. You will be compiling a portfolio at the end of each semester that showcases the projects you have completed.

II. Class Polices:

- A. Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- B. Safety First: **Always** follow the safety rules. **Any** violation of safety will result in **immediate** removal from the shop.
- C. Students will not be allowed to work in the shop with out safety glasses
Safety glasses must be stamped **OSHA ANSI Z87.1**
- D. Students must wear "closed toe" shoes (No sandals, flip-flops, slippers etc...). **NOTE:** Students will be deducted points each day they are not allowed to work in the shop.
- E. A three ring binder is required. It is to be kept neat and organized.
- F. Each student must bring a pencil, pen and calculator to class everyday.
- G. No food or drink allowed in classroom or shop.
- H. The classroom and shop must be **kept clean**.
- I. You must be in class to participate.
- J. Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

- 80% Class and shop work. This includes homework, quizzes, tests, projects, and participation
- 10% Portfolio
- 5% FFA Participation
- 5% Supervised Agriculture Experience project. (SAE)

Letter grades will be assigned on the following scale. The semester grade will be on a total point percentage.

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
59% - 60%	= D

IV. Tests:

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given when needed.
3. Final will be comprehensive.
4. Make up tests and quizzes are your responsibility to make up within a week of returning from school.

V. Homework and class assignments:

1. Late assignments will not be accepted (except emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 10 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention, referral, or removed from class.

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

Livermore Valley Joint Unified School District

Course Title: Agricultural Mechanics

Grade Level(s): 11-12

Length of Course: One Year or Equivalent Term

Credit: Ten Units (5.0 per semester)

Prerequisite: Junior or senior standing

Course Description:

The Agricultural Mechanics course is designed to give students a firm foundation in the use of basic agricultural mechanics shop skills. These skills, involving the proper and safe use of tools and materials, will be reviewed throughout each unit. This course includes woodworking, metals projects, rope work, electrical, plumbing, masonry practices, cutting, welding, fabrication, and basic construction. Throughout the course, students will be provided with the opportunity to gain valuable "hands-on" experience in a shop setting.

Through the use of industry-developed standards, the graduating student will be prepared to enter the outdoor power equipment industry with the skills and values desired by employers. Students taking this course will have the opportunity to receive OPE (Outdoor Power Equipment) Certification.

Schools Offering: Livermore High School
Granada High School
Vineyard High School
Del Valle High School
Phoenix High School

Meets University of
California Entrance Requirements: No

Meets California State University
Entrance Requirements: No

Board Approval: June 26, 2007

Instructional Materials: Agricultural Mechanics, Fundamentals
and Applications, 5th ed., Thomson Delmar
Learning, 2006
ISBN #: 1401859569

Supplemental Materials:

Agricultural Mechanics, Fundamentals
and Applications, Lab Manual,
ISBN #: 9781401859589

Small Engines, American Technical Publishers, Inc.
ISBN #: 0-8269-0012-7

Small Engines Workbook, American Technical
Publishers, Inc.
ISBN #: 0-8269-0013-5

Small Gas Engines, The Goodheart-Wilcox
Company, Inc.
ISBN #: 1-59070-183-6

Small Gas Engines Workbook, The Goodheart-
Wilcox Company, Inc.
ISBN #: 1-59070-184-4

Outdoor Power Equipment, Delmar Publisher's
ISBN #: 0-7668-1391-6

Outdoor Power Equipment Lab Manual, Delmar
Publisher's
ISBN #: 0-7668-1392-4

Basic Hydraulics – Fluid Power Training, 1st ed.,
Industrial Training Zone
ISBN #: 0-9720002-1-6

Basic Hydraulics Instructor's Edition, Industrial
Training Zone
ISBN #: 0-972002-16

Vickers Industrial Hydraulics Manual, 4th ed.
ISBN #: 0-9634162-0-0

Outdoor Power Equipment Electrical Systems, Tech
Horizons Publishing
ISBN #: 1-57074-262-6

Introduction to Compact & Automotive Diesel,
Delmar Publishers
ISBN #: 0-8273-6939-5

AGRICULTURE MECHANICS

COURSE CONTENT

Course Goals and/or Major Student Outcomes

The Agricultural Mechanics course is designed to give students a firm foundation in the use of basic agricultural mechanics shop skills. These skills, involving the proper and safe use of tools and materials, will be reviewed throughout each unit. This course includes woodworking, metals projects, rope work, electrical, plumbing, masonry practices, cutting, welding, fabrication, and basic construction. Throughout the course, students will be provided with the opportunity to gain valuable "hands-on" experience in a shop setting.

Through the use of industry-developed standards, the graduating student will be prepared to enter the outdoor power equipment industry with the skills and values desired by employers. Students taking this course will have the opportunity to receive OPE (Outdoor Power Equipment) Certification.

Students will engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development will prepare students for continued training, advanced educational opportunities, and/or entry to a career. Students will address both the Agriculture Foundation Standards and the Agricultural Mechanics Pathway Standards.

California Career Technical Education Standards Agriculture and Natural Resources Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history-social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- (10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- (12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America's market economy in a global setting.
- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.6) Describe the effect of price controls on buyers and sellers.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.
- (2.5) Write business letters:
- Provide clear and purposeful information and address the intended audience appropriately.

- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and resumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.

- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand how to locate important information on a material safety data sheet.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

B. AGRICULTURAL MECHANICS PATHWAY

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

B1.0 Students understand personal and group safety:

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

B2.0 Students understand the principles of basic woodworking:

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
- B4.3 Know how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxyfuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.

- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

Course Objectives/ Outline

1.0 GOAL:

Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines. Upon completion of this unit, students will be able to:

- 1.1 Store tools, equipment, and materials properly.
- 1.2 Clean the shop properly as directed by the instructor.
- 1.3 Recognize and report hazardous situations to the appropriate persons.
- 1.4 Use a fire extinguisher properly.
- 1.5 Practice all shop and equipment safety regulations.
- 1.6 Develop a proper attitude toward work and avoid unsafe practices.

2.0 GOAL:

Students will understand the importance of correct and safe use of shop tools and be able to identify shop tools. Upon completion of this unit, students will be able to:

- 2.1 Identify all the tools used in the Ag Mechanics California Curriculum Guidelines unit on basic hand and power tools.
- 2.2 Justify in an oral or written statement (record to be kept on file in Agriculture Department office) the selection of tools to be used in the agricultural mechanics program.
- 2.3 Demonstrate the proper and safe use of the tools to be used in the agricultural mechanics program.

3.0 GOAL:

Students will be able to understand and demonstrate proper procedures for tool fitting and sharpening. Upon completion of this unit, students will be able to:

- 3.1 Replace handles correctly on hand tools such as hammers, shovels, and axes.
- 3.2 Sharpen selected cutting tools correctly, including chisels, screwdrivers, twist drills, blades, hoes, axes, knives, scissors, and shears.

- 3.3 Be able to construct and repair a cutting tool such as a cold chisel and demonstrate proper hardening and tempering techniques.

4.0 GOAL:

Students will understand and be able to read and use a ruler or tape to calculate problems involving length, area, volume, and weight. Students will know the difference between the U. S. Customary and the metric measurement systems. Upon completion of this unit, the students will be able to:

- 4.1 Measure objects correctly with a ruler, tape, or framing square.
- 4.2 Measure objects correctly using calipers and micrometers.
- 4.3 Calculate and solve basic measurement problems, including calculation of board feet, cubic measurements, and standard liquid measurements.
- 4.4 Differentiate between U. S. Customary and metric measurement units (in linear, area, and volumetric measurements).
- 4.5 Calculate and solve basic measurement problems, including weight.
- 4.6 Use various methods to determine the mass and volume of regularly and irregularly shaped objects.

5.0 GOAL:

Students will master the basic skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly. Upon completion of this unit, the students will be able to:

- 5.1 Identify the types of lines used in a drawing or layout.
- 5.2 Identify the three types of drawings (orthographic, isometric, and oblique).
- 5.3 Use an architect's scale.
- 5.4 Construct three-view (orthographic) drawings.
- 5.5 Interpret a working drawing.
- 5.6 Sketch an object using paper and pencil.
- 5.7 Plan and lay out a construction project.
- 5.8 Calculate construction costs for a given task.
- 5.9 Assemble and finish a project.

6.0 GOAL:

Students will understand the fundamentals of woodworking and demonstrate applied skills through project construction. Upon completion of this unit, the students will be able to:

- 6.1 Select kinds, grades, and quantity of lumber for a given task.
- 6.2 Identify and demonstrate the uses of different woodworking hand tools.
- 6.3 Measure and mark wood for cutting and drilling.
- 6.4 Cut and assemble wood parts.
- 6.5 Know the basic joints used in woodworking and demonstrate the application.
- 6.6 Operate power tools correctly and safely, replacing blades and making adjustments as necessary.

7.0 GOAL:

Students will understand and demonstrate skills involved in the oxy-acetylene welding process, understand the roles heat and pressure play in the process, and be able to operate and use the oxy-acetylene welder safely. Upon completion of this unit, students will be able to:

- 7.1 Pass a safety test on oxy-acetylene welding.
- 7.2 Identify the basic components of the oxy-acetylene welding apparatus.
- 7.3 Set up, use, shut off, and store an oxy-acetylene welder properly.
- 7.4 Run a bead with the oxy-acetylene equipment with and without a filler rod.
- 7.5 Use the oxy-acetylene equipment to do four basic welds other than a bead.
- 7.6 Select welding rods and fluxes appropriate for the job.
- 7.7 Make a straight cut, using the cutting head.
- 7.8 Clean the orifices in welding and cutting heads using the approved technique.
- 7.9 Construct a simple project requiring cutting and welding.
- 7.10 Change lenses on cutting goggles.

8.0 GOAL:

Students will understand and demonstrate competencies in the arc welding process and be able to operate an arc welder safely. Upon completion of this unit, students will be able to:

- 8.1 Pass a safety test and demonstrate proper use of arc welding equipment.
- 8.2 Strike and maintain an arc correctly.
- 8.3 Be familiar with the American Welding Society (AWS) classification system for electrodes.
- 8.4 Select various sizes and types of electrodes and correctly adjust the current setting for each application.
- 8.5 Identify four basic welding joints and demonstrate the application of each in the flat position, using AC and DC equipment.
- 8.6 Control distortion in arc welding.
- 8.7 Test welds for quality and strength.
- 8.8 Construct a project requiring at least three different welds.
- 8.9 Identify career opportunities in the welding industry.
- 8.10 Change lens and head gear on a helmet.

9.0 GOAL:

Students will familiarize themselves with the uses of concrete and masonry and the materials used in making concrete, and be able to identify and use the tools related to the task. Upon completion of this unit, students will be able to:

- 9.1 List the ingredients and characteristics of concrete.
- 9.2 Calculate the amounts and costs of materials required for a particular application.
- 9.3 Build proper forms.
- 9.4 Mix, pour, reinforce, finish, and cure concrete.
- 9.5 Demonstrate the use of the basic tools needed to pour a concrete slab.
- 9.6 Describe and use basic masonry techniques and tools.

10.0 GOAL:

Students will demonstrate skills in the metalworking processes and properly identify types of materials and tools used for cold metalworking. Upon completion of this unit, students will be able to:

- 10.1 Identify samples of cast iron, mild steel, and aluminum.
- 10.2 Identify ten common metalworking tools by name and use.
- 10.3 Lay out a drawing on metal.
- 10.4 Make square and circular bends in metal using an anvil or vise.
- 10.5 Determine tap drill sizes.
- 10.6 Use files and saw blades correctly.
- 10.7 Forge a chisel.
- 10.8 Cut threads with tap and dies.

11.0 GOAL:

Students will develop and demonstrate a basic understanding of electricity, its theory, and its practical application. Upon completion of this unit, students will be able to:

- 11.1 Use approved safety measures in electrical wiring.
- 11.2 Select correct fuse sizes for a given circuit.
- 11.3 Select wire sizes for a given circuit.
- 11.4 Define ampere, watt, volt, and ohm.
- 11.5 Repair an electrical cord.
- 11.6 Exhibit safe habits when working around electricity.
- 11.7 Understand the difference between electrical flow of 240 volts and 120 volts in wiring.
- 11.8 Complete wiring of light and convenience circuits.
- 11.9 "Trouble shoot" electrical circuits in a safe manner.

12.0 GOAL:

Students will develop and demonstrate the ability to select, use, and care for rope. Upon completion of this unit, the students will be able to:

- 12.1 List five common uses of rope.
- 12.2 Identify samples of natural and synthetic fiber ropes.
- 12.3 List the factors to consider when selecting rope.
- 12.4 Describe three important practices in rope care.
- 12.5 Construct crown, eye, short, and slide-loop splices (or make a rope halter, using the splices).
- 12.6 Tie three types of common hitches.
- 12.7 Tie three types of common knots.

13.0 GOAL:

Students will develop the knowledge and skills necessary to accomplish basic plumbing jobs. Upon completion of this unit, the students will be able to:

- 13.1 Properly identify common plumbing tools and materials.
- 13.2 Exhibit safe handling and working practices when using plumbing tools.
- 13.3 Understand the purposes for the various plumbing fittings and materials.

13.4 Perform an installation, including cutting pipe to length and installing fittings, using a combination of materials including steel, plastic and copper.

Instructional Methods and/or Strategies

- Lecture
- Discussion
- Group work
- Readings
- Lab work
- Field work
- Oral presentations
- Project-based learning
- Library/Internet research
- DVD's/videos

Assessment Methods and/or Strategies

- Exams
- Quizzes
- Laboratory reports
- Homework assignments
- Self and peer evaluation
- Projects
- Classroom participation

Livermore Valley Joint Unified School District

Course Title: Advanced Agricultural Mechanics
Grade Level(s): 11-12
Length of Course: One Year or Equivalent Term
Credit: Ten Units (5.0 per semester)
Prerequisite: Completion of Agriculture Mechanics course with a grade of "C" or better.

Course Description:

Advanced Agricultural Mechanics is designed to provide students with expanded study in the areas of welding, fabrication, construction, and agriculture design. The course is devoted to individual project development and construction. Students must be prepared to plan, design, and build various projects throughout the year. Techniques including: arc welding, MIG welding, oxy-acetylene welding and cutting, plasma cutting, TIG welding, machine tool use, and layout and set up of projects, will be taught. Workplace skills and procedures will be reviewed along with keeping a record of proficiencies accomplished through student projects. Students will engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the field of mechanized agriculture.

Schools Offering: Granada High School
Livermore High School
Del Valle High School
Phoenix High School
Vineyard High School

Meets University of California Entrance Requirements: No

Meets California State University Entrance Requirements: No

Board Approval: May 6, 2006

Instructional Materials: Metal Fabrication Technology for Agriculture, Thomson Delmar Learning, 2003
ISBN #: 1-4018-1563-4

Supplemental Materials: Modern Welding, 10th Edition, G-W Publisher, 2004
ISBN#: 978-1-56637-987-8

The Procedure Handbook of Arc Welding, 14th Edition, Lincoln Arc Welding

Steel Construction Manual

ADVANCED AGRICULTURAL MECHANICS

COURSE CONTENT

Course Goals and/or Major Student Outcomes

Advanced Agricultural Mechanics is designed to provide students with expanded study in the areas of welding, fabrication, construction, and agriculture design. The course is devoted to individual project development and construction. Students must be prepared to plan, design, and build various projects throughout the year. Techniques including: arc welding, MIG welding, oxy-acetylene welding and cutting, plasma cutting, TIG welding, machine tool use, and layout and set up of projects, will be taught. Workplace skills and procedures will be reviewed along with keeping a record of proficiencies accomplished through student projects. Students will engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the field of mechanized agriculture.

California Career Technical Education Model Curriculum Standards Grades Seven through Twelve

Agriculture and Natural Resources Industry Sector

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history-social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials.
Students solve multi-step problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions.
Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- (10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

- (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- (12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America's market economy in a global setting.
 - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 - (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
 - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
 - (12.2.6) Describe the effect of price controls on buyers and sellers.
 - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
 - (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
 - (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and resumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.

- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately, and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately, and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand how to locate important information on a material safety data sheet.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

B. AGRICULTURAL MECHANICS PATHWAY

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of

materials, selecting materials, and developing a clear and concise fabrication contract.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

Course Objectives/ Outline

1.0 GOAL:

Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines. Upon completion of this unit, students will be able to:

- 1.1 Store tools, equipment, and materials properly.
- 1.2 Clean the shop properly as directed by the instructor.
- 1.3 Recognize and report hazardous situations to the appropriate persons.
- 1.4 Practice all shop and equipment safety regulations.
- 1.5 Develop a proper attitude toward work and avoid unsafe practices.

2.0 GOAL:

Students will understand and be able to read and use a ruler or tape to calculate problems involving length, area, volume, and weight. Students will know the difference between the U. S. Customary and the metric measurement systems. Upon completion of this unit, the students will be able to:

- 2.1 Calculate and solve basic measurement problems, including calculation of board feet, cubic measurements, and standard liquid measurements.

- 2.2 Differentiate between U. S. Customary and metric measurement units (in linear, area, and volumetric measurements).
- 2.3 Calculate and solve basic measurement problems, including weight.
- 2.4 Use various methods to determine the mass and volume of regularly and irregularly shaped objects.

3.0 GOAL:

Students will master the basic skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly. Upon completion of this unit, the students will be able to:

- 3.1 Identify the types of lines used in a drawing or layout.
- 3.2 Identify the three types of drawings (orthographic, isometric, and oblique).
- 3.3 Use an architect's scale.
- 3.4 Construct three-view (orthographic) drawings.
- 3.5 Interpret a working drawing.
- 3.6 Sketch an object using paper and pencil.
- 3.7 Plan and lay out a construction project.
- 3.8 Calculate construction costs for a given task.
- 3.9 Assemble and finish a project.

4.0 GOAL:

Students will understand and demonstrate skills involved in the oxy-acetylene welding process, understand the roles heat and pressure play in the process, and be able to operate and use the oxy-acetylene welder safely. Upon completion of this unit, students will be able to:

- 4.1 Pass a safety test on oxy-acetylene welding.
- 4.2 Identify the basic components of the oxy-acetylene welding apparatus.
- 4.3 Set up, use, shut off, and store an oxy-acetylene welder properly.
- 4.4 Run a bead with the oxy-acetylene equipment with and without a filler rod.
- 4.5 Use the oxy-acetylene equipment to do four basic welds other than a bead.
- 4.6 Select welding rods and fluxes appropriate for the job.
- 4.7 Make a straight cut, using the cutting head.
- 4.8 Clean the orifices in welding and cutting heads using the approved technique.
- 4.9 Construct a large project requiring cutting and welding.

5.0 GOAL:

Students will understand and demonstrate competencies in the arc welding process and be able to operate an arc welder safely. Upon completion of this unit, students will be able to:

- 5.1 Pass a safety test and demonstrate proper use of arc welding equipment.
- 5.2 Strike and maintain an arc correctly.
- 5.3 Be familiar with the American Welding Society (AWS) classification system for electrodes.
- 5.4 Select various sizes and types of electrodes and correctly adjust the current setting for each application.
- 5.5 Identify four basic welding joints and demonstrate the application of each in the flat position, using AC and DC equipment.
- 5.6 Control distortion in arc welding.

- 5.7 Test welds for quality and strength.
- 5.8 Construct a project requiring at least three different welds.
- 5.9 Identify career opportunities in the welding industry.

6.0 GOAL:

Students will understand and demonstrate competencies in the gas tungsten arc welding process commonly known as TIG welding process and be able to operate a TIG welder safely. Upon completion of this unit, students will be able to:

- 6.1 Pass a safety test and demonstrate proper use of TIG welding equipment.
- 6.2 Strike and maintain an arc correctly.
- 6.3 Be familiar with the American Welding Society (AWS) classification system for tungsten and shielding gas.
- 6.4 Properly assemble and adjust all the variables required to produce an acceptable TIG weld.
- 6.5 Select various sizes and types of filler material and correctly adjust the current setting for each application.
- 6.6 Correctly prepare tungsten for AC or DC.
- 6.7 Control distortion in TIG welding.
- 6.8 Test welds for quality and strength.
- 6.9 Construct a project requiring at least three different welds.
- 6.10 Identify career opportunities in the welding industry.

7.0 GOAL:

Students will understand and demonstrate competencies in the gas metal arc welding (GMAW) commonly known as MIG welding process and be able to operate a MIG welder safely. Upon completion of this unit, students will be able to:

- 7.1 Pass a safety test and demonstrate proper use of MIG welding equipment.
- 7.2 Strike and maintain an arc correctly.
- 7.3 Be familiar with the American Welding Society (AWS) classification system for tensile strength of wire and shielding gas.
- 7.4 Select various sizes and types of filler material and correctly adjust the current setting for each application.
- 7.5 Properly assemble and adjust all the variables required to produce an acceptable MIG weld.
- 7.6 Identify four basic welding joints and demonstrate the application of each in the flat position, using AC and DC equipment.
- 7.7 Control distortion in MIG welding.
- 7.8 Test welds for quality and strength.
- 7.9 Construct a project requiring at least three different welds.
- 7.10 Identify career opportunities in the welding industry.

8.0 GOAL:

Students will understand and demonstrate competencies in the plasma cutting process and be able to operate a plasma cutter safely. Upon completion of this unit, students will be able to:

- 8.1 Pass a safety test and demonstrate proper use of plasma cutting equipment.
- 8.2 Properly make adjustments and use of torch.
- 8.3 Identify the parts of the plasma torch.

8.4 Recognize the advantages and disadvantages of using the plasma torch.

9.0 GOAL:

Students will gain knowledge of tractor design and fundamentals of tractor and implements and how each operates per application. Upon completion of this unit, students will be able to:

9.1 Identify significant technological changes in tractor development.

9.2 Research different agricultural equipment.

9.3 Determine theoretical power of tractors using basic mathematical formulas.

10.0 GOAL:

Students will be able to identify major types of buildings used in agriculture settings. Upon completion of this unit, students will be able to:

10.1 Drawing of building in an actual farm situation.

10.2 Estimates cost for livestock building, crop and machinery storage using current construction prices.

10.3 Using visual inspection identify the common types of structures in agriculture.

Instructional Methods and/or Strategies

- Lecture
- Discussion
- Group work
- Readings
- Lab work
- Field work
- Oral presentations
- Project-based learning
- Library/Internet research
- DVD's/videos

Assessment Methods and/or Strategies

- Exams
- Quizzes
- Laboratory reports
- Homework assignments
- Self and peer evaluation
- Projects
- Classroom participation

Course Description: A UC/CSU approved course covering the principles of biology in accordance with the California Content Standards. Agriculture applications will be referenced and compared to the principals of Biology. A grade of C or better meets the "D" Lab Science requirement for UC/CSU.

School Loop (SLoop). Assignments, Grades, Study Guides: < <http://livermorehs.schoolloop.com> > Grades and completed assignments are posted on SLoop. With most units of study, you will receive a study guide with topics, readings and homework. The classroom posted daily/weekly agenda's assignments and homework are the most accurate. Do not rely on SLoop for assigned homework and class assignments. Sloop is updated most Mondays/Tuesdays from work turned in the previous week.

Class Grading: Grading will be on a point system. Your grade will be calculated based on how many points you earn out of points assigned. Excused test, quizzes, incomplete or missing assignments must be completed within the same amount of time you were absent or assignment given. Grades are weighted. Classwork/Labs 40%, Homework 20%, Test/Quiz 20%, Final 20%. Letter grades are assessments of the depth and knowledge of the subject.

A = 90-100% of total points

B = 80-89%

C = 70-79%

D = 60-69%

Fail = 59% and below

Extra Credit. See Mr. McNealy during office hours for ways to improve your grade. Never give up.

Printouts – Use school loop. Students can print from the classroom during non-instructional time

Daily Procedures:

1. Enter class, turn in your homework within the first 3 minutes, get out your notebook/folder, textbook, paper, and a pen or pencil. Start working on the warm up.
2. Discuss yesterday's lesson. Begin daily lesson.
3. Apply – Work in class following daily/weekly agenda.
4. Assess – Turn in required work to the assigned basket.
5. End of class clean up – Mr. McNealy will call "clean up" at about 3 minutes before the bell. Put all folders and books neatly away in their assigned area and be seated. Pick up any trash on the floor.
6. Class Dismissal – Mr. McNealy will dismiss the class **after** the bell rings when everyone is **seated** and **quiet**.

Absences/Tardies: An absence must be marked excused by the attendance office. If not excused, you will receive zeros for the work collected that day. Copy and answer the warm up questions that you missed. **Tardies** – You must be in the room when the bell rings. If late, fill out Tardy Referral Form. Zero points for the days

Homework: Will be posted on the board each day. Most of the homework comes from the Biology workbook and assignments not completed in class. Turn in the homework within the first 3 minutes of class. Copying another person's homework will be considered cheating.

FFA & SAE: – Required for this class. Recordbooks are a part of your homework grade.

Late Assignments and Homework: Accepted up to 1 week after due date for 40% credit.

Lab Safety: All students must sign and return a lab safety contract. Listening and following teacher instructions are always mandatory in a lab. Failure to follow lab safety protocols will result in removal from lab and a zero for the assignment.

You have been given 2 copies. Keep one in your home textbook, return the other.

Student Signature: _____ Parent Signature: _____

Livermore Valley Joint Unified School District

Course Title: Agricultural Biology

Grade Levels: 11-12

Length of Course: One Year

Credit: Ten Units (5.0 per semester)

Prerequisite: Algebra I or concurrent enrollment
in Algebra I

Course Description:

Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

Schools Offering: Livermore High School

Meets University of California
Entrance Requirements: Yes—D/Laboratory Science

Meets California State University
Entrance Requirements: Yes

Board Approval: February 4, 2003

Instructional Materials:

Modern Biology 2nd Edition,
Holt, Rinehart & Winston, 2000
Laboratory Investigations in Biology,
Holt, Rinehart & Winston, 2000
Biological Science Applications in
Agriculture,
Osborne, 1994
Agriculture Biology Lab Manual Revised,
Fullerton, 1999

Department:

Science

AGRICULTURAL BIOLOGY

COURSE CONTENT:

Course Goals and/or Major Student Outcomes

1. To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles.
2. To be familiar with the theory of cell biology and its application to the organization of all living organisms.
3. To identify and understand the processes of cellular and organism growth and reproduction.
4. To recognize the diversity of life and the interrelationships among all organisms.
5. To understand the role of genetics in organism variation and adaptation.
6. To understand the role of genetics as it pertains to the development of multicellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
7. To acquire biological and agricultural research vocabulary and the reading, writing, and critical thinking skills that pertain to scientific inquiry.
8. To understand the stability in an ecosystem is a balance between competing effects.
9. To understand fundamental cellular and systemic functions and processes.
10. To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

Course Objectives

Students will:

1. Intelligently discuss theories on the origins of life.
2. Describe the characteristics of living organisms.
3. Describe the characteristics of plant and animal cells with respect to their structure and chemistry.
4. Compare and contrast the roles of meiosis and mitosis in cellular and organism reproduction.
5. Define the chromosome theory of heredity, Mendelian genetics, gene-enzyme relationships, and apply this knowledge to animal inheritance.
6. Distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.

7. Identify the structural and functional similarities and differences among the major animal, plant, and protist phyla.
8. Analyze the major organ systems of animals and understand their function.
9. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
10. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
11. Identify the environmental and genetic factors that influence variation among organisms.
12. Demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretative skills.

Course Outline

A. Introduction to Agricultural Biology

1. What is Agricultural Biology and its Importance
2. Research Uses of Agricultural Biology
3. The Scientific Method
4. The Metric System

B. Organisms and Their Ecological Environment

1. Biodiversity
2. Conserving Natural Resources
3. Agricultural Practices Beneficial and Harmful to the Environment
4. The Ecosystem and Population Fluctuations
5. The Nitrogen Cycle
6. The Oxygen Cycle
7. The Food Web

C. Cell Biology

1. Plant and Animal Cell Identification and Functions
2. Plant and Animal Cell Structure and Functions
3. Cellular Respiration
4. Cellular Transport

5. Cell Differentiation
 6. Chemiosmotic Gradients and ATP Production
 7. Macromolecules in Cells
- D. Inorganic Foundations that Support Life
1. Soil and Water: The Chemical Foundation
 2. Atomic and molecular structure and chemical bonding
 3. Basic Soil Components
 4. Soil Formation Factors and Horizons
 5. Soil Texture and Structure
 6. Soil Organisms and Organic Matter
 7. Interrelationships of Plants and Soil
 8. Water Movement Properties
 9. Soil and Water Management
- E. Plant & Animal Classifications
1. Development of the Binomial System of Nomenclature
 2. Classifications of Major Groups of Plants and Animals
 3. Evolutionary Relationships
 4. Development of the Kingdom Concept
 5. Comparisons of Modern Agricultural Plants and Animals
- F. Plant Physiology, Reproduction, Photosynthesis and Growth
1. Plant Structures & the Process of Photosynthesis
 2. Plant Growth Requirements
 3. Monocotyledons and Dicotyledons
 4. Sexual and Asexual Reproduction
 5. Research Applications to Plant Biotechnology
 6. Chemical and Environmental Factors Affecting Plant Growth
- G. Animal Physiology and Reproduction
1. Internal Systems of Animals
 2. The Digestive Process
 3. The Respiratory System
 4. The Reproductive System
 5. The Circulatory System
 6. The Endocrine System
 7. The Nervous System
 8. The Immune System

H. Animal Nutrition

1. Feed Identification and Nutrient Evaluation
2. Feed Additives
3. Ration Formulation
4. Animal Nutrient Requirements
5. Vitamin and Amino Acid Requirements
6. Nutritional Diseases

I. Animal Health & Diseases

1. Disease Agents
2. Causes of Disease
3. Infectious and Noninfectious Diseases
4. Animal Health Practices
5. Common Internal & External Parasites Lifecycles

J. Plant and Animal Genetics

1. Heritability and Genetic Traits
2. Dominant and Recessive Genes
3. Genotype and Phenotype
4. Cellular Reproduction: Mitosis and Meiosis
5. Physical and Chemical Structures Involved in Genetics
6. DNA and Types of DNA
7. DNA Replication
8. Mendel – Independent Assortment and Segregation
9. Biotechnology and Cloning
10. Proteins and RNA
11. Role and Function of Amino Acids in Genetics
12. Mutation and Sexual Reproduction

K. Agricultural Biology Research Project

1. Development and Formulation of Agriscience/Science Fair Project
2. Research Principles & Design
3. Statistical Management & Analysis of Agriscience/Science Fair Project
4. Instructional Supervision & Coordination

L. Leadership & Team Building Development

1. Oral and speaking presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

Instructional Methods and/or Strategies

- Lecture
- Audio Visual Materials
- Computer Simulations
- Group & Individual Activities
- Laboratory Investigations
- Discussion
- Reading & Writing Assignments
- Homework Assignments
- Taking Tests
- Guest Speakers
- Field Trip to Research Laboratory
- Agriscience/Science Fair Project

Evaluating/Grading of Student Work

- Tests – including teacher made and standardized tests developed by authors
- Evaluation of class assignments
- Classroom activities
- Laboratory research investigations – weekly
- Homework assignments

Livermore Valley Joint Unified School District

Course Title: Agricultural Business & Economics

Grade Levels: 11-12

Length of Course: One Year

Credit: Ten Units (5.0 per semester)

Prerequisite: Completion of Agriculture Biology or
instructor's approval

Course Description:

This course is designed for the advanced study of agriculture business opportunities and economics for college bound students with an interest in agriculture. Through the course the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as résumés, job applications, interview skills, and college and scholarship applications will be included. The students will develop a "business" that will manufacture, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/losses. At the conclusion of the course, profits will be split equally between the partners.

Schools Offering: Livermore High School

Meets University of California
Entrance Requirements: Yes—G/Elective

Meets California State University
Entrance Requirements: Yes

Board Approval: February 4, 2003

Instructional Materials:

Economics, Applications To Agriculture
and Agribusiness,
Fourth Edition, Randall D. Little, 1997
An Introduction to Commodity Marketing,
Chicago Mercantile Exchange
High School Economics Courses, Teaching
Strategies,
Morton, Buckles, Miller, Nelson, Prehn

Department:

Science

AGRICULTURAL BUSINESS & ECONOMICS

COURSE CONTENT:

Course Goals and/or Major Student Outcomes

1. To develop an appreciation of agriculture and how it affects our economy.
2. To incorporate agriculture into the principals of economics, business management, employability and marketability of agricultural products.
3. To create an awareness of the importance of agricultural business and economics.
4. To prepare students for college level entry in the various disciplines of agriculture science.

Course Objectives

Students will demonstrate the ability to:

- Understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
- Understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.
- Understand how resources affect an economic system by explaining the role through oral, written, or visual expression.
- Understand the difference between industrial production and agricultural production by comparing and contrasting them.
- Understand the economic systems by comparing the advantages and disadvantages of each system.
- Analyze the concepts of microeconomics by indicators and policies to understand how they relate to economic goals.
- Analyze international economics by comparing and contrasting past, present, and future policy on international trade.

Course Outline**A. Introduction to Agricultural Economics**

1. What is Agricultural Economics
2. History of U.S. Agriculture

B. Economic Systems

1. Types of Economic Systems
2. Types of Business Organizations
3. U.S. Monetary System and Fiscal Policy
4. Profile of the U.S. Economy

C. Resources in Agriculture

1. Natural Resources
2. Capital Resources
3. Human Resources

D. Economic Concepts

1. Specialization & Comparative Advantage
2. Physical Production Relationships
3. Costs and Revenue
4. The Supply Concept
5. Types of Input Costs
6. Effect of Technology on Costs
7. Revenue Consideration

E. The Demand Concept

1. Utility
2. Consumer Behavior
3. Food products

F. Interaction of Supply and Demand

1. Market Structures and Competition
2. Monopolistic Competition
3. Perfect Competition
4. Role of Government
5. Planning and Zoning

G. Business Organizations

1. Single Proprietorship
2. Partnerships
3. Corporations
4. Cooperatives

H. Marketing of Products

1. Economic Aspects of the Farm Supply Business
2. Marketing Functions
3. Costs of Marketing Food & Fiber Products
4. Economic Setting for U.S. Agricultural Policy

I. Principals of Agribusiness Management

1. Federal Reserve System
2. Input-Output Functions
3. International Trade and Agriculture

J. Commodity Marketing

1. Cash Markets & Forward Contracts
2. Future Contracts
3. Put Options & Call Options

K. Employability Skills

1. Résumés
2. Cover Letters
3. Interview Skills
4. Employment Opportunities
5. College Applications
6. Scholarship Applications

L. Agri-Business Research Project

1. Development of Agri-Business Projects
2. Statistical Management of Project
3. Instructional Coordination
4. Analysis of Project Results

Instructional Methods and/or Strategies

- Lecture
- Tests & Quizzes
- Essays & Writing Assignments
- Discussion & Critical Thinking Activities
- Laboratory Investigation
- Reading Assignments
- Group/Individual Activities
- Audio Visual Materials
- Guest Speakers
- Field Trips

Evaluating/Grading of Student Work

- Tests – both teacher made and/or those developed by authors or other appropriate sources
- Study guides
- Group projects
- Department activity participation
- Homework assignments
- Grading scale

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Animal Anatomy and Physiology

This course will provide the student with principals in Animal Science focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, and genetics. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book.

- This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at college or university.

II. Class Polices:

- Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- A three ring binder is required. It is to be kept neat and organized.
- Each student must bring a pencil or pen to class everyday.
- No food or drink allowed in classroom.
- The classroom must be **kept clean**.
- You must be in class to participate.
- Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

75%	Classroom work. This includes homework, quizzes and tests
10%	Final Exam
5%	FFA Participation
5%	Supervised Agriculture Experience project. (SAE)
5%	Class Participation and Attendance.

Letter grades will be assigned on the following scale.

94% and above	= A
90% - 93%	= A-
87% - 89%	= B+
84% - 86%	= B
80% - 83%	= B-
77% - 79%	= C+
74% - 76%	= C
70% - 73%	= C-
67% - 69%	= D+
64% - 66%	= D
60% - 63%	= D-
59% and below	= F

IV. Tests:

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given when needed.
3. Final will be comprehensive
4. Make up tests and quizzes are your responsibility to make up within a week of returning from school. You must make the arrangements.

V. Homework and class assignments:

1. Late assignments will not be accepted (except emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade.

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 10 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

Student Signature: _____ Date: _____

Parent(s)/ Guardian: _____ Date: _____

_____ Date: _____

Livermore Valley Joint Unified School District

Course Title: Animal Anatomy & Physiology

Grade Levels: Junior or Senior

Length of Course: One Year or Equivalent Term

Credit: Ten Units (5.0 per semester)

Prerequisite: Successful completion of Algebra I and
Agricultural Biology

Course Description:

The Animal Anatomy & Physiology course will provide the student with principles in Animal Science focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is designed to successfully prepare students for future studies or a major in Agricultural Sciences at the college or university level.

Schools Offering: Granada High School
Livermore High School
Del Valle Continuation High School
Phoenix High School
Vineyard High School

Meets University of California
Entrance Requirements: Yes—G/Elective

Meets California State University
Entrance Requirements: Yes

Board Approval: June 27, 2006

Instructional Materials:

Modern Biology (2002). Holt, Rinehart & Winston Publishers, ISBN 0-03-056541-3

Applied Animal Reproduction by H. Joe Bearden and John W. Fuquay: Prentice Hall, ISBN 0-13-081976-X

Scientific Farm Animal Production by Robert E. Taylor & Thomas Field: Prentice Hall, ISBN 0-13-020032-8

ANIMAL ANATOMY & PHYSIOLOGY

COURSE CONTENT:

Course Goals and/or Major Student Outcomes

The Animal Anatomy & Physiology course will provide the student with principles in Animal Science focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is designed to successfully prepare students for future studies or a major in Agricultural Sciences at the college or university level.

Students are provided with frequent opportunities to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying, and communicating. There is an emphasis on developing values, aspirations, and attitudes that promote the student's understanding and personal involvement with scientific explorations and discoveries of the future. These hands-on science experiences are designed to enhance the student's understanding of agriculture, the environment, and society.

Course Objectives

Students will be able to:

- Assemble and use laboratory apparatus, tools, and materials in a skillful manner, giving attention to accident prevention and safety.
- Gather the qualitative and quantitative information needed for developing and testing inferences and hypotheses by making purposeful, objective observations of things and events.
- Understand the makeup of the body and its functions.
- Understand how to apply the knowledge of heredity and genetics to mammalian production.
- Understand evolution and natural selection and how it relates to production agriculture.
- Record observations accurately and organize data and ideas in ways that enhance their usefulness.
- Communicate with others (orally and in written form) in a manner that is consistent with the knowledge of scientific conventions, and facilitates the learning of the listeners or readers.
- Use the metric system effectively in measuring and quantifying substances.

Course Outline

- A. Economic Impact
 - 1. Content and methodology
 - 2. Demographics
 - 3. Social economic balance
 - 4. Plant and animal balance
 - 5. Human health and nutrition
 - 6. Scientific classification system

- B. Plants, Animals, and their Management
 - 1. History and principles
 - 2. Habitat
 - 3. New scientific principles
 - 4. Behavior modification and manipulation
- C. Animal Anatomy and Physiology
 - 1. Analysis of body systems
 - 2. Physiological function of hormones and auxins
 - 3. Reproductive physiology
 - 4. Process of digestion
- D. Animal Breeding and Genetics
 - 1. Process of mitosis and meiosis
 - 2. Cell theory of inheritance
 - 3. Heritability percentage of traits
 - 4. Artificial insemination
 - 5. Embryo transplants
- E. Animal Phenotypic Selection and Evaluation
 - 1. External anatomy
 - 2. Skeletal identification and position
 - 3. Muscle volume
 - 4. Fat deposition
 - 5. Productivity and performance
- F. Animal Health Care
 - 1. Diseases and parasites
 - 2. Predisposing factors and conditions
 - 3. Biological preparation, antibiotics
 - 4. Sanitation requirements and procedures
 - 5. Laws involving human consumption, food product retention
- G. Animal Nutrition and Feeds
 - 1. Classes of nutrients and requirements
 - 2. Animal nutrient requirements
 - 3. Analysis of macro and micro animals
 - 4. Vitamin roles
 - 5. Nutrient deficiencies
 - 6. Balancing rations and feed practices
 - 7. Photosynthesis

- H. Common Integument and its Derivation
 - 1. Epithelium, mesothelium and endothelium
 - 2. Skin and its function
 - 3. Mammary glands
 - 4. Physiology of lactation
- I. The Nervous System
 - 1. The brain and its function
 - 2. The spinal cord
 - 3. The peripheral nervous system
 - 4. The autonomic system
- J. Respiratory System and Respiration
 - 1. Structure of mammalian respiratory system
 - 2. Physiology of respiration
 - 3. Mechanics of breathing
 - 4. Plant respiration
- K. Animal Research Presentation
 - 1. Current animal research and investigation
 - 2. Data presentation
 - 3. Summarization and conclusion
- L. Professional Opportunities in Animal Science
 - 1. Animal research fields
 - 2. Other related animal science fields
- M. Agricultural Inter-Personal & Leadership Development
 - 1. Completion of a Supervised Agricultural Experience Program and data collection
 - 2. Development of listening, speaking, writing, and reading skill activities
 - 3. Critical thinking and group team building activities
 - 4. Agriculture presentations

Key Assignments

- Weekly academic textbook assignments
- Weekly laboratory activities and report
- Animal Science Term Paper
- Supervised Agricultural Experience Project and Record Book
- Student Seminar Presentation related to Animal Science Topic
- Portfolio of Laboratory Exercises

Instructional Methods

- Laboratory Activities and Experiments
- Lecture and Discussion
- Reading Research Assignments
- Written and Oral Reports
- Homework Assignments
- Audio-Visual Presentations
- Projects

Methods of Evaluation and Assignment

• Tests and Quizzes	30%
• Homework Assignments/Term Paper	20%
• Notebook/Portfolio	10%
• Laboratory Activities	20%
• Supervised Agricultural Experience	
Project and Record Book	10%
• Leadership Development Activities	10%

Laboratory Assignments

The following laboratory activities will be incorporated:

- Use of the microscope
- Introduction to lab techniques
- Identification of animal cells by tissue type
- Cell Chemistry – Periodic Table of Elements
- Building of a cell model
- Osmosis and diffusion investigation
- Contraction of glycerinated muscle with ATP
- Examination and diagram of cells microscopically
- Dissection of muscle, bone, and connective tissue
- Owl pellet dissection
- Comparison and contrast of skeletons of mammals, avian, fish
- Observation and diagram of muscle tissue and bone cells
- Separation of chemical compounds of blood samples, PCV – Total Protein – pH, etc
- Evaluation of samples of different species for normal and abnormal values
- Comparison of human norms with animals
- Dissection of an animal heart
- Examination of stained blood slides for form, function, parasites etc.
- Pulse and breathing rate
- Comparison of metabolic rates of species
- Aquatic respiration
- Urinalysis – chemistry and morphology
- Dilution and toxicity

- Chemical mechanism of digestion
- Chemistry analysis that identifies blood glucose levels
- Chick embryo development
- Normal system response
- Animal eye dissection
- Effects of steroids on growth
- Fecal analysis for parasites and bacteria
- Gene regulation
- Manipulation of DNA
- Genetic traits and gene regulation

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Floral Design

This course will covers the basic floral design, floral arranging, color selection, bow making, presentation, flowers, potted plants and tool identification, career opportunities, and the history of floral design. This class will prepare students for a job in the floral industry as well as build on artistic design skills. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book. There is a \$25 dollar lab associated with this class made payable to LHS Floral. This money allows you to take home the projects that are constructed in the class. If you cannot afford this fee please see me privately and we can discuss it at that time. You are required to have a camera (I suggest a disposable camera) so that you can take pictures of your arrangements and projects on class. You will be compiling a portfolio at the end of each semester that showcases the projects you have completed.

II. Class Polices:

- A. Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- B. A three ring binder is required. It is to be kept neat and organized.
- C. Each student must bring a pencil or pen to class everyday.
- D. No food or drink allowed in classroom.
- E. The classroom must be **kept clean**. It's neither my job nor the custodian's job to clean up your mess. If the area is not kept clean you will not be allowed to participate in projects.
- F. Class tools are very expensive, so please take responsibility and keep all tools in good condition.
- G. You must be in class to participate.
- H. Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

- 75% Classroom work. This includes homework, quizzes and tests
- 10% Portfolio
- 5% **FFA** Participation
- 5% Supervised Agriculture Experience project. (**SAE**)
- 5% Class Participation and Attendance.

Letter grades will be assigned on the following scale.

94% and above	= A
90% - 93%	= A-
87% - 89%	= B+
84% - 86%	= B
80% - 83%	= B-
77% - 79%	= C+
74% - 76%	= C
70% - 73%	= C-
67% - 69%	= D+
64% - 66%	= D
60% - 63%	= D-
59% and below	= F

IV. Tests:

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given when needed.
3. Final will be comprehensive.
4. Make up tests and quizzes are your responsibility to make up within a week of returning from school.

V. Homework and class assignments:

1. Late assignments will not be accepted (except emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 15 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Advanced Floral Design

This course will covers the basic floral arrangements, specialty arrangements, displays, floral industry, floral as a business, pricing, ordering flowers, the LHS floral arrangement subscription, as well as a final project. This class will prepare students for a job in the floral industry as well as build on artistic design skills. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book. There is a \$25 dollar lab associated with this class made payable to LHS Floral. This money allows you to take home the projects that are constructed in the class. If you cannot afford this fee please see me privately and we can discuss it at that time. You are required to have a camera (I suggest a disposable camera) so that you can take pictures of your arrangements and projects on class. You will be compiling a portfolio at the end of each semester that showcases the projects you have completed.

II. Class Polices:

- A. Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- B. A three ring binder is required. It is to be kept neat and organized.
- C. Each student must bring a pencil or pen to class everyday.
- D. No food or drink allowed in classroom.
- E. The classroom must be **kept clean**. It's neither my job nor the custodian's job to clean up your mess. If the area is not kept clean you will not be allowed to participate in projects.
- F. Class tools are very expensive, so please take responsibility and keep all tools in good condition.
- G. You must be in class to participate.
- H. Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

75%	Classroom work. This includes homework, quizzes and tests
10%	Portfolio
5%	FFA Participation
5%	Supervised Agriculture Experience project. (SAE)
5%	Class Participation and Attendance.

Letter grades will be assigned on the following scale.

94% and above	= A
90% - 93%	= A-
87% - 89%	= B+
84% - 86%	= B
80% - 83%	= B-
77% - 79%	= C+
74% - 76%	= C
70% - 73%	= C-
67% - 69%	= D+
64% - 66%	= D
60% - 63%	= D-
59% and below	= F

IV. Tests:

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given when needed.
3. Final will be comprehensive.
4. Make up tests and quizzes are your responsibility to make up within a week of returning from school.

V. Homework and class assignments:

1. Late assignments will not be accepted (except emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 10 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

Livermore Valley Joint Unified School District

Course Title: The Art and History of Floral Design

Grade Levels: 9-12

Length of Course: One Year

Credit: Ten Units (5.0 per semester)

Prerequisite: None

Course Description:

This course is designed to allow students to apply an artistic approach to floral art. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s); aesthetic valuing and connections, relations, applications of the visual arts. Students will derive meaning from artworks through analysis, interpretation, and judgment. Students will connect and apply what is learned in floral art or other art forms, subjects, and post secondary education experiences.

Schools Offering: Livermore High School

Meets University of California
Entrance Requirements: No

Meets California State University
Entrance Requirements: No

Board Approval: March 2, 2004

Instructional Materials:

The Art of Floral Design

Norah T. Hunter, Del Mar. 2000

Department:

Science

THE ART AND HISTORY OF FLORAL DESIGN

COURSE CONTENT: UNIT SEQUENCE

A. Introduction to Art

1. The variety of art: Artistic Perception
2. State Art Proficient Standards 9-12
3. When is it Art?
 - a. Philosophy of Arts
 - b. The Aesthetic of Objects
 - c. Artistic Inspirations
 - d. Art Appreciation
 - e. The Art World

B. Historical Contributions and Cultural Dimensions

1. Interpretation
 - a. Interpretation and meaning of art
 - b. Art History
2. History of Floral Art
 - a. Floral Art of Ancient Civilizations
 - b. Floral Art of the European Period
 - c. Floral Art of the Impressionistic Era
 - d. Oriental Influence
 - e. American Style
 - f. Current Floral Arrangement Styles and their Origination
 1. Freedom Expression
 2. Geometric Mass
 3. Art Deco
 4. Art Noveau
 5. Modern Contemporary
3. Influences of floral artist of the 20th and 21st century
 - a. Styles and techniques
 - b. Artist inspirations
 - c. Common visual themes used in various cultures
 - d. Comparisons of artistic components of various time periods and cultures
 1. Architecture
 2. Colors
 3. Furniture
 4. Fabrics
 5. Clothing
4. Historical Design Practicum
 - a. Create two-dimensional project to represent various periods in floral art history
 - b. Create three-dimensional project to represent various periods in floral art history

5. Research Project
 - a. Research one historical style
 1. Develop a class presentation
 2. Complete a research paper
 3. Complete a visual aide that represents a particular time period
6. Research significance of floral materials
 - a. Cultures
 - b. Ethnicity
 - c. Time periods
 - d. Medias used
7. Cultural Themes
 - a. Religious Holidays
 - b. Funeral and Wedding
8. Cultural Design Practicum
 - a. Create two-dimensional Layouts given a theme
 - b. Create three-dimensional Arrangements given a theme
 - c. Use appropriate fresh and dry cut flower's to depict a theme
 - d. Use and incorporate appropriate container according to a desired theme
9. Explain, Evaluate and Design Alternatives
 - a. Weaving and Tying Techniques

C. Art Elements of Design

1. Lines
 - a. Actual, Implied and excessive use of line
 - b. Vertical, Horizontal and Diagonal line
2. Shapes/Forms
 - a. Triangular Designs
 - b. Circular Designs
 - c. Vertical Designs
 - d. Horizontal Designs
3. Colors
 - a. Origin of color
 1. Hue
 2. Primary, secondary and tertiary colors
 3. Warm and cool color
 4. Value, tint, tone and shades
 - b. Color Harmony
 1. Monochromatic colors
 2. Analogous colors
 3. Complimentary colors
 4. Triadic colors
4. Textures
 - a. Visual and tactile components
 1. Fine/medium/coarse textured media
 - b. Container and material components
 - c. Flower and foliage media

5. Value
 - a. Light and dark change
6. Space and Depth
 - a. Space in two-dimensional and three-dimensional art
 - b. Space in our environment
 - c. Angling media
 - d. Overlapping media
 - e. Size and color of media

D. Principles of Design

1. Balance (Physical and Visual)
 - a. Symmetrical
 - b. Asymmetrical
 - c. Radial
 - d. Open
2. Proportion/Scale
 - a. Flowers to materials
 - b. Flower to flower
 - c. Flower to foliage
 - d. Arrangement to surroundings
 - e. Geometrical techniques
3. Emphasis
 - a. Focal point
 - b. Emphasis
 - c. Location, size and pattern of media
 - d. Line direction and directional facing
 - e. Framing and isolation
4. Rhythm
 - a. Repetition
 - b. Transition
 - c. Radiating line
 - d. Eye movement
5. Harmony and Unity
 - a. Color combinations
 - b. Placement
 - c. Proximity
 - d. Transition
6. Contrast
 - a. Color schemes
 - b. Medias

E. Creative expression through applying artistic processes and skills to original works of art

1. Two-Dimensional Media
 - a. Basic drawing and layout
 1. Simple perspective drawing

2. Sketching original art works
3. Project layout
- b. Painting
 1. Color wheel
 2. Still life
- c. Mosaic
 1. Paper
 2. Tile
- d. Printmaking
 1. Pressed flowers
- e. Photograph and Graphic Design
- f. Computer Art
2. Three-Dimensional Sculptures
 - a. Flower and foliage media
 1. Mass flower and foliage
 2. Filler flower and foliage
 3. Line flower and foliage
 4. Form flower and foliage
 5. Fresh flower and foliage
 6. Dry flower and foliage
 7. Artificial flowers and foliage
 - b. Mechanics, materials and media
 1. Introduction to proper care and proper usage of equipment and media
 - c. Artist styles and techniques
 1. Oriental style
 - a. Chinese style
 - b. Japanese style
 1. Ikebana
 - a. Classic
 - b. Abstract
 - c. Naturalistic
 1. Rikka
 2. Shoka
 3. Seika
 2. European style
 - a. Vertical
 1. Stylized vertical
 - b. Curricular
 1. Round
 2. Oval
 3. Radiating
 4. Topiary
 5. Crescent
 6. Hogarth
 - c. Triangular
 1. Symmetrical

- a. Isosceles
 - b. Cone
 - c. Equilateral
- 2. Asymmetrical
 - a. Right
 - b. Scalene
 - c. One-sided
- d. Wear and carry
- 3. Exhibition
 - a. Display of artwork and techniques

F. Aesthetic Valuing and making judgments on individual works of Art

1. Describe works in appropriate terms
2. Analyze art works in terms of art elements and design principles
3. Identify sensory qualities
4. Identify the style and period of Art viewed
5. Evaluate art elements and art principles used in others and own works of art
6. Assessment/Methods of Evaluation
 - a. Portfolio
 1. Two-dimensional drawings
 2. Three-dimensional sculptures
 3. Art Element and Principles Critiques
 - b. Cultural and Historical Research Paper
 - c. Student Critiques/Rubrics
 - d. Teacher Critique/Rubrics
 - e. Art Criticisms
 - f. Oral Presentation
 - g. Self-Evaluation
 - h. Verbal and Written Reflections

G. Connections, Relationships and Applications and applying what is learned to Visual Art

1. Compare and contrast works of art to other discipline areas
2. Compare and contrast methods demonstrated in art careers
3. Visit a local art gallery/museum
4. Design an advertisement using art elements, principles, and techniques to display student work at an art exhibition.
5. Create a two-dimensional or three-dimensional design and incorporating elements and principles as applied to a specific theme and culture

Livermore Valley Joint Unified School District

Course Title:	Ornamental Horticulture
Grade Levels:	10-12
Length of Course:	One Year
Credit:	Ten Units (5.0 per semester)
Prerequisite:	Completion of Algebra 1 or enrolled in Algebra 1. Completion of Agriculture Biology or Biology
Course Description:	<p>This course is designed to instruct students in the growth, production, and care of plants for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture.</p>
Schools Offering:	Livermore High School
Meets University of California Entrance Requirements:	Yes—G/Elective
Meets California State University Entrance Requirements:	Yes
Board Approval:	March 2, 2004

Instructional Materials:

Introductory Horticulture

Reiley & Shry, Delmar, 1995

The Science of Agriculture. A Biological Approach, Ray V. Herren, Delmar, 2001The Science of Agriculture. A Biological Approach Laboratory Manual,

Ray V. Herren, Catherine Teare Ketter, Delmar, 2001

Agriscience Fundamentals and Applications, Elmer Cooper, Delmar, 1990Agriscience Fundamentals and Applications Laboratory Manual, Walter York, Delmar, 1991Agriculture Science Laboratory Manual, Fullerton High School Agriculture Department, 1990

Department:

Science

ORNAMENTAL HORTICULTURE

COURSE CONTENT:

A. OUTLINE OF COURSE

1. Horticulture: An Introduction
 - a. Exploring the Horticulture Field
 - b. Plant Taxonomy: How Plants are Named
 - c. Plant Identification
2. Organisms and Their Environment
 - a. Conserving Natural Resources
 - b. Agricultural Practices Beneficial/Harmful to the Environment
 - c. The Nitrogen Cycle
 - d. The Water Cycle
 - e. The Food Cycle
3. Plant Cells
 - a. Function of Plant Cells
 - b. Process of Photosynthesis
 - c. Process of Respiration
 - d. Process of Transpiration
 - e. Process of Translocation
4. Plant Physiology, Reproduction and Growth
 - a. Root, Stem and Leaf Structures
 - b. Flower Structures and Functions
 - c. Plant Growth Requirements
 - d. Plant Nutritional Needs
 - e. Monocotyledons and Dicotyledons
 - f. Environmental Factors Affecting Plant Growth
 - g. Nutritional Needs of Plants
5. Plant Pathology and Entomology
 - a. Plant Pathology
 - b. Orders of Insects
 - c. Insect Biology
6. Soils
 - a. Introduction to Soils
 - b. Soil Forming Factors
 - c. Soil Horizons Structures
 - d. Basic Soil Components
 - e. Organic Matter in Soils
 - f. Soil Moisture Behavior

- g. Soil Classification Experiment
- 7. Plant Propagation: Sexual and Asexual
 - a. Seeds
 - b. Softwood and Semi-hardwood Cuttings
 - c. Hardwood Cuttings
 - d. Separation and Division
 - e. Grafting, Budding, and Layering
- 8. Plant Selection, Installation and Care
 - a. Seed Germination Trials
 - b. Cool Weather vs. Warm Weather Crops
 - c. Soil Sample Comparisons
 - d. Temperature Requirements for Germination
 - e. Light Needs for Optimum Growth Laboratory
 - f. Outdoor Plant Growth Experiments
 - g. Indoor Plant Growth Experiments
 - h. Care of Seedlings
 - i. Care of Mature Plant Materials
- 9. Plant Research Project
 - a. Development of Agriculture Science Projects
 - b. Statistical Management of Project
 - c. Instructional Coordination
 - d. Analysis of Project Results

B. METHODS OF INSTRUCTION

- 1. Lecture
- 2. Tests and Quizzes
- 3. Laboratory Investigations
- 4. Essays & Writing Assignments
- 5. Discussion & Critical Thinking Activities
- 6. Reading Assignments
- 7. Group/Individual activities
- 8. Audio visual materials
- 9. Guest speakers
- 10. Field Trips

C. LABORATORY ACTIVITIES

- A. The Scientific Method
- B. Analyzing Ecosystems
- C. Checking water for Coliform Bacteria
- D. Genotypic and phenotypic ratios
- E. Cell identification

- F. Flower dissection and pollen growth germination
- G. Secondary and microelements with N-P-K tissue tests on plants
- H. Water germination test
- I. Cold germination test
- J. Determining salt tolerance
- K. Factors affecting photosynthesis
- L. Effects of leaf surface area, air movement, and light on transpiration rates
- M. Effects of light quality on plant growth
- N. Geotropism
- O. Phototropism
- P. The Hydrologic Cycle
- Q. Comparison of soil vs. non-soil plant culture
- R. Effects of nutrient concentrations on hydroponic plant growth
- S. Effects of chemicals (herbicides) on plants
- T. Herbicide biopsy
- U. Effects of rooting hormone on root development
- V. Effects of gibbarellic acid on seed germination
- W. Anther culture
- X. DNA extraction
- Y. Probability of trait inheritance
- Z. Tissue culture
- AA. Seed dispersal
- BB. Genetic probability
- CC. Insect identification
- DD. Environmental forcing structures
- EE. Comparison of asexual propagation methods
- FF. Water quality
- GG. Plant pigment chromatography

MEANS OF ASSESSING STUDENT LEARNING

Tests and Quizzes – 20%

Laboratory Investigation – 20%

Writing Assignments – 20%

Discussion and Critical Thinking Activities – 20%

Research Report and Oral Presentation – 10%

Group and Individual Activities – 10%

EXIT LEARNING OBJECTIVES

1. To develop an appreciation of horticulture.
2. To incorporate scientific methods and biological principles with modern agricultural practices.
3. To create an awareness of the importance of horticulture.
4. To prepare students for college level entry in the various disciplines of horticulture.

5. To understand the importance of plants, their uses, and incorporation of plants in our society.
6. To be familiar with cell theory and its application to the organization of all organisms.
7. To recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
8. To recognize the diversity of life and the interrelationships among all organisms.
9. To understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
10. To be aware of the historical and descriptive nature of horticulture as a science.
11. To acquire agricultural and biological vocabulary, and the reading, writing, and critical thinking skills pertaining to the science.

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Wildlife Management

This course will provide the student with principals in fish and wildlife and their relationship between the wild creatures and their habitat. i.e. mammals, reptiles, raptors, predators, birds, waterfowl, upland game, fish, and natural resources. Also discuss human activities that impact the wildlife populations. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book. Students will also have the opportunity to develop personal and professional growth

II. Class Polices:

- A. Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- B. A three ring binder is required. It is to be kept neat and organized.
- C. Each student must bring a pencil or pen to class everyday.
- D. No food or drink allowed in classroom.
- E. The classroom must be **kept clean**.
- F. You must be in class to participate.
- G. Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

- 90% Class and group work. This includes homework, quizzes, tests, projects, notebook, field trips, and participation
- 5% FFA Participation
- 5% Supervised Agriculture Experience project. (SAE)

Letter grades will be assigned on the following scale. The semester grade will be on a total point percentage.

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
59%	= F

IV. Tests:

- 1. Tests will be given at the completion of each unit of study.
- 2. Quizzes will be given when needed.
- 3. Final will be comprehensive.
- 4. Make up tests and quizzes are your responsibility to make up within a week of returning from school.

V. Homework and class assignments:

1. Late assignments will not be accepted (except emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 15 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

X. Contact Information:

1. Office – 925.606.4812 ext 2386
2. Email- jmcnealy@lvjUSD.k12.ca.us
3. School Loop- www.livermorehs.schoolloop.com

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

4

Course Grade Sheets

SafariFileEditViewHistoryBookmarksWindowHelp

Direct Conso... Welcome!!Microsoft E... Web AccessMerck Veterinary ManualLandport loginMy Cal Poly PortalLivmore H... Home PageSubfinderAg Lesson PlansCalifornia A...al EducationAgriculture...d Reference!

Sci Ag 1B Gradebook (GB3)
http://www.livmorehs.schoolloop.com/gradebook/spread_sheet?id=x&group_id=125057Q- cal poly.edu

Sci Ag 1B Gradebook

Periods:
1ALL GRADESPUBLISHED GRADESREPORTS
Add and Edit Scores for Period

Period 1Number of Students: 25

Hide Dropped StudentsUnlock ScoresAdd ItemDownload Gradebook

FFA Participa...
Go faster: Turn Off Highlighting
Legend

SavePublish...Cancel

	SAE Project	FFA Particip	Swine Test	Record Book	Swine Harves
	P: 130 Ave: 100.00% D: 5/29/11	P: 50 Ave: 100.00% D: 5/29/11	P: 100 Ave: 60.50% D: 5/12/11	P: 14 Ave: 53.14% D: 5/5/11	P: 5 Ave: 77.50% D: 5/4/11
Published to Parents/Student: No	Yes	Yes	Yes	Yes	Yes
E = Exempt Blank = "Doesn't count" Other letters = 0					
1.12%	E	E	E	E	E
90.89%	50	130	80	13	5
86.68%	50	130	72	9	3
46.03%	50	130	0	0	0
	E	E	E	E	E
95.33%	50	130	89	14	5
95.56%	50	130	92	11	5
80.62%	50	130	0	2	
	E	E	E	E	E
86.45%	50	130	66	11	5
86.92%	50	130	71	0	0
72.90%	50	130	39	0	3
89.72%	50	130	77	13	5
65.42%	50	130	0	0	0
83.22%	50	130	85	13	5
E = Exempt Blank = "Doesn't count" Other letters = 0					
88.08%	50	130	79	9	3
84.11%	50	130	69	0	3
69.38%	50	130	0	1	3
93.22%	50	130	85	11	5
87.15%	50	130	64	14	5
83.09%	50	130	71	10	5
95.93%	50	130	86	12	5
56.31%	50	130	0	0	3
79.44%	50	130	46	9	5
89.25%	50	130	68	12	5
86.21%	50	130	72	9	5
93.46%	50	130	86	14	5

SAE Project

Ag 1B Period: 1
Wildlife Mgt Period: 2
Floriculture B Period: 3
Adv Floriculture B Period: 3

Posted by: Joseph McNealy
Category: Assignment

Assigned: 5/11/11 Due: 5/11/11
Point Value: 130

Assignment Average: 100.00%

P:	Student:	Points:	Comment:	Time Stamp:	File Name:
1	Bernard, Kendall (1001229)	130			
1	Cannon, Mikayla (1001835)	130			
1	Castro, Vanessa (1004881)	130			
1	Cutcher, Colton (1005018)	130			
1	Dias, Corina (1004283)	130			
1	Durst, Adrianna (20090562)	130			
1	Gooding, Brianna (1000113)	130			
	Grace, Anna (1017131)	130			
1	Hannaker, Christopher (1010610)	130			
1	Hansen, Alyson (1012526)	130			
1	Hennings, Blake (130455)	130			
1	Kruz, Skyler (1004304)	130			
1	Martin, Justin (20091333)	130			
1	Mayne, Kathleen (1004197)	130			
1	McNaney, Cody (1004677)	130			
1	Mootana, Clarissa (1000253)	130			
1	Ritz, Travis (1004738)	130			
1	Rt, Hunter (991983)	130			
1	Rt, Kendall (1001556)	130			
1	Ripkin, Tyler (1004387)	130			
1	Roag, Dennis (923076)	130			
1	Ronce, Maria (923201)	130			
	Richardson, Savannah (1010431)	130			

1	Rose, Kaitlyn (20092099)	130
1	Sorensen, Alex (1017433)	130
	Arias, Martin (107512)	130
2	Arnold, Turner, Zyron (1017050)	130
2	Barragan, Jacqueline (1019456)	130
2	Byers, Zackery (1017448)	130
2	Cahill, Wyatt (1002595)	130
2	Campbell, Cassie (1004996)	130
2	Cantini, Zackary (1004150)	130
2	Crydendal, Kelly (130290)	130
2	Errett, Ashleigh (20092179)	130
2	Gonzalez, Adilene (1019600)	130
2	Hill, Bryanna (1003475)	130
2	Hogue, Alyssa (953047)	130
2	James, Bradley (20092103)	130
2	Jessup, Cayla (1015512)	130
2	Lewis, Craig (130388)	130
2	McDaniel, K.C. (1013250)	130
2	Miller, Lara Rose (1011336)	130
2	Miller, Tyler (1015649)	130
2	Moreno, Dalton (20092554)	130
2	Murray, John (20092555)	130
2	O'Brien, Dorothy (20092039)	130
2	Pareto, Fre (1010091)	130
2	Ronce, Marlen (923201)	130
2	Scardina, Rebecca (992147)	130
2	Stoneham, Jake (20091338)	130
2	Sullivan, Mitchell (1004505)	130
2	Wynn, Kevin (953019)	130
3	Zantaf, Yessha (1008612)	130
	Amin, Asem (1020091)	130

3	Kuhn, Cash (1021428)	130
3	Barney, Caitlin (1004075)	130
	Barragan, Jessica (1011451)	130
3	Boyes, Rachel (1012857)	130
3	Branaugh, Jetasha (107119)	130
3	Guilhoes, Kaitlyn (1014480)	130
3	Burchfield, Haley (1002019)	130
3	Abraal, Austin (1019309)	130
3	Galvan, Giselle (1017438)	130
3	Hamilton, Alexander (1011231)	130
3	Hernandez, Talia (1018014)	130
3	Holmes, Haley (107794)	130
3	Kaufman, Ashleigh (1005685)	130
3	Und, Cassandra (130322)	130
3	Matta, Caitlin (1018196)	130
3	Martinez, Elisabeth (1017363)	130
3	Miller, Lorena (1015645)	130
3	Moussallem Abud E So, Hanni (20092616)	130
3	Rodgers, Katie (107413)	130
3	Montrese, Cassidy (904043)	130
3	Waters, Laura (1001262)	130
3	Wiggen, Trisha (903869)	130

FFA Participation

Ag 1B Period: 1
Wildlife Mgt Period: 2
Floriculture B Period: 3
Adv Floriculture B Period: 3

Posted by: Joseph McNealy
 Category: Assignment

Assigned: 5/20/11 Due: 5/20/11
 Point Value: 50

Assignment Average: 85.26%

P:	Student:	Points:	Comment:	Time Stamp:	File Name:
1	[REDACTED] (1001229)	50			
1	[REDACTED] (1001835)	50			
1	[REDACTED] (1004881)	0			
1	[REDACTED] (1005018)	50			
1	[REDACTED] (1004283)	50			
1	[REDACTED] (20090562)	40			
1	[REDACTED] (1000113)	40			
	[REDACTED] (1017131)	50			
1	[REDACTED] (1010610)	50			
1	[REDACTED] (1012526)	50			
1	[REDACTED] (130455)	30			
1	[REDACTED] (1004304)	50			
1	[REDACTED] (20091333)	50			
1	[REDACTED] (1004197)	50			
1	[REDACTED] (1004677)	50			
1	[REDACTED] (1000253)	50			
1	[REDACTED] (1004738)	50			
1	[REDACTED] (991983)	50			
1	[REDACTED] (1001556)	50			
1	[REDACTED] (1004387)	30			
1	[REDACTED] (923076)	50			
1	[REDACTED] (923201)	50			
	[REDACTED] (1010431)	30			

1	Rose, Kaitlyn (20092099)	50
1	Sorensen, Ale (1017433)	30
	Wass, Mark (107512)	50
2	Arnold, Turner Zyron (1017050)	30
2	Sarragan, Jacqueline (1019456)	30
2	Waters, Zachary (1017448)	50
2	Wahill, Wya (1002595)	50
2	Campioiti, Cassie (1004996)	50
2	Santri, Zackary (1004150)	50
2	Hydenat, Kelly (130290)	50
2	Garrett, Ashleigh (20092179)	50
2	Gonzalez, Adrienne (1019600)	10
2	Hill, Bryanna (1003475)	50
2	Hogue, Alyssa (953047)	50
2	Jeffus, Bradley (20092103)	50
2	Jessup, Cayle (1015512)	50
2	Lewis, Craig (130388)	50
2	McDaniel, K G (1013250)	50
2	Miller, Tara Rose (1011336)	50
2	Miller, Tyle (1015649)	50
2	Moreno, Dario (20092554)	50
2	Murray, John (20092555)	50
2	O'Brien, Dorothy (20092039)	40
2	Parento, Eric (1010091)	50
2	Rance, Mariana (923201)	40
2	Scardina, Rebecca (992147)	50
2	Stonham, Jake (20091338)	20
2	Sullivan, Mitchell (1004505)	50
2	Wynn, Kevin (953019)	40
3	Acantar, Yessica (1008612)	30
	Amin, Asema (1020091)	50

3	Kuhn, Cash (1021428)	50
3	Carney, Caitlin (1004075)	50
	Caragan, Jessica (1011451)	30
3	Coates, Rachel (1012857)	50
3	Cranaugh, Jeterina (107119)	50
3	Edmonds, Kaitlyn (1014480)	30
3	Gurchfield, Haley (1002019)	50
3	Labral, Austin (1019309)	50
3	Galvan, Giselle (1017438)	30
3	Hamilton, Alexander (1011231)	50
3	Hernandez, Talla (1018014)	20
3	Holmes, Haley (107794)	50
3	Kaulman, Ashleigh (1005685)	50
3	Lund, Cassaundra (130322)	50
3	Matta, Caitlin (1018196)	50
3	Martinez, Elisabeth (1017363)	10
J	Miller, Lorena (1015645)	50
3	Moussalem Abud E So, Hanny (20092616)	10
3	Nodgess, Katie (107413)	10
3	Vanfrease, Cassidy (904043)	10
3	Waters, Laura (1001262)	50
3	Wiggen, Trisha (903869)	50

Print Gradebook

Printed: 5/2/11

Nealy, Joseph
Sul Ag 1A - Period 1

Livermore High School
Average: 83.98%

Student ID:	Grade%	Points	Assignment P: 550.00	
1000113	B 84.00%	462.00 / 550.00	462.00/550.00 = 84.00%	
1000253	B- 82.73%	455.00 / 550.00	455.00/550.00 = 82.73%	
1001229	A+ 98.00%	539.00 / 550.00	539.00/550.00 = 98.00%	
1001430	A+ 100.00%	5.00 / 5.00	5.00/5.00 = 100.00%	
1001556	A+ 98.73%	543.00 / 550.00	543.00/550.00 = 98.73%	
1001835	A- 90.18%	496.00 / 550.00	496.00/550.00 = 90.18%	
1002063	B+ 89.64%	493.00 / 550.00	493.00/550.00 = 89.64%	
1004197	B- 81.09%	446.00 / 550.00	446.00/550.00 = 81.09%	
1004283	A+ 97.64%	537.00 / 550.00	537.00/550.00 = 97.64%	
1004304	A- 92.91%	511.00 / 550.00	511.00/550.00 = 92.91%	
1004387	D+ 68.91%	379.00 / 550.00	379.00/550.00 = 68.91%	
1004677	B- 80.73%	444.00 / 550.00	444.00/550.00 = 80.73%	
1004738	B+ 88.91%	489.00 / 550.00	489.00/550.00 = 88.91%	
1004881	D 65.45%	360.00 / 550.00	360.00/550.00 = 65.45%	
1005018	B 85.50%	466.00 / 545.00	466.00/545.00 = 85.50%	
1010431	B+ 87.64%	482.00 / 550.00	482.00/550.00 = 87.64%	
1010610	D+ 68.81%	375.00 / 545.00	375.00/545.00 = 68.81%	
1010711	B+ 89.27%	491.00 / 550.00	491.00/550.00 = 89.27%	
1012526	A 94.73%	521.00 / 550.00	521.00/550.00 = 94.73%	
1012852	A+ 100.00%	5.00 / 5.00	5.00/5.00 = 100.00%	
1017131	A 93.27%	513.00 / 550.00	513.00/550.00 = 93.27%	
1017389	D 66.67%	10.00 / 15.00	10.00/15.00 = 66.67%	
1017433	D+ 68.73%	378.00 / 550.00	378.00/550.00 = 68.73%	
1020209	A+ 100.00%	15.00 / 15.00	15.00/15.00 = 100.00%	
1022046	B- 82.55%	454.00 / 550.00	454.00/550.00 = 82.55%	
130455	C+ 77.82%	428.00 / 550.00	428.00/550.00 = 77.82%	
090562	D- 61.82%	340.00 / 550.00	340.00/550.00 = 61.82%	
J1333	C- 71.27%	392.00 / 550.00	392.00/550.00 = 71.27%	
20092099	A 96.55%	531.00 / 550.00	531.00/550.00 = 96.55%	
923076	D+ 68.91%	379.00 / 550.00	379.00/550.00 = 68.91%	
923201	A- 90.91%	500.00 / 550.00	500.00/550.00 = 90.91%	
991983	A 93.45%	514.00 / 550.00	514.00/550.00 = 93.45%	

McNealy, Joseph
Sci Ag 1A - Period 1
Livermore High School
 Average: 83.98%

Student ID:	Final P: 80 Ave: 74.15% D: 11/19/10 Assignment	Ag Science V P: 30 Ave: 76.67% D: 11/18/10 Assignment	Leader Repor P: 30 Ave: 49.40% D: 11/17/10 Assignment	Chapter 22 P: 10 Ave: 91.43% D: 11/9/10 Assignment	Chapter 23 P: 10 Ave: 95.00% D: 11/5/10 Assignment	FFA Position P: 14 Ave: 78.57% D: 11/5/10 Assignment	Creed Worksh P: 10 Ave: 95.36% D: 10/26/10 Assignment	Chapter 19 P: 10 Ave: 79.29% D: 10/21/10 Assignment	Chapter 20 P: 10 Ave: 92.86% D: 10/14/10 Assignment	
1000113	68	30	0	10	10	12	10	10	10	
1000253	64	28	15	10	10	14	10	10	10	
1001229	69	30	30	10	10	14	10	10	10	
1001430	E	E	E	E	E	E	E	E	E	
1001556	73	30	30	10	10	14	10	10	10	
1001835	64	25	25	10	10	6	10	10	10	
1002063	66	28	30	10	10	12	10	0	0	
1004197	64	30	0	10	10	14	10	10	10	
1004283	69	30	30	10	10	14	10	10	10	
1004304	61	24	30	10	10	14	10	10	10	
1004387	43	13	0	10	10	8	10	10	0	
1004677	60	19	0	10	10	6	10	10	10	
1004738	65	26	0	10	10	8	10	6	10	
1004881	0	8	0	10	10	4	7	10	10	
1005018	66	0	25	10	10	4	10	0	10	
1010431	59	26	20	10	10	14	10	10	10	
1010610	50	26	0	10	10	14	0	10	10	
1010711	58	30	0	10	10	14	10	10	10	
1012526	68	28	15	10	10	14	10	10	10	
1012852	E	E	E	E	E	E	E	E	E	
1017131	69	28	30	0	10	12	10	10	10	
1017389	E	E	E	E	E	E	E	E	E	
1017433	63	30	30	10	10	0	10	10	10	
10209	E	E	E	E	E	E	E	E	E	
1022046	66	23	25	10	10	10	10	10	10	
130455	65	25	0	0	0	12	10	10	10	
20090562	34	4	0	10	6	14	10	0	10	
20091333	58	22	0	6	10	12	10	6	10	
20092099	66	30	30	10	10	14	10	10	10	
923076	51	0	0	10	10	6	10	0	10	
923201	53	24	20	10	10	14	10	10	10	
991983	69	27	30	10	10	14	10	0	10	

McNealy, Joseph

Sci Ag 1A - Period 1

Livermore High School

Average: 83.98%

Student ID:	Chapter 21 P: 10 Ave: 96.43% D: 10/14/10 Assignment	Vegetable As P: 50 Ave: 83.21% D: 10/11/10 Assignment	Sentences P: 10 Ave: 90.36% D: 10/7/10 Assignment	Farm Tech Vi P: 5 Ave: 88.57% D: 10/7/10 Assignment	Vocab Test 1 P: 30 Ave: 87.02% D: 10/6/10 Assignment	Vegetable No P: 56 Ave: 90.43% D: 10/6/10 Assignment	Drought Note P: 5 Ave: 93.57% D: 10/6/10 Assignment	Chapter 3 P: 10 Ave: 88.21% D: 10/6/10 Assignment	Harvesting 2 P: 5 Ave: 78.57% D: 10/6/10 Assignment	
1000113	10	40	10	5	28	56	5	10	5	
1000253	10	0	0	5	30	56	5	10	5	
1001229	10	50	10	5	30	56	5	10	5	
1001430	E	E	E	E	E	E	E	E	E	
1001556	10	50	10	5	30	56	5	10	5	
1001835	10	45	10	5	30	56	5	10	5	
1002063	10	50	10	5	30	56	5	10	3	
1004197	10	45	10	3	28	48	5	0	0	
1004283	10	50	10	5	28	56	5	10	5	
1004304	10	50	10	5	26	56	5	10	5	
1004387	10	30	8	5	16	48	5	10	3	
1004677	10	45	10	5	24	54	5	10	3	
1004738	10	50	10	5	28	56	5	10	5	
1004881	10	50	10	5	13	48	5	5	5	
1005018	10	50	10	5	30	56	5	10	5	
1010431	10	45	10	5	27	56	5	10	5	
1010610	10	45	10	3	26	40	1	10	2	
1010711	10	50	10	5	28	56	5	10	5	
1012526	10	50	10	5	30	56	5	10	5	
1012852	E	E	E	E	E	E	E	E	E	
1017131	0	50	10	5	30	56	5	10	5	
1017389	E	E	E	E	E	E	E	E	E	
1017433	10	0	10	5	30	0	0	0	5	
1020209	E	E	E	E	E	E	E	E	E	
102046	10	30	10	0	28	54	5	10	0	
1030455	10	45	10	5	20	56	5	10	0	
20090562	10	45	0	0	1	28	5	4	3	
20091333	10	25	10	3	26	50	5	8	3	
20092099	10	50	10	5	30	56	5	10	5	
923076	10	30	5	5	26	40	5	10	3	
923201	10	45	10	5	28	56	5	10	5	
991983	10	50	10	5	30	56	5	10	5	

McNealy, Joseph

Sci Ag 1A - Period 1

Livermore High School

Average: 83.98%

Student ID:	Bring Veteta P: 25 Ave: 79.29% D: 10/6/10 Assignment	Whats growin P: 10 Ave: 92.86% D: 10/5/10 Assignment	Ca Commodity P: 50 Ave: 98.57% D: 10/4/10 Assignment	Corn Notes P: 5 Ave: 95.00% D: 9/30/10 Assignment	Chapter 2 P: 10 Ave: 91.43% D: 9/30/10 Assignment	Food Poster P: 40 Ave: 87.59% D: 9/30/10 Assignment	Chapter 4 P: 10 Ave: 85.71% D: 9/30/10 Assignment	Chapter 1 P: 10 Ave: 94.33% D: 9/1/10 Assignment	Course Outli P: 5 Ave: 78.00% D: 8/25/10 Assignment	
1000113	0	10	50	5	10	35	10	10	3	
1000253	25	10	50	5	10	40	10	10	3	
1001229	25	10	50	5	10	40	10	10	5	
1001430	E	E	E	E	E	E	E	E	5	
1001556	25	10	50	5	10	40	10	10	5	
1001835	20	10	50	5	10	30	10	10	5	
1002063	20	10	50	5	10	40	0	10	3	
1004197	25	10	50	5	6	30	0	10	3	
1004283	25	10	50	5	10	40	10	10	5	
1004304	25	10	50	5	10	30	10	10	5	
1004387	25	10	50	5	5	30	10	0	5	
1004677	25	10	40	5	10	30	10	10	3	
1004738	25	10	50	5	10	40	10	10	5	
1004881	25	10	50	5	0	35	10	10	5	
1005018	25	10	50	5	10	30	10	10	E	
1010431	0	10	50	5	10	40	10	10	5	
1010610	20	10	40	3	5	0	10	10	E	
1010711	25	10	50	0	10	40	10	10	5	
1012526	25	10	50	5	10	40	10	10	5	
1012852	E	E	E	E	E	E	E	E	5	
1017131	25	10	50	5	10	40	10	10	3	
1017389	E	E	E	E	E	E	E	10	0	
1017433	25	10	50	5	10	30	0	10	5	
10209	E	E	E	E	E	E	E	10	5	
1022046	0	10	50	5	10	35	10	10	3	
130455	0	10	50	5	10	40	10	10	0	
20090562	25	10	50	5	10	38	10	5	3	
20091333	0	0	50	5	10	30	10	8	5	
20092099	20	10	50	5	10	40	10	10	5	
923076	25	0	50	5	10	38	10	10	0	
923201	25	10	50	5	10	40	10	10	5	
991983	25	10	50	5	10	40	0	10	3	

Print Gradebook

Printed: 5/2/11

Nealy, Joseph
 AgriculturalBio(P) - Period 1

Livermore High School
 Average: 78.05%

Student ID:	Grade	%	Points	Assignment P: 837.00
1001038	F	34.98%	291.00 / 832.00	291.00/832.00 = 34.98%
1001072	C	75.82%	627.00 / 827.00	627.00/827.00 = 75.82%
1001142	D-	60.22%	504.00 / 837.00	504.00/837.00 = 60.22%
1001217	A	96.30%	806.00 / 837.00	806.00/837.00 = 96.30%
1001491	C	76.94%	644.00 / 837.00	644.00/837.00 = 76.94%
1001604	C	76.11%	637.00 / 837.00	637.00/837.00 = 76.11%
1001656	B-	80.17%	671.00 / 837.00	671.00/837.00 = 80.17%
1001735	C-	71.92%	602.00 / 837.00	602.00/837.00 = 71.92%
1002135	C	76.80%	639.00 / 832.00	639.00/832.00 = 76.80%
1002541	C+	78.02%	653.00 / 837.00	653.00/837.00 = 78.02%
1003943	D+	68.22%	571.00 / 837.00	571.00/837.00 = 68.22%
1004075	A+	99.04%	829.00 / 837.00	829.00/837.00 = 99.04%
1005904	A-	90.99%	757.00 / 832.00	757.00/832.00 = 90.99%
1011444	B-	82.32%	689.00 / 837.00	689.00/837.00 = 82.32%
1013250	C+	77.04%	641.00 / 832.00	641.00/832.00 = 77.04%
1016943	B	83.15%	696.00 / 837.00	696.00/837.00 = 83.15%
1020200	B	86.62%	725.00 / 837.00	725.00/837.00 = 86.62%
1021428	C+	79.45%	665.00 / 837.00	665.00/837.00 = 79.45%
1022154	A-	92.35%	773.00 / 837.00	773.00/837.00 = 92.35%
107534	C+	78.85%	660.00 / 837.00	660.00/837.00 = 78.85%
107838	D+	69.71%	580.00 / 832.00	580.00/832.00 = 69.71%
200328	C-	71.15%	592.00 / 832.00	592.00/832.00 = 71.15%
20090003	C-	70.37%	589.00 / 837.00	589.00/837.00 = 70.37%
20090007	A+	99.04%	829.00 / 837.00	829.00/837.00 = 99.04%
20092555	B+	88.17%	738.00 / 837.00	738.00/837.00 = 88.17%
20093175	B+	88.57%	496.00 / 560.00	496.00/560.00 = 88.57%
2013161	F	54.96%	460.00 / 837.00	460.00/837.00 = 54.96%

McNealy, Joseph
Livermore High School

AgriculturalBio(P) - Period 1

Average: 78.05%

Student ID:	Final P: 90 Ave: 67.49% D: 3/4/11 Assignment	Disease Rese P: 60 Ave: 83.95% D: 3/2/11 Assignment	SAE Project P: 130 Ave: 87.46% D: 3/2/11 Assignment	hm wk pgs 41 P: 15 Ave: 75.80% D: 3/1/11 Assignment	Hm wk pgs 41 P: 10 Ave: 61.11% D: 3/1/11 Assignment	hm wk pgs 41 P: 10 Ave: 77.04% D: 3/1/11 Assignment	hm wk pgs 41 P: 10 Ave: 68.89% D: 3/1/11 Assignment	hm wk pgs 48 P: 10 Ave: 62.96% D: 3/1/11 Assignment	hm wk bk pg P: 10 Ave: 54.81% D: 2/16/11 Assignment	
1001038	39	20	0	0	0	0	0	0	0	
1001072	33	55	120	10	6	10	7	0	0	
1001142	50	30	105	15	0	9	10	0	0	
1001217	79	60	130	15	9	10	10	8	10	
1001491	56	55	130	0	0	9	7	9	9	
1001604	59	55	125	15	9	10	10	0	0	
1001656	72	55	130	0	0	10	10	10	10	
1001735	50	35	125	13	0	0	0	10	10	
1002135	68	20	100	15	7	10	10	10	10	
1002541	57	60	130	14	9	10	10	10	9	
1003943	64	55	125	15	0	0	0	0	0	
1004075	89	55	130	15	10	10	10	10	10	
1005904	67	55	125	15	10	10	10	10	10	
1011444	58	55	130	0	10	9	0	0	0	
1013250	59	45	120	15	7	9	7	10	10	
1016943	53	60	130	14	10	10	8	6	0	
1020200	48	55	130	12	9	10	6	10	10	
1021428	51	60	115	10	8	10	9	10	0	
1022154	55	60	130	15	10	9	10	10	10	
107534	60	55	120	13	9	9	9	10	10	
107838	58	20	120	15	8	8	7	0	0	
200328	72	55	0	13	7	8	9	10	10	
20090003	66	55	125	13	0	0	0	0	0	
20090007	84	60	130	15	10	9	10	10	10	
32555	68	60	120	15	10	9	10	7	0	
20093175	73	60	100	15	7	10	7	10	10	
953161	52	50	125	0	0	0	0	0	0	

McNealy, Joseph
Livermore High School

AgriculturalBio(P) - Period 1

Average: 78.05%

Student ID:	Dichotomous P: 30 Ave: 92.59% D: 2/15/11 Assignment	hm wk bk pg P: 10 Ave: 66.15% D: 2/11/11 Assignment	Chapter 19 A P: 10 Ave: 75.56% D: 2/10/11 Assignment	Hm wk bk pg P: 10 Ave: 58.15% D: 2/10/11 Assignment	Parasites DV P: 10 Ave: 77.78% D: 2/10/11 Assignment	hm wk bk pg P: 10 Ave: 77.04% D: 2/8/11 Assignment	hm wk bk pg P: 15 Ave: 77.04% D: 1/27/11 Assignment	Wk bk pg 213 P: 10 Ave: 107.41% D: 1/21/11 Assignment	Record Book P: 20 Ave: 62.04% D: 1/19/11 Assignment	
1001038	30	0	4	0	5	0	0	0	0	
1001072	30		10	10	10	10	15	14	15	
1001142	0	10	6	0	0	10	8	0	0	
1001217	30	10	10	10	10	10	14	15	20	
1001491	30	0	0	0	5	0	15	15	10	
1001604	30	9	8	0	5	10	12	15	0	
1001656	30	0	10	10	10	10	12	10	15	
1001735	30	10	5	0	10	0	15	15	10	
1002135	30	10	8	8	10	9	6	8	10	
1002541	30	10	5	0	10	10	15	15	15	
1003943	30	10	8	0	5	10	0	0	15	
1004075	30	10	10	10	10	10	15	15	20	
1005904	30	10	10	10	10	10	15	15	10	
1011444	30	0	10	10	5	10	0	13	20	
1013250	0	9	10	9	5	10	12	15	15	
1016943	30	6	5	10	10	10	15	0	15	
1020200	30	9	10	10	10	9	14	13	20	
1021428	30	0	10	0	10	10	12	15	10	
1022154	30	10	5	10	10	10	14	15	20	
107534	30	10	4	10	10	10	15	14	15	
107838	30	0	6	0	0	0	15	8	20	
200328	30	10	10	10	5	10	13	15	0	
20090003	30	0	0	0	10	0	0	0	15	
20090007	30	10	10	10	10	10	15	15	20	
32555	30	9	10	10	10	0	15	15	10	
20093175	30	10	10	10	10	10	15	15	10	
953161	30	0	10	0	5	10	15	0	5	

McNealy, Joseph
Livermore High School

AgriculturalBio(P) - Period 1

Average: 78.05%

Student ID:	Ag Bio note P: 60 Ave: 79.81% D: 1/14/11 Assignment	Hm wk bk pg P: 10 Ave: 57.41% D: 1/12/11 Assignment	Hm wk bk pg P: 10 Ave: 61.48% D: 1/10/11 Assignment	Hm wk bk pg P: 10 Ave: 60.37% D: 1/6/11 Assignment	Antibiotics P: 50 Ave: 84.62% D: 12/17/10 Assignment	Test Ch 15-1 P: 70 Ave: 69.73% D: 12/17/10 Assignment	Hw wb pg 195 P: 20 Ave: 68.46% D: 12/14/10 Assignment	Hw wb pg 184 P: 10 Ave: 65.00% D: 12/13/10 Assignment	Bunny Lab P: 25 Ave: 91.54% D: 12/13/10 Assignment	
1001038	20	0	9	8	0	36	0	5	25	
1001072	50	7	8	6	40	36	10	7	15	
1001142	50	0	0	10	40	42	15	5	25	
1001217	60	10	0	9	50	65	20	7	25	
1001491	45	8	9	8	50	51	16	7	25	
1001604	50	0	0	8	50	42	19	9	25	
1001656	50	10	10	0	35	44	20	0	15	
1001735	40	0	0	0	50	50	17	9	15	
1002135	50	8	9	0	50	59	12	8	25	
1002541	35	0	0	0	30	47	12	7	15	
1003943	40	0	0	0	50	44	10	0	15	
1004075	60	10	9	10	50	66	20	10	25	
1005904	50	8	10	10	40	58	20	9	25	
1011444	60	7	9	8	50	55	19	0	25	
1013250	40	8	10	0	50	43	14	7	25	
1016943	55	8	0	10	45	48	15	9	25	
1020200	50	9	8	8	50	45	10	10	25	
1021428	43	8	9	0	50	43	20	9	25	
1022154	60	8	10	10	50	55	18	9	25	
107534	40	0	8	9	30	35	10	9	25	
107838	50	9	0	9	45	45	12	6	20	
200328	50	8	10	0	45	55	15	9	25	
20090003	50	0	9	10	50	49	0	0	25	
20090007	60	10	10	10	50	67	20	9	25	
2555	50	9	10	10	50	57	12	9	25	
20093175	55	10	9	10	E	E	E	E	E	
953161	30	0	0	0	0	32	0	0	25	

McNealy, Joseph
Livermore High School

AgriculturalBio(P) - Period 1

Average: 78.05%

	Hw wb pg. 17 P: 10 Ave: 78.08% D: 12/8/10 Assignment	Hw wb pg. 18 P: 10 Ave: 86.15% D: 12/8/10 Assignment	Ch. 15 Quiz P: 12 Ave: 77.88% D: 12/7/10 Assignment	Hw wb pg. 17 P: 10 Ave: 76.54% D: 12/6/10 Assignment	Natural Sele P: 25 Ave: 98.46% D: 12/6/10 Assignment	Hw wb pg. 17 P: 10 Ave: 73.46% D: 12/2/10 Assignment	Notebook P: 10 Ave: 73.08% D: 12/1/10 Assignment	SAE Form P: 5 Ave: 100.00% D: 12/1/10 Assignment	Hw wb pg 169 P: 10 Ave: 83.08% D: 12/1/10 Assignment	
Student ID:										
1001038	9	10	10	9	25	7	10		10	
1001072	8	10	8	8	25	9	10	5	10	
1001142	0	8	10	6	15	0	10	5	10	
1001217	10	10	11	10	25	10	10	5	9	
1001491	9	8	10	9	25	0	0	5	9	
1001604	5	5	12	10	25	0	0	5	0	
1001656	4	3	6	10	25	10	10	5	10	
1001735	8	9	8	8	25	0	10	5	10	
1002135	8	8	10	9	25	9	0		0	
1002541	9	8	10	8	25	9	5	5	9	
1003943	8	10	10	5	25	7	5	5	0	
1004075	10	10	10	10	25	10	10	5	10	
1005904	10	10	11	9	25	10	10		10	
1011444	8	10	9	10	25	9	10	5	10	
1013250	8	8	10	0	25	7	10		9	
1016943	9	9	5	8	25	9	10	5	9	
1020200	9	10	10	8	25	9	10	5	9	
1021428	4	10	10	5	25	9	10	5	10	
1022154	8	10	9	10	25	9	10	5	9	
107534	8	6	8	9	25	10	0	5	10	
107838	9	10	7	0	25	10	0		8	
200328	8	10	9	9	25	8	10		9	
20090003	7	8	7	0	25	10	10	5	10	
20090007	9	10	12	10	25	10	10	5	9	
12555	10	9	11	10	25	10	10	5	8	
20093175	E	E	E	E	E	E	E	E	E	
953161	8	5	10	9	25	0	0	5	9	

Print Gradebook

Printed: 5/2/11

Nealy, Joseph
Agriculture A - Period 2

Livermore High School
Average: 87.62%

Student ID:	Grade	%	Points	Assignment P: 865.00
1000100	A-	90.53%	774.00 / 855.00	774.00/855.00 = 90.53%
1001997	F	25.15%	215.00 / 855.00	215.00/855.00 = 25.15%
1002019	A-	92.49%	800.00 / 865.00	800.00/865.00 = 92.49%
1004075	A+	98.01%	838.00 / 855.00	838.00/855.00 = 98.01%
1010288	F	0.00%	0.00 / 5.00	0.00/5.00 = 0.00%
1011231	B+	87.13%	745.00 / 855.00	745.00/855.00 = 87.13%
1011451	B+	87.98%	761.00 / 865.00	761.00/865.00 = 87.98%
1012606	F	18.27%	158.00 / 865.00	158.00/865.00 = 18.27%
1012923	A+	100.00%	865.00 / 865.00	865.00/865.00 = 100.00%
1013394	B-	81.85%	708.00 / 865.00	708.00/865.00 = 81.85%
1015645	A-	92.58%	736.00 / 795.00	736.00/795.00 = 92.58%
1018014	A	93.53%	809.00 / 865.00	809.00/865.00 = 93.53%
1018196	A	95.21%	795.00 / 835.00	795.00/835.00 = 95.21%
1018220	A+	97.08%	830.00 / 855.00	830.00/855.00 = 97.08%
1019309	C-	71.65%	609.00 / 850.00	609.00/850.00 = 71.65%
1022174	A	95.03%	822.00 / 865.00	822.00/865.00 = 95.03%
107119	A-	92.98%	795.00 / 855.00	795.00/855.00 = 92.98%
107413	A+	99.42%	860.00 / 865.00	860.00/865.00 = 99.42%
107604	F	0.00%	0.00 / 5.00	0.00/5.00 = 0.00%
107794	A+	97.34%	842.00 / 865.00	842.00/865.00 = 97.34%
130322	C+	78.94%	671.00 / 850.00	671.00/850.00 = 78.94%
130436	A+	100.00%	865.00 / 865.00	865.00/865.00 = 100.00%
20092443	A+	99.42%	860.00 / 865.00	860.00/865.00 = 99.42%
903869	A+	98.95%	846.00 / 855.00	846.00/855.00 = 98.95%
904043	A+	99.19%	858.00 / 865.00	858.00/865.00 = 99.19%
923053	A	96.42%	834.00 / 865.00	834.00/865.00 = 96.42%
1070	A+	97.65%	830.00 / 850.00	830.00/850.00 = 97.65%
158	A-	91.33%	790.00 / 865.00	790.00/865.00 = 91.33%

McNealy, Joseph
Livermore High School
Floriculture A - Period 2

Average: 87.62%

	Final Arrang P: 25 Ave: 100.00% D: 11/18/10 Assignment	Oct #4 arran P: 25 Ave: 100.00% D: 11/18/10 Assignment	Floral Revie P: 50 Ave: 82.00% D: 11/16/10 Assignment	Floral Portf P: 100 Ave: 86.92% D: 11/11/10 Assignment	Japanese/Chi P: 20 Ave: 66.54% D: 11/9/10 Assignment	Chapter 16 P: 10 Ave: 61.54% D: 11/9/10 Assignment	floral book P: 135 Ave: 92.11% D: 11/5/10 Assignment	Corsage and P: 20 Ave: 77.00% D: 10/27/10 Assignment	Contemporary P: 25 Ave: 72.31% D: 10/26/10 Assignment	
Student ID:										
1000100	25	25	50	95	0	0	135	20	15	
1001997	25	25	0	0	0	0	0	0	0	
1002019	25	25	50	60	20	10	135	15	25	
1004075	25	25	45	100	20	10	135	20	25	
1010288	E	E	E	E	E	E	E	E	E	
1011231	25	25	45	100	0	0	135	20	10	
1011451	25	25	50	90	0	10	135	20	25	
1012606	25	25	0	0	0	0	0	0	0	
1012923	25	25	50	100	20	10	135	20	25	
1013394	25	25	45	90	20	0	135	20	25	
1015645	25	25		100	0	0	135	20	15	
1018014	25	25	45	90	20	10	135	20	18	
1018196	25	25	50	95	20	10	135		20	
1018220	25	25	45	100	20	10	135	0	25	
1019309	25	25	0	85	0	0	135	0	0	
1022174	25	25	35	100	17	0	135	20	20	
1071119	25	25	50	100	20	10	135	20	25	
1074113	25	25	50	100	20	10	135	20	25	
107604	E	E	E	E	E	E	E	E	E	
107794	25	25	50	100	12	0	135	20	25	
130322	25	25	40	85	0	0	135	0	0	
130436	25	25	50	100	20	10	135	20	25	
20092443	25	25	50	100	20	10	135	20	20	
903869	25	25	50	100	20	10	128	20	25	
343	25	25	45	100	20	10	135	20	25	
923053	25	25	35	100	17	10	135	20	12	
944070	25	25	50	95	20	10	135	20	25	
953158	25	25	45	75	20	10	135	10	15	

McNealy, Joseph
Livermore High School
Floriculture A - Period 2

Average: 87.62%

Student ID:	Oct Arrangem P: 25 Ave: 84.62% D: 10/21/10 Assignment	Wrist Corsag P: 25 Ave: 92.31% D: 10/21/10 Assignment	Floral Histo P: 30 Ave: 88.46% D: 10/12/10 Assignment	October News P: 10 Ave: 72.00% D: 10/12/10 Assignment	Chapter 20 F P: 10 Ave: 80.00% D: 10/12/10 Assignment	Chapter 8 P: 15 Ave: 88.46% D: 10/7/10 Assignment	Chapter 13 P: 10 Ave: 80.77% D: 10/7/10 Assignment	Flower Shape P: 120 Ave: 84.04% D: 10/6/10 Assignment	Chapter 14 P: 10 Ave: 84.62% D: 10/6/10 Assignment	
1000100	25	25	30	10	E	15	0	96	10	
1001997	0	0	0	0	0	0	0	0	0	
1002019	25	25	30	10	10	15	10	100	10	
1004075	25	25	30	10	E	15	10	108	10	
1010288	E	E	E	E	E	E	E	E	E	
1011231	25	25	0	0	E	15	10	120	10	
1011451	25	25	30	0	10	15	10	80	10	
1012606	0	0	0	0	0	15	0	0	0	
1012923	25	25	30	10	10	15	10	120	10	
1013394	25	25	30	10	0	10	10	40	10	
1015645	25	25	30	E	E	15	10	120	0	
1018014	25	25	30	10	10	15	10	96	0	
1018196	0	25	30	10	E	15	10	120	10	
1018220	25	25	30	10	E	15	10	120	10	
1019309	25	25	30	10	E	10	0	84	10	
1022174	25	25	30	0	10	15	10	120	10	
107119	25	25	30	10	E	15	10	120	10	
107413	25	25	30	10	10	10	10	120	10	
107604	E	E	E	E	E	E	E	E	E	
107794	25	25	30	10	10	15	10	120	10	
130322	25	25	30	0	E	0	0	100	10	
130436	25	25	30	10	10	15	10	120	10	
20092443	25	25	30	10	10	15	10	120	10	
903869	25	25	30	10	E	15	10	118	10	
043	25	25	30	10	10	15	10	120	10	
923053	25	25	30	10	10	15	10	120	10	
944070	25	25	30	0	E	15	10	120	10	
953158	0	25	30	10	10	15	10	120	10	

McNealy, Joseph
Livermore High School
Floriculture A - Period 2
Average: 87.62%

Student ID:	Color Scheme P: 20 Ave: 88.46% D: 10/5/10 Assignment	Chapter 2 & P: 20 Ave: 92.31% D: 10/5/10 Assignment	Flower Marke P: 20 Ave: 86.54% D: 10/5/10 Assignment	Sept Arrange P: 25 Ave: 100.00% D: 10/4/10 Assignment	Oct Arrangem P: 25 Ave: 96.15% D: 10/4/10 Assignment	Chapter 4 & P: 20 Ave: 89.62% D: 9/30/10 Assignment	Chapter 6 & P: 20 Ave: 92.31% D: 9/30/10 Assignment	Chapter 10 W P: 10 Ave: 96.00% D: 9/30/10 Assignment	CA. Commodit P: 10 Ave: 99.23% D: 9/30/10 Assignment	
1000100	20	20	20	25	25	20	20	10	10	
1001997	20	20	20	25	25	0	20		10	
1002019	20	20	20	25	25	20	20	10	10	
1004075	20	20	20	25	25	20	20	10	10	
1010288	E	E	E	E	E	E	E	E	E	
1011231	20	20	20	25	25	20	0	10	10	
1011451	0	20	20	25	25	20	20	10	8	
1012606	20	20	0	25	0	15	0	0	10	
1012923	20	20	20	25	25	20	20	10	10	
1013394	20	20	10	25	25	0	20	10	10	
1015645	20	20	20	25	25	20	20	10	10	
1018014	20	20	20	25	25	20	20	10	10	
1018196	20	20	20	25	25	20	20	10	10	
1018220	20	20	20	25	25	20	20	10	10	
1019309	0	20	0	25	25	15	20	10	10	
1022174	20	20	20	25	25	20	20	10	10	
107119	0	0	0	25	25	20	20	10	10	
107413	20	20	20	25	25	20	20	10	10	
107604	E	E	E	E	E	E	E	E	E	
107794	20	20	20	25	25	20	20	10	10	
130322	20	0	20	25	25	16	20	10	10	
130436	20	20	20	25	25	20	20	10	10	
20092443	20	20	20	25	25	20	20	10	10	
969	20	20	20	25	25	20	20	10	10	
9694043	20	20	20	25	25	20	20	10	10	
923053	20	20	20	25	25	20	20	10	10	
944070	20	20	20	25	25	20	20	10	10	
953158	20	20	20	25	25	20	20	10	10	

McNealy, Joseph
Livermore High School

Floriculture A - Period 2

Average: 87.62%

Student ID:	Care & Handl P: 25 Ave: 90.92% D: 9/30/10 Assignment	Course Outli P: 5 Ave: 80.00% D: 8/25/10 Assignment	
1000100	25	3	
1001997	25	0	
1002019	25	5	
1004075	25	5	
1010288	E	0	
1011231	25	5	
1011451	25	3	
1012606	0	3	
1012923	25	5	
1013394	20	3	
1015645	16	5	
1018014	25	5	
1018196	20	5	
1018220	25	5	
1019309	20	E	
1022174	25	5	
107119	25	5	
107413	25	5	
107604	E	0	
107794	20	5	
130322	25	E	
130436	25	5	
20092443	25	5	
903869	25	5	
043	25	3	
923053	25	5	
944070	20	E	
953158	25	5	

Print Gradebook

Printed: 5/2/11

Nealy, Joseph
Adv Floriculture A - Period 2

Livermore High School
Average: 90.13%

Student ID:	Grade	%	Points	Assignment P: 530.00	
1021428	B	83.02%	440.00 / 530.00	440.00/530.00 = 83.02%	
107462	A+	100.00%	530.00 / 530.00	530.00/530.00 = 100.00%	
130308	A	95.35%	410.00 / 430.00	410.00/430.00 = 95.35%	
962060	A-	91.13%	483.00 / 530.00	483.00/530.00 = 91.13%	
962310	B-	81.13%	430.00 / 530.00	430.00/530.00 = 81.13%	

McNealy, Joseph
Livermore High School
Adv Floriculture A - Period 2

Average: 90.13%

	First part o P: 100 Ave: 81.25% D: 11/18/10 Assignment	Final Arrang P: 25 Ave: 100.00% D: 11/18/10 Assignment	Oct #4 arran P: 25 Ave: 100.00% D: 11/18/10 Assignment	Floral Portf P: 100 Ave: 88.00% D: 11/11/10 Assignment	Japanese/Chi P: 20 Ave: 77.00% D: 11/9/10 Assignment	Corsage and P: 20 Ave: 60.00% D: 10/27/10 Assignment	Contemporary P: 25 Ave: 80.00% D: 10/27/10 Assignment	Oct Arrangem P: 25 Ave: 100.00% D: 10/21/10 Assignment	Wrist Corsag P: 25 Ave: 100.00% D: 10/21/10 Assignment	
Student ID:										
1021428	75	25	25	60	20	20	0	25	25	
107462	100	25	25	100	20	20	25	25	25	
130308	E	25	25	100	0	20	25	25	25	
962060	75	25	25	100	20	0	25	25	25	
962310	75	25	25	80	17	0	25	25	25	

McNealy, Joseph
Livermore High School
Adv Floriculture A - Period 2
Average: 90.13%

	October News P: 10 Ave: 80.00% D: 10/12/10 Assignment	Flower Shape P: 60 Ave: 100.00% D: 10/6/10 Assignment	Color Scheme P: 20 Ave: 100.00% D: 10/5/10 Assignment	Flower Marke P: 20 Ave: 80.00% D: 10/5/10 Assignment	Sept Arrange P: 25 Ave: 100.00% D: 10/4/10 Assignment	Oct Arrangem P: 25 Ave: 100.00% D: 10/4/10 Assignment	Course Outli P: 5 Ave: 84.00% D: 8/25/10 Assignment	
Student ID:								
1021428	10	60	20	20	25	25	5	
107462	10	60	20	20	25	25	5	
130308	10	60	20	20	25	25	5	
962060	10	60	20	20	25	25	3	
962310	0	60	20	0	25	25	3	

Print Gradebook

Printed: 5/2/11

Vealy, Joseph
 v...ndlife Mgt - Period 4

Livermore High School
 Average: 87.81%

Student ID:	Grade	%	Points	Assignment P: 491.00
1002595	B	83.91%	412.00 / 491.00	412.00/491.00 = 83.91%
1003475	A	94.91%	466.00 / 491.00	466.00/491.00 = 94.91%
1004150	A	96.95%	476.00 / 491.00	476.00/491.00 = 96.95%
1004505	A+	99.59%	489.00 / 491.00	489.00/491.00 = 99.59%
1004908	D	64.97%	319.00 / 491.00	319.00/491.00 = 64.97%
1004996	B+	89.00%	437.00 / 491.00	437.00/491.00 = 89.00%
1008750	F	0.00%	0.00 / 5.00	0.00/5.00 = 0.00%
1008972	D	65.60%	286.00 / 436.00	286.00/436.00 = 65.60%
1010091	B+	87.37%	429.00 / 491.00	429.00/491.00 = 87.37%
1011336	B+	89.41%	439.00 / 491.00	439.00/491.00 = 89.41%
1012379	D	64.91%	283.00 / 436.00	283.00/436.00 = 64.91%
1013250	B-	82.90%	349.00 / 421.00	349.00/421.00 = 82.90%
1015512	A+	97.15%	477.00 / 491.00	477.00/491.00 = 97.15%
1015649	A+	99.39%	488.00 / 491.00	488.00/491.00 = 99.39%
1017050	A	93.08%	457.00 / 491.00	457.00/491.00 = 93.08%
1017389	C+	78.21%	384.00 / 491.00	384.00/491.00 = 78.21%
1017448	B+	89.21%	438.00 / 491.00	438.00/491.00 = 89.21%
1018220	F	0.00%	0.00 / 5.00	0.00/5.00 = 0.00%
1019456	A	95.93%	471.00 / 491.00	471.00/491.00 = 95.93%
1019600	C+	77.60%	381.00 / 491.00	381.00/491.00 = 77.60%
107512	A-	92.46%	454.00 / 491.00	454.00/491.00 = 92.46%
130388	B	83.50%	410.00 / 491.00	410.00/491.00 = 83.50%
20090158	A+	100.00%	5.00 / 5.00	5.00/5.00 = 100.00%
20091338	A-	92.26%	453.00 / 491.00	453.00/491.00 = 92.26%
20092039	A	95.11%	467.00 / 491.00	467.00/491.00 = 95.11%
20092103	A+	97.96%	481.00 / 491.00	481.00/491.00 = 97.96%
20092179	C	76.99%	378.00 / 491.00	378.00/491.00 = 76.99%
20092404	A	94.09%	462.00 / 491.00	462.00/491.00 = 94.09%
20092554	C-	72.56%	349.00 / 481.00	349.00/481.00 = 72.56%
20092933	A+	100.00%	426.00 / 426.00	426.00/426.00 = 100.00%
923103	D+	67.82%	333.00 / 491.00	333.00/491.00 = 67.82%
923201	A	95.93%	471.00 / 491.00	471.00/491.00 = 95.93%
953019	A+	99.19%	487.00 / 491.00	487.00/491.00 = 99.19%
953047	A+	100.00%	491.00 / 491.00	491.00/491.00 = 100.00%
953168	D	64.97%	319.00 / 491.00	319.00/491.00 = 64.97%
992147	A-	91.85%	451.00 / 491.00	451.00/491.00 = 91.85%

McNealy, Joseph

Wildlife Mgt - Period 4

Livermore High School

Average: 87.81%

Student ID:	Final P: 60 Ave: 100.00% D: 11/19/10 Assignment	Vocabulary T P: 20 Ave: 77.12% D: 11/18/10 Assignment	Owl Page P: 25 Ave: 78.79% D: 11/11/10 Assignment	Chapter 23 P: 10 Ave: 66.67% D: 11/10/10 Assignment	Ag Science Q P: 14 Ave: 78.35% D: 11/9/10 Assignment	FFA Creed P: 10 Ave: 98.18% D: 10/28/10 Assignment	Chapter 21 P: 10 Ave: 93.75% D: 10/27/10 Assignment	FFA Emblem P: 10 Ave: 96.06% D: 10/26/10 Assignment	Vocab Senten P: 10 Ave: 77.27% D: 10/15/10 Assignment	
1002595	60	18	25	0	14	10	10	10	10	
1003475	60	11	25	10	8	10	10	10	10	
1004150	60	20	25	0	14	10	10	10	10	
1004505	60	20	25	10	14	10	10	10	10	
1004908	60	0	25	10	0	10	10	10	5	
1004996	60	18	0	0	14	10	10	10	10	
1008750	E	E	E	E	E	E	E	E	E	
1008972	60	13	0	0	14	10	10	10	0	
1010091	60	18	0	0	8	10	10	10	10	
1011336	60	12	25	10	12	10	10	10	10	
1012379	60	19	15	10	6	7	10	10	10	
1013250	60	17	15	10	10	10	E	10	5	
1015512	60	18	25	10	10	10	10	10	10	
1015649	60	20	25	10	14	10	10	10	10	
1017050	60	20	15	10	14	10	10	10	10	
1017389	60	13	0	0	14	10	10	10	0	
1017448	60	16	25	10	10	10	10	10	10	
1018220	E	E	E	E	E	E	E	E	E	
1019456	60	15	25	10	0	10	10	10	10	
1019600	60	4	25	10	8	10	10	10	5	
107512	60	13	25	10	14	10	10	10	10	
130388	60	20	25	10	10	10	0	7	0	
20090158	E	E	E	E	E	E	E	E	E	
20091338	60	14	25	10	14	10	10	10	10	
12039	60	16	25	10	14	10	10	10	10	
20092103	60	20	25	10	14	10	10	10	10	
20092179	60	12	25	0	0	10	0	0	5	
20092404	60	11	25	10	14	10	10	10	10	
20092554	60	0	15	0	10	10	10	10	0	
20092933	60	20	25	10	14	10	10	10	10	
923103	60	18	15	0	4	7	10	10	5	
923201	60	20	25	0	14	10	10	10	10	
953019	60	20	25	10	14	10	10	10	10	
953047	60	20	25	10	14	10	10	10	10	
953168	60	18	0	0	14	10	10	10	0	
992147	60	15	25	10	14	10	10	10	10	

McNealy, Joseph

Wildlife Mgt - Period 4

Livermore High School

Average: 87.81%

Student ID:	Marine Mamma P: 50 Ave: 79.39% D: 10/15/10 Assignment	Marine Mamma P: 10 Ave: 87.88% D: 10/15/10 Assignment	Vocabulary T P: 32 Ave: 79.55% D: 10/12/10 Assignment	Chapter 20 F P: 10 Ave: 93.75% D: 10/12/10 Assignment	Ocean Deep M P: 10 Ave: 83.75% D: 10/7/10 Assignment	Food chain / P: 50 Ave: 86.06% D: 10/6/10 Assignment	Chapter 2 P: 10 Ave: 96.97% D: 10/6/10 Assignment	Soil Lab P: 50 Ave: 91.72% D: 10/5/10 Assignment	Chapter 8 Ma P: 10 Ave: 84.85% D: 10/5/10 Assignment	
1002595	50	0	27	10	10	50	10	45	10	
1003475	50	10	22	10	10	50	10	50	10	
1004150	50	10	27	10	10	50	10	50	10	
1004505	50	10	32	10	8	50	10	50	10	
1004908	50	10	22	10	0	0	10	0	0	
1004996	50	10	25	10	10	50	10	45	10	
1008750	E	E	E	E	E	E	E	E	E	
1008972	30	10	15	10	10	0	10	E	0	
1010091	40	10	28	10	7	50	10	50	10	
1011336	40	10	20	10	10	50	10	30	10	
1012379	10	5	22	10	1	25	0	E	6	
1013250	0	10	32	E	10	50	10	E	10	
1015512	50	10	27	10	7	50	10	50	10	
1015649	50	10	32	10	10	50	10	50	10	
1017050	30	10	28	10	10	50	10	50	10	
1017389	50	10	14	10	0	35	10	50	10	
1017448	35	10	22	0	10	50	10	50	10	
1018220	E	E	E	E	E	E	E	E	E	
1019456	50	10	32	10	10	50	10	50	10	
1019600	35	10	14	10	10	0	10	50	10	
107512	40	10	27	10	10	50	10	35	10	
130388	25	10	32	0	9	50	10	50	10	
20090158	E	E	E	E	E	E	E	E	E	
91338	45	5	28	10	1	50	10	45	10	
92039	45	10	29	10	10	50	10	50	10	
20092103	50	0	32	10	10	50	10	50	10	
20092179	45	10	21	10	10	50	10	50	10	
20092404	50	10	22	10	10	50	10	50	0	
20092554	40	10	19	10	E	40	10	40	0	
20092933	50	10	32	10	10	50	10	E	10	
923103	10	5	21	10	7	30	10	40	7	
923201	45	10	27	10	10	50	10	50	10	
953019	50	10	30	10	10	50	10	50	10	
953047	50	10	32	10	10	50	10	50	10	
953168	0	5	26	10	8	50	10	50	10	
992147	45	10	21	10	10	40	10	50	7	

McNealy, Joseph
Livermore High School

Wildlife Mgt - Period 4

Average: 87.81%

Student ID:	Bird/Fish Po P: 50 Ave: 94.55% D: 10/5/10 Assignment	Sea Turtle N P: 5 Ave: 92.73% D: 10/4/10 Assignment	Chapter 4 P: 10 Ave: 83.75% D: 9/30/10 Assignment	Chapter 1 P: 10 Ave: 80.61% D: 9/30/10 Assignment	Chapter 17 P: 10 Ave: 80.30% D: 9/30/10 Assignment	Course Outli P: 5 Ave: 79.39% D: 8/25/10 Assignment	
1002595	35	5	0	0	0	3	
1003475	50	5	10	10	10	5	
1004150	50	5	10	10	10	5	
1004505	50	5	10	10	10	5	
1004908	50	3	9	10	10	5	
1004996	50	5	10	10	10	0	
1008750	E	E	E	E	E	0	
1008972	50	5	9	10	10	E	
1010091	50	3	10	10	10	5	
1011336	50	5	10	10	10	5	
1012379	50	2	0	0	5	E	
1013250	50	5	10	10	10	5	
1015512	50	5	10	10	10	5	
1015649	50	5	10	7	10	5	
1017050	50	5	10	10	10	5	
1017389	50	5	10	0	10	3	
1017448	50	5	10	10	0	5	
1018220	E	E	E	E	E	0	
1019456	50	5	9	10	10	5	
1019600	50	5	10	10	10	5	
107512	50	5	10	10	10	5	
130388	50	5	0	4	10	3	
20090158	E	E	E	E	E	5	
20091338	50	5	8	10	10	3	
12039	50	5	0	10	10	3	
20092103	50	5	10	10	10	5	
20092179	25	5	10	10	0	0	
20092404	50	5	10	10	10	5	
20092554	50	5	4	1	0	5	
20092933	50	5	E	10	10	E	
923103	50	0	9	0	0	5	
923201	50	5	10	10	10	5	
953019	50	5	10	10	10	3	
953047	50	5	10	10	10	5	
953168	0	5	10	10	0	3	
992147	50	5	10	4	10	5	

5

SAE Supervision Forms

FFA Project Visitation Form

Student's Name Trisha

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal Good

Weight _____

Water ☒

Feed ☒

lbs of feed/ day _____

Hay ☒

Pen ☒

Comments or Suggestions: _____

114 , 107 lambs

145 pig

Students Signature Trisha

Advisor Signature J. M. ...

FFA Project Visitation Form

Student's Name Carlin

Date 4.30.11

☒ Steer Heifer ☒ Lamb ☒ Swine Goat Other

Condition of animal Good

Weight _____ Water ☒ Feed ☒

lbs of feed/ day _____ Hay ☒ Pen ☒

Comments or Suggestions: _____

Steer 1100lb April 1
Lamb 84lb
Swine 140 lb

Students Signature [Signature]

Advisor Signature [Signature]

FFA Project Visitation Form

Student's Name Craig

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal Good

Weight _____

Water ✓

Feed ✓

lbs of feed/ day 7

Hay _____

Pen ✓

Comments or Suggestions: _____

168 lbs each

120

Students Signature Craig Seis

Advisor Signature Jim Walsh

FFA Project Visitation Form

Student's Name Zack

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal good

Weight _____

Water ✓

Feed ✓

lbs of feed/ day 8

Hay _____

Pen ✓

Comments or Suggestions: _____

160 lbs each

May have urinary infection

3 - 4 lbs AM

show 100

3 - 4 lbs PM

Students Signature Zack Brock

Advisor Signature F. M. W. C. A. L.

FFA Project Visitation Form

Student's Name Kelly

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal _____

Weight _____

Water ☒

Feed ☒

lbs of feed/ day 25 per steer Hay ☒

Pen ☒

Comments or Suggestions: _____

Fair wts.

980

770

Students Signature [Signature]

Advisor Signature [Signature]

FFA Project Visitation Form

Student's Name Dalton

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal Good

Weight _____

Water ☒

Feed ☒

lbs of feed/ day 3-4 lbs Hay _____

Pen ☒

Comments or Suggestions: _____

125 lbs

Scours

Students Signature Dalton

Advisor Signature J. Mawcay

FFA Project Visitation Form

Student's Name Ashleigh

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal good

Weight _____

Water ☒

Feed ☒

lbs of feed/ day 6

Hay _____

Pen ☒

Comments or Suggestions: _____

80 lbs

140 lbs

Students Signature Ashleigh

Advisor Signature J. murray

FFA Project Visitation Form

Student's Name John

Date 4.30.11

Steer Heifer Lamb Swine Goat Other

Condition of animal Good

Weight _____

Water ☒

Feed ☒

lbs of feed/ day 30

Hay ☒

Pen clean

Comments or Suggestions: _____

1100 - 1200 Lbs

3 Lambs 78, 77, 69 Lbs

Students Signature [Signature]

Advisor Signature [Signature]

FFA Project Visitation Form

Student's Name ke

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal Good

Weight _____

Water ☒

Feed ☒

lbs of feed/ day 4

Hay _____

Pen ☒

Comments or Suggestions: _____

155 lbs

Students Signature [Signature]

Advisor Signature [Signature]

FFA Project Visitation Form

Student's Name Lorena

Date 4.30.11

Steer

Heifer

Lamb

Swine

Goat

Other

Condition of animal good

Weight _____

Water ✓

Feed ✓

lbs of feed/ day pan

Hay _____

Pen ✓

Comments or Suggestions: _____

141 york

130 hamp

Students Signature Lorena

Advisor Signature J. m. m. m.

6

**School Board Approved
SAE**

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Agriculture Science

This course will provide the student with principals in California agricultural, livestock production, livestock nutrition, consumer concerns, crop production, personal and professional growth. In addition, students will also select an SAE project in the FFA. Each student is required to maintain accurate records throughout the semester. A budget, journal pages, and enterprise agreements will be required as part of the record book.

II. Class Polices:

- A. Be in your seat and ready to work when the bell rings. If not you will be considered **tardy**.
- B. A three ring binder is required. It is to be kept neat and organized.
- C. Each student must bring a pencil or pen to class everyday.
- D. No food or drink allowed in classroom.
- E. The classroom must be **kept clean**.
- F. You must be in class to participate.
- G. Cell phones need to be **turned off in class**.

III. Grading:

You will be graded on the following:

- 75% Classroom work. This includes homework, quizzes and tests
- 10% Final Exam
- 5% FFA Participation
- 5% Supervised Agriculture Experience project. (SAE)
- 5% Class Participation and Attendance.

Letter grades will be assigned on the following scale.

94% and above	= A
90% - 93%	= A-
87% - 89%	= B+
84% - 86%	= B
80% - 83%	= B-
77% - 79%	= C+
74% - 76%	= C
70% - 73%	= C-
67% - 69%	= D+
64% - 66%	= D
60% - 63%	= D-
59% and below	= F

IV. Tests:

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given when needed.
3. Final will be comprehensive.
4. Make up tests and quizzes are your responsibility to make up within a week of returning from school.

V. Homework and class assignments:

1. Late assignments will not be accepted (except emergency)
2. Assignments should be neat and complete.

VI. FFA Participation – 5% of grade

1. Your enrollment in class automatically makes you an FFA member.
2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

VII. SAE (Supervised Agricultural Experience) – 5% of your grade.

1. All students required to have a project that relates to agriculture and requires 10 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
2. Points will be issued each day.
3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

Record Book Score Sheet

Name: _____

Total score: ☺ _____ / 14

Date: _____

1. Is the front cover completed in pen ____/ 2
2. Is the project identified on the first page ____/1
3. Does the calendar have project information in it ____/1
4. Is the Ownership agreement completed with signatures in pen ____/2
5. Does the Journal pages have the Month on top ____/1
6. Does the Journal pages have the enterprises labeled ____/1
7. Are the dates properly labeled in the date column ____/1
8. Is the hours column recorded in hours not minutes ____/1
9. Is everything on the left page properly recorded on the right side ____/1
10. There are no dollar sign in Journal ____/1
11. Are there 15 hours of time on the project ____/1
12. Is the Record Book neat and clean ____/1

Name of grader: _____

Record Book Score Sheet

Name: _____

Total score: ☺ _____ / 60

Date: _____

1. Is the front cover completed in pen ____/ 5
2. Is the project identified on the first page ____/5
3. Does the calendar have project information in it ____/5
4. Is the Ownership agreement completed with signatures in pen ____/5
5. Does the Journal pages have the Month on top ____/5
6. Does the Journal pages have the enterprises labeled ____/5
7. Are the dates properly labeled in the date column ____/5
8. Is the hours column recorded in hours not minutes ____/5
9. Is everything on the left page properly recorded on the right side ____/5
10. There are no dollar sign in Journal ____/5
11. Are there 15 hours of time on the project ____/5
12. Is the Record Book neat and clean ____/5

Name of grader: _____

Supervised Agriculture Experience

Your assignment will be graded based on the following criteria:

Name: _____

2nd. Trimester - Supervised Agriculture Experience

_____ **25** points for being typed

_____ **50** points for Record Book.

- _____ 5 points title page
- _____ 5 points neat and clean
- _____ 10 points calendar
- _____ 10 points business agreement w/ signature
- _____ 20 points journal pages completed w/ 10 hours

_____ **30** points for 3 pictures with description

_____ **25** points for summary

_____ **130** points

Comments:

7

**School Board Approved
FFA**

LIVERMORE HIGH SCHOOL

AGRICULTURE DEPARTMENT

Instructor: Mr. McNealy / 2010-2011

I. Course Description: Agriculture Science

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2. FFA is an integral part of this class; therefore, you are required to participate in various activities throughout the semester.

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1. All students required to have a project that relates to agriculture and requires 10 hours of labor.
2. Must be approved by an advisor.
3. FFA record book required.
4. 5% of your grade.

VIII. Class Participation and Attendance:

1. Students expected to attend class daily and to actively participate.
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3. Students absent or tardy will not receive points.
4. Attendance will have an effect on your grade.

IX. Classroom Behavior:

1. Class rules will be posted and discussed. If a student breaks a rule he/she will be issued detention or referral.

Student Signature: _____ Date: _____

Parent (s)/ Guardian: _____ Date: _____

_____ Date: _____

FFA Program of Activities

Livermore High School FFA

2010 – 2011

Program of Activities

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President's Message

Dear Chapter Members,

The Livermore FFA has a long history of excellence, which the 2010- 2011 Livermore FFA officer team wishes to carry into our future. This year we are encouraging each of our members to "Live Your Challenge." Each of us has our own definition of a challenge, but whatever it may be we hope that you can strive to face and conquer that challenge. The Livermore FFA officer team is looking forward to a year filled with our own challenges, adventures, leadership and many memories.

This year's officer team has taken on the challenge of informing the community of our organization and boosting enrollment in our program. I believe there is an overwhelming amount of opportunities in the FFA that can leave a lasting impression on our members. As we look forward to an exciting year, we also challenge you to inspire others in the organization and to connect with fellow member to make lasting relationships.

Our organization has the membership and support of local organizations this year. Together we hold the power to make a difference in our school, community, and members, while upholding the traditions that are so rich within the FFA organization.

This year I look forward to working with each officer and our advisor to strengthen our chapter that will enhance our contribution to our school and community. I hope all of our members are looking forward to the upcoming year, and all the exciting events it may hold. Thank you and let's have a great year!

Sincerely,

Caitlin Maita
2010-2011 Livermore FFA Chapter President

Officer's Message

Dear Members,

Welcome to the Livermore Future Farmers of America. This year we encourage you to "Live Your Challenge."

Your 2010-2011 Livermore FFA officer team looks forward to a year of new ideas and growth in our chapter. You're invited to learn and grow in agriculture and FFA through fun and exciting chapter meetings, judging teams, community service projects, fundraisers, recreational activities, and much more. As the Livermore FFA officer team we plan to "Live our Challenge" by increasing our amount of active members, public awareness, and community interaction within the Livermore FFA. We are excited to lead you into a new progressive year in which we hope you accomplish your goals.

We ask you Livermore FFA members to "Live Your Challenge."

Sincerely,

Your 2010-2011 Livermore FFA Officer Team

Caitlin Maita
President

Katelynn Bradford
Vice President

Erica Labrucherie
Secretary

Kelsie Bowles
Treasurer

Cheyenne Duguid
Reporter

Lorena Miller
Sentinel

Advisor's Message

The Ag Dept. of Livermore Future Farmers of America would like to welcome every new and returning member to the Livermore FFA for the 2010-2011 school year. We are certain that the Livermore FFA is going to continue its success. The curriculum is improving as well as our facility.

This year, the officers have set a goal to increase participation and involvement in the FFA for the new and returning members. As the advisor I agree with the officers that it is vitally important to have FFA members actively involved in our chapter. This Program of Activities will serve as a guide; outlining the activities you can be part of. Use it to participate in numerous opportunities offered to you in this FFA chapter. It would be impossible for the chapter officers to carry out the activities without the cooperation from each and every member in this chapter. The duty of the advisor is to assist in direction at times, while the officers and committees lead the membership. You, the chapter members, will decide how active or successful the chapter will be this year by your participation. I would like this year to be the best year you have ever had in school. The FFA program is the greatest youth organization and the Livermore FFA is an outstanding chapter here to serve you.

I look forward to working with our chapter members to keep Livermore FFA one of the best chapters in the state. I am relying on you the members to make this year a success.

Sincerely,

A handwritten signature in blue ink that reads "J. McNealy". The signature is fluid and cursive, with the first name "J." and last name "McNealy" clearly visible.

Mr. McNealy
Agriculture Instructor
FFA Advisor

Chapter Goals

Our 2010-2011 FFA officer team created the following chapter goals during our FFA Chapter Officer Retreat:

1. Develop Strong and Effective Chapter Leadership

Develop and strengthen communication skills
Increase student involvement & participation
Expand leadership classroom resources / supplies
Improve scrapbook efficiency & development
Improve secretary & treasurer record keeping
Increase & improve agriculture leadership curriculum & resources
Continue to improve and upgrade LHS FFA web page

2. Develop and Strengthen Agriculture Resources and Curriculum

Increase large and medium ag mechanics projects
Expand curriculum technology resources – teaching/learning tools
Expand and develop wood SAE projects
Expand and develop Veterinary Science, Ag Life Science, and Floral Design curriculum/resources
Develop 2+2 articulation with Modesto Junior College & Merced College in Veterinary Science and Floral Design courses.

3. Expand Student Involvements and Participation

Increase student attendance and participation at chapter meetings
Increase SAE projects (animal, plant, and ag mechanics)
Expand FFA competition opportunities / teams
Improve organization and planning of events/activities
Increase state and national FFA applications
Expand conference participants

4. Develop Strong Recruitment & Retention Program

Strengthen and expand middle school relationships & communication
Maintain / improve recruitment presentations & education
Increase Horticulture and Floral Design enrollment #'s
Maintain/strengthen agriculture “foundation” (9th grade) courses

Chapter Goals

Expand & Develop Agriculture Facilities / Resources

Horticulture

Earn CANGC horticulture certification
Acquire plant-labeling system
Expand mother stock
Have 2 annual plant sales (fall/spring)
Upgrade and improve tool/equipment inventory
Upgrade/lathe house irrigation system
Expand plant SAE/projects/sales with perennials, shrubs, and trees

School Farm

Improve Steer Area
Install Electricity
Use Farm Classroom

Agriculture Building

Complete Ag Building renovation

Agriculture Mechanics / Shops

Utilize all shop equipment
Develop/create shop renovation equipment identification/layout
Complete Ag Building renovation
Coordinate

Calendar of Activities

June

July

1-11 Alameda County Fair
Ag Staff

Pleasanton

August

10-12 Officer Retreat
Officer Team
24 School Begins

Sonora

September

13 Executive Meeting
Officer Team
16 Sectional Meeting
Officer Team
22 Beef Species Meeting
Members
24-25 COLC
Officer Team

6:00pm

Napa 5:00pm

Ag Department 6:00pm

Santa Rosa

October

6 Chapter Meeting
FFA Members
11 Executive Meeting
Officer Team
13 Opening and Closing Competition
Officer Team
27 Corn Maze Activity
Members

LHS 7:00pm

Ag Department 5:00pm

Half Moon Bay 4:00pm

6:30pm

November

3 Greenhand Banquet
15 Executive Meeting
Officer Team
23-27 Thanksgiving Break

LHS 6:30pm

6:00pm

December

1	Chapter Meeting FFA Members	LHS	7:00pm
4	Livermore Christmas Parade FFA Members	LHS/Downtown	TBA
6	Executive Meeting		5:30pm
11	Kids to Kids Party FFA Members	LHS	TBA
21-31	Winter Brea		

Calendar of Activities**January**

5	Chapter Meeting FFA Members	LHS	7:00pm
11	Executive Meeting Officer Team		6:00pm
12	Beef Species Meeting		6:00pm
—	_____	_____	_____
—	_____	_____	_____

February

9	Chapter Meeting FFA Members	LHS	7:00pm
17	Executive Meeting Officer Team		5:30pm
18-19	MFE/ALA Conferences	TBA	
—	_____	_____	_____
—	_____	_____	_____

March

2	Chapter Meeting FFA Members	LHS	7:00pm
8	Executive Meeting Officer Team	TBA	TBA
22	Executive Meeting Officer Team		6:00pm
25-26	State Degree Ceremony	TBA	TBA
—	_____	_____	_____
—	_____	_____	_____

April

13 Chapter Meeting 7:00pm

FFA Members

16-19 California FFA State Convention
FFA Members

TBA

TBA

May

18 May Banquet
FFA Members

LHS

6:00pm

June

9 Last Day of School
10 Graduation
TBA Alameda County Fair

FFA and Agricultural Education

When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal, academic and career experiences essential for your success. Get to know the “three circles” that make this possible.

Classroom/Laboratory Instruction- Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

Supervised Agricultural Experience (SAE)- Nothing takes your skills to highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

FFA- As an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.

FFA Mission and Strategies

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

To accomplish this mission, FFA:

Develops competent and assertive agriculture leadership
Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.

Strengthens the confidence of agriculture students in themselves and their work.

Promotes the intelligent choice and establishment of an agricultural career

Encourages achievement in supervised agricultural experience programs
Encourages wise management of economic, environmental and human resources of the community

Develops interpersonal skills in teamwork, communications, human relations and social interaction.

Builds character and promotes citizenship, volunteerism and patriotism.
Promotes cooperation and cooperative attitudes among all people.
Promotes healthy lifestyles.
Encourages excellence in scholarship.

FFA Emblem

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.

The cross-section of an ear of corn serves as the emblem's foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.

The rising sun appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

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

The owl represents knowledge and wisdom.

The eagle is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the words, "**Agriculture Education**" surrounding the letters "FFA" indicate that the FFA is an important part of the agricultural education program.

FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

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 generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

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

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

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

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

FFA Colors and Motto

Colors

The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

Motto

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

Learning to Do,

Doing to Learn,

Earning to Live,

Living to Serve

FFA Official Dress

One of the most unifying elements for any group is its uniform. In FFA, the uniform members wear to local, state and national functions is called official dress. It provides identity and gives the organization a distinctive and recognizable image.

Proper Use of the FFA Jacket

The jacket is to be worn only by members.

The jacket should be kept clean and neat at all times.

The back of the jacket includes only: a large official FFA emblem, the name of the state association and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.

The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.

Members and officers should wear the jacket on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.

The jacket should only be worn to places that are appropriate for members to visit.

School letters and insignia should not be attached to or worn on the jacket.

When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.

The emblems and lettering should be removed if the jacket is given or sold to a non-member.

A member should act professionally when wearing the official FFA jacket.

Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.

All chapter degree, officer pins, and other award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held and the highest award earned by the member.

Official FFA Dress

Official dress for female members is a black skirt, white blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.

The official dress for male members is black slacks, white shirt; official FFA tie, black shoes, black socks and the official jacket zipped to the top.

FFA Code of Ethics

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization's image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The codes of ethics guidelines are good to follow during all occasions and functions.

The FFA Code of Ethics

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

Develop my potential for premier leadership, personal growth and career success

Make a positive difference in the lives of others.

Dress neatly and appropriately for the occasion.

Respect the rights of others and their property.

Be courteous, honest and fair with others.

Communicate in an appropriate, purposeful and positive manner.

Demonstrate good sportsmanship by being modest and winning and generous in defeat.

Make myself aware of FFA programs and activities and be an active participant.

Conduct and value a supervised agricultural experience program.

Strive to establish and enhance my skills through agricultural education in order to enter a successful career.

Appreciate and promote diversity in our organization.

Supervised Agriculture Experience (SAE)

What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to prove your abilities to future employers – and to yourself.

Livermore FFA SAE Program

The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.

The Chapter will encourage members to compete at shows with their SAE.

All Chapter members are expected to work as a team at all fairs and shows

All Chapter Members wishing to compete and show any animal must attend all species meetings and 80% of all chapter meetings, unless directed by the chapter advisor.

All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.

At fairs and shows all members will abide by the rules set forth by the chapter advisor and all school rules at all times.

Members exhibiting at fairs must maintain academic requirements set forth by Livermore High School and the Livermore Agriculture Program and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.0 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.

S.A.E.

Additional eligibility rule – Students will be given one chance for scholastic ineligibility for showing at fairs. If a student becomes ineligible to show at a fair that they had planned to show, the student will receive a warning. If the same student should become ineligible again to show at a fair that they had planned to show at, the student will no longer be eligible to show with Livermore FFA.

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

Members are encouraged to apply for advanced degrees (i.e. State FFA Degree)

Members are encouraged to compete in the Local and Sectional Project Competition.

Members are required to follow project Advisor's recommendations concerning their SAE.

Members are encouraged to strive to improve and develop their SAE each year.

Encourage members to develop skills within their SAE through participation and appropriate judging teams.

Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.

Members are encouraged to provide support and help their fellow Chapter members.

Cooperation

The Livermore FFA chapter will develop a sense of cooperation among the entire membership.

The Livermore Chapter will cooperate with other FFA chapters.

Participation in Sectional, Regional, and State activities.

Hosting Sectional activities as needed.

Helping any surrounding chapters when needed

The Chapter will cooperate with Livermore High School.

Participation in school functions and events

Chapter representation during school sponsored activities and functions

Cooperation and support with other LHS youth organizations

The Chapter will participate in community cooperation.

Participating and cooperating with local elementary schools in various agriculture projects
(example: school gardens)

Providing local middle schools with an informative recruitment presentation.

Providing at multiple community service projects through out the year

Participation in Alameda County and the American Cancer Society's Relay for Life

Members exhibiting at fairs and shows will cooperate together and compete as a team.

Community Service

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

The Livermore FFA will develop a sense of community service among the entire membership.

We will volunteer at a local soup kitchen for as needed

We will conduct a scavenger hunt to get donations for local charities

We will participate with local 4-H clubs to host the annual Kids to Kids Christmas Party

We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.

Our chapter will sponsor a team benefiting and participating in the 24 hour "Relay for Life" supporting the American Cancer Society.

Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

Public Speaking

Prepared Public Speaking
Extemporaneous Public Speaking
Parliamentary Procedure
Job Interview
Opening and Closing Ceremonies Speaking Contest

Committees

Every member on at least one committee or involved in some kind of activity
Select Chapter members as Chairpersons for Committees

Degrees and Awards

Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree
Encourage every qualified member to apply for the State and American FFA degree
Encourage members to apply for State Proficiency Awards

Officer / Leadership Training

Annual Chapter Retreat for new officers
Leadership Training Conference for all officers
Sectional & Regional Officer Training
Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento
Leadership / Washington DC Leadership Conference

Meetings

Conduct meetings in an orderly fashion by utilizing Parli-Pro
Have regularly scheduled Chapter Officer and Chapter Meetings
Encourage every member to attend and participate at all meetings
Send delegates to all Sectional, Regional, State, and National Meetings

Offices

Encourage local members to run for local, sectional, regional, and state offices
Invite Sectional, Regional, and State Officers to speak to your chapter

Earnings and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our 2009-2010 school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

Poinsettia and Almond Sale

Spring Fundraiser

CWA Dinner

Landscape Design Sale

BBQ fundraisers

LHS FFA Plant Sales (2)

Conduct of Meetings

Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation

Have weekly Chapter Officer Meetings
Have regular month Chapter Meetings
Call special meetings when necessary
Conduct regular Executive Meetings in order to maintain solid Chapter communications
Prepare a well-planned program before meetings
Provide refreshments for Chapter Meetings
Have frequent and informative committee reports
Invite parents and the community leaders to the Chapter Meeting
The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

A special potluck dinner meeting will be held for the Greenhand Banquet
A very special Awards Banquet will be held in May to wrap up the year.

The Official Ceremonies will be used at all Meetings

All officers are required to learn their part.
The officers will wear the official uniform at all meetings
The necessary paraphernalia will be used at all meetings.

Scholastic Achievement and Scholarships

The chapter will encourage students to strive for academic excellence.

Improve scholarship of FFA members in all academic subjects

Strive to have all FFA members on the honor roll

Require that all Chapter Officers maintain at least a B in all agriculture classes.

Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.

Will encourage seniors to apply for scholarships available to them in order to continue their education.

Twelfth grade members are encouraged to apply for the Farm Bureau, Cattlemen and Cattewomen Scholarship and memorial awards which, are available to local students.

Twelfth grade members are encouraged to apply for any scholarships, which are available to them for the school they are planning to attend.

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

Recreation

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills. It's also an opportunity to have some fun!

Here's a list of recreational activities scheduled for the 2010-2011 school year:

Sectional events

Corn maze

Christmas for kid's party

Holiday Parade

Rodeo Parade

Fair landscape project

Public Relations

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

Media

Establish, strengthen, and maintain relationships with media contacts
Submit articles and photos to various local, regional and state media publications
Extend media coverage beyond newspapers and publications (i.e. radio, TV, etc...)

FFA Week

Use various forms of media to keep the public informed during FFA Week
Conduct school and community activities throughout FFA Week

Various FFA Events and Activities

Select worthy persons as Honorary Chapter farmers
Recognize worthy individuals to receive Certificates of Appreciation
Provide community advertisements through Placemat Ad fundraiser
Host various award recognition ceremonies for parents and families of FFA members
Sponsor a parent / member banquet
Maintain a chapter scrapbook
Chamber of Commerce and other community service clubs

Livermore High School

Regular communication sessions with LHS administration and counselors
Assist and support various school activities

Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the following year

As graduate members, the chapter will encourage these members to:

- Exhibit at fairs until eligibility membership expires
- Apply for advanced degrees such as the American FFA Degree
- Apply for proficiency awards in their SAE area
- Continue an active role in participation in local activities
- Attend all chapter meetings

The Chapter will utilize the expertise of alumni members when needed by the Chapter

- To help coach judging teams
- To serve as judges of local FFA contests
- To assist in money raising activities such as ad sales, BBQ's, etc.

Provide facilities for SAE projects

Fairs and Official Show Uniforms

Official Show Uniform

The official Show Uniform for FFA members consists of:

White shirt or blouse, white pants, FFA tie/scarf, and FFA jacket. Boots should be appropriate for what you are showing.

Fairs

The Livermore FFA exhibits livestock, a landscaping plot and ag mechanic projects at the Alameda County Fair. These projects are always successful and help support the local agricultural community as well as the FFA. The animals that are exhibited include market and breeding sheep, market and breeding beef, market and breeding swine, dairy cattle, rabbits, market, breeding, and dairy goats.

The Fairs that are attended are:

- Alameda County Fair
- California State Fair

Market Hog Project

Market Hog Project Budget

Estimated Expenses

Cost of hog*	\$245.00
Feed	160.00
Show Supplies	<u>+ 15.00</u>
Total Estimated Expenses	410.00

** Cost includes purchase of animal, insurance on animal, initial veterinary supplies (wormer) and bedding (shavings at fair).*

Estimated Receipts

Sale of hog (230 lbs. @ \$2.25/lb)	\$480.00
	↓
Total Estimated Receipts	\$517.50
Total Estimated Expenses	<u>- 410.00</u>
Estimated Net Profit	\$107.50

*Some materials (such as supplies and equipment) may be borrowed from LHS Ag. Department if necessary.

Market Lamb Project

Market Lamb Project Budget

Estimated Expenses

Cost of Lamb	\$200.00
Feed (grain and hay)	80.00
Show Supplies	<u>+ 20.00</u>
Total Estimated Expenses	\$300.00

*Cost includes purchase of animal, insurance on animal,
initial veterinary supplies, and bedding.

Estimated Receipts

Sale of Lamb (140 lbs. @ \$3.00/lb) =	\$420.00
	↓
Total Estimated Receipts	\$420.00
Total Estimated Expenses	<u>- 300.00</u>
Estimated Net Profit	\$120.00

*Some materials (such as supplies and equipment) may be borrowed from
LHS Ag. Department if necessary.

Market Goat Project

Market Goat Project Budget

Estimated Expenses

Cost of Goat	\$200.00
Feed (grain and hay)	\$70.00
Show Supplies	<u>+ 20.00</u>
Total Estimated Expenses	\$290.00

*Cost includes purchase of animal, insurance on animal,
initial veterinary supplies, and bedding.

Estimated Receipts

Sale of Goat (100 lbs. @ \$3.50/lb) =	\$350.00
	↓
Total Estimated Receipts	\$350.00
Total Estimated Expenses	<u>- 290.00</u>
Estimated Net Profit	\$60.00

*Some materials (such as supplies and equipment) may be borrowed from
LHS Ag. Department if necessary.

Market Steer Project

Market Steer Project Budget

Estimated Expenses

Cost of animal	\$1000.00
Feed	800.00
Show Supplies and Equipment	30.00
Veterinary Supplies	25.00
Insurance	<u>+ 50.00</u>
Total Estimated Expenses	1905.00

Estimated Receipts

Sale of steer (1250 lbs. @ \$2.75/lb) =	\$3437.50
	↓
Total Estimated Receipts	\$3437.50
Total Estimated Expenses	<u>- 1905.00</u>
Estimated Net Profit	\$1532.50

*Some materials (such as supplies and equipment) may be borrowed from
LHS Ag. Department if necessary.

Chapter Constitution

CONSTITUTION AND BY LAWS **LIVERMORE FFA**

ARTICLE I: NAME AND PURPOSES

Section A. The name of this organization shall be "Livermore Chapter #176", Future Farmers of America. Members are hereinafter referred to as "Future Farmers of America." And the letters, "FFA," may be used to designate the chapter, its activities, or members thereof.

SECTION B. the purposes for which this chapter is formed are as follows:
To develop competent, positive, agricultural leadership.
To develop character, train for useful citizenship, and to foster patriotism.
To practice in cooperative effort.
To provide and encourage the development of organized rural recreational activities.

ARTICLE II: ORGANIZATION

SECTION A. The Livermore Chapter #176 is a chartered local unit of the California State Association of FFA, which is chartered by the National organization of Future Farmers of America

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

ARTICLE III: MEMBERSHIP

SECTION A. The membership of this chapter shall be of three kinds as defined by the National FFA constitution

1. Active	2. Associate	3. Honorary

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

SECTION C. Honorary membership in this chapter shall be limited to the Honorary Chapter Farmer Degree.

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

He/She shows an interest in, and takes part in the affairs of the chapter.

SECTION E. Names of applicants for membership shall be filed with executive committee.

ARTICLE IV: EMBLEMS

SECTION A. The emblem of the Future Farmers of America shall be the emblem of the chapter.

ARTICLE V: MEMBERSHIP DEGREES AND PRIVILEGES

SECTION A. There shall be four grades of active membership in this chapter. These are:

The Greenhand Degree

The Chapter Farmer Degree

The State Farmer Degree

The American Farmer Degree

All members earning degrees are entitled to wear the regulation pin of the degree

SECTION B. Requirements for qualification to these degrees are the same as those in the National Constitution

SECTION C. The executive committee will review the requirements of each member to see that he/she has met all the qualifications for each degree advancement.

ARTICLE VI: OFFICERS

SECTION A. The officers of this chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, and the Advisor.

SECTION B. A two-part process shall select the officers annually, consisting of an application and interview. A committee consisting of the FFA advisor, another high school club advisor and/or school administrator will conduct the interviews. The active members will vote the candidates selected into office.

SECTION C. The executive committee shall be composed of the seven officers and the advisor. This committee shall have the power to take action on all matters, for the chapter accordance with all by-laws and action taken at regular meetings

SECTION D. Chapter Officers must hold the degree of the Chapter Farmers.

ARTICLE VII: MEETINGS

SECTION A. Regular chapter meetings shall be held once a month during the school year and at the discretion of the executive committee. The executive committee when necessary may call special meetings. The executive committee shall designate the time and

place of meetings.

SECTION B. 25% of the active members in the secretary's roll sheet constitute quorum. A quorum shall be necessary before business can be carried on.

ARTICLE VIII: AMENDMENTS

SECTION A. This constitution may be amended or changed by a majority vote of the active members, providing it is not in conflict with the State Association Constitution or that of the National Organization of FFA.

SECTION B. By-laws may be adopted to fit the needs of the chapter by a majority vote of active members and providing they in no way conflict with the by-laws and constitution of either the State or National Constitution.

ARTICLE I: MEETING ATTENDANCE AND CONDUCT

SECTION A. Any excessive horseplay or talking shall be cause for imposing a fine of ten cents or another suitable punishment at the time of the action causing the fine.

SECTION B. Notice of all meetings shall be publicized at least one week in advance.

SECTION C. Executive meetings shall be held one week prior to a regular night meeting and meetings be called at anytime, by any member of the executive committee when considered necessary.

Livermore FFA History – State FFA Degrees

Ted Taylor, 1948-1949	Gina Barbera, 1983-1984
William Ralph, 1949-1950	Micki Buchheit, 1983-1984
James Bledose, 1953-1954	Peter Finn, 1984-1985
Louis Madsen, 1953-1954	Daniel Moy, 1987-1988
Ed Gallagher, 1955-1956	Brett Mulqueeney, 1987-1988
George Dias, 1960-1961	Sabrina Ward, 1987-1988
Andrew Christensen, 1961-1962	Arthur Chavez, 1988-1989
Clifford Dias, 1962-1963	Lori Foscalina, 1990-1991
John James Greci, 1962-1963	Megan Algeo, 1991-1992
Richard L. Mendoza, 1963-1964	Karen Gersich, 1992-1993
James L. Russell, 1963-1964	Joe McNealy, 1992-1993
Harold I. Kurz, 1964-1965	Adrianne Stanley, 1992-1993
Darrel Sweet, 1964-1965	Jennifer Jones, 1993-1994
Jeff Baxter, 1966-1967	Paul Gouvaia, 1996-1997
Edward Mueller, 1966-1967	Kristen Haynes, 1996-1997
John Miliore, 1967-1968	Kelly Jacobson, 1996-1997
Joe Murray, 1967-1968	Michael Mora, 1996-1997
Brad Santucci, 1967-1968	Darcy Scholar, 1996-1997
Dan Barr, 1968-1969	Jason Bradford, 1997-1998
Mathew Beyer, 1969-1970	Kristin Lyn Darrel, 1997-1998
Bill Madden, 1969-1970	Morgan Christine Dieckmann, 1997-1998
Dan Sachau, 1969-1970	Jeff McNealy, 1997-1998
Mark Beyer, 1970-1971	Bryan Fagundes, 1997-1998
Allen Lagarbo, 1970-1971	Sage D. Gilbert, 1997-1998
Gregg Santucci, 1970-1971	Theresa Gravel, 1997-1998
Malcolm Bankhead, 1971-1972	Keely Kirkman, 1997-1998
Ronald Basso, 1971-1972	Lindsey Kirkman, 1997-1998
Linda Frydendal, 1971-1972	Brandi Foscalina, 1998-1999
David Gordon, 1971-1972	Megan Lee, 1998-1999
Patsy Fillingham, 1972-1973	Bryan Wells, 1998-1999
Donald Whitney, 1972-1973	Kristen Aguilar, 1999-2000
Kathy Andrade, 1973-1974	Shannon Dieckmann, 1990-2000
Sue Davis, 1976-1977	Kelly Mikolich, 1999-2000
Joseph Duarte, 1976-1977	Tiffany Burrow, 2000-2001
Peryr M. Bell, 1977-1978	Kristel Ising, 2000-2001
Kim Bonde, 1977-1978	Lisa Kent, 2000-2001
Bart J. Broadman, 1977-1978	Clayton Koopmann, 2000-2001
Joe Duarte, 1977-1978	Nicholas LaDuke, 2000-2001
Russ Duguid, 1977-1978	Travis Yatchmenoff, 2000-2001
John Post, 1977-1978	Amber Bradford, 2001-2002
Peggy Castello 1980-1981	Jessica Escover, 2001-2002
Fred Allisoni, 1981-1982	Holly Frick 2001-2002
Annette Madsen, 1981-1982	Joe Gandolfo, 2001-2002

John Humpher, 2001-2002
Holly Jackson, 2001-2002
Ashley Mason, 2001-2002
Karl Mueller, 2001-2002
Rachel Shaddix, 2001-2002
Krista Wiggen, 2001-2002
Melissa Blach, 2002-2003
Angie Bottarini, 2002-2003
David Maciel, 2002-2003
Andrea Mendez, 2002-2003
Jeff Brewer, 2003-2004
Bo Hanneken, 2003-2004
Carissa Koopmann, 2003-2004
Marla Sexton, 2003-2004
Michael Sunshine, 2003-2004
Malorie Bankhead, 2007-2008
Bronte Phillips, 2007-2008
Megan Bell, 2008-2009
Kurt Mueller, 2008-2009
Jessica Sweet, 2008-2009
Leslie Tsuda, 2009-2010
Julie Blach, 2009-2010
Nicole Perry, 2009-2010
Lauren Mason, 2009-2010
Caitlin Maita, 2010-2011
Katelynn Bradford, 2010-2011

American Degree

Fredeick Allison, 1983-1984
Amanda Elaine Koslow, 1998-1999
Morgan Diekman, 2000-2001
Sage Gilbert, 200-2001
Shannon Dieckmann, 2002-2003
Malorie Bankhead, 2010-2011
Shauna Ketcham, 2010-2011

State Contests

Parliamentary procedure, 1967-1968
Light Horse, 1972-1973
Marketing, 1976-1977
Cooperative Marketing, 2001-2002
Cooperative Marketing, 2002-2003
Cooperative Marketing, 2003-2004
Livestock Judging 2008-2009
Prepared Public Speaking 2008-2009
Prepared Public Speaking 2009-2010
Livestock Judging 2009-2010
Livestock Judging 2010-2011

National Contests

Prepared Public Speaking 2009-2010

Master Chapter

1949-1950
1953-1954

State Superior Chapter

1988-1989
1989-1999
1992-1993
1993-1994
1996-1997
1997-1998
1998-1999

State Gold Award Chapters

1999-2000
2000-2001
2001-2002
2002-2003

Past Region Presidents

Paul Banke, 1966-1967
Gina Barbera, 1984-1985

Star Reporters

Micki Bucheit, 1983- 1984
Karen L. Gerisch, 1991-1992

Star Advisor

Keith Cariveau, 1989-1999
Ronald Furtado, 1993-1994

Star Farmer

Andrew Christensen, 1961-1962
Lori Foscalina, 1991-1992

Star Administrators

Keith Cariveau, 1988-1989
Sheila Cooper, 1996-1997
James Green, 2001-2002

State Star in Agribusiness

Sage Gilbert, 1999-2000

Agricultural Proficiency Award

Beef Production: Annette Madsen, 1983-1984
Wildlife Management Joe McNealy, 1992-1993
Wildlife Management Entrepreneurship: Jeff McNealy, 1999-2000

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Recruitment Program

Recruitment Program

The LHS FFA attends middle schools and presents a power point informing the eighth grade students about the opportunities the FFA has to offer and the variety of classes in the agriculture department. After the presentation a survey is given to students and those who are interested will receive a letter home with more information. (Please see the following pages)

Livermore FFA Chapter
600 Maple Street
Livermore, CA 94550

January 14, 2011

Dear Parents,

During the first trimester at Livermore High School your son or daughter was enrolled in the freshman in transition (FIT) class. Part of the class was to introduce the students to the many opportunities that LHS has to offer. For example, the wide range of electives, clubs, sports, and other extra curricular activities that the students can be involved with.

LHS is a unique high school; it has one of the last Agriculture programs in the area offering a wide range of classes. Students from the program visited the FIT classes to explain the Agriculture program and the classes it has to offer.

Enclosed is an Ag Dept./ FFA brochure describing the LHS Agriculture program. You're receiving this because your son or daughter had an interest in some of the Agriculture classes. As you begin to complete the class schedule for 2011-2012 please take a look at the Agriculture classes that are being offered in the registration catalog and if you have any questions please contact me.

Sincerely,

Mr. McNealy
Agriculture Instructor
FFA Advisor
925.606.4812 ext 2386
jmcnealy@lvjusd.k12.ca.us

Opportunities

If you are enrolled in an agricultural class at Livermore High School, then you are a member of the Future Farmers of America. There are many opportunities in the Future Farmer of America organization within the chapter, sectional, regional, state and national levels. At the chapter level you can become a chapter officer, show animals at the Alameda County Fair, participate in fundraisers, as well as attend chapter events. As you progress in the FFA, you can become a sectional or regional officer and strive to earn the State FFA Degree, which is the highest degree bestowed upon an FFA member by the state association. If you wish to improve your leadership skills there are many conferences that you can attend including: Greenhand Conference, Made for Excellence Conference, Advanced Leadership Academy, Sacramento Leadership Experience, California State Conference and the National FFA Conference. Overall the FFA is a great organization to be involved in during your High School career!

SAE Projects

Supervised Agricultural Experience

Projects

Market Lambs

Market Goats

Market Hogs

Market Steers

Market Rabbits

Poultry

Horses

Do any of these livestock animals interest you?

You can raise any of these animal for the Alameda County Fair to represent Livermore FFA. You can make a profit for your future SAE project as well as earn 5 units of credit which goes towards graduation.

Contact Information:

Agricultural Department

Livermore High School

600 Maple Street

Livermore, CA 94550

(925) 606-4812 ext. 2386

Email: jmcnealy@lvjUSD.k12.ca.us

www.livermorehighffa.org/

LIVERMORE FUTURE FARMERS OF AMERICA

FFA makes a positive difference in

the lives of students by

developing their potential for premier

leadership, personal growth

and career success through

agriculture education.

LHS Agriculture Department

Who are we?

- The Ag. Department has been a part of Livermore High since 1939.
- FFA which is part of the Ag. Department is the oldest Club at Livermore High School.
- It is the last program of its kind left in Alameda County.

What we offer

- Specialized classes geared toward a variety of career/ educational goals.
- Membership in FFA
- Opportunity to raise and show an animal at the Alameda County Fair.
- 5 class credits for participation at the Fair.
- Opportunity to attend leadership conferences at the local, state and national level.
- Opportunity to participate on various traveling teams.

Classes

Agriculture Science
Floriculture *
Advanced Floriculture *
Wildlife
Agriculture Mechanics *
Advanced Agriculture Mechanics
Agriculture Biology **
Animal Anatomy & Physiology ** *
Agriculture Business ** *
Ornamental Horticulture ** *

* Pending articulation with Modesto Jr. College
 ** Accepted as UC and CSU college prep classes

Articulated Classes

The following classes are pending articulation with Modesto Jr. College. These classes when taken at LHS will actually count for credit at MJC.

- Floriculture
- Advanced Floriculture
- Agriculture Mechanics
- Animal Anatomy and Physiology
- Agricultural Business
- Ornamental Horticulture

UC Approved Classes

These classes are UC approved college prep. classes.

- **Agriculture Biology** – Counts the same as Biology
- **Agriculture Business & Economics** – Only general business class offered at LHS that is UC approved. Anyone interested in a business, accounting, marketing or economics degree should consider this class.
- **Animal Anatomy and Physiology** – This is the only anatomy and physiology class offered at LHS at this time. Anyone interested in a career in the medical, dental, or biological science field should consider this class.
- **Ornamental Horticulture**

Classes for 2011 - 2012

- Agriculture Science
- Agriculture Biology
- Animal Anatomy and Physiology
- Agriculture Mechanics
- Floriculture
- Wildlife

Note – Anatomy and Physiology and Ag. Mechanics are typically only offered every 2 or 3 years.

FFA Membership

The FFA is a national organization dedicated to making a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

Today there are over 500,000 student members engaged in a wide range of agriculture education which prepares them for careers in science, business and technology both related to and not related to agriculture.

Alameda County Fair

Lambs

- Purchased in April, 60 days before the Fair, approximate cost to raise \$350. Average selling price at 2010 Fair was \$675.
- We also offer a orphan lamb project which only last about 4 weeks.

Lambs

Pigs

Purchased in March approx. 75 days before the fair. Average cost of project \$450, average sale price at 2010 fair \$1000.

Pigs

Beef

Feeder steers must be purchased 120 before the fair. Average cost of project \$2000, average selling price at 2010 Fair \$3600.

Beef

Goats

Goats are also purchased in early April. The average cost to raise is \$350. The sale price at the 2010 Fair was \$450.

Goats

Rabbits

- Rabbits can be raised and sold at the fair as meat animals or just exhibited and taken home.
- Meat rabbits sold last year on average of \$21.00 a pound.

Poultry

Various types of poultry as well as eggs can be exhibited at the Fair.

Horse

Horses can be owned or leased and shown Western or English.

School Farm

Available to those students who do not have space to keep their animals at home.

Leadership Conferences

The California FFA offers members the opportunity to learn valuable leadership skills by attending local, state and national conferences.

Other FFA Activities

Throughout the year the Livermore FFA does numerous activities with our members. Some of those include:

- Holiday & Rodeo Parade
- Kids to Kids Christmas Party
- Corn Maze
- Landscape project at the fair
- Road trips
- BBQs
- Much more.....

Are Agriculture Classes for You?

Yes

They are for everyone!!

- People who play sports
- People who are going to college
- People who are interested in leadership
- People who want technical job training
- People who want the opportunity to earn money
- People who want to better themselves by having fun

The End

**ANY
QUESTIONS?**

Please complete the survey

Freshman Agriculture Survey

Name: _____ Period: ____/Teacher _____

1. Are you interested in taking an Agriculture class next year? (circle one)

Yes

No

If answered yes please circle the classes you are interested in:

Agriculture Science

Agriculture Biology

Animal Anatomy & Physiology

Wildlife

Floriculture

Ornamental Horticulture

Agriculture Business

Agriculture Mechanics

2. For additional information please complete the following: please print clearly

Address: _____

City: _____

Zip: _____

Freshman Agriculture Survey

Name: _____ Period: ____/Teacher _____

1. Are you interested in taking an Agriculture class next year? (circle one)

Yes

No

If answered yes please circle the classes you are interested in:

Agriculture Science

Agriculture Biology

Animal Anatomy & Physiology

Wildlife

Floriculture

Ornamental Horticulture

Agriculture Business

Agriculture Mechanics

2. For additional information please complete the following: please print clearly

Address: _____

City: _____

Zip: _____

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FFA Chapter Scrapbook

Scrapbook

Below are pictures of the Livermore FFA Scrapbook.

SHEEP

FFA Sheep Exhibitors

Michael Bonifacio	Mikayla Bruchanp
Wesley Bonifacio	Doula Bowles
Katelynn Bradford	Tasha Brangough
Monica Ghorbani	Immy Hutcherson
Jenna Jenkins	Shauna Ketchum
Clark Kuhn	Erica Labrucherie
Garyana Marcel	Jennifer Moretini
Nikki Perry	Curly Rose
Tanner Seymour	Matthew Silanipi
Tasha Wiggen

Supreme Champion Market Lamb
Exhibited by Clark Kuhn
Purchased by Boyd & Food World Co.

Reserve Champion Market Lamb
Exhibited by Kelle Bowles
Purchased by W. L. Stephens, Delbert L. Stephens, Taylor & Sons Tree Pro.

ALA MEDA COUNTY FAIR 2010

BEEF

Champions

Champion Market Beef
Exhibited by Robert Boorley
Purchased by Washington Hospital

Reserve Champion Market Beef
Exhibited by Lauren Mason
Purchased by Jackson Land and Cattle, Caratti Jewelers and John Jackson

FFA Beef Exhibitors

Robert Boorley	Keslie Bowles
Jimmy Hutcherson	Erica Labrucherie
Garyana Marcel	Juliana Marcel
Lauren Mason	Jennifer Moretini
Kurt Mueller	Alexa Paterson
Carly Robe	Jessica Sweet
Leslie Tsuda	

GOATS

FFA Goat Exhibitors

Cheyenne Dupuis	Nick Durst	Monica Ghorbani
Garyana Marcel	Juliana Marcel	Jessica Sweet
Leslie Tsuda	Laura Waters	Haley Williford

Champions

Champion Market Goat
Exhibited by Jessica Sweet
Purchased by Taylor & Sons Tree Pro.

Reserve Champion Market Goat
Exhibited by Laura Waters
Purchased by Frank's Feed & Machine Muffler Service

SWINE

FFA Swine Exhibitors

Malorie Bankhead	Julie Black
Kateylyn Bradford	Austin Cabral
Mikayla Cannon	Travis Egan
Ryan Faulk	Sean Gallagher
Nick Ketchum	Shauna Ketchum
Cassie Lund	Caitlin Mella
Garyana Marcel	Juliana Marcel
Lauren Mason	Matthew McCoy
Lorena Miller	Kurt Mueller
Emily Paddock	Brooke Toledo
Leslie Tsuda

Champion Market Hog
Exhibited by Malorie Bankhead
Purchased by Pacific Coast Engineering

Reserve Champion Market Hog
Exhibited by Sean Gallagher
Purchased by Washington Hospital

HORSE

FFA Horse Exhibitors

Makayla Beauchamp Monica Ghorbani Erica Labrucherie
Juliana Marcel Brocken Toledo Haley Williford

Erica Labrucherie

Haley Williford

Makayla Beauchamp

AWARDS

Awards Night 2010

Champion Pen of Three Lambs
Trisha Wigen

Champion Pen of Three Market Hogs
Kurt Mueller

Champion Pig - Ewe, Champion Pig
Champion Market Lamb
Katie Bowles

RABBITS

Monica Ghorbani

Reserve Champion Single Fryer
Exhibited by Madeline Croft
Purchased by Eric & Marla Jacobson

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Summer Calendar

June 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10 LHS Graduation	11
12 Weigh Pigs	13	14	15 Swine showmanship practice	16	17	18 Swine showmanship practice
19 CATA Summer Conference	20	21	22 Alameda County Fair Begins	23	24	25 Weigh Pigs
26 Swine showmanship practice	27	28	29	30 Weigh Pigs Weigh Lambs Weigh Goats		

July 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 6-9 am deliver tack 6-8 pm set up pens	2 5:30- 9:30 am Vet- Check. Livestock weigh in
3 8 am Market Sheep 3 pm Market Goats	4 8 am Market Swine 3 pm Market Goat Showmanship	5 Fair is closed	6 10 am Beef show 6 pm BBQ 7 pm Supreme Champion	7 8 am Swine Showmanship 3 pm Sheep Showmanship	8 5 pm Masters Showmanship 8-10 pm Release of non sale animals	9 5 pm Awards Ceremony
10 9 am Livestock Auction	11 10 am Clean up FFA areas 1 pm School farm clean out	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 FFA Officer Retreat	29 FFA Officer Retreat	30 FFA Officer Retreat
31 FFA Officer Retreat						

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Graduate Survey

Livermore FFA Graduate Survey

Name: _____ Year graduated from LHS: _____

Years in FFA program: _____

Mailing Address: _____

State: _____ Zip Code: _____

Email Address: _____

Phone Number: _____

Please describe your favorite memory from participating in the LHS FFA Chapter:

Please list the LHS FFA activities you participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please list all other FFA activities you participated in (ie: Sectional, Regional, State, National):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please list any Livermore High School activities you participated in:

_____	_____
_____	_____
_____	_____

Please check all that apply:

- ☐ I received the Greenhand FFA Degree
☐ I received the Chapter FFA Degree
☐ I received the State FFA Degree
☐ I received the American FFA Degree

Please list the offices, if any, that you served in as a member of the Livermore FFA:

_____	_____
_____	_____

Please list any other offices you held in the FFA (ie: Sectional, Regional, State, National)

_____	_____
_____	_____

Please check all that apply:

- ☐ I attended the Greenhand Leadership Conference
☐ I attended the Made For Excellence Leadership Conference
☐ I attended the Sacramento Leadership Experience Conference
☐ I attended the Washington Leadership Conference
☐ I attended the CA State FFA Leadership Conference (How many years? _____)
☐ I attended the National FFA Leadership Conference (How many years? _____)

Please list your SAE projects below:

_____	_____
_____	_____
_____	_____

Please list the Career Development Events you participated in, if any. (ie: Livestock Judging, BIG)

_____	_____
_____	_____
_____	_____
_____	_____

Please list, if applicable, the 2 or 4-year universities you plan to attend and when you will begin attending:

_____	_____
-------	-------

Please describe your future career goals.

Please list any military services you will be serving (if applicable):

Please briefly describe how the Livermore FFA has impacted you and why you believe the agriculture department at Livermore High School is important.

Agriculture Department
Graduate Follow-up

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school

_____ Full-time

_____ Part-time

_____ Ag Major

_____ Non- Ag Major

_____ 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 agriculture program.

_____ I am using some of the skills I learned in the agriculture program.

_____ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

_____ Community College

_____ 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 agriculture program?

_____Excellent _____Good _____Fair _____Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

_____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 SAEP (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 in the agriculture 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; SOEP (supervised projects); teaching methods used; facilities/equipment.

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Results of Graduate Survey

Livermore FFA Graduate Survey

Name: Malor

Year graduated from LHS: 2009

Years in FFA program: 2005-2009

Mailing Address:

State: CA Zip Code:

Email Address:

Phone Number: (

Please describe your favorite memory from participating in the LHS FFA Chapter:

My favorite memory includes winning the CA State FFA Prepared Public Speaking contest. I worked all four years on various speeches for the Prepared Public Speaking CDE, and I am very grateful to have won the state contest my senior year. Another favorite memory I have is winning the 2010 FFA Grand Champion Market Hog. I have shown pigs for eight years and being my last year to show, I was honored to have received that high achievement.

Please list the LHS FFA activities you participated in:

Banquet Set Up

Beef Group BBQ

Kids to Kids Underprivileged Children's Holiday Party

Livermore Holiday Parade

Livermore Rodeo Family Night

California Waterfowl Association Dinner

Livermore Trapshoot Fundraiser

Poinsettia and Almond Fundraiser

Alameda County Fair

Please list all other FFA activities you participated in (ie: Sectional, Regional, State, National):

Sectional Meetings

Regional Spring Meetings

Chapter Officer Leadership Conference

State Committee Chair

State Band Member

State Officer Candidate

Sectional Ice Skating Event

Please list any Livermore High School activities you participated in:

LHS Band 2005-2006

Campus Cleanup 2009

Please check all that apply:

X I received the Greenhand FFA Degree

X I received the Chapter FFA Degree

X I received the State FFA Degree

X I received the American FFA Degree

Please list the offices, if any, that you served in as a member of the Livermore FFA:

2005-2006 Greenhand President

2007-2008 Chapter President

2006-2007 Chapter Secretary

2008-2009 Chapter President

Please list any other offices you held in the FFA (ie: Sectional, Regional, State, National)

2007-2008 Regional Vice President

2008-2009 Regional Vice President

Please check all that apply:

- X I attended the Greenhand Leadership Conference
- X I attended the Made For Excellence Leadership Conference
- X I attended the Sacramento Leadership Experience Conference
- X I attended the Washington Leadership Conference
- X I attended the CA State FFA Leadership Conference (How many years? 2005-2009)
- X I attended the National FFA Leadership Conference (How many years? 2009)

Please list your SAE projects below:

Market Swine

Market Beef

Market Sheep

Please list the Career Development Events you participated in, if any. (ie: Livestock Judging, BIG)

Best Informed Greenhand

Creed Speaking Contest

Prepared Public Speaking Contest

Livestock Judging Contest

Please list, if applicable, the 2 or 4-year universities you plan to attend and when you will begin attending:

Cal Poly, SLO 2009-2013

Agriculture Science/Communications Concentration: Animal Science

Please describe your future career goals.

I would like to work in the agriculture industry, specifically the beef cattle industry, speaking and writing on behalf of a company or organization. I have been raised in agriculture my whole life and have a very strong passion for it. I would love to give back to the agriculture industry, and I would be guaranteed to love my job!

Please list any military services you will be serving (if applicable):

N/A

Please briefly describe how the Livermore FFA has impacted you and why you believe the agriculture department at Livermore High School is important.

The Livermore FFA holds a very special place in my heart. When I joined FFA my life changed forever. The Livermore FFA gave me a perfect opportunity to grow my knowledge about agriculture and help maximize my experience in agriculture, as well. I truly believe that agriculture education provides an avenue for students to become more familiar with agriculture, whether they are learning about it for the first time or perfecting their knowledge in the agriculture industry. Most folks are currently two or three generations away from agriculture. The agriculture department at Livermore High includes hands on activities for students who otherwise may not become involved in agriculture at all to bridge the gap between urban and rural communities. Whether it is raising and showing a hog at the county fair or writing a speech for the Prepared Public Speaking contest, the FFA can touch the lives of many students and create leaders in the agriculture industry.

Livermore FFA Graduate Survey

Name: Emily Year graduated from LHS: 2009
Years in FFA program: 3
Mailing Address: _____ State: CA Zip Code _____
Email Address: _____ Phone Number: 5 _____

Please describe your favorite memory from participating in the LHS FFA Chapter:

My favorite memories include: the livestock judging team, state conference, and the times at fair.

Please list the LHS FFA activities you participated in:

<u>Livestock Judging Team</u>	<u>Greenhand Officer Team 2006</u>
<u>Swine Project</u>	<u>World Ag EXPO Fieldtrip</u>
<u>Landscape Design @ ACF</u>	<u>CWA Dinner helper</u>

Please list all other FFA activities you participated in (ie: Sectional, Regional, National):

<u>State Finals Livestock Judging</u>	_____
_____	_____

Please list any Livermore High School activities you participated in:

<u>None (Mainly Attended Granada HS)</u>	_____
_____	_____
_____	_____

Please check all that apply:

☒ I received the Greenhand FFA Degree
☒ I received the Chapter FFA Degree
☐ I received the State FFA Degree
☐ I received the American FFA Degree

Please list the offices, if any, that you served in as a member of the Livermore FFA:

<u>Greenhand Officer Team 2006</u>	_____
_____	_____

Please list any other offices you held in the FFA (ie: Sectional, Regional, State, National)

_____	_____
_____	_____

Please check all that apply:

☒ I attended the Greenhand Leadership Conference

- ☐ I attended the Made For Excellence Leadership Conference
☐ I attended the Sacramento Leadership Experience Conference
☐ I attended the Washington Leadership Conference
☒ I attended the CA State FFA Leadership Conference (How many years? 1)
☐ I attended the National FFA Leadership Conference (How many years?)

Please list your SAE projects below:

<u>Swine</u>	

Please list the Career Development Events you participated in, if any. (ie: Livestock Judging, BIG)

<u>Livestock Judging</u>	

Please list, if applicable, the 2 or 4-year universities and which you plan attending:

<u>Cal Poly, SLO majoring in Ag business</u>	
--	--

Please describe your future career goals.

I am currently pursuing an Agribusiness degree from Cal Poly, SLO. After graduating, I aspire to do Ag marketing or sales. And at some point start my own farming operations, including a cattle ranch.

Please list any military services you will be serving (if applicable):

Please briefly describe how the Livermore FFA impacted you and why you believe the agriculture department at Livermore High School is important.

The Livermore FFA provided me with experiences and skills for life that are extremely valuable. Through raising livestock I learned to be a hard- working, responsible, and dedicated individual. I got the opportunity to be a leader and make some of my closest friends. SAE projects allowed me to build my college fund and learn the basics of business and record keeping. I was mentored by the older kids and adults, and with time I found younger kids began to look up to me. I also improved my public speaking skills and reasoning on the Livestock Judging Team. Furthermore, it reinforced my passion for ag and helped me find my vocational pathway.

I believe the agriculture program is crucial at LHS because it builds strong character and educates kids with the "learn by doing" philosophy. It is important for every generation to understand where food comes from, especially with growing population and issues of land scarcity. FFA allows kids to get involved at the community and national level.

Livermore FFA Graduate Survey

Name: Julie Year graduated from LHS: 2010

Years in FFA program: 4

Mailing Address: State: CA Zip Code

Email Address: Phone Number:

Please describe your favorite memory from participating in the LHS FFA Chapter:

My favorite LHS FFA memory would be State Conference.

Please list the LHS FFA activities you participated in:

Fundraisers, Livestock Showing, FIT classes, enrollment presentations, school board meetings, auction group, Officer team

Please list all other FFA activities you participated in (ie: Sectional, Regional, National):

Regional meeting, opening and closing ceremonies, state conference, MFE/ALA

Please list any Livermore High School activities you participated in:

Basketball

Please check all that apply:

☒ I received the Greenhand FFA Degree

☒ I received the Chapter FFA Degree

☒ I received the State FFA Degree

☐ I received the American FFA Degree

Please list the offices, if any, that you served in as a member of the Livermore FFA:

Vice President 2009-2010

Please list any other offices you held in the FFA (ie: Sectional, Regional, State, National)

Please check all that apply:

☒ I attended the Greenhand Leadership Conference

☒ I attended the Made For Excellence Leadership Conference

☐ I attended the Sacramento Leadership Experience Conference

☐ I attended the Washington Leadership Conference

☒ I attended the CA State FFA Leadership Conference (How many years? 4)

☐ I attended the National FFA Leadership Conference (How many years? _____)

Please list your SAE projects below:

Swine, Horse

Please list the Career Development Events you participated in, if any. (ie: Livestock Judging, BIG)

Please list, if applicable, the 2 or 4-year universities and which you plan attending:
Cuesta-2012, Fresno

Please describe your future career goals.

Major in Agriculture

Please list any military services you will be serving (if applicable):

Please briefly describe how the Livermore FFA impacted you and why you believe the agriculture department at Livermore High School is important.

The Livermore FFA helped in guiding me into my career and educational choices. It gave me the opportunity to meet a lot of new people all interested in agriculture. It made me a better public speaker, and a lot of knowledge in and outside the classroom on agriculture. This is why the ag department is also important so future kids can continue to learn why agriculture is so important in everyday life.

Livermore High School Agriculture Department

Program Completer Follow-up Results for ____07, 08, 09, 10_____

The following indicates information gathered from Program Completers of the Agriculture Program.

Percent of
Students agree
With statement.

Which statement best applies to the student's present occupation

- __20%__ I am using **most** of the skills I learned in the agriculture program at.
__55%__ I am using **some** of the skills I learned in the agriculture program.
__5%__ I am not using **any** of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program

Training

- __35%__ Excellent
__40%__ Good
__4%__ Fair
__0%__ Poor

Career guidance/counseling

- __25%__ Excellent
__30%__ Good
__15%__ Fair
__2%__ Poor

Which activities in the FFA program that the students thought were valuable.

- __5%__ Officer and committee chairman experience
__5%__ Judging contest
__3%__ Advanced degree and proficiency awards
__70%__ Participation in chapter activities, working with others
__75%__ Livestock projects, shows, and fairs
__10%__ Other: Leadership Conference, National Convention, and Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

- __45%__ Learning skills related to future Ag employment
__75%__ Development of responsibility
__30%__ Learning record keeping
__25%__ Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at the agriculture program.

Facilities

- __0%__ Overcrowded
__30%__ Modern
__60%__ Adequate space required
__40%__ Out-of-date

Equipment

- __30%__ Modern
__50%__ Well-maintained
__1%__ Poorly maintained
__25%__ Out-of-date
__70%__ Adequate amount of equipment
for all students in class.
__15%__ Not adequate equipment

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Comprehensive Program Plan

Comprehensive Program Plan

Livermore has a Comprehensive Program Plan about seventy five percent completed. Unable to locate the previous plan I had to start from the beginning with a new program plan. Currently the major items are completed and in the future will be updating and adding in the missing sections as needed to complete the program plan.

Comprehensive Program Plan Table of Contents

- A. Program Completion Standards
- B. Description of Facilities and Major Equipment
- C. Five Year Facility and Equipment Acquisition Schedule
- D. Staff Assignments
- E. FFA Program of Activities
- F. School and/or Department Policies
- G. Proficiency Standards for Program Completers
- H. Teacher Data Sheet for each Teacher
- I. Roster of Agriculture Advisory Committee
- J. Advisory Committee Minutes
- K. Current Year Budget
- L. Signed Articulation Agreement and/or Evidence of Articulation
- M. Graduate Follow-up System
- N. Recruitment Activities and Materials

Facilities and Major Equipment

1. One twelve passenger 2002 Ford F350 van
2. One eight passenger 1986 Chevrolet van
3. John Deere Tractor with implement
4. Medium size gas cultivator
5. Two greenhouses
6. School Farm Facility

Five-Year Acquisition List

The first step was to evaluate the agricultural department needs and requirements. This was determined on: (a) do they have all the equipment needed, (b) what equipment could be removed, (c) available space for increasing numbers.

Approval process will depend on current funding or fundraising and discussion with the agricultural advisory committee. The procurement plan would be forwarded to the school district for approval.

2011	Complete steer barn \$10,000 Security system at the school farm \$ 5, 000
2012	Additional swine barns \$7,500 Data system at the school farm \$2,000
2013	New tractor or van \$15,000 Small show barn \$5,000
2014	New text books \$12,000 Computers \$5,000
2015	Finish the Ag Complex

2010-2011 Teaching Schedule

Chart of Responsibilities

600 MAPLE STREET, LIVERMORE, CA 94550

www.livermorehs.schoolloop.com

PHONE: (925) 606-4812 FAX: (925) 606-4851 CBED CODE: 051425

Principal: Darrel Avilla

Vice Principals: Anne Harter Dolid (Seniors and Freshmen A-G)
Shelly Kacinski (Juniors and Freshmen H-O)
April Scott (Sophomores and Freshmen P-Z)

Counselors: Ivery Johnson (A-LE)
Rita Smith (LI-Z)

School: Comprehensive 9-12 public high school
Enrollment: 2011
Class of 2011: 441
School Year: Three trimesters (began in 08-09)
School Day: Five periods
API Score: 802
Teacher/Student Ratio: 1:32.5

Ethnic Make-up: White- 62%, Hispanic-24%, Asian- 6%, African American- 3%,
Filipino- 3%, other- 2%

Accreditation: Western Association of Schools and Colleges

Community: Livermore High School is a comprehensive, fully WASC accredited 9-12 public school of 2011 students. The school is located in the suburban town of Livermore, in the Tri-Valley, approximately 55 miles east of San Francisco. The Lawrence Livermore National Laboratory and the Livermore Valley Joint Unified School District are two of the largest employers in the community.

Faculty: Teachers: 83 Administrators: 4 Classified: 33
Counselors: 2 Speech Therapist: 1 part time Nurse: 1 part time
Librarian: 1 Psychologist: 1 part time

Graduation Requirements: * Graduation Rate for Class of 2009 = 98.4%

English 40	Health 5
Mathematics (including Algebra 1) 20	Visual Performing Arts/World Lang 10
Social Science 5	Electives 80
Science 20	
Physical Education 20	Total Credits Required: 230

(Five credits per trimester for courses completed with a grade of "D" or better).

Grading System: A = Excellent B = Good C = Average D = Passing
F = Failure P = Passing NM = No Mark W = Withdrawal

Rank/Weighting: Rank in class is computed. Grade point average is weighted (using a 1-5 scale) and includes all courses taken in grades 9-12. Advanced Placement and Honors courses are weighted.

Class of 2010 GPA: Lowest: 1.17 Highest: 4.326 # of students above 4.0 = 43

Class of 2010 College Placement:

35% attended a four-year college/university
52% attended a two-year college

Curriculum: Livermore High School offers a varied and comprehensive curriculum. The college preparatory program is home to the Green Engineering Academy and includes honors and the following Advanced Placement offerings:

AP Biology	AP French
AP Calculus	AP German
AP Chemistry	AP Micro/Macro Economics
AP Computer Science	AP Spanish
AP Language and Composition	AP Studio Art
AP English Literature	AP US Government
AP US History	

College Preparatory Courses:

AP and Honors courses are designated by "H" and "AP" on the transcript.

College Prep courses are designated by a "P".

a - Social Science	c - Mathematics	e - World Languages	g - College Prep Electives
Social Science	Algebra 1	French 1, 2 & 3	Earth Science
World History	Algebra B1/B2	AP French 4 & 5	Economics
Honors World History	Intro to Geometry	German 1, 2 & 3	Psychology
US History	Geometry	Spanish 1, 2 & 3	Film as Literature
AP US History	Intro to Algebra II	AP Spanish 4 & 5	Creative Writing
Civics	Advanced Algebra	American Sign Language 1 & 2	Journalism & Adv. Journ.
Women in American History	Statistics		Computer Programming
AP Government	Pre Calculus	f - Visual Performing Arts	AP Computer Science
	AP Calculus	Art 1-2 & 3-8	
b - English	d - Lab Science	3 Dimensional Art	
English 9	<i>Life Science/Biology</i>	AP Studio Art	
Honors English 9	Biology	Ceramics 1-2	
English 10	AP Biology	Photo 1-2 & 3-8	
Honors English 10	Honors Biology	Digital Photo 1-2	
English 11	Field Biology	Video Productions	
AP Language & Comp.	Physiology	Drama 1-2, 3-4 & 5-8	
Composition	<i>Physical Science/Chem.</i>	Stagecraft 1-2 & 3-8	
AP Literature & Comp.	Conceptual Physics	Theatre Wrkshp 1-2 & 3-8	
Truly Contemporary Literature	Physics	Concert, Show & Treble Choir	
Scientific Read/Tech. Writing	Chemistry	Chamber Chorale	
Senior Survey	AP Chemistry	Symphony Band	
	<i>Interdisciplinary Science</i>	Music Comp.	
	AP Environmental Sci.	Orchestra	

LIVERMORE HIGH SCHOOL

600 Maple Street

Livermore, CA 94550

Office: (925) 606 - 4812

Fax: (925) 606 - 4851

www.livermorehighonline.com

STUDENT HANDBOOK

2010-2011

This agenda belongs to:

DAILY BELL SCHEDULE

Monday, Tuesday,

Thursday & Friday

Per 1: 8:00am – 9:10am

Per 2: 9:20am – 10:35am

Per 3: 10:45am – 11:55am

Lunch: 11:55am – 12:30pm

Per 4: 12:35pm – 1:45pm

Per 5: 1:55pm – 3:05pm

Wednesday

Per 1: 8:00am – 8:55am

Per 2: 9:05am – 10:05am

Per 3: 10:15am – 11:10am

Lunch: 11:10am – 11:45am

Per 4: 11:50am – 12:45pm

Per 5: 12:55pm – 1:50pm

FINAL EXAM SCHEDULE

Trimester 1

Thurs., Nov 18

Fri., Nov 19

Trimester 2

Thurs., March 3

Fri., March 4

Trimester 3

Wed., June 8

Thurs., June 9

Day 1

Per 1: 8:00am - 10:00am

Per 2: 10:10am - 12:10pm

Lunch: 12:10pm - 12:40pm

Per 5: 12:45pm - 2:45pm

Day 2

Per 3: 8:00am - 10:00am

Per 4: 10:20am - 12:20pm

SCHOOLWIDE STUDENT GOALS

Mission: Our mission as a California public school is the foundation on which we build our short- and long-term goals. Each year, we revisit our mission statement, rewording it as necessary to ensure up-to-date calibration with the responsibility that the California Department of Education places with us. Our current mission statement was developed in February 2010:

LHS Mission

Our mission and commitment is to ensure that all of our students receive equity of access to a high quality, standards-based, socially responsible education in a safe, nurturing, and challenging environment.

Vision: Cascading from our mission is our vision of the highly successful California public high school we aim to be. We revisited our vision statement in February 2010 in conjunction with the rewording of our mission statement. At that time, we incorporated top-level goals into our statement to help keep our focus on the steps we must take to achieve our vision:

LHS Vision

We envision Livermore High School as a premier learning community that works collaboratively to serve the educational needs of a diverse population with varying post-secondary aspirations. All decisions made at Livermore High School will move the school toward this vision.

The staff, students, and parents of Livermore High School are working together to make this vision a reality through accomplishment of the following goals:

- ***Ensure a safe, healthy, inclusive, compassionate, and respectful educational environment*** in which students can actualize their potential to become physically fit, responsible, caring, and ethical adults who make informed life-management decisions.
- ***Provide a standards-based, comprehensive, and challenging curriculum*** that utilizes resultant data to continuously improve practices used to help students participate as educated members of society and to achieve their post high school and career goals.
- ***Bridge communication borders to ensure all students' needs are addressed and to close achievement gaps based on cultural, ethnic, racial, gender, and economic differences.***
- ***Incorporate up-to-date technologies into the curriculum*** to leverage the power of these emerging technologies for instructional gain and to better align the way students are taught in school with the way the global community beyond the classroom communicates, collaborates, and constructs meaning.

Expected Schoolwide Learning Results: To help students understand the *why* of what we teach, we made a “PACT.” PACT is an acronym that stands for the four Expected Schoolwide Learning Results (ESLRs) we adopted in January 2008. The acronym is easier to remember than “ESLRs” and draws attention to the fact that responsibility is vested in both staff and students to ensure that LHS graduates are well prepared for life beyond high school. Our PACT is posted in our classrooms, integrated into our standards-based curriculum, and discussed between staff and students:

LHS Expected Schoolwide Learning Results

All LHS graduates are expected to possess the following foundational knowledge and skills, which we refer to as the LHS “PACT”:

Personal Development:

- *knowledge and skills taught across our curriculum, empowering them to make informed life-management decisions.*
- *citizenship knowledge and skills developed across the curriculum, empowering them to function responsibly and ethically in society.*

Academics:

- *knowledge and skills taught across our curriculum, empowering them to participate as educated members of society and to work toward achievement of their post-high school education and career goals.*

Communication:

- *reading, writing, listening, and speaking knowledge and skills taught across our curriculum, empowering them to communicate effectively in diverse settings.*

Technology:

- *technological knowledge and skills taught across our curriculum, empowering them to comfortably adapt to new and changing technologies in a variety of fields.*

ACADEMICS AT LIVERMORE HIGH

REPORT CARDS

Report cards are posted on School Loop at the end of each trimester. School Loop grades are updated at least every three weeks, so student progress can be regularly monitored. At any time, students or parents can request a printed grade report from any teacher.

WITHDRAWING *DURING* THE FIRST FIVE DAYS OF A TRIMESTER:

If a student withdraws from a class during the first five days of the trimester, the class will be dropped from the student's course history. For all progress reports, report cards and transcripts, it will appear as if the student was never in the class.

WITHDRAWING *AFTER* THE FIRST FIVE DAYS OF A TRIMESTER:

If a student withdraws from a class after the first five days of a trimester, the next progress report will reflect whether or not the student was passing (P) or failing (F) at the time of withdrawal. The trimester grade and transcripts will indicate the course title and a "W" for withdrawal, followed by "P" or "F".

WITHDRAWALS WITHIN 5 DAYS AFTER PROGRESS REPORTS:

A student can withdraw after the progress report grades are posted only on the recommendation of a counselor or vice-principal and only with the approval of the principal. Students can never withdraw from a class if the student will have fewer than the required number of classes as a result. All ninth, tenth and eleventh grade students must have at least four classes each trimester. ROP classes may count as up to three of the required twelve classes for eleventh graders. All twelfth grade students must have at least three LHS classes in the same trimester as a ROP class. No withdrawals will occur beyond 5 days after the first progress report.

HONOR ROLL/ACADEMIC BLOCKS

Students achieve Honor Roll status by earning a weighted grade point average of 3.0 or higher during one grading period, and Principal's Honor Roll status for weighted GPA of 3.66 or higher. Students become eligible for an Academic Block L Award by maintaining a 3.66 weighted GPA for three consecutive grading periods and Academic Star Awards for maintaining this GPA for two additional consecutive grading periods. Students who graduate from LHS with a weighted GPA of 3.5 or higher are awarded an Honor Cord to wear at graduation.

SCRIPT L AWARD

LHS awards a *Script L* to students who excel in academics, extracurricular activities, and school service. To earn the award, students must accumulate 100 points for academics, activities, and service. For every additional ten points earned, a star is awarded. Forms and information about Script L are available at the Activities Window. See an Activities Secretary for information and questions.

CHEATING AND PLAGIARISM

Cheating and plagiarism are serious offenses that undermine the integrity of the educational process. Plagiarism covers the range of offenses that involve presenting the work and ideas of others as your own. Cheating covers the range of offenses that involves fraudulently obtaining and /or using answers or information.

Cheating and Plagiarism include:

- Presenting the work, ideas, or efforts of another as one's own.
- Allowing one's own work to be presented as the work of another, and using books, notes or calculators as helpers for tests or assignments when the teacher has not approved their use.
- It is not plagiarism or cheating if a student is doing group work as directed by a teacher or if a student incorporates the work of others with appropriate citation.

A copy of the school policy is sent home for parent signature and returned to LHS for filing at the beginning of each school year.

Cheating and Plagiarism Policy

As there is no defense for cheating, LHS sees no need for an initial leniency. The policy of Livermore High School is not to distinguish between 'degrees' of seriousness. Cheating is cheating regardless of the importance or weight of the assignment.

First Occurrence:

- The student will receive no credit and no make-up privileges.
- The teacher will notify the student's parents, by documented phone call or in writing.

- A referral will be sent to the grade level vice-principal and will be kept in the student's file as long as the student is enrolled at LHS.
- If a teacher sees a student copying work from another class, s/he will contact the teacher of that class.

Subsequent Occurrences:

- Same steps as the first occurrence are followed.
- The student's Advisor will set up a conference with the student, parent, and teacher to inform the parent of the second referral and to discuss the serious nature and consequences of this offense.
- The second referral may be grounds for failing. If the student does fail, a statement to this effect shall be placed in the student's permanent record.

ATTENDANCE POLICIES & PROCEDURES

24 Hour Attendance Recorder: (925) 606-4812 x2333

Office hours are 7:30am to 4pm

(When school is in session)

REPORT THE FOLLOWING:

1. Student's first name and ID Number
2. Date and duration of the absence
3. Reason for absence
4. Identify yourself (i.e. relationship to student)

ABSENCES MUST BE CLEARED WITHIN 3 DAYS

Absences can only be cleared by a parent/guardian. Please call the attendance recorder on the morning of or evening BEFORE the absence.

REPORT TO THE ATTENDANCE OFFICE:

1. **TO SIGN OUT BEFORE** you leave for an appointment (doctor/dentist, illness, or for personal reasons)
2. **TO SIGN IN** when checking back into school
3. When you do not feel well
4. If campus entrance gates and doors are locked when you come late to school

ONLY SENIORS MAY LEAVE CAMPUS DURING LUNCH

EXCUSED AND UNEXCUSED ABSENCES

Absences from school or from a class can be excused only for a few specific reasons and only if the student brings a note or a parent calls the Attendance Office within three days of the absence. Excused absences are absences for school business, illness, doctor's appointments, court dates, religious observances, or funerals. Other absences cannot be marked excused. It is important that students have their absences excused because most teachers will not allow students whose absences are not excused to make up work that they missed because of the absence. If a student is absent, a parent needs to send a note listing the student's name and ID number, the date(s) of the absence, and the reason for the absence. Or, a parent can call the Attendance Office at 606-4812 x2333, and leave a message that includes the same information. The voice mail in the Attendance Office is available 24 hours a day, seven days a week. Students with more than five unexcused absences in the same trimester as ticket sales for an activity will be blocked from attending that activity.

PERFECT ATTENDANCE AWARDS

Students with perfect attendance (**no absences, no tardies**) for each trimester will get a certificate. Students with perfect attendance for all four years will be recognized with a Perfect Attendance Award. Perfect attendance means that you must be in every class on time. If you miss class for a doctor's appointment or for any other excused reason or you are tardy to any class, you have *good* attendance, but not *perfect* attendance. The only absences that do not count against you for perfect attendance are absences when you are on a school field trip or are away on official school business.

LATE TO SCHOOL

Please keep in mind that tardies disrupt classroom instruction and can affect grades. Students with more than 10 unexcused tardies in a trimester will be blocked from extracurricular activities. If you are late to school, go directly to class. Your teacher will determine if you can make up missed work. If you are late to school and cannot get back on campus due to locked gates or entrance doors, go to the Attendance Office for assistance.

LEAVING SCHOOL

If you need to leave school during the day, for example, to go to a doctor's appointment, go to the Attendance Office and check out *before* leaving. The Attendance Office will check your note or call your parent to make sure that the absence is excused. If you leave school and do not check out at the Attendance Office, your absence will be marked unexcused. Additionally, if you return to school from an appointment, you must check back in at the Attendance Office.

VISITORS

All adults who have business on the campus must obtain a pass from the Attendance Office. Adult guests must sign in and must wear a visitor pass while on campus. Students are not allowed to bring visitors to school to spend the day without prior teacher and administrative approval.

CLOSED CAMPUS

Livermore High School is a closed campus. This means that students may not leave campus during the school day unless 1) they have been signed out at the Attendance Office or 2) they are a senior with privileges to leave campus during lunchtime. Seniors will have this privilege depending on their prior reporting period grades and it may be revoked for disciplinary reasons, grades, attendance issues, and/or moving violations received while off campus during lunchtime.

STUDENT GOVERNMENT

Student government includes Student Legislature and Class Government (Senior, Junior, Sophomore and Freshman). Each class elects officers and representatives who then plan class activities, rallies, fund-raisers, and community projects. Classes hold frequent meetings to plan events. Listen to the Daily Gram for announcements of meetings. Student Legislature consists of class officers, class representatives, and student body officers and commissioners. Student Legislature helps plan school-wide assemblies, campus cleanup days, staff appreciation days, and other special projects. Student Legislature meetings are run by the Student Body President according to provisions set forth in the Student Body Constitution and Bylaws. Copies are available at the Activities Window.

LHS STUDENT BODY OFFICERS ASB AND CLASS OFFICERS FOR 2010-11

ASB President	Scott Crowder
ASB Vice President	Celeste Rietveld
ASB Secretary	Carrie Melrose
ASB Treasurer	Laina Carter

Class of 2011:	
Class President	Shelby Ye
Vice President	Kaitlynn Amaral
Secretary	Laura Linden
Treasurer	Jonathan Cruz

Class of 2012:	
Class President	Cassidy Sherman
Vice President	Ariona Jean-Johnson
Secretary	Marissa Cordisco
Treasurer	Mckenzie Hubert

Class of 2013:	
Class President	Michaela Leonard
Vice President	Lee Wood
Secretary	Kathryn Bruan
Treasurer	Josh Pressley

The Class of 2014 Officers will be elected in early September, 2010.

ACTIVITIES

ID CARDS

As a member of the Livermore High Student Body, having an official ID card is required. A current 2010 - 2011 card must be shown to buy tickets or items at the Activities Window, to be admitted to school dances, and to pick up your yearbook. Seniors must show their ID card when leaving campus for lunch. Lost ID cards may be replaced for a \$5 fee at the Activities Window.

ASSOCIATED STUDENT BODY (ASB) STICKERS

Show your school spirit and save money in the process by purchasing an Associated Student Body (ASB) Sticker for your ID card. For the year 2010 - 2011, the ASB Sticker costs \$50. Buy a sticker and you will be able to attend all

home athletic contests for free, and you will be able to attend dances at a reduced price. An ASB Sticker saves \$\$\$\$\$!

Please note: The ASB sticker is printed on your ID card it is not an actual sticker

ASB WEB STORE

Many items (dance tickets, sports contributions, etc.) are available online at the Web Store through a link at **www.livermorehighonline.com** or by a direct link at **www.livermorehs.revtrak.net**. The web store accepts credit or debit cards with a Visa or MasterCard logo. If your student is blocked from purchasing in the office they will also be blocked from purchases on-line.

DANCES

These are school-sponsored events for students who have demonstrated a positive attendance and behavior record. Attending dances is a privilege extended to students in good standing. Students who are suspended, have an F on the previous grading period, still need to serve detention, owe fees, or have more than five unexcused absences or more than 10 unexcused tardies during the trimester of ticket sales cannot attend. In addition, students cannot have any period absences marked as "CUT." A dance agreement/behavior contract will be part of the ticket purchase process for every school dance.

Please keep in mind the following:

- *The school dress code will be enforced at all dances, as will other school rules*
- *Homecoming, Winter Ball, Jr. Prom and Sr. Ball are all events that require dressy or formal attire*
- *Tickets for dances are never sold at the door*
- *Be sure to bring your current 2010-2011 student ID card to all dances. You will not be admitted without your ID*
- *You must have a guest pass for any outside guests*
- *Everyone attending a dance must arrive within the first hour and no one can leave a dance before the last hour*

GUESTS/GUEST PASSES

Homecoming, Winter Ball, Junior Prom and Senior Ball, are the only dances that you may bring a non-LHS guest. Pick up a Guest Pass form from the Activities Window at least five days prior to ticket sales. Completed forms are to be returned to the Activities Window for Vice Principal approval. Once approved,

tickets may be purchased. You must accompany your guest to the dance and make sure your guest has an ID that verifies his/her age. No middle school students or students over the age of 21 are allowed at LHS dances. The Junior Prom and Senior Ball are off campus events and are only open to members of the respective class and invited guests 21 years of age or younger. If your date is 21, he/she must meet with a vice principal before the dance and must agree to follow the "No Alcohol" rule that is in effect for all school functions. This means she/he will neither consume alcohol before arriving at the dance, nor bring alcohol to the site of the function, nor purchase alcohol at any facility on or near the dance site.

STUDENT PUBLICATIONS

The journalism and yearbook classes at LHS publish the school newspaper and the yearbook. Students may submit a letter to the editor, art, photography, poetry, or other creative works to the newspaper publication. See the journalism/yearbook teacher to make submissions.

CLUBS

There are a wide variety of student led clubs at LHS. To join a club, listen to the Daily Gram for meeting times. To start a club recruit eight students who are interested, find a faculty sponsor, and write a statement of purpose. Forms to start a club are available at the Activities Window. All LHS clubs are open to all LHS students. Many of the clubs at Livermore High are listed here. Ask at the Activities Window for more information about them: Alma de Bronze, Art Club, CTR Club, California Scholarship Federation (CFS), Civil War Club, Close Up Club, Debate Team, DECA, Drama Club, Debate Club, Gay/Straight Alliance, Hiking Club, Ignited Youth, Interact Club, Link Crew, Literary Magazine, Me to We, Poetry Club, Snowboard Club and Tri-M.

SPORTS PROGRAM

All students who have no more than one "F" and at least a 2.0 weighted GPA for their most recent trimester are eligible to participate in the extra-curricular athletics program. Students are allowed to petition for a "one time in their four-year career at LHS" waiver if they do not meet the 2.0 weighted GPA. Students are required to have a current physical exam (administered by an M.D.) each school year. All athletes will be informed of the sports program advantages by purchasing an ASB sticker. In addition, transportation, equipment, and other participation contributions for the various teams will be discussed with the

participants and their families. The Athletic Director and team coaches will have details about these matters as they apply to the various sports.

DIRECTIONS TO EAST BAY ATHLETIC LEAGUE SCHOOLS

Granada High School

400 Wall Street, Livermore
(925) 606-4800

Amador Valley High School

1155 Santa Rita Boulevard,
Pleasanton
(925) 846-2818

Take Stanley Blvd west to Valley Blvd ... Turn right onto Valley Blvd ... Turn left onto Santa Rita Blvd ... Amador Valley High will be on the right.

Foothill High School

4375 Foothill Road, Pleasanton
(925) 426-4243

Take 580 west to Foothill Road ... Go under the overpass and turn right onto Foothill Road ... Travel south for a few miles and Foothill High is on the left.

California High School

9870 Broadmoor Drive, San Ramon
(925) 803-3200

Take 580 west to 680 north ... Take Alcosta Blvd exit ... Turn left onto Alcosta Blvd over the freeway ... Turn right onto San Ramon Valley Blvd ... Turn right on Pine Valley .. Go past Pine Valley School ... Turn left on Broadmoor ... California High is on the right.

San Ramon High School

501 Danville Boulevard, Danville
(925) 552-3000

Take 580 west to 680 north ... Take the Diablo Road exit ... Turn left at the light onto Diablo Road ... Turn right on Danville Blvd ... Travel three blocks and San Ramon High is on the left.

Monte Vista High School

3131 Stone Valley Road, Alamo
(925) 820-2900

Take 580 west to 680 north ... Take the Stone Valley Road East exit ... Go east on Stone Valley Road for about 2.5 miles ... Monte Vista High is on the right.

Carondelet High School

1133 Winton Drive, Concord
(925) 686-5353

De La Salle High School

1130 Winton Drive, Concord
(925) 288-8100

To both schools, take 580 west to 680 north ... Go through the 680/24 interchange and exit 680 at Treat Blvd ... Turn right on Treat and travel a few miles east ... Both schools will be on the right.

SPIRIT SQUADS

To be eligible for spirit squads, students must meet the same eligibility requirements as the sports program. Tryouts are in the early spring. Listen for announcements in the Daily Gram or check at the Activities Window.

BOOSTERS CLUB

The Boosters Club is composed of parents actively supporting boys' and girls' athletics at LHS. Boosters Club is primarily funded by membership dues, contributions, and fund raisers. Funds raised are used to purchase sports related equipment and services that are not provided by the school district. Every sport has a parent representative.

EMERGENCIES

Students and parents who feel they face an emergency situation that requires them to make contact during school hours should do this through the Attendance Office. Parents are urged to not use cell phones to make these kinds of contacts directly with students.

LOST AND FOUND

Students should inquire at the Activities Window about items lost or stolen on campus.

WORK PERMITS

Information about Work Permits is located at the Activities Window. Students under 18 must have a work permit in order to work. Students must also have a minimum 2.0 grade point average along with a positive attendance and behavior record to obtain a work permit. Permits to Work and Employ may be denied or cancelled at any time by a school official whenever it is determined that school work, attendance, or health of a minor is impaired by the employment of this minor.

LOCKERS

A limited number of lockers are available to students on a first come, first served basis. A sign up list is kept at the Activities Window. Lockers are school property and, by law, are subject to random, unannounced searches. LHS does not guarantee the safety of property left in a locker and will not replace property if it

is stolen. Do not put anything in your locker that you can not afford to lose. NEVER leave money or valuables in your locker.

LIBRARY

You must have your Student ID card to check out library books and materials. The library is open for student use during the day and after school until 4:00 PM. *There is a fine of five cents per day for books returned late to the library.*

GETTING HELP

VICE PRINCIPALS AND ACADEMIC COUNSELORS

- Vice principals review attendance, deal with discipline issues, monitor scheduling, and student progress toward graduation. Vice principals are also available to mediate conflicts between students, act as an advocate for students in conversations with teachers and other staff members, and be the first contact for students with emotional or personal problems.
- Academic counselors work with the vice principals to assist students and parents with all items listed above, except matters dealing with discipline. Counselors especially focus on student schedules and progress toward graduation.
- The goal of class advisement from vice principals and academic counselors is for students and parents to develop a positive relationship with them over the time the student attends LHS.

Appointments to see vice principals and academic counselors can be made at the Activities Window.

TELEPHONE DIRECTORY **(925) 606-4812 Main Line**

ADMINISTRATORS AND COUNSELORS TELEPHONE NUMBERS

Principal	Mr. Avilla	Ext. 2317
Freshman A – G & Sophomores	Ms. Scott	Ext. 2320
Freshman H - O & Juniors	Ms. Kacinski	Ext. 2322
Freshman P - Z & Seniors	Ms. Harter	Ext. 2323

LHS OFFICE HOURS **7:30am – 4:00pm**

Need other information or help? Call the LHS Main Line to hear instructions about how to reach various school departments.

NURSE

Students who need the services of the nurse should go to the Nurses Office, Attendance Office or tell any adult on campus.

CAMPUS SUPERVISORS

Campus supervisors are available on campus throughout the day. They do all they can to ensure the safety of all students and the orderliness of the campus. They can assist students with a variety of problems and are an excellent source of information. Students must follow instructions from campus supervisors just the same as they do from any other adult on campus.

SCHOOL RESOURCE OFFICER (SRO)

The School Resource Officer has an office in the Main Office. The officer is a member of the LPD and is on campus to increase positive communication between the police department and the youth of Livermore. Questions or problems of a legal or police nature can be directed to the SRO.

COMMUNITY HELP AGENCIES

HOTLINES

Ambulance/Fire/Police (Emergency)	911
Crisis Hotline	(800) 784-2433
Homeless Hotline	(800) 808-6444
Teen Crisis	(800) 999-9999
National Runaway Hotline	(800) 231-6946
Runaway Switchboard (24 hours)	(800) 786-2929
Suicide Prevention (24 hours)	(800) 309-2131

INFORMATION

Resources for Family Development	(925) 462-1755
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DRUG AND ALCOHOL SERVICES

AA (Alcoholics Anonymous)	(925) 829-0666
Alateen/Al-Anon	(925) 932-6770

AXIS	(925) 462-5544
After Hours Crisis	(800) 309-2131

TREATMENT CENTERS

John Muir	(925) 939-3000
Chemical Dependency Program	(925) 838-9900
Thunder Road	(925) 653-5040
Pregnancy	(925) 462-1755
Birthright	(925) 449-5887
Planned Parenthood	(925) 838-2108
School Age Mothers (SAM)	(925) 426-4275

ABUSE, RAPE, AND CRISIS SHELTERS

Child Protective Services (CPS)	(510) 259-1800
Rape Crisis	(925) 449-5842
Shepherds' Gate	(925) 449-0163
Tri-Valley Haven	(925) 449-5842

AIDS/STD INFORMATION/SUPPORT

AIDS Hotline	(800) 367-AIDS or (800) 367-2437
AIDS Project of East Bay	(925) 834-8181
San Francisco AIDS Foundation	(415) 863-AIDS or (415) 863-2437
AXIS Community Health Center	(925) 462-1755

COUNSELING SERVICES

East Bay Family Services	(925) 828-3538
Horizons	(925) 371-4747
AXIS Community Health Center	(925) 462-5544

Eating Disorders

Eden Hospital	(510) 537-1234
Stanford University Hospital	(415) 723-5868
Woodside Family Health	(415) 368-4134

Psychiatric Services/Hospitals

Children's Hospital (Pleasanton)	(925) 463-8970
Children's Hospital (Fremont)	(510) 796-1100
Gladman Hospital-Oakland (Fax #)	(925) 536-0200
Highland County Hospital (Oakland)	(925) 534-8055

DRESS CODE

This regulation specifies standards that promote a positive and safe learning environment for students. Annual notice of this regulation shall be provided to students, parents, and staff. In addition, each school site council or other school committee shall regularly review these standards. District and school dress codes shall be enforced on the school campus and at any school-sponsored activity. Appropriate dress for school dances, graduation activities and other special events will be communicated to parents and students by the school.

STANDARDS

1. Students shall dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others, or cause a disruption to the educational process. The following articles of clothing are not permitted:
 - Back-less or strap-less tops
 - Low-cut tops and dresses
 - Bare-midriff tops
 - Shorts, skirts, pants, and tops that fail to conceal undergarments
 - Shorts, skirts, and dresses that are shorter than thumbs' length when arms are at side
 - No muscle shirts or shirts with cut off sleeves unless a shirt is worn underneath.
2. Shoes shall be worn at all times unless not required as part of an instructional activity.
3. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, and sexually suggestive or promote drug use, alcohol, gang activity or violence. Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, or alcohol or any unlawful acts are prohibited.
4. Sun-protective clothing, including hats, may be worn outdoors during the school day on school campuses. On school campuses, the wearing of hats indoors is left to the discretion of the administration and teaching staff.
5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the administration and verified in writing by a physician.

6. Gang-related clothing or accessories, including but not limited to bandannas, or other symbols, emblems, or insignia are prohibited. For example: No North Star symbols, area codes, wearing of multiple items of clothing in red or blue, hair-nets, "do-rags", sweat bands, or Cincinnati Reds caps. School officials shall consider student history and information obtained from community agencies and resources when making these judgments, because gang dress changes frequently.

Any clothing, jewelry or accessories, which create a safety or health concern, or cause or threaten to cause a disruption to the educational process, is prohibited. Exceptions may be made by the administration for special days, special events, or activities. Repeated violation of the District or school dress code(s) shall be considered a violation of Education Code section 48900 (k): disruption of school activities and/or willful defiance of valid school personnel authority. Appropriate consequences shall be specified and implemented according to the elementary and secondary discipline policies.

Final determination of what constitutes appropriate dress shall be made by the school administration.

DISCIPLINE PROCEDURES

The following procedures and consequences shall be followed when there have been violations of the Student Dress Code:

First Referral:

The student will be brought to the school office, and a parent/guardian contact will be made. The student will receive a warning and will be reminded of the dress code requirements by the principal or vice-principal. A change of clothes is required. The student shall be sent home if necessary. The violation will be documented.

Second Referral:

The student will be brought to the school office, and a parent/guardian contact will be made. A change of clothes is required. A parent conference may be held as necessary. The student may receive detention and may lose school privileges. The violation will be documented.

Third Referral:

The student will be brought to the school office, and a parent/guardian contact shall be made. A change of clothes is required. A parent conference is required. The student will receive detention and lose school privileges. Suspension from school and community service may also be required by the school administration. The violation will be documented.

UNSUPERVISED AREAS

Students are not allowed to loiter in unsupervised areas during school hours. In the rare instance when a student has an open period, they are required to stay in the Quad, the Student Union, the library, or the Career Center.

LITTER AND TRASH

Students are expected to help everyone in keeping the classrooms, the campus, and surrounding neighborhood clean and free of litter. Please use garbage cans and recycling bins. LHS is a proud participant in the Go Green program, so recycling is encouraged.

PARKING

Only students with LHS parking permits will be allowed to park in the student parking lots. Other students may park on streets near campus. Students may not park in St. Michael's parking lot or the LHS Staff parking areas or any other part of the LHS campus. The visitors' parking area is also off limits for students. These spaces are for people who have business with school officials, or for parents. Students' cars parked in the staff lot or in visitors' spaces will receive a parking ticket. Students parked in the student parking lot without a parking permit will also receive a parking ticket.

POSTING SIGNS

Students may post signs regarding school activities or elections on any of the bulletin boards provided around campus. Do not attach signs to walls, windows, or doors. Signs and posters may be posted inside classrooms with teacher permission. All signs must be in good taste and must be approved in advance by an LHS administrator. Signs may not advertise businesses or products. Unauthorized signs will be removed.

BICYCLES, SKATEBOARDS, SKATES, AND SCOOTERS

Riding bicycles, skateboards, skates, or scooters on campus is never allowed. Bicycles must be locked in designated bike racks, and skateboards, skates, and scooters must be carried on campus.

SMOKING AND TOBACCO USE OR POSSESSION

Smoking, or the use of tobacco products in any form, is not allowed on or around the LHS campus at anytime. This rule extends to the immediate area around the

campus and smoking is never allowed at any on-campus event. Possession of tobacco products, matches, and lighters are not allowed on campus and students in possession of these items are subject to consequences outlined in the Secondary Discipline Policy.

PERSONAL MUSIC LISTENING DEVICES

Use of personal music players with headphones are allowed only before or after school, at lunch, and during the 10 minute passing periods. They may be confiscated and held if used at other times. Portable stereos, boom boxes, or other such devices are not allowed on campus.

CELL PHONES AND OTHER ELECTRONICS

This regulation specifies standards that promote a positive learning environment for students. Use of communication devices is permitted on campus and at school sponsored activities under restricted conditions. Electronic signaling/communication devices include cellular/digital telephones, pagers, hand-held radios, personal data assistants (PDA), laptop computers with cellular/wireless phone capability, video/audio recording devices, and any new technology developed for similar purposes.

1. Use of cell phones, pagers, and other communication devices on campus is permitted only during the following times:
 - a. Before and after school (K-12)
 - b. During passing periods and during lunch (grades 9-12 only)
2. At no time are students permitted to use cell phones or pagers during a class or instructional period. Cell phones and pagers must be turned off during class time.
3. At no time are students permitted to use communication devices inappropriately on campus. The use of communication devices to threaten, harass, ridicule, or for other forms of cyber-bullying are prohibited and may result in suspension or expulsion per the elementary or secondary discipline policy.
4. Due to privacy laws regarding minors, cell phone cameras are not to be used to photograph, videotape, or record students at school or school activities without the prior consent of parents/guardians and approval of school staff, unless sanctioned by the principal for particular school events such as parades, awards assemblies, sporting events, or other performances.
5. The schools will not be responsible for the damage or loss of electronic

communication devices brought on campus or to school sponsored activities, regardless of whether the device is in the possession of a student or a school official upon confiscation.

Electronics offenses are cumulative and follow a student from Grade 6 through Grade 12.

First Offense: Warning and reminder regarding permitted use. Device may be confiscated for the remainder of the day.

Second Offense: Parent contact and written warning; detention, and device will be confiscated for the remainder of the day.

Third Offense: Suspension. Student not permitted to bring device on campus for the next 30 school days.

Fourth Offense: Suspension. Student not permitted to bring device on campus for the remainder of the school year.

**LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT
SECONDARY SCHOOL
DISCIPLINE POLICY**

The Livermore School District wants each student to enjoy a secure learning environment and a rich educational experience.

This discipline policy was developed to promote consistency in dealing with unacceptable behaviors and to require students to become increasingly more responsible for their behavior. We believe that if students clearly understand the rules and the consequences for inappropriate behaviors, they can make intelligent choices. We expect parents to recognize the importance of school rules and to cooperate with their enforcement. Hence, we ask that parents and students read and discuss this handbook.

We know that the vast majority of our students are considerate, well behaved and responsible. We will make a consistent effort to notice, praise and reward these positive behaviors.

Consequences for inappropriate behavior should include opportunities for the student to learn from his/her mistake. Whenever possible, students should be included in intervention programs that will help them acquire the skills to make positive choices in the future.

STUDENT RESPONSIBILITIES

- To attend school on a regular basis.
- To be on time and prepared to work.
- To bring required materials and assignments.
- To know and comply with school rules.
- To treat staff and fellow students with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental ability.
- To respect public and private property.
- To follow the directions of school staff.
- To behave in a way that does not disrupt the learning of others.
- To leave valuable personal possessions at home.
- To know and comply with the district discipline policy.
- To dress appropriately (B.P. 5332 Student Dress Code).

PARENT RESPONSIBILITIES

- To send students to school neat, clean and appropriately dressed and ready to learn.
- To instill in students an attitude that school is important.
- To schedule and attend school conferences when appropriate.
- To assure prompt and regular school attendance.
- To be available to school staff during the day by informing the school of current phone numbers for home, work and emergency.
- To cooperate with school staff in helping students with academic, discipline or attendance problems.
- To notify the school whenever a student cannot attend school.
- To know and comply with classroom and school rules and review the requirements with students.
- To know and comply with the district discipline policy and review requirements with students.
- To treat staff, students, fellow parents, and community partners with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental ability.

TEACHER RESPONSIBILITIES

- To establish classroom expectations for behavior.
- To require compliance with classroom and school rules and review consequences.
- To teach the prescribed courses of study in a professional manner.
- To maintain a safe and well-organized classroom environment conducive to learning.
- To make every attempt to communicate with parents and administrators when student behavior is unsatisfactory.
- To treat parents, students and fellow staff members with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin, and physical or mental ability.
- To be consistent in applying classroom and school rules.

ADMINISTRATOR RESPONSIBILITIES

- To inform staff, students, and parents on a regular basis about school and district discipline standards.
- To be consistent in applying the district discipline policy.
- To work with School Resource Officers, School Community Liaison, and campus personnel in implementing the district discipline policy.
- To thoroughly investigate before determining if a violation has been committed.
- To treat students with respect and always give them the opportunity to tell their side of a discipline issue.
- To treat teachers, parents, and staff members with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin, and physical or mental ability.
- To inform parents immediately or as soon as possible about student discipline matters.
- To provide parents with information regarding the process of any discipline procedure.
- To notify parents when students are interviewed by law enforcement.

BEHAVIOR CATEGORIES

Unacceptable student behavior is grouped from the least serious to the most serious. Repeated disregard of school rules leads to increasingly serious

consequences. These rules apply while students are on school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during, or while going to or coming from a school sponsored activity such as athletic events, dances, and other extra/co-curricular activities [E.C. 48900(p)]. Schools may have additional written rules appropriate to their particular campus, which further explain what is summarized here.

Suspension from school can only be imposed when other means of correction fail to bring about proper conduct. However, a pupil may be suspended on a first offense for the following violations:

The pupil committed any of the following violations:

- Caused or threatened to cause physical injury.
- Willfully used force on another person except in self-defense.
- Possessed a dangerous object.
- Possessed, used, or furnished a controlled substance or alcoholic beverage.
- Arranged to sell or furnish a "look alike" controlled substance.
- Committed robbery or extortion.
- The pupil's presence at school causes a danger to persons or property.
- The pupil's presence at school threatens to disrupt the instructional process.

CLASSROOM EXPECTATIONS

Teachers will establish classroom rules and inform students and parents/guardians about these guidelines. Rules will specify both behavior and academic expectations that the student must meet to be successful. Examples are coming to class on time, bringing the required materials, and following teacher directions. If classroom rules are disregarded and learning is disrupted, the teacher will take one or more of the following actions:

- Student/teacher conference.
- Teacher-held detention.
- Additional assignments.
- Parent contact/conference.
- Office referral.
- Suspension from class.

Repeated violations may result in suspension from school.

SCHOOL EXPECTATIONS

Schools will establish standards of behavior that promote positive school climate and campus safety. Parents/guardians and students will be informed about these guidelines. Examples of behaviors that are disruptive and not acceptable are:

- Inappropriate dress.
- Disrespect to other students.
- Disrespect to school staff.
- Loitering in restricted areas.
- Profanity/abusive language.
- Littering.
- Use of skateboards, roller blades, razors or any wheeled mode of transportation on campus during school operational hours.
- Possession of radios, tape players, laser pointers or other items considered disruptive.
- Possession of electronic signaling devices such as pagers and cell phones are permitted with certain conditions.
- Defiance or disobedience.
- Forging or falsifying school information/correspondence.
- Violating the computer and network electronic information policy.

Consequences:

First Offense: One or more of the following shall occur:

- Parent/guardian contact/conference
- Written warning
- Detention
- Exclusion from school activities
- School/community service

Second Offense: One or more of the following shall occur:

- Parent/guardian contact/conference
- Written warning
- Detention
- Exclusion from school activities
- School/community service
- 1-3 day suspension from school

Third Offense: One or more of the following shall occur:

- Parent/guardian contact/conference
- Written warning

- Detention
- Exclusion from school activities
- School/community service
- 3-5 day suspension from school

LEVEL I BEHAVIORS - SUSPENSION AND/OR POSSIBLE POLICE INVOLVEMENT MAY OCCUR

- Disruption of school activities.
- Willful defiance of school authorities, including failure to identify oneself when asked by school employee, and failure to report to administrator or timeout room when sent.
- Verbal threats and/or intimidation of others including sexual harassment, bullying or teasing.
- Possession of realistic toy weapons; imitation firearm.
- Possession or use of tobacco or tobacco products.
- Gang related activity or attire.
- Possession or sale of drug paraphernalia.
- Obscene act or habitual profanity or vulgarity.
- Causing or attempting to cause damage to school or private property.
- Theft/attempted theft of school or private property or possession of stolen property.
- Unauthorized operation of a motor vehicle on campus.
- Possession or use of pepper spray; tear gas.

Consequences: A parent/guardian conference will be made for each violation. In addition:

First Offense: One or more of the following shall occur:

- 1-3 day suspension
- Exclusion from school activities
- Police involvement
- Intervention Program

Second Offense: One or more of the following shall occur:

- 3-5 day suspension
- Exclusion from school activities
- Police involvement
- Intervention Program
- Alternative Education Program

Third Offense: One or more of the following shall occur:

- 5 day suspension
- Exclusion from school activities
- Police involvement
- Intervention Program
- Recommendation for expulsion

**LEVEL II BEHAVIORS - SUSPENSION REQUIRED; POSSIBLE
EXPULSION RECOMMENDATION**

(E.C. 48900)

- Caused, attempted to cause or threatened physical injury to another person (i.e. fighting).
- Willfully used force on another person except in self-defense.
- Possession of a dangerous object.
- Possession or use of alcohol or controlled substance.
- Hate violence and/or degrading or inflammatory behavior towards others.
- Offering to sell a controlled substance and delivering a substitute.
- Intimidation or threats to school staff.
- Continued disruption of school activities or repeated willful defiance of school authorities.
- Harassment/intimidation of a witness.
- Terroristic threats.
- Aided or abetted the infliction or attempted infliction of physical injury.
- Offered, arranged or negotiated to sell, or sold Soma.

**Consequences: Suspension is required in accordance with Education Code.
A parent/guardian conference will be made for each violation.**

In addition:

First Offense: One or more of the following shall occur:

- 3-5 day suspension
- Exclusion from school activities
- Intervention program
- Police involvement
- Recommendation for expulsion

Second Offense: One or more of the following shall occur:

- 5-day suspension
- Exclusion from school activities

- Intervention program
- Police involvement
- Involuntary transfer to another school
- Recommendation for expulsion

Third Offense: One or more of the following shall occur:

- 5-day suspension
- Exclusion from school activities
- Intervention program
- Police involvement
- Recommendation for expulsion

LEVEL III BEHAVIORS - RECOMMENDATION FOR EXPULSION IS MANDATED BY LAW (E.C. 48915 A)

- Causing serious physical injury to another person, except in self-defense.
- Possession of any firearm, knife, explosive or other dangerous object of no reasonable use to the pupil at school (i.e., firecrackers or anything that fires a projectile, including BB guns & pellet guns).
- **Unlawful possession of a controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.**
- Robbery or extortion.
- Assault or battery upon a school employee.

Consequences: The following shall occur:

- Parent conference within 5 days.
- 3-5 day suspension, exclusion from school activities.
- Police report.
- Mandatory recommendation for expulsion on the first offense unless the principal feels there are extenuating circumstances and so reports to the Board of Education

In some cases the following shall occur in addition to the consequences listed above:

- Written extension of suspension pending expulsion hearing.
- Involuntary transfer to another school or program.

**LEVEL IV BEHAVIORS –
EXPULSION IS MANDATED BY LAW (E.C. 48915 C)**

- Possession, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or sexual battery.
- Possession of an explosive.

Consequences: All of the following shall occur:

- Parent/guardian conference within 5 days.
- 3-5 day suspension, exclusion from school activities.
- Police report.
- Mandatory recommendation for expulsion.
- Written extension of suspension pending expulsion hearing.
- Board of Education is required to remove student from district programs for a minimum of one year.

EXPLANATIONS OF SPECIFIC BEHAVIORS AND TERMS

Abusive Language - Students are responsible for communicating openly, honestly and without abusive language. Abusive language may be defined as any words or gestures intended to insult, hurt feelings or show defiance.

Appropriate Dress – Students will wear clothes that are suitable for school and give proper attention to personal cleanliness. Clothing shall not present a health or safety hazard or distract from the educational process. The following articles are not permitted: back-less or strap-less tops; low-cut tops and dresses; bare-midriff tops; shorts, skirts, pants and tops that fail to conceal undergarments; and shorts, skirts, and dresses that are shorter than thumbs' length when arms are at side (BP/AR 5332). "Gang related apparel" is prohibited on campus (E.C. 35183). The School Board Policy on Student Dress Code policy #5332 is available on line at www.livermoreschools.com.

Degrading and Inflammatory Statements/Behavior - The Livermore School District strives to maintain schools free from degrading and inflammatory statements and behavior. Behavior/language which degrades the unique qualities of an individual such as race, ethnicity, culture, heritage, sexuality, physical/mental attributes, religious beliefs or practices will not be tolerated and may be cause for suspension and/or expulsion. Individuals who believe they have been subjects to such language or behavior should report the incident to a teacher or administrator (B.P. 5145.3 and 5145.9).

Disruption of School Activities - Irresponsible interruptions of the learning process of other students will be followed by a consequence. Repeated disruptions may lead to suspension.

Drugs and Illegal Substances - Legal drugs are medications prescribed by a doctor. It is a crime to sell, possess, use or be under the influence of illegal drugs, including alcohol, on campus. Offending students will be suspended, and the violators will be reported to the local police.

Electronic Signaling Devices – E.C. 48901.5 – (a) No school shall permit the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves. However, no pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of a pupil or use of which is limited for purposes related to the health of the pupil. (b) The governing board shall take all steps it deems practical within existing resources to discourage pupils from possessing or using electronic signaling devices, except for the health of a pupil.

Expulsion - Students can be denied attendance at all schools within the school district for a specified period of time. State law prescribes the reasons and procedures for expulsion. Students can be expelled only by the school board.

Fighting - Students are responsible to settle their differences in a civil manner. A student who allows him/her to be provoked into fighting will be considered as guilty as the one who starts the fight.

Assault - Assault is the unlawful attempt, coupled with the present ability, to commit a violent injury on the person of another. The injury does not have to occur; an attempt to do so constitutes an assault.

Battery - Battery is striking or touching another person with intent to harm. If the assault or battery is serious enough it will be classified as a Level III offense, and the student will be recommended for expulsion.

Injury - Injury is a physical injury requiring medical treatment. Serious injury is serious impairment of physical condition, including but not limited to, loss of consciousness, concussion, bone fracture, a wound requiring extensive suturing and serious disfigurement. A pupil who aids or abets the infliction or attempted infliction of physical injury to another may suffer suspension but not expulsion. (48900q)

Littering - Students must use the trashcans for all litter. Students who choose to litter the environment will clean it up. Continual littering will be followed by more severe consequences.

Loitering - Students are to stay away from other schools during school hours (7:30 a.m.- 5:00 p.m.). **Students with legitimate business at another school must first go to the office and request permission to be on the grounds.** Students attending athletic or other events open to the public must go directly to the area designated for the public and remain there until they leave the school grounds or until directed to leave by a member of the school staff. **Students loitering on or about another school's campus may be**

suspended. Students, who do not leave promptly, after being asked to do so, are subject to arrest.

Sexual Harassment - Sexual harassment violates State and Federal law and School District Policy. Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when it creates an intimidating, hostile or offensive environment. Students should report such incidents to school staff. Copies of Board Policy 5145.7, Sexual Harassment, are available at each school site.

School Property – includes, but is not limited to, electronic files and databases.

Suspension from School - Removal of a student from school for one to five days. Student may not be present on any school campus or at school activities during the period of suspension.

Teacher Suspension – E.C. 48910 – A teacher may suspend any pupil from their class, for any of the acts enumerated in section 48900, for the day of the suspension and the day following.

Theft and Vandalism - Taking or damaging the property of others. Any major theft or vandalism will require a police report and suspension from school. Parents of students who destroy property will be billed for damage. The liability of the parent/guardian is limited to \$10,000 [E.C. 48904 (a)(1)].

Willful Defiance - Students are responsible for listening to and following the directions of adults in authority without undue delay. All adults who work at the school have the right and responsibility by law to supervise student behavior. When a student refuses to follow directions, the following steps will be taken:

If a resolution can be achieved by simple communication between the student and adult, then it will be done. The adult will assume responsibility for initiating this encounter. If a resolution cannot be achieved through discussion, a referral will be written and filed with an administrator. If the defiance is judged to be major insubordination, a suspension will follow. 07/02

****MAKE SURE TO CHECK THE LIVERMORE HIGH SCHOOL WEB PAGE AT www.livermorehighonline.com FOR UP TO DATE INFORMATION.****

DATES TO REMEMBER 2010-2011

August 13	Link Crew Freshmen Orientation
August 16	Walk Through ... Seniors/1/3 Freshmen
August 17	Walk Through ... Junior/1/3 Freshmen
August 18	Walk Through ... Sophomores/1/3 Freshmen
August 19	Student Non-Attendance Day
August 20	Teacher Work Day, Walk Through Make-Up, and Back To School Dance
August 23	First Day of School
September 3	Senior Picnic
September 6	Labor Day/No School
September 15	Back to School Night, 6:30-9:00 p.m.
September 22	Wednesday Night Tutoring begins
Oct 25 – Oct 29	Homecoming Spirit Week
October 29	Homecoming Rally and Game
October 30	Homecoming Dance
October 16	PSAT
November 11-12	Veteran's Day/No School
November 19	Trimester 1 Ends
November 22-26	Thanksgiving Holiday
December 20-31	Winter Recess
January 17	Martin Luther King Jr. Day/No School
February 2	Incoming Freshman Night
February 18	Staff Development Day/No School
February 21	President's Day/No School
March 4	Trimester 2 Ends
March 7	Teacher Work Day/No School
March 23	Academic Block L & Teacher Recognition Awards
April 4-8	Spring Recess
April	Junior Prom
May	Senior Disneyland Trip
May 25	Senior Awards Night
May 30	Memorial Day/No School
June	Senior Ball
June 9	Trimester 3 Ends and Last Day of School
June 10	Teacher Work Day, Graduation Practice, 8:30am & Ceremony, 6:00 pm.

MAP OF LIVERMORE HIGH SCHOOL

PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation	Criteria for Completion
	<ol style="list-style-type: none"> 1. Personal qualities and qualifications <ol style="list-style-type: none"> a. Demonstrate the desire to work b. Demonstrate the ability to get along with others c. Demonstrate the ability to project desirable image for the business d. Demonstrate willingness to learn e. Demonstrate the ability to work independently f. Demonstrate the ability to follow directions of supervisor g. Demonstrate acceptable personal appearance and personal hygiene h. Understand needs of customer 2. Prepare growing mediums and seedbeds <ol style="list-style-type: none"> a. Apply chemicals to control weeds and/or soil insects b. Dig holes for trees and shrubs c. Operate tillage machinery d. Mix and sterilize greenhouse and cold frame mediums e. Haul and spread peat moss and other plant materials f. Operate lime and/or fertilizer spreaders g. Lay out space requirements for various varieties h. Take soil samples 3. Propagate nursery stock <ol style="list-style-type: none"> a. Prepare cuttings b. Transplant seedlings and cuttings to the field c. Clean, treat, and plant seed d. Start and care for container stock e. Bud and graft nursery 					

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ol style="list-style-type: none"> 4. Culture plants in the nursery <ol style="list-style-type: none"> a. Water nursery stock b. Prune and trim plants c. Prepare cuttings d. Operate sprayers and dusters e. Thin and space nursery stock f. Identify and remove diseased and dead plants g. Identify common weeds, insects, and diseases h. Cultivate with hand and power equipment i. Mulch nursery stock j. Lay plastic for weed control k. Set traps and poisons for pests 5. Store nursery stock <ol style="list-style-type: none"> a. Remove dead or inferior plants b. Maintain humidity and temperature requirements c. Care for over-wintering of container stock d. Label storage bins and bags e. Bunch and pack plants f. Deliver plants to warehouse 6. Process and ship nursery stock <ol style="list-style-type: none"> a. Package orders for shipment b. Prepare shipping labels and invoices c. Deliver plant materials to wholesalers and/or retailers 7. Maintain buildings and equipment <ol style="list-style-type: none"> a. Keep work, storage, and delivery areas neat and clean b. <i>Clean and sharpen hand tools</i> c. Maintain and service business vehicles and/or tractors d. Maintain and service power tillers, mowers, and cultivators e. Maintain and service tractor-operated equipment f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Clean, adjust and service dusters and sprayers h. Maintain and adjust small gas engines i. Repair storage buildings, bins and equipment (carpentry) j. Maintain and service water valves k. Paint nursery house and storage buildings l. Clean and oil electric motors m. Service heating pots and boilers n. Install and repair light switches, receptacles, and extension cords o. Mix place, and furnish <p>8. Demonstrate knowledge of nursery retail outlet products</p> <ul style="list-style-type: none"> a. Identify nursery plants b. Advise customer of correct manner of planting and caring for plant materials c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use d. Advise customers concerning fertilizer types, rates, and methods of application for various plants e. Explain environmental requirements of various plants f. Explain appropriate uses and qualities of nursery stock g. Recommend appropriate herbicides h. Explain values of various mulching materials and soil amendments <p>9. Demonstrate effective sales techniques</p> <ul style="list-style-type: none"> a. Greet customers in courteous manner b. Close sales efficiently c. Identify wants and needs of customers d. Fill out appropriate sales forms e. Gain attention and interest of customers f. Handle customer objections and complaints g. Direct attention to related or substitute products h. Make change i. Handle complaints after sale is made 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> j. Use cash register k. Follow up sales to determine customer satisfaction l. Packs and/or wraps merchandise m. Take orders by telephone n. Solicit sales by telephone <p>10. Price stock (figure margins and markup)</p> <p>11. Maintain inventory of stock and related items</p> <p>12. Prepare advertising announcements for various media</p> <ul style="list-style-type: none"> a. Prepare newspaper advertisements b. Prepare mailers for local distribution c. Prepare radio commercials d. Prepare TV commercials <p>13. Prepare merchandise displays</p> <ul style="list-style-type: none"> a. Remove wilted stock from displays b. Present merchandise in attractive displays c. Display seasonal promotional items d. Suggest related items to customers with related merchandise displays e. Change displays frequently f. Arrange outside displays to attract customers g. Display merchandise as it can be used <p>14. Organize jobs and supervise workers</p> <ul style="list-style-type: none"> a. Demonstrate and instruct employees in their tasks b. Confer with management regarding workers, work conditions and plans c. Prepare daily work plans d. Confer with workers regarding problems and performance e. Evaluate performance of workers f. Acquire equipment and plant materials 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<p>15. Maintain records and make reports</p> <p>16. Analyze and prepare the landscape area</p> <ul style="list-style-type: none"> a. Read blueprints and plans b. Lay out the landscape plan c. Survey and grade the site d. Install drainage systems e. Develop a working site plan f. Determine drainage needs g. Install irrigation systems <p>17. Plant, trees, shrubs, groundcovers, and flowers</p> <ul style="list-style-type: none"> a. Identify various landscape plants b. Prepare planting site c. Plant ball and burlap and container-grown stock d. Prune and trim newly planted trees and shrubs e. Determine spacing and depth of planting f. Plant bare root plants g. Select and apply mulching materials h. Determine methods of techniques of supporting plants i. Plant seeds and bulbs j. Determine fertilizer and soil amendment types and rates of application k. Determine watering schedules and rates l. Determine planting dates m. Plant cuttings n. Protect plants from rodent damage <p>18. Establish, renovate, and care for turf and lawns</p> <ul style="list-style-type: none"> a. Plant grasses by sodding, sprigging, and/or seeding b. Mow lawns c. Apply lime and fertilizer to lawns d. Prepare seedbeds e. Water lawns f. Mulch planted areas 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Grade, rake, and level lawns h. Aerate lawns i. Recognize common lawn weeds, insects, and diseases j. Spray lawns for weed, insect, and disease control k. Roll newly sodded areas l. Identify lawn grasses m. Take soil samples for testing <p>19. Lay out and construct or install landscape structures and conveniences</p> <ul style="list-style-type: none"> a. Lay out and construct walks, drives, and patios b. Lay out and build retaining and free standing walls c. Lay out and construct steps and ramps d. Lay out and construct fences e. Lay out and install fountains and pools f. Construct benches and garden furniture 				

TEACHER DATA SHEET AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: _____ Joe McNealy _____

I. Credential Information

Date issued	Credential (Full Title)	Major	Minor	Date of Expiration	University or Other Processing Agency
2006	AG Single Subject	AG	AG BUS	7/2011	CP SLO

II. Work Experience

Dates	Type (Nursery, Cow/Calf, Dairy, Meat, Shop, etc.)	Location	Hours
2006-2011	Agriculture Teacher	LHS	

III. Certificates Specialized Training

Dates	Type (Artificial Insemination, Pest Control, Advisor, etc.)	Issuing Agency

2010-2011 Agriculture Advisory Committee Roster

Current members:

1. Patsy Gilbert
2. Edmund Duarte
3. Jacquie Williams –Courtright
4. Shelia Fagliano
5. Dan Marciel
6. Annie Warner
7. Tim Koopman
8. Karen Sweet
9. Brenda Morris
10. Darrel Avilla (Principal)

Livermore FFA Agriculture Advisory Committee

Meeting Notes, Tuesday, October 19, 2010 at 6:00 p.m.

Participants: Patsy Gilbert, Chair; Annie Andrade, Karen Sweet, Tim Koopmann, Joe McNealy, Darrel Avila, members not present; Shelia Fagliano, Bob Rumberger, Ed Duarte, Jacque Courtright, Dan Marciel.

Minutes of May 19, 2010 were approved as presented.

School Farm Update

- The Steer barn construction is ready for the roof and some minor adjustment. Contractors Gary Marciel and Chris Hannekin have been consulted and will complete the construction. They are willing to take payment as it becomes available. The school is submitting a state vocational agriculture grant and will match it. Approximately \$10,000 is needed to complete the job, and the school has \$6,000.

Ag Department Topics

- Enrollment is 150 students, the same as last year.
- Joe reviewed the list of classes offered this trimester and the next two. He and Darrel are laying out a four-year schedule that will provide all subject areas for a four-year ag department student. The committee encouraged support for including natural resources, viticulture and ag business.
- State Ag Incentive On-Site Review is scheduled for October 26 with Mr. Mooney, Regional Supervisor. Joe is prepared and confident.
- Ag department recruitment is underway with participation at freshmen FIT classes, at the middle schools and at the G&M corn maze with a display.
- Budget. The school is awaiting the state's Ag Incentive Grant decisions.
- The committee applauded former FFA President, Jessica Sweet's appointment as National Beef Ambassador.
- Wildlife Class had a field trip to Monterey Bay Aquarium.
- The committee urged the school to utilize the local agriculture community as a resource for field trips and classroom speakers, as well as for fundraising.
- Department Budget. Joe indicated that he has adequate funds for this year's program.

FFA Activities

- Greenhand Conference: 22 students participated in this agriculture awareness and leadership conference. Greenhand potluck is November 3 at the student union, and advisory committee members are invited.
- Chapter Officer Leadership Conference. The officer team participated.

- Sectional Opening and Closing Contest, in Half Moon Bay. 2 teams participated, and the senior team placed fifth.
- Upcoming events:
 - North Coast Region Meeting and Professional Development for teachers (November 5)
 - Poinsetta & Almond fundraiser (winter)
 - Made for Excellence/Advisor Leadership Academy (February)
 - Creed Contest (February)
 - Judging Contests (March). Lori Porter is advisory to the livestock team.
 - Beef drive-through BBQ (March)
 - School Farm Grand Opening (Spring)
 - Chapter Banquet (May 28)
- The California Agriculture license plate is still being offered as a means to raise vocational agriculture funds. FFA has a stake in it and will encourage pre-sales.
- Project report. Students are just beginning to declare their livestock project interests. Advisors will be: Lori Porter (sheep & goats); David Porter and Mark Bradford (beef); Kristin Aguiar (horse); and Joe McNealy (swine.)
- Patsy applauded the FFA Advisor and Principal for the good attendance and meeting effectiveness she observed at the October FFA meeting.

Advisory Committee Matters

- The committee urged Joe and Darrel to invite the Superintendent and School Board members to the Spring FFA Convention so that they will better appreciate and understand this program. They are invited to the banquets, and they will have a role in the School Farm Grand Opening.
- Committee members are encouraged to attend any regular FFA meeting, which occur the first Wednesday of the month, 7:00p.m. with the exception of February 9 and the May banquet in the Student Union.
- Committee membership. The committee reviewed member participation and expertise diversity and interest from other community members. Unanimously, the committee recommended to Joe and Darrell that they invite Brenda Morris to become a member. Secondly the committee recommended that they consider appointing a member of the viticulture industry and a representative from Las Positas College. Tim will seek interest from the viticulture industry.
- **Meetings. Next meeting scheduled is May 11, 6:00 p.m.** (special meetings may be called as necessary)

Meeting Adjourned

Submitted by Karen Sweet

Livermore FFA Graduate Survey

Name: _____ Year graduated from LHS: _____

Years in FFA program: _____

Mailing Address: _____

State: _____ Zip Code: _____

Email Address: _____

Phone Number: _____

Please describe your favorite memory from participating in the LHS FFA Chapter:

Please list the LHS FFA activities you participated in:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please list all other FFA activities you participated in (ie: Sectional, Regional, State, National):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please list any Livermore High School activities you participated in:

_____	_____
_____	_____
_____	_____

Please check all that apply:

- ☐ I received the Greenhand FFA Degree
☐ I received the Chapter FFA Degree
☐ I received the State FFA Degree
☐ I received the American FFA Degree

Please list the offices, if any, that you served in as a member of the Livermore FFA:

_____	_____
_____	_____

Please list any other offices you held in the FFA (ie: Sectional, Regional, State, National)

_____	_____
_____	_____

Please check all that apply:

- ☐ I attended the Greenhand Leadership Conference
☐ I attended the Made For Excellence Leadership Conference
☐ I attended the Sacramento Leadership Experience Conference
☐ I attended the Washington Leadership Conference
☐ I attended the CA State FFA Leadership Conference (How many years? _____)
☐ I attended the National FFA Leadership Conference (How many years? _____)

Please list your SAE projects below:

_____	_____
_____	_____
_____	_____

Please list the Career Development Events you participated in, if any. (ie: Livestock Judging, BIG)

_____	_____
_____	_____
_____	_____
_____	_____

Please list, if applicable, the 2 or 4-year universities you plan to attend and when you will begin attending:

_____	_____
-------	-------

Please describe your future career goals.

Please list any military services you will be serving (if applicable):

Please briefly describe how the Livermore FFA has impacted you and why you believe the agriculture department at Livermore High School is important.

Opportunities

If you are enrolled in an agricultural class at Livermore High School, then you are a member of the Future Farmers of America. There are many opportunities in the Future Farmer of America organization within the chapter, sectional, regional, state and national levels. At the chapter level you can become a chapter officer, show animals at the Alameda County Fair, participate in fundraisers, as well as attend chapter events. As you progress in the FFA, you can become a sectional or regional officer and strive to earn the State FFA Degree, which is the highest degree bestowed upon an FFA member by the state association. If you wish to improve your leadership skills there are many conferences that you can attend including: Greenhand Conference, Made for Excellence Conference, Advanced Leadership Academy, Sacramento Leadership Experience, California State Conference and the National FFA Conference. Overall the FFA is a great organization to be involved in during your High School career!

SAE Projects

Supervised Agricultural Experience

Projects

Market Lambs

Market Goats

Market Hogs

Market Steers

Market Rabbits

Poultry

Horses

Do any of these livestock animals interest you?

You can raise any of these animal for the Alameda County Fair to represent Livermore FFA. You can make a profit for your future SAE project as well as earn 5 units of credit which goes towards graduation.

Contact Information:

Agricultural Department

Livermore High School

600 Maple Street

Livermore, CA 94550

(925) 606-4812 ext. 2386

Email: jmcnealy@lvjUSD.k12.ca.us

www.livermorehighffa.org/

LIVERMORE FUTURE FARMERS OF AMERICA

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

Agriculture

Department

Courses

Agriculture Science

Agriculture Biology **

Animal Anatomy & Physiology ***

Agriculture Business * **

Floriculture *

Advanced Floriculture

Wildlife

Agriculture Mechanics *

Advanced Agriculture Mechanics

Ornamental Horticulture * **

With the variety of courses the

Livermore High School

Agriculture Department offers,

there is something for everyone. It

is the only program of its kind left

in all of Alameda County. Be a

part of a great organization. Enroll

in a Ag. class TODAY!!!

* Pending articulation with Modesto Jr.

College

** Approved UC Prep. Course

Future

Farmers of America

The Future Farmers of America (FFA) is a national organization made up of over 500,000 members. When you enroll in an agriculture class at Livermore High School you are automatically a member of the FFA. This gives you the opportunity to participate in fun activities such as:

- Raising livestock for the Alameda County Fair such as pigs, sheep, steers, goats, rabbits, poultry.
- Earn 5 summer school credits for showing an animal at the Fair.
- Attend monthly chapter meetings
- Attend leadership conferences on the local, state and national level.
- Participate in chapter activities
- Participate in different contests such as Creed Speaking, Livestock Judging, Prepared Public Speaking, and much much more!
- Develop personal goals for yourself.

FFA School

Farm

The FFA School Farm is a 5 acre lot located north of Interstate 580. It includes steer, swine, lamb and goat pens that can be utilized by students who do not have the space at home to raise and take care of animals. The school farm has recently undergone construction to update all of the facilities, which includes a spacious classroom used for various species meetings.

Freshman Agriculture Survey

Name: _____ Period: ____/Teacher _____

1. Are you interested in taking an Agriculture class next year? (circle one)

Yes

No

If answered yes please circle the classes you are interested in:

Agriculture Science

Agriculture Biology

Animal Anatomy & Physiology

Wildlife

Floriculture

Ornamental Horticulture

Agriculture Business

Agriculture Mechanics

2. For additional information please complete the following: please print clearly

Address: _____

City: _____

Zip: _____

Freshman Agriculture Survey

Name: _____ Period: ____/Teacher _____

1. Are you interested in taking an Agriculture class next year? (circle one)

Yes

No

If answered yes please circle the classes you are interested in:

Agriculture Science

Agriculture Biology

Animal Anatomy & Physiology

Wildlife

Floriculture

Ornamental Horticulture

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2. For additional information please complete the following: please print clearly

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**Advisory Committee
Agendas**

**Livermore FFA Agriculture Advisory
Agenda
Wednesday May 11, 2011 @ 6:00 p.m.**

Approval of Minutes from last meeting- October 19, 2010

Agriculture Dept. update

- Steer barn construction is completed.
- Security cameras, electrical, water at the farm
- Cdfa Special Interest License Plate
- Field trips- Hilmar Cheese and SF Flower Market.
- FFA/4H Goat Field Day at LHS School Farm May 22
- Viticulture Academy
- Greenhouses/ vandalism

Ag Department Issues

- Budget cuts
- Ag Incentive Grant
- Recruitment
- Classes for next year
- Enrollment Numbers?

FFA Activities

Past:

- FFA State Conference
- Livestock Judging competed at State Finals
- Beef BBQ fundraiser

Present:

Exhibitors at Alameda County Fair

<u>2009</u>	<u>2010</u>	<u>2011</u>
➤ 28 Steers	13 Steers	15 Steer
➤ 75 Swine	43 Swine	55 Swine
➤ 18 Lambs	41 Lambs	45 Lambs
➤ 6 Goats	14 Goats	13 Goats
	2 Rabbits	2 Rabbits

- Ag / FFA space in the Ag building.
- Landscape project
- Horse Show Sunday May 15
- May Banquet May 18 @ 6 p.m.
- New 2011/ 2012 FFA Officers TBA

Professional Development

- CATA Conference June 19-23

Reminders

- Next meeting date 10.19.11

**Livermore FFA Agriculture Advisory
Agenda
Tuesday October 19, 2010 @ 6:00pm**

Approval of Minutes from last meeting- May 19, 2010

School Farm up date:

- School Farm
- Steer Barn additional funding
- Specialized Agricultural Grant for the barn

Ag Department Topics:

- Ag Incentive on site review Oct 26
- FFA recruitment – FIT classes and Middle School presentations
- Agriculture Courses this year and next year/ teaching schedule
- G&M corn maze- display and maze
- Jessica Sweet Beef Ambassador

FFA Activities:

Past:

- Greenhand Conference
- COLC
- Opening and Closing contest
- Monterey Bay Aquarium field trip

New:

- Poinsettia/ Almond Fundraiser
- MFE/ ALA Leadership in February
- Creed Contest in February
- Judging Contests in March
- Beef drive thru BBQ March
- Tentative -School Farm Grand Opening – Spring
- AG plate still available

Professional Development

- North Coast Region Meeting –Middletown November 5

Reminders

- Next meeting date _____

**Livermore FFA Agriculture Advisory
Agenda
Wednesday May 19, 2010 @ 6:00pm**

Approval of Minutes from last meeting- December 9, 2009

Agriculture Dept. update

- Steer barn construction has began.
- Auction presentation group. Local businesses, Organizations, Farmers Market.
- Cdfa Special Interest License Plate
- Field trips- UC Davis Raptor Center and SF Flower Market.

Ag Department Issues

- Budget cuts
- Ag Incentive Grant
- Classes for next year
- Enrollment Numbers?

FFA Activities

Past:

- FFA State Conference
- 4 creed speakers
- Livestock Judging competed at State Finals
- New 2010/ 2011 FFA Officers- Caitlin Maita, President
Katelynn Bradford, VP
Erica Labrucherie , Secretary
Cheyenne Duguid , Reporter
Kelsie Bowles, Treasuer
Lorena Miller, Sentinel

Present:

Exhibitors at Alameda County Fair

<u>2009</u>	<u>2010</u>
➤ 28 Steers	13 Steers
➤ 75 Swine	43 Swine
➤ 18 Lambs	41 Lambs
➤ 6 Goats	14 Goats
	2 Rabbits

Ag / FFA space in the Ag building.

Landscape project

Ag Mechanics projects

Professional Development

- CATA Conference June 20-25

Additional Advisory Members

Reminders

- Next meeting date _____

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**Advisory Committee
Minutes**

Livermore FFA Agriculture Advisory Committee

Meeting Notes, Tuesday, October 19, 2010 at 6:00 p.m.

Participants: Patsy Gilbert, Chair; Annie Andrade, Karen Sweet, Tim Koopmann, Joe McNealy, Darrel Avila

Minutes of May 19, 2010 were approved as presented.

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- The committee urged the school to utilize the local agriculture community as a resource for field trips and classroom speakers, as well as for fundraising.
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- The committee urged Joe and Darrel to invite the Superintendent and School Board members to the Spring FFA Convention so that they will better appreciate and understand this program. They are invited to the banquets, and they will have a role in the School Farm Grand Opening.
- Committee members are encouraged to attend any regular FFA meeting, which occur the first Wednesday of the month, 7:00p.m. with the except of February 9 and the May banquet in the Student Union.
- Committee membership. The committee reviewed member participation and expertise diversity and interest from other community members. Unanimously, the committee recommended to the School District that it invite Brenda Morris to become a member. Secondly the committee recommended the School District consider appointing a member of the viticulture industry and a representative from Las Positas College. Tim will seek interest from the viticulture industry.
- **Meetings. Two per year are adequate. The next one is May 11, 6:00 p.m.**

Meeting Adjourned

Submitted by Karen Sweet

Livermore FFA Agriculture Advisory Committee

Meeting Notes, Wednesday May 19, 2010, 6:00 p.m.

Participants: Patsy Gilbert, Chair; Tim Koopmann, Karen Sweet, Joe McNealy, Darrel Avila

Minutes of December 9, 2009 were not available, and we do not know who may have them.

Agriculture Department update

- Steer barn at the school farm has begun. Parents and friends of the department have assisted and donated materials.
- Jr. Livestock Auction presentation group, led by parents is busy promoting the auction, including weekly farmers markets. FFA members participate. There is a website as well.
- CA Secretary of Agriculture is promoting a special ag license plate that will help fund vocational education.
- Students participated in field trips: UC Davis Raptor Center, San Francisco Flower Market

FFA activities update

- FFA State Conference. 18 students participated.
- Competition. 4 creek speakers competed at sectional contest. Livestock judging team at State Finals. American Farmer Degree applicants: Malorie Bankhead and Shawna Ketcham
- New Officers: Caitlin Maita, President; Katelynn Bradford, Vice President; Erica Labrucherie, Secretary; Cheyenne Duguid, Reporter; Kelsie Bowles, Treasurer; Lorena Miller, Sentinel.
- Alameda County Fair. Livestock exhibits are down from 2009, except for lambs. This can be attributed to last year's sales prices as well as the individuals. A booth in the Ag Building is available, and it is hoped that students and parents will be able to complete it, along with a landscape garden. Ag mechanics projects will be exhibited.

Teacher professional development. Joe will participate in CA Ag Teachers Assoc Conference in mid-June.

Advisory Committee membership. We reviewed our purpose, which is to advise the school and school district on the program. It was agreed to develop a survey of the existing members to confirm their contact information and interest in continuing on the committee. There may be openings for other individuals.

Principal's Report – Darrel Avila

- It was agreed that a communications plan be developed to deal with special incidents and circumstances and to communicate with the parent and agriculture community.
- The school budget will be reduced, in a yet-unknown amount. Joe has a fulltime status. Mr. Connors is a credentialed agriculture teacher at the school who is available to teach ag biology.
- It was agreed to apply for the CA Dept. of Education Incentive Grant.
- The scheduling of students and classes has not yet been completed, and the number of students in the department is yet unknown. The required ratio must average at 32 students per teach.
- It was agreed that Mr. Avila and Joe will meet with Ron Furtado to discuss various issues. One topic is the foundation he may have provided with Las Positas College to establish a viticulture program. Mr. Avila has much interest in this potential, as does the Superintendent.
- It was noted that the Superintendent personally donated \$250 to the program and spoke at the Banquet.

NEXT MEETING: Wednesday, October 13, 2010.

Meeting adjourned.

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**Advisory Committee By-
Laws**

LHS Agriculture Department Agriculture Advisory Committee By Laws

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program.
7. Help gain support of the Ag. Education program.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members and school administrative staff. 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.

3. Length of Service by Committee Members

- 3.1 Three-year terms are recommended for new members.
- 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.

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 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.3 One hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.4 The meeting place should provide a conference table in a quiet environment.
- 4.5 Usually the agricultural 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, and or principal,
- 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.

6. Distribution of Minutes: All committee members, 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.

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Proficiency Standards

PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation	Criteria for Completion
	<ol style="list-style-type: none"> 1. Personal qualities and qualifications <ol style="list-style-type: none"> a. Demonstrate the desire to work b. Demonstrate the ability to get along with others c. Demonstrate the ability to project desirable image for the business d. Demonstrate willingness to learn e. Demonstrate the ability to work independently f. Demonstrate the ability to follow directions of supervisor g. Demonstrate acceptable personal appearance and personal hygiene h. Understand needs of customer 2. Prepare growing mediums and seedbeds <ol style="list-style-type: none"> a. Apply chemicals to control weeds and/or soil insects b. Dig holes for trees and shrubs c. Operate tillage machinery d. Mix and sterilize greenhouse and cold frame mediums e. Haul and spread peat moss and other plant materials f. Operate lime and/or fertilizer spreaders g. Lay out space requirements for various varieties h. Take soil samples 3. Propagate nursery stock <ol style="list-style-type: none"> a. Prepare cuttings b. Transplant seedlings and cuttings to the field c. Clean, treat, and plant seed d. Start and care for container stock e. Bud and graft nursery 					

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<p>4. Culture plants in the nursery</p> <ul style="list-style-type: none"> a. Water nursery stock b. Prune and trim plants c. Prepare cuttings d. Operate sprayers and dusters e. Thin and space nursery stock f. Identify and remove diseased and dead plants g. Identify common weeds, insects, and diseases h. Cultivate with hand and power equipment i. Mulch nursery stock j. Lay plastic for weed control k. Set traps and poisons for pests <p>5. Store nursery stock</p> <ul style="list-style-type: none"> a. Remove dead or inferior plants b. Maintain humidity and temperature requirements c. Care for over-wintering of container stock d. Label storage bins and bags e. Bunch and pack plants f. Deliver plants to warehouse <p>6. Process and ship nursery stock</p> <ul style="list-style-type: none"> a. Package orders for shipment b. Prepare shipping labels and invoices c. Deliver plant materials to wholesalers and/or retailers <p>7. Maintain buildings and equipment</p> <ul style="list-style-type: none"> a. Keep work, storage, and delivery areas neat and clean b. Clean and sharpen hand tools c. Maintain and service business vehicles and/or tractors d. Maintain and service power tillers, mowers, and cultivators e. Maintain and service tractor-operated equipment f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Clean, adjust and service dusters and sprayers h. Maintain and adjust small gas engines i. Repair storage buildings, bins and equipment (carpentry) j. Maintain and service water valves k. Paint nursery house and storage buildings l. Clean and oil electric motors m. Service heating pots and boilers n. Install and repair light switches, receptacles, and extension cords o. Mix place, and furnish <p>8. Demonstrate knowledge of nursery retail outlet products</p> <ul style="list-style-type: none"> a. Identify nursery plants b. Advise customer of correct manner of planting and caring for plant materials c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use d. Advise customers concerning fertilizer types, rates, and methods of application for various plants e. Explain environmental requirements of various plants f. Explain appropriate uses and qualities of nursery stock g. Recommend appropriate herbicides h. Explain values of various mulching materials and soil amendments <p>9. Demonstrate effective sales techniques</p> <ul style="list-style-type: none"> a. Greet customers in courteous manner b. Close sales efficiently c. Identify wants and needs of customers d. Fill out appropriate sales forms e. Gain attention and interest of customers f. Handle customer objections and complaints g. Direct attention to related or substitute products h. Make change i. Handle complaints after sale is made 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> j. Use cash register k. Follow up sales to determine customer satisfaction l. Packs and/or wraps merchandise m. Take orders by telephone n. Solicit sales by telephone <p>10. Price stock (figure margins and markup)</p> <p>11. Maintain inventory of stock and related items</p> <p>12. Prepare advertising announcements for various media</p> <ul style="list-style-type: none"> a. Prepare newspaper advertisements b. Prepare mailers for local distribution c. Prepare radio commercials d. Prepare TV commercials <p>13. Prepare merchandise displays</p> <ul style="list-style-type: none"> a. Remove wilted stock from displays b. Present merchandise in attractive displays c. Display seasonal promotional items d. Suggest related items to customers with related merchandise displays e. Change displays frequently f. Arrange outside displays to attract customers g. Display merchandise as it can be used <p>14. Organize jobs and supervise workers</p> <ul style="list-style-type: none"> a. Demonstrate and instruct employees in their tasks b. Confer with management regarding workers, work conditions and plans c. Prepare daily work plans d. Confer with workers regarding problems and performance e. Evaluate performance of workers f. Acquire equipment and plant materials 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	15. Maintain records and make reports 16. Analyze and prepare the landscape area <ol style="list-style-type: none"> Read blueprints and plans Lay out the landscape plan Survey and grade the site Install drainage systems Develop a working site plan Determine drainage needs Install irrigation systems 17. Plant, trees, shrubs, groundcovers, and flowers <ol style="list-style-type: none"> Identify various landscape plants Prepare planting site Plant ball and burlap and container-grown stock Prune and trim newly planted trees and shrubs Determine spacing and depth of planting Plant bare root plants Select and apply mulching materials Determine methods of techniques of supporting plants Plant seeds and bulbs Determine fertilizer and soil amendment types and rates of application Determine watering schedules and rates Determine planting dates Plant cuttings Protect plants from rodent damage 18. Establish, renovate, and care for turf and lawns <ol style="list-style-type: none"> Plant grasses by sodding, sprigging, and/or seeding Mow lawns Apply lime and fertilizer to lawns Prepare seedbeds Water lawns Mulch planted areas 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Grade, rake, and level lawns h. Aerate lawns i. Recognize common lawn weeds, insects, and diseases j. Spray lawns for weed, insect, and disease control k. Roll newly sodded areas l. Identify lawn grasses m. Take soil samples for testing <p>19. Lay out and construct or install landscape structures and conveniences</p> <ul style="list-style-type: none"> a. Lay out and construct walks, drives, and patios b. Lay out and build retaining and free standing walls c. Lay out and construct steps and ramps d. Lay out and construct fences e. Lay out and install fountains and pools f. Construct benches and garden furniture 				

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Teaching Credentials

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Selected Credential Held

The application status and credential information was last updated on 05/22/2011. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: MCNEALY, JOSEPH

Document Title Clear Single Subject Teaching Credential

Document Number 081064276

Authorization Code(s) R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Renewal Code(s) R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date 06/13/2008

Expiration Date 07/01/2013

Date of Original Issuance 06/26/2006

Authorized Subject(s) Agriculture

County of Employment ALAMEDA

**Recommending
Institution/Agency** TRIVALLEY TEACHER INDUCTION PROGRAM

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Selected Credential Held

The application status and credential information was last updated on 05/22/2011. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: MCNEALY, JOSEPH -

Document Title Clear Specialist Instruction Credential (Agriculture)

Document Number 060152245

Authorization Code(s) R3A1

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Renewal Code(s) R21P

The term of this credential is limited to the term established by the holder's prerequisite credential.

Issuance Date 06/26/2006

Expiration Date 07/01/2011

Date of Original Issuance 06/26/2006

Authorized Subject(s) Agriculture

**Recommending
Institution/Agency** SAN LUIS OBISPO, CPSU

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**Calendar of Department
and Chapter Activities**

August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 Officer Retreat	11 Officer Retreat	12 Officer Retreat	13	14
15	16	17	18	19	20	21
22	23 School Begins	24	25	26	27	28
29	30	31				

September 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8 FFA Meeting 7pm	9	10	11
12	13	14	15	16 Alameda/Solano CATA/ FFA meeting	17	18
19	20	21	22	23	24 COLC	25 COLC
26	27	28	29	30		

October 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Greenhand Conf.	6 FFA Meeting 7pm	7 Beef Meeting 7 pm	8	9
10	11	12	13 Opening and Closing Contest	14	15 R-2 Due	16
17	18	19	20	21	22	23
24	25	26	27 Corn Maze	28	29	30
31						

November 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 FFA Greenhand Banquet 6pm Begin Fundraiser	4 Beef Meeting 7 pm	5 North Coast Region CATA Road Show	6
7	8	9	10 Co-op/ BIG	11	12	13
14	15	16	17	18	19	20
21	22 BREAK	23 BREAK	24 BREAK	25 BREAK	26 BREAK	27
28	29	30				

December 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 FFA Meeting 7pm	2	3	4 Christmas Parade
5	6	7	8	9	10	11 Kids to kids party
12	13	14	15	16	17	18
19	20 BREAK	21 BREAK	22 BREAK	23 BREAK	24 BREAK	25
26	27	28	29	30	31	

January 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 FFA Meeting 7pm	6 Beef Meeting 7 pm	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 North Coast Proficiency Scoring					

February 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 FFA Meeting 7pm	3	4 MFE/ ALA	5 MFE/ ALA
6	7	8	9 Lamb/Goat Meeting at Lunch	10 Beef Meeting 7 pm	11	12
13	14	15	16	17 Swine Meeting 7 pm	18	19 North Coast Region Officer Screening
20	21	22	23	24 Speaking Contest	25	26
27	28					

March 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 FFA Meeting 7pm	3	4	5 UC Davis Field Day
6 Golden State Genetics Swine	7	8	9	10 Beef Meeting 7 pm	11	12 Chico Field Day
13	14	15	16 Lamb/Goat Meeting at Lunch	17	18	19 Merced Field Day
20	21	22	23 Swine Meeting at Lunch Drive-Thru BBO	24	25 State Degree Ceremony CATA Meeting	26 State Degree Ceremony MIC Field Day
27	28	29	30	31		

April 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13 Swine Meeting at Lunch FFA Meeting 7pm	14 Beef Meeting 7 pm	15	16 State FFA Conf
17 State FFA Conf	18 State FFA Conf	19 State FFA Conf	20 Lamb / Goat Meeting at Lunch	21	22	23
24	25	26	27	28	29	30 School Farm Work Day. Project Visits

May 2011

Sundav	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7 CP State Finals
8	9	10	11 Sectional Officer Screening	12	13	14 Beef Meeting at School Farm 8 am
15 FFA/ 4H Horse Show	16	17 Section Meeting Livermore	18 Swine Meeting at Lunch FFA Banquet 6pm	19	20	21
22	23	24	25 SF Flower Market Field Trip	26	27	28
29	30	31				

June 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10 LHS Graduation	11
12	13	14	15	16	17	18
19 CATA Summer Conf.	20 CATA Summer Conf.	21 CATA Summer Conf.	22 CATA Summer Conf.	23 CATA Summer Conf.	24	25
26	27	28	29	30	31	

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Expected Professional Growth

Expected professional growth and development

Professional growth and development areas include all CATA region road shows and meetings. CATA summer conference and skills in addition, to school professional development days.

22

R-2 Report

**R2 Teacher Information
Livermore HS,Livermore
Year: 2010**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
McNealy	Joe	C	Male	White	5	Agriculture Specialist	55000	2000	0	0	Y
Connor	Tim		Male	White	11	Agriculture Specialist	65000	0	0	0	N

Connor, Tim					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	4	12:35	Ag Bio	20	Ag Biology
3	1	8:00	Ag Bio	20	Ag Biology

McNealy, Joe					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Floral	25	O.H./Floral
1	2	9:20	Wildlife	25	Other Ag
1	3	10:45	Ag Sc	24	Agriscience I
1	4	12:35	Prep	0	Prep
1	5	1:55	Ag Sc	28	Agriscience I
1	6	3:05	SAE	0	SAE
2	1	8:00	Floral	25	O.H./Floral
2	2	9:20	Floral	25	O.H./Floral
2	3	10:45	Ag Mech	18	Ag Mechanics
2	4	12:35	Prep	0	Ag Biology
2	5	1:55	Ag Sc	25	Agriscience I
2	6	3:05	SAE	0	SAE
3	1	8:00	Floral	25	O.H./Floral
3	2	9:20	Wildlife	25	Other Ag
3	3	10:45	Ag Mech	18	Ag Mechanics
3	4	12:35	Ag Sc	25	Agriscience I
3	5	1:55	Prep	0	Prep
3	6	3:05	SAE	0	SAE

Printed: 5/29/2011 6:21:06 PM

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Travel Request

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM
2010-2011

Overnight

Choose one for each of the following:

☐

Classroom

☐

Athletic

☒

Extra Curricular (non athletic)

☐

Day Field Trip

Submit this form to the Superintendent's Office at least 12 days in advance.

(Fill out fields 1 through 11 and, 16 through 18)

☒

Overnight Field Trip (within State)

Submit this form to the Superintendent's Office at least 20 days prior to departure. (Fill out ALL fields, 1 through 18)

☐

Out of State/Country Field Trip

Submit request to the Superintendent's Office via this form at least 3 months prior to departure. The Board of Education must approve request at a Board Meeting prior to the trip. (Fill out ALL fields, 1 through 18)

" No advance purchase of transportation/lodging, etc. until trip is Board approved

Fill out ALL fields that apply:

1. School(s):

LHS

2. Teacher(s)/Class/Grade:

McNealy

3. Destination:

Cal Poly SLO

Specific Activity:

FFA State Judging Finals

4. Departure Date:

5.6.11

5. Time:

3 pm

6. Return Date:

5.7.11

7. Time:

6 pm

8. No. of Students (attach names):

9. No. of Chaperones (attach names):

McNealy
Lori Porter

10. Estimated cost per student:

11. Trip is being funded by:

AG Dept

12. Lodging:

Holiday Inn

13. Airline:

14. Flight #(s):

15. Airport:

Private or Rental Car and how many:

AG van

16. Name of Transportation Company:

17. Bus #(s):

18. What standard(s) applies to your trip (attach agenda/program):

FFA CDE State Finals Contest

Trip Coordinator

McNealy 4/21/11

Phone No. X2386

Site Administrator's Signature

Date:

4/21/11

SUBMIT THIS ENTIRE FORM TO THE SUPERINTENDENT'S OFFICE ALONG WITH A TYPED ALPHABETIZED LIST OF STUDENT'S AND CHAPERONES. THE SUPERINTENDENT WILL USE THIS FORM TO PREPARE THE AGENDA ITEM FOR BOARD APPROVAL PRIOR TO OUT OF STATE/COUNTRY TRIP.

Approved

Board Meeting Date (out of state)

Not Approved

Superintendent's Signature

Date:

4/21/11

* * * COMMUNICATION RESULT REPORT (APR. 21. 2011 8:14AM) * * *

FAX HEADER 1: LIVERMORE HIGH SCHOOL
FAX HEADER 2:TRANSMITTED/STORED : APR. 21. 2011 8:07AM
F MODE OPTION

ADDRESS

RESULT

PAGE

8148 MEMORY TX

96062329

E-3) 3)

0/1

REASON FOR ERROR
E-1) HANG UP OR LINE FAIL
E-3) NO ANSWERE-2) BUSY
E-4) NO FACSIMILE CONNECTION

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM
2010-2011

Choose one for each of the following:

☐

Classroom

☐

Athletic

☒

Extra Curricular (non athletic)

☐ Day Field Trip

Submit this form to the Superintendent's Office at least 12 days in advance.

(Fill out fields 1 through 11 and, 16 through 18)

☒ Overnight Field Trip (within State)

Submit this form to the Superintendent's Office at least 20 days prior to departure. (Fill out ALL fields, 1 through 18)

☐ Out of State/Country Field Trip

Submit request to the Superintendent's Office via this form at least 3 months prior to departure. The Board of Education must approve request at a Board Meeting prior to the trip. (Fill out ALL fields, 1 through 18)

** No advance purchase of transportation/lodging, etc. until trip is Board approved

Fill out ALL fields that apply:

1. School(s): LHS 2. Teacher(s)/Class/Grade: McNealy
3. Destination: Cal Poly SLO
- Specific Activity: FFA State Judging Finals
4. Departure Date: 5.6.11 5. Time: 3 pm
6. Return Date: 5.7.11 7. Time: 6 pm
8. No. of Students (attach names): _____ 9. No. of Chaperones (attach names): McNealy
Lori Potter
10. Estimated cost per student: _____ 11. Trip is being funded by: AG Dept
12. Lodging: Holiday Inn
13. Airline: _____ 14. Flight #(s): _____ 15. Airport: _____
- Private or Rental Car and how many: AG Van
16. Name of Transportation Company: _____ 17. Bus #(s): _____
18. What standard(s) applies to your trip (attach agenda/program):
FFA CDE State Finals Contest

Trip Coordinator: McNealy 4.21.11Phone No. X 2386Site Administrator's Signature: [Signature]Date: 4/21/11

SUBMIT THIS ENTIRE FORM TO THE SUPERINTENDENT'S OFFICE ALONG WITH A TYPED ALPHABETIZED LIST OF STUDENTS AND CHAPERONES. THE SUPERINTENDENT WILL USE THIS FORM TO PREPARE THE AGENDA ITEM FOR BOARD APPROVAL PRIOR TO OUT OF STATE/COUNTRY TRIP.

Approved _____

Board Meeting Date (out of state) _____

Not Approved _____

Superintendent's Signature _____

Date: _____

* * * COMMUNICATION RESULT REPORT (APR. 21. 2011 8:09AM) * * *

FAX HEADER 1: LIVERMORE HIGH SCHOOL
FAX HEADER 2:TRANSMITTED/STORED : APR. 21. 2011 8:08AM
F. MODE OPTION

ADDRESS

RESULT

PAGE

8149 MEMORY TX

96063329

OK

1/1

REASON FOR ERROR
E-1) HANG UP OR LINE FAIL
E-3) NO ANSWERE-2) BUSY
E-4) NO FACSIMILE CONNECTION

Cal Poly State Finals

May 6-7, 2011

McNealy
Lori Porter

Students:
Trisha Wigger
Carly Rose
Kelsie Bowles
Erica Sparks

* * * COMMUNICATION RESULT REPORT (APR. 21. 2011 8:09AM) * * *

FAX HEADER 1: LIVERMORE HIGH SCHOOL
FAX HEADER 2:TRANSMITTED/STORED : APR. 21. 2011 8:08AM
MODE OPTION

ADDRESS

RESULT

PAGE

8150 MEMORY TX

96063329

OK

1/1

REASON FOR ERROR
E-1) HANG UP OR LINE FAIL
E-3) NO ANSWERE-2) BUSY
E-4) NO FACSIMILE CONNECTION

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM

2010-2011

Choose one for each of the following:

☐

Classroom

☐

Athletic

☒

Extra Curricular (non athletic)

☐

Day Field Trip

Submit this form to the Superintendent's Office at least 12 days in advance.

(Fill out fields 1 through 11 and, 16 through 18)

☐

Overnight Field Trip (within State)

Submit this form to the Superintendent's Office at least 20 days prior to departure. (Fill out ALL fields, 1 through 18)

☐

Out of State/Country Field Trip

Submit request to the Superintendent's Office via this form at least 3 months prior to departure. The Board of Education must approve request at a Board Meeting prior to the trip. (Fill out ALL fields, 1 through 18)

** No advance purchase of transportation/lodging, etc. until trip is Board approved

Fill out ALL fields that apply:

1. School(s): LHS 2. Teacher(s)/Class/Grade: McNealy3. Destination: Cal Poly SLOSpecific Activity: FFA State Judging Finals4. Departure Date: 5.6.11 5. Time: 3 pm6. Return Date: 5.7.11 7. Time: 6 pm8. No. of Students (attach names): _____ 9. No. of Chaperones (attach names): McNealy10. Estimated cost per student: _____ 11. Trip is being funded by: AG Dept12. Lodging: Holiday Inn

13. Airline: _____ 14. Flight #(s): _____ 15. Airport: _____

Private or Rental Car and how many: AG van

16. Name of Transportation Company: _____ 17. Bus #(s): _____

18. What standard(s) applies to your trip (attach agenda/program): _____

FFA CDE State Finals Contest

Trip Coordinator

Phone No. 823 86

Site Administrator's Signature

Date: 4/4/11

SUBMIT THIS ENTIRE FORM TO THE SUPERINTENDENT'S OFFICE ALONG WITH A TYPED ALPHABETIZED LIST OF STUDENTS AND CHAPERONES. THE SUPERINTENDENT WILL USE THIS FORM TO PREPARE THE AGENDA ITEM FOR BOARD APPROVAL PRIOR TO OUT OF STATE/COUNTRY TRIP.

Approved _____

Not Approved _____

Board Meeting Date (out of state) _____

Superintendent's Signature _____

Date: _____

LIVERMORE VALLEY JOINT SCHOOL DISTRICT

Field Trip Emergency Data And Parent Permission Slip

Student I.D. Number _____

My child has permission to attend _____

(Field trip destination)

With: _____

(Administrator, Teacher- Class)

(Date)

The method of transportation is: _____

(Print Student's Name) _____

(Address)

(Home Phone) _____

(Work Phone) _____

(Emergency Phone = Name) _____

(Medical Insurance) _____

(Group) _____

(Physician/Doctor) _____

(Phone) _____

In case of emergency every effort will be made to contact you. However in the event that we cannot contact you is the school given permission to take your child to the nearest doctor or hospital for Emergency treatment? _____ (If no explain procedure you wish to be followed)

Please indicate special health problems that might affect your child on a field trip. ----- (epilepsy, asthma, bee stings, diabetes, severe allergies)

(Parent/Guardian Signature) _____

(Date)

Secondary School Use: I understand the above named student has asked for permission to amend a school sponsored field trip. The student has agreed to make up any and all work missed due to the trip.

Period	Print Teacher's Name	Teacher's Signature
1A	_____	_____
2A	_____	_____
3A	_____	_____
4A	_____	_____
5B	_____	_____
6B	_____	_____
7B	_____	_____
8B	_____	_____

24

CATA Membership

CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

J. McNealy

SERVING AGRICULTURE BY TEACHING
2010/2011 ACTIVE MEMBER

25

**Professional
Development Reflection**

Livermore FFA Chapter
600 Maple Street
Livermore, CA 94550

Dear Administration,

This year I attended the 2010 California Agriculture Teachers Association (CATA) summer conference in San Luis Obispo. The five-day conference is filled with meetings and break out sessions that take place over five days to improve our profession. For example, one day is devoted to career development events (CDE) contest changes. This is the time that if the CDE is up for review teachers can make suggestions to change the rules of the contest then its debated on and voted for approval by CATA members.

There are also several skills classes that are available for teachers to take they are in a three hour time block and are on many agricultural topics to benefit the teachers. For instance, there are classes on ag biology, ornamental horticulture, ag mechanics, animal science, floral, and many more.

During the conference there is a road show where many vendors come to demonstrate their new products, feed, equipment, welders, text books, anything an agriculture teacher could possible need is available to review.

The conference is always very beneficial as it is provides time to collaborate with five hundred other agriculture teachers in the state of California. I always return with many new ideas that can benefit my students.

Sincerely,

A handwritten signature in blue ink that reads "J. McNealy".

Joe McNealy
Agriculture Instructor
FFA Advisor
925.606.4812 x 2386
jmcnealy@lvjUSD.k12.ca.us

Five-Year Acquisition List

Five-Year Acquisition List

The first step was to evaluate the agricultural department needs and requirements. This was determined on: (a) do they have all the equipment needed, (b) what equipment could be removed, (c) available space for increasing numbers.

Approval process will depend on current funding or fundraising and discussion with the agricultural advisory committee. The procurement plan would be forwarded to the school district for approval.

2011	Complete steer barn \$10,000 Security system at the school farm \$ 5, 000
2012	Additional swine barns \$7,500 Data system at the school farm \$2,000
2013	New tractor or van \$15,000 Small show barn \$5,000
2014	New text books \$12,000 Computers \$5,000
2015	Finish the Ag Complex

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Operating Budget

Operating Budget

The operating budget is funding that is primary from the Agriculture Incentive Grant. The application must be completed and submitted to the Regional Supervisor. To complete this application I meet with the budget controller at the District office and we review current year's expenses and discuss the next years funding. If the criterion is met the application is approved and matching funds must be approved from the District. In addition to grant money additional fundraising activities are promoted through out the year raising extra money for the agriculture department and FFA. Fundraising must be done as budget cuts have reduced state allocation of money to departments.

BUDGET WORKSHEETS AND DEFINITIONS

The following Object codes and definition should be used to complete the following budget worksheets.

List of Object Accounts

Code

4100 Approved Textbooks and Core Curricula Materials

4200 Other Books

4300 Materials and Supplies

5200 Travel and Conferences

6400 Equipment

6500 Equipment Replacement

Code Descriptions

4100 Approved Textbooks and Core Curricula Materials.

Record expenditures for classroom instructional materials designed for use by pupils and their teachers as the basic curriculum adopted by the State Board of Education or the district board for required subject matter. Instructional materials may be printed or in some other form and may consist of textbooks, technology-based materials, and other educational materials such as manipulatives (*Education Code* Section 60010 [h]). The cost includes all consumable materials available in the approved series, such as kits, audiovisual materials, or workbooks. Teacher's manuals and editions relate to specific, basic, or supplementary textbooks and are intended for teachers' use rather than for pupils' use. They are part of the approved curriculum used in the classroom and so are part of Object 4100.

4200 Other Books

Would include (1) books that have not been adopted by the proper authority for use as basic curricula; (2) books such as reference books that are available for general use by students even though such books may be used solely in the classroom; and (3) all other materials used for reference purposes.

4300 Materials and Supplies.

Record expenditures for consumable materials and supplies to be used by students, teachers, and other personnel. Instructional materials and supplies are

those used in the classroom by students and teachers. Other materials and supplies included in Object 4300 are those used in services and auxiliary programs, such as food service supplies, custodial supplies, gardening and maintenance supplies, supplies for operation, transportation supplies including gasoline, repair and upkeep of equipment or buildings and grounds, and medical and office supplies.

5200 Travel and Conferences.

Record actual and necessary expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences

6400 Equipment.

Record expenditures for movable personal property, including such equipment as vehicles, machinery, computer systems, and playground equipment, that have both an estimated useful life over one year and an acquisition cost equal to or greater than the capitalization threshold established by the LEA.

Education Code Section 35168 requires LEAs to maintain an inventory of equipment whose current value exceeds \$500. This requirement does not mean that LEAs must capitalize equipment costing more than \$500. For most LEAs a capitalization threshold of at least \$5,000 is recommended.

6500 Equipment Replacement.

Record expenditures for equipment replaced on a piece-for piece basis.

April 2010

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2010-11 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2010)

DATES OF PROJECT DURATION - JULY 1, 2010 TO JUNE 30, 2011

Livermore High School

(School Site)

Livermore Valley Joint Unified School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

 Signature of Authorized Agent

Superintendent

Title

 Signature of Agriculture Teacher
 for the Program

Responsible

 Signature of Principal

Contact Phone Number 925.606.4812 ext.2386

Date of Approval of Local Agency Board:

June 1, 2010

Funds Requested - Part I

\$4,500.00

Part II

\$1,264.00

Part III

\$0.00

Part IV

\$6,480.00

Part V

\$0.00

Total

\$12,244.00

Number of Different Agriculture Teachers at Site:

2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	<u>X</u>	<u> </u>
2. Leadership and Citizenship Development	<u>X</u>	<u> </u>
3. Practical Application of Occupational Skills	<u>X</u>	<u> </u>
4. Qualified and Competent Personnel	<u>X</u>	<u> </u>
5. Facilities, Equipment and Materials	<u>X</u>	<u> </u>
6. Community, Business and Industry Involvement	<u>X</u>	<u> </u>
7. Career Guidance	<u>X</u>	<u> </u>
8. Program Promotion	<u>X</u>	<u> </u>
9. Program Accountability and Planning	<u>X</u>	<u> </u>

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2009-10 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	158	\$1,264.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2009	4	
Percent of Students (R2) Receiving State Degree	3%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for \$200 per degree awarded. Maximum of \$10,000.		FALSE

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:	1.08	
List the Names of the Agriculture Teachers:		
Joe McNealy	4	
Tim Connors	5	
3	6	
	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	1.08	\$2,160.00
Criterion 11A - Year-Round Employment	1.08	\$2,160.00
Criterion 11B - Project Supervision Period	1.08	\$2,160.00
TOTAL FUNDS REQUESTED PART IV		\$6,480.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

N/A

PART VI - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for which Funds will be Expended	B Incentive Grant Funds	C Matching Funds

1	4000	Books & Supplies		7,544.00		7,544.00
2			Subtotal for 4000	\$7,544.00		\$7,544.00
3	5000	Services and other Operating Expenses such as: Personal Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1 Travel & Conf	1,500.00		1,500.00
4			2 Mileage	100.00		100.00
5			3 Rentals	500.00		500.00
6			4 Repairs & Improv.	500.00		500.00
			5 Contracted Services	2,000.00		2,000.00
7			6 Postage	100.00		100.00
8			Subtotal for 5000	\$4,700.00		\$4,700.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1			
10			2			
11			3			
			4			
12			5			
13			Subtotal for 6000	\$0.00		\$0.00
14			Total for 4000- 6000 Lines 2, 8, 13	\$12,244.00		\$12,244.00

TOTAL 2010–2011 Incentive Grant Allocation:

\$12,244.00

Part B - Complete this portion if a waiver of the matching requirement was granted:

Line	Acct No.	Classification	A Description of Item for which Funds were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

28

**District/ Department
Budget Process**

Budget Process

The budget process at Livermore consists of four agricultural accounts. There are two gift accounts and two non-gift accounts. The gift accounts are established to prevent District from freezing the money during budget problems. The two accounts are for fundraising money and donations to the agriculture department or FFA that can be accessed at any time. The other two accounts are not gift accounts and can be frozen during budget problems and the money is not accessible until the District releases the money. I only had to experience the budget freeze once and it was difficult to plan conferences and activities not knowing how payment would be made.

The agriculture department is very fortunate that the agriculture accounts are not affiliated with the Associated Student Body (ASB). This makes accessing the accounts for purchases or payments an easier process which can be conducted in a timely manner. Proper purchase order form for the purchases must be submitted with the appropriate budget code that the funding should come from and is submitted to the Principals Secretary for approval and once approved the documents are sent to the District for final approval.

Every month a budget is released with a current balance for all the agricultural accounts. It's difficult to maintain four accounts and all other duties required by an agriculture teacher in a single person department therefore, having the assistance from the Principals Secretary to maintain and provide monthly budget balances is much appreciated which helps the agriculture department operate efficiently.

Program				Function	
5940	Ag Incentive Grant	Grant	01.320.5940.2	1000	Instruction

Object	PO	PR	Date	Item Description	Expense	Credit	Allocation
4300			7/1/2010	Allocation			\$13,073.00
4300			7/6/2010	Shell	\$83.32		
4300			8/2/2010	Shell	\$291.92		
4300			8/2/2010	Chevron & Texaco	\$69.13		
4300			9/2/2010	Chevron & Texaco	\$24.99		
4300			9/16/2010	BT to 5830			-\$650.00
4300	111162	642916	9/21/2010	Orchard Supply/Open PO	\$1,000.00		
4300			10/1/2010	Shell	\$50.00		
4300			10/1/2010	Shell	\$59.00		
4300	111491	642946	10/15/2010	KB Floral/Open PO	\$1,702.77		
4300			10/20/2010	Petty cash/USPS	\$15.84		
4300			10/20/2010	Petty cash/Mont Bay Aquar	\$29.22		
4300			10/20/2010	Petty cash/Home Depot	\$15.32		
4300			10/20/2010	Petty cash/USPS	\$23.76		
4300			10/20/2010	Petty cash/OSH	\$34.00		
4300			10/20/2010	Petty cash/San Joaquin Eq	\$33.37		
4300	111821	642918	11/9/2010	Office Depot/Open PO	\$470.13		
4300	111841	642919	11/9/2010	Greenleaf/Open PO	\$2,000.00		
300	111906	642917	11/9/2010	Southwest Fence/Open PO	\$2,500.00		
4300			11/10/2010	Shell	\$289.90		
4300			11/10/2010	Chevron	\$24.99		
4300			12/1/2010	Shell	\$145.01		
4300			12/1/2010	Chevron	\$41.00		
4300			12/3/2010	BT to 5830			-\$1,000.00
4300	112982	642923	2/11/2011	Alliance Welding/Open PO	\$200.00		
4300			2/14/2011	BT to 4300			-\$33.00
4300		642934	2/15/2011	QC Supply	\$332.06		
4300			2/16/2011	BT to 5610			-\$75.00
4300			2/22/2011	BT to 5830			-\$1,000.00
4300			3/1/2011	Shell	\$370.00		
4300		642390	3/11/2011	KB Farms/Open PO	\$2,000.00		
4300			3/18/2011	BT from 5200			\$1,800.00
4300	Materials & Supplies			Totals by Obj	\$11,805.73		\$12,115.00
						Balance	\$309.27
5200			7/1/2010	Allocation			\$2,800.00
5200			2/23/2011	BT to 5830			-\$1,000.00
5200			3/18/2011	BT to 4300			-\$1,800.00

Program					Function
2111	FFA Gifts	Gifts	01.320.2111.2	3900	Instruction

Object	PO	PR	Date	Item Description	Expense	Credit	Allocation
4300			7/4/2010	Carryover		\$2,566.55	
4300			9/17/2010	Deposit		\$603.20	
4300			10/20/2010	BT to 5830			-\$160.00
4300		642920	12/3/2010	Passani's Nursery	\$698.91		
4300			12/9/2010	Revolving fund/Blue Diamond	\$539.09		
4300	112378	642937	1/4/2011	Double L Designs	\$851.28		
4300			1/7/2011	Deposit		\$1,320.00	
4300			1/7/2011	Deposit		\$1,290.00	
4300			2/1/2011	BT to 5830			-\$160.00
4300			2/11/2011	Rev fund/Costco	\$60.78		
4300			2/11/2011	Petty cash/Dollar Tree	\$20.85		
4300	Materials & Supplies			Totals by Obj	\$2,170.91	\$5,779.75	-\$320.00
						Balance	\$3,288.84
5830			10/20/2010	Revolving fund/tickets	\$160.00		
5830			10/20/2010	BT from 4300			\$160.00
5830	112773	642943	2/1/2011	Trina's Embroidery	\$160.00		
5830			2/1/2011	BT from 4300			\$160.00
330	Contracted Services			Totals by Obj	\$320.00		\$320.00
						Balance	\$0.00
				Totals by Prog	\$2,490.91	\$5,779.75	\$0.00
						Balance	\$3,288.84

Program					Function
2110	Ag Dept. Gifts	Gifts	01.320.2110.2	3900	Instruction

Object	PO	PR	Date	Item Description	Expense	Credit	Allocation
4300	110112	634721	7/1/2010	Florist Review	\$82.00		
4300	110008	634723	7/1/2010	National FFA	\$94.00		
4300			7/4/2010	Carryover		\$12,595.69	
4300	104630		8/11/2010	Orchard/Fair Open PO	\$334.58		
4300			9/1/2010	Petty cash/Walmart	\$13.17		
4300			9/1/2010	Petty cash/Home Depot	\$42.17		
4300			9/1/2010	Petty cash/Home Depot	\$31.93		
4300			9/1/2010	Revolving fund/Home Depot	\$81.76		
4300			9/1/2010	Revolving fund/Home Depot	\$78.64		
4300			9/1/2010	Petty cash/Home Depot	\$39.62		
4300			9/1/2010	Revolving fund/Home Depot	\$102.47		
4300			9/1/2010	Revolving fund/Walmart	\$59.49		
4300			9/1/2010	Revolving fund/Vaughan Safety	\$79.89		
4300	110874	642914	9/1/2010	Greenleaf/Open PO	\$957.92		
4300			9/16/2010	BT to 5830			-\$770.00
4300			9/17/2010	Deposit		\$2,592.45	
4300			9/21/2010	BT to 5880			-\$870.00
4300			9/22/2010	BT to 5830			-\$726.00
4300			10/20/2010	Petty cash/Dollar Tree	\$36.22		
4300			10/20/2010	Petty cash/Dollar Tree	\$15.37		
4300			10/20/2010	Petty cash/Walmart	\$18.44		
4300			10/20/2010	Petty cash/Walmart	\$15.91		
4300			10/20/2010	Petty cash/Office Max	\$16.99		
4300			10/20/2010	Petty cash/Walmart	\$33.36		
4300			10/20/2010	Petty cash/Safeway	\$25.94		
4300			10/20/2010	Petty cash/Dollar Tree	\$8.78		
4300			10/20/2010	Petty cash/Dollar Tree	\$36.22		
4300			10/20/2010	Petty cash/Walmart	\$24.48		
4300			10/20/2010	Petty cash/Home Depot	\$21.83		
4300			10/20/2010	Petty cash/Lucky	\$18.62		
4300			10/20/2010	Petty cash/Walmart	\$21.10		
4300			10/20/2010	Petty cash/Walmart	\$41.87		
4300			10/20/2010	Petty cash/History Channel	\$88.98		
4300			10/22/2010	Deposit		\$845.00	
4300			11/19/2010	Returned ck/Williams	\$30.00		
4300			12/2/2010	Exp xfr/Senior Cheer Night		\$38.75	
4300			12/9/2010	BT to 5620			-\$171.00
4300	112445	642944	1/7/2011	National FFA	\$415.00		
4300			1/7/2011	Deposit		\$271.00	
4300	112774	642922	2/1/2011	FFA	\$1,742.83		
4300			2/11/2011	Petty cash/Dollar Tree	\$38.36		

Department Chair Responsibilities

Department Chair duties and responsibilities

Currently I am the only full time agriculture teacher at Livermore High School and the department head. I complete all duties and responsibilities that are required to have a successful program. However, there is another teacher that has an agriculture credential in the science department and teaches one trimester of Ag Biology and does not have any FFA responsibilities.

**Department Chart of
Responsibilities**

Department's Responsibilities

Currently I am the only full time agriculture teacher at Livermore High School and the department head in a single person department. I complete all duties and responsibilities that are required to have a successful program. However, there is another teacher that has an agriculture credential in the science department and teaches one trimester of Ag Biology and does not have any FFA responsibilities.

31

Substitute Teacher Plans

Sub plans for McNealy

I have set up the project. All you need to do is press the on button on the project and it will turn on. To turn off just press the standby button twice and the light will be off. Do not unplug.

The DVD/VHS player is below on the cart.

Also nobody is allowed in my office!!!! Please keep the door closed and locked.

Thanks,

Monday April 18

1st period Agriculture Science: Please watch the DVD the PIG. Have the class take notes. Give the class the Swine worksheet to begin working on.

2nd period Wildlife: Chapter 19 Management of Wildlife Resources Pg. 342 Questions 1-6 on pg 362 then watch DVD (Disc one Designs for defense)

3rd period Floral/ Adv Floral: Watch DVD Wedding Planner. Please put the flower on the board for their journal: Solidgo

Tuesday April 19

1st period Agriculture Science: Have students finish the swine worksheet. If there still time collect and have the class begin working on chapter 4 the Dairy Industry in the Science of Animal Agriculture text book. T/F questions and fill in the blanks. Just the answers

2nd period Wildlife: Chapter 19 Management of Wildlife Resources Pg. 342 Questions 7-13 on pg 362 then watch DVD (Disc one Killer Mice)

3rd period Floral/ Adv Floral: Finish DVD Wedding Planner. Please put the flower on the board for their journal: Helichrysum

**** Flowers will be delivered usually about 11:30 am the three advanced students will put them away. If the flowers did not arrive please stay after 3rd period into lunch sometimes the deliver can be a little later. The three students will stay to put the flowers in the cooler. Please call me if you have any questions 925.525.0013 *****

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Program Completer

A Program Completer

At Livermore a program completer is a student that begins taking an agriculture class as freshman and continuing through the program all four years. For example, a freshman would be advised to enroll in Agriculture Science class, then as a sophomore the next class would Agriculture Biology. As a junior Animal Anatomy and Physiology and as a senior Agriculture Business this would complete four years of agriculture classes. However, there is several other course students can take as well in addition to the example above. A program completer must also be active in the FFA. For instance, attending FFA meeting, activities, participating in fundraisers, and have an SAE project each year.

**Articulation Agreements
with Community College**

Course Articulation

Livermore currently is in progress with Modesto Junior College articulating agriculture classes between the two schools.

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Drafts [181]

Inbox (30)

Junk E-Mail

Sent Items

Click to view all folders

Accident

School Farm

Viticulture

Manage Folders...

Reply Reply to All Forward Move Delete Close

Course Articulation

Joe McNealy

Sent: Tuesday, January 04, 2011 6:25 AM

To: anglinm@mjc.edu

Mark,

Is MJC offering a workshop for course articulation this year

Thanks,

Joe McNealy
Livermore High School
Agriculture Instructor
FFA Advisor
925.606.4812 ext 2386

Connected to Microsoft Exchange

Microsoft Office Outlook Web Access

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Junk E-Mail

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Click to view all folders

Accident

School Farm

Viticulture

Manage Folders...

Reply Reply to All Forward Move Delete Close

RE: Course Articulation

Mark Anglin [anglinm@yosemite.edu]

Sent: Tuesday, January 04, 2011 11:17 AM

To: Joe McNealy

Cc: Donald Borges [borgesd@yosemite.edu]

Joe:

We had one in December. If you have courses that you would like to articulate, contact Don Borges and he will give you a hand.

Thanks!

Mark A. Anglin
Dean, Agriculture & Environmental Sciences and Technical Education
anglinm@mjc.edu
(209) 575-6198

-----Original Message-----

From: Joe McNealy [mailto:jmcnealy@lvjUSD.k12.ca.us]
Sent: Tuesday, January 04, 2011 6:26 AM
To: Mark Anglin
Subject: Course Articulation

Mark,

Is MJC offering a workshop for course articulation this year

Thanks,

Joe McNealy
Livermore High School
Agriculture Instructor
FFA Advisor
925.606.4812 ext 2386

Connected to Microsoft Exchange

Microsoft Office Outlook Web Access

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Accident

School Farm

Viticulture

[Manage Folders...](#)

Reply Reply to All Forward Move Delete Close

RE: Course Articulation

Donald Borges [borgesd@yosemite.edu]

You replied on 1/4/2011 11:54 AM.

Sent: Tuesday, January 04, 2011 11:24 AM

To: Mark Anglin [anglinm@yosemite.edu]; Joe McNealy

Hello Joe

Please e-mail me the course outlines of those courses, that you are interested in articulating.

Thanks - don

-----Original Message-----

From: Mark Anglin

Sent: Tuesday, January 04, 2011 11:18 AM

To: Joe McNealy

Cc: Donald Borges

Subject: RE: Course Articulation

Joe:

We had one in December. If you have courses that you would like to articulate, contact Don Borges and he will give you a hand.

Thanks!

Mark A. Anglin
Dean, Agriculture & Environmental Sciences and Technical Education
anglinm@mjc.edu
(209) 575-6198

-----Original Message-----

From: Joe McNealy [<mailto:jmcnealy@lvjUSD.k12.ca.us>]

Sent: Tuesday, January 04, 2011 6:26 AM

To: Mark Anglin

Subject: Course Articulation

Mark,

Is MJC offering a workshop for course articulation this year

Thanks,

Joe McNealy
Livermore High School
Agriculture Instructor
FFA Advisor
925.606.4812 ext 2386

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[Click to view all folders](#)

Accident

School Farm

Viticulture

[Manage Folders...](#)

Reply Reply to All Forward Move Delete Close

RE: Course Articulation

Joe McNealy

Sent: Tuesday, January 04, 2011 11:53 AM

To: Donald Borges [borgesd@yosemite.edu]; Mark Anglin [anglinm@yosemite.edu]

Attachments: [Agricultural Business & Economics.pdf \(1 MB\)](#) [Open as Web Page]; [Agricultural Mechanics.pdf \(15 MB\)](#) [Open as Web Page]; [Animal Anatomy & Physiology.pdf \(1 MB\)](#) [Open as Web Page]

Thanks Don.

Attached are the following courses.

Please let me what I need to do.

Thanks,

Joe McNealy
Livermore High School
Agriculture Instructor
FFA Advisor
925.606.4812 ext 2386

From: Donald Borges [borgesd@yosemite.edu]
Sent: Tuesday, January 04, 2011 11:24 AM
To: Mark Anglin; Joe McNealy
Subject: RE: Course Articulation

Hello Joe

Please e-mail me the course outlines of those courses, that you are interested in articulating.

Thanks - don

-----Original Message-----
From: Mark Anglin
Sent: Tuesday, January 04, 2011 11:18 AM
To: Joe McNealy
Cc: Donald Borges
Subject: RE: Course Articulation

Joe:

We had one in December. If you have courses that you would like to articulate, contact Don Borges and he will give you a hand.

Thanks!

Mark A. Anglin
Dean, Agriculture & Environmental Sciences and Technical Education
anglinm@mjc.edu
(209) 575-6198

-----Original Message-----
From: Joe McNealy [<mailto:jmcnealy@lvjUSD.k12.ca.us>]
Sent: Tuesday, January 04, 2011 6:26 AM
To: Mark Anglin
Subject: Course Articulation

Mark,

Is MJC offering a workshop for course articulation this year

Thanks,

Joe McNealy
Livermore High School
Agriculture Instructor
FFA Advisor
925.606.4812 ext 2386

Connected to Microsoft Exchange

Reimbursement Process

Reimbursement process

The process for personal expenses incurred for SAE, FFA, or professional development requires the original receipt and if the expenses are over fifty dollars an explanation is required describing why the purchase exceeded the maximum. Reimbursement will come in a check and will be mailed to your home address or delivered to the site. The proper forms must be completed and submitted for approval by the principal. (See attached documents)

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

REIMBURSEMENT REQUEST FOR AUTHORIZED LOCAL TRAVEL

DEPARTMENT / SCHOOL _____ MONTH _____ 19 ____

[illegible]

TOTAL MILES _____ @ _____¢ =	
TOTAL MISCELLANEOUS EXPENSE =	
TOTAL REIMBURSEMENT DUE =	

NOTE: COMPLETE ALL ITEMS BELOW AND ATTACH RECEIPTS BEFORE SUBMITTING CLAIM

PRINT/TYPE EMPLOYEE'S NAME		SOCIAL SECURITY #	EMPLOYEE'S SIGNATURE	DATE
BUDGET ACCOUNT CODE(S)		AMOUNT	SUPERVISOR'S SIGNATURE	DATE
			SEND WARRANT TO:	
			SCHOOL (IDENTIFY) _____	
			OR	
			HOME NO. & ST. _____	
			CITY	ZIP

SEND ORIGINAL AND TWO COPIES TO BUSINESS SERVICES

6302/786

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

TRAVEL/CONFERENCE/MEETING EXPENSE REPORT AND REQUEST FOR REIMBURSEMENT

Purpose of Trip:

Destination:

Description of Expenses		Fill in dates (i.e., 12/2) and expenses												Totals	
1.	Meals (do not include tips or alcoholic beverages)														
2.	Hotel/Motel (receipts req'd)														
3.	Personal Car Expense													XXXXXXXX	
	Mileage													XXXXXXXX	
	Daily Mileage														
	Reimbursement Rate per Mile	x	¢	x	¢	x	¢	x	¢	x	¢	x	¢	XXXXXXXX	
	Daily Mileage Expense														
	Parking (receipts req'd)														
	Bridge Toll (receipts req'd)														
4.	Taxi (receipts required)														
5.	Local Transportation (BART, City Bus, etc.)														
6.	Other Expense (receipts req'd) Note: Do not include expenses shown in other categories)														
7.	Registration Fees	Note: Always enter costs of these expenses; prepayment will be deducted below. Receipts are required for these expenses if reimbursement is requested													
8.	Airline or Bus Tickets														
9.	TOTAL EXPENSES REPORTED													\$	
10.	Subtract: Registration fees prepaid by District:													-	
	Subtract: Airline or bus ticket costs prepaid by District:													-	
	Subtract: Any other expenses prepaid by district (identify): _____													-	
	Subtract: Cash advances:													-	
11.	NET EXPENSES FOR WHICH REIMBURSEMENT IS CLAIMED													\$	
12.	Evaluation of Activity	Outstanding ☐ Satisfactory ☐ Unsatisfactory ☐													
Note: Complete all items below and attach receipts before submitting claim															
Print/Type Employee's Name					Social Security No.					Employee's Signature					
Budget Code (s) (Req'd)					Amount					Supervisor's Signature					Date
										Send warrant to:					
										School or Home _____					
										City _____ Zip _____					

(Send three copies to Business Service)

6309/1291

Ag Ed 539 Masters Project

School Farm Facilities

Livermore High School

Agriculture Department

Joe McNealy

2011

The Ag Ed 539 Master project I chose to do is quality criteria five: facilities, equipment, and materials. Beginning my teaching career at Livermore High School in 2005 in an agriculture program that has a wonderful on campus facility such as, a newly constructed greenhouse and two nice classrooms, which meets the need for instructional objectives. However, off campus the school farm was a dilapidated and in need of serious renovation. The school farm site is about six miles from the high school and located in a rural area on five acres. On the five acres there was pens that housed steers, lambs, swine, and goats. When I was in the Livermore ag program as a student several of my friends utilized the school farm for their animals and it was not in this dilapidated condition. Over the years it accumulated random supplies that would make a suitable pen for an animal.

My first year supervising SAE projects at the school farm was a disaster as livestock pens were scattered all over the area, pens were fully enclosed without any entry unless you had a key to unlock the gate to the pen. There were so many pens that were not in use I had to identify the pens that were being used as they were all in a rundown state. It would take me about one hour each day to check on the livestock as this was not efficient use of my time or the safety of students and the welfare of the livestock.

After the first year of teaching I approached the Director of Facilities and we had a meeting to discuss the future of the school farm. I explained my concerns of not being adequate quality for student use and the site does not meet the health and safety standards for students and livestock to be in. I quickly learned the number

one reason why there were no permanent structures at the school farm site is due the fact the land was leased every year to the Livermore agriculture department for the school farm site. Therefore, could not justify spending money on permanent structures while the lease was a yearly agreement. With further discussion it was decided to purchase the property and begin a complete renovation of the school farm site.

Working closely with the Facilities Director, Principal, Superintendent, Agriculture Advisory Committee, School Board Members, and other District Personnel the Livermore agriculture department school farm was about to under go a major transition.

Many steps had to be taken in order to properly begin renovation. Parents and students had built the pens which they claimed homestead and was treated as there own area on the farm. Enable to begin demolition proper notification to inform the tenants at the farm to remove any valuables or materials from the pens they constructed. Once the two-week notification period expired it was finally time to demolish the dilapidated structures and being the renovation. I was so excited to finally see these rundown, unorganized, unsafe pens and structures be demolished, as it was time to being with a clean slate of five acres. As the demolishing began some people and students were not happy as others were overwhelmed with excitement as they anxiously awaited the new school farm. During the design phase there were several meeting to allow parents, students, and community members to come and express their ideas to make the school farm a practical environment to raise livestock.

The vision of the farm was construct six majors areas which are, swine, sheep, goat, steer barn, storage area, and a on site classroom for instructional objectives. The swine barn would consist of fourteen pens 16'x16' with automatic waters. There would be a practice show ring and room for growth. The sheep and goat barn was combined and there are fifteen pens, which are 16'x16 and a 16'x32' irrigated pasture per pen. The steer barn is 80'x120', which is covered. Within the steer barn there will be eight pens 16'x16'. Four pens will be on each side of the breeze way/ drive through. The storage area consists of three transport containers, which are 40' long. The classroom is a standard size portable classroom with all the needs to meet instructional objectives. All livestock pens and classroom have electricity and water faucets/ systems available.

Over the last five years the renovation, design, and completion of the school farm could not have been possible without the support from the District. This project by far was very demanding to ensure proper use of space and structure design per livestock species. The school farm has room for expansion and growth, considerations for the future are a vineyard and gardening plots that would use the manure as fertilizer. The students now have a practical safe school farm that allows them to raise healthy top quality livestock on functional hands on learning facility.

1	<u>5.1</u> Facilities and equipment are comparable to industry
2	<u>5.2</u> Facilities are orderly to facilitate learning
3	<u>5.3</u> Facilities are regularly maintained
4	<u>5.4</u> Facilities are modified to accommodate special populations
5	<u>5.5</u> Instructional materials meet the needs of special populations
6	<u>5.6</u> Adequate and secure storage space is provided
7	<u>5.7</u> School Farm Contract
8	

5.1

**Facilities and equipment are
comparable to industry**

5.1

Facilities, equipment, and materials are comparable to and/or simulate those currently used by business and industry and are of quantity and quality needed to accomplish stated instructional objectives, as verified by a program advisory committee.

Livermore school farm is now currently at the level of industry practices for students to gain hands on experiences. The facility consists of, swine, sheep, goat, steer barn, storage area, and an on-site classroom for instructional objectives. The swine barn would consist of fourteen pens 16'x16' with automatic waters. There would be a practice show ring and room for growth. The sheep and goat barn was combined and there are fifteen pens, which are 16'x16 and a 16'x32' irrigated pasture per pen. The steer barn is 80'x120', which is covered. Within the steer barn there will be eight pens 16'x16'. Four pens will be on each side of the breeze way/ drive through. The storage area consists of three transport containers, which are 40' long. The classroom is a standard size portable classroom with all the needs to meet instructional objectives. All pens and classroom have electricity and water faucets/ systems available.

Clean space to begin new
construction

Grading for new construction

Soil had to be brought in to raise the area to make it level

View of the School Farm

Swine Barn

Lamb and Goat Barn

Steer Barn

Classroom

Storage Containers

5.2

**Facilities are orderly to
facilitate learning**

5.2

Where appropriate. Provisions have been made for community or school based laboratory facilities to enhance practical instruction.

The students and myself maintain the majority of the school farm facilities. However, grounds and maintenance helps maintain the facilities. For example, when weeds need to be sprayed, or plumbing, and electrical needs. I do my best to manage the facilities so they are neat, clean, and orderly.

Work day at the farm

School Farm work day

Mowing grass

Classroom is clean and organized

Classroom has tables, chairs, white boards, and storage.

5.3

**Facilities are regularly
maintained**

5.3

Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated, to meet the local, state, and federal, health and safety rules and regulations.

I believe that the equipment, school farm facilities, and materials are well maintained, replaced, repaired, updated. The school farm is a safe student environment to raise livestock. A work request for something to be fixed it is typically done within a week or so of notification to the district.

Sheep and Goat pens are clean and organized

Storage and swine barn area are clean and organized

5.4

**Facilities are modified to
accommodate special
populations**

5.4

Facilities and equipment are purchased and/ or modified to accommodate the needs of special populations.

I believe that the facilities are updated and/or modified to accommodate special populations when needed. A work request for something to be fixed it is typically done within a week or so of notification to the district. Most all facilities have been built or modified to accommodate handicapped students. For example, the class has a ramp for wheel accessibly and the area is rather smooth to enable disabled students to move freely.

Ramp and hand rail to enter the classroom

Rather smooth area for easily accessibility

5.5

**Instructional materials meet
the needs of special
populations**

5.5

Instructional materials are adapted and/or supplemented to meet the specific needs of special populations.

I believe that the facilities are updated and/or modified to accommodate special populations when needed. A work request for something to be fixed it is typically done within a week or so of notification to the district. Most all facilities have been built or modified to accommodate handicapped students. For example, the class has a ramp for wheel accessibly and the area is rather smooth to enable disabled students to move freely.

Ramp and hand rails for easy
accessibly to the classroom

5.6

**Adequate and secure
storage space is provided**

5.6

Adequate and secure storage space is provided for materials, supplies, records, and equipment.

Livermore school farm has three 40' transport containers that are accessible for storage of any farm supplies such as, hay, grain, tack, blocking chute, small scale, and fair supplies. Each one of the containers is secured with a lock. The classroom has minimal storage space and this used for classroom supplies.

Storage Containers

Classroom with limited storage

5.7

School Farm Contract

**LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT
AGRICULTURAL DEPARTMENT
SCHOOL FARM CONTRACT 2011**

The Livermore Valley Joint Unified School District, under direction and guidance of the Agriculture staff, agree to provide pen space to _____ for his/her project to be in effect until July 17, 2011.
In consideration thereof,

I AGREE:

1. To maintain concurrent enrollment in vocational agriculture or to maintain eligibility for membership as an FFA member of the agricultural program.
2. To receive prior written approval from the Agricultural staff and my parents, prior to obtaining or otherwise implementing any aspect of my Project. I understand that approval is contingent upon pen space availability. I also understand that a copy of the necessary Project Approval Form is on file with the Agricultural staff for my use in this regard.
3. To submit an updated record book, at the request of the Agricultural staff, at any time throughout the entire term of my Project.
4. To maintain insurance for my animals as I and my parents determine appropriate; however, I understand that the District strongly recommends this action be taken and has provided information in this regard and can be obtained when the Project Approval Form referenced in #2 above is submitted. Furthermore, for all livestock being kept at the school farm for purposes of participating in the Alameda County Fair, insurance is required to be maintained on these animals at all times.
5. To quick lime my pen(s) and turn the soil at least four weeks prior to obtaining animals as signed off by the Agricultural staff and to clean my pen after the fair, including sanitizing any pen(s) my animals used during this time.
6. To feed, water and care for my animals daily between 6:00 am and 9:00 pm or as scheduled by my Ag Instructor. I understand that this includes, but is not necessarily limited to:
 - a. Providing feed and a feeder;
 - b. Maintaining clean water in the watering system (watering troughs and licketts). (NOTE: all swine projects must have automatic waterers that provide ample water at all times such as licketts);
 - c. Clean up after use of any common area;
 - d. To keep my pen and surrounding area clean of unsightly or dangerous materials and to clean my pen daily. I understand that if my pen is tagged

by the advisor for not being cleaned three times, then I will be required to remove my livestock from the school farm. A clean pen is defined as an area that has no more than one day of animal waste;

1. I must remove my animal(s) from the school farm no later than seven (7) calendar days after the close of the Alameda County Fair.
 2. Through out the year there will be farm construction and possible inconveniences during this phase. I will abide by all directions or changes in schedule by Ag Instructor.
- e. To deposit all trash in the proper containers. Only trash from the school farm is permitted in the waste container. No outside trash, waste or debris is allowed in the waste container;
 - f. Keeping gates closed;
 - g. Providing any necessary veterinarian services;
 - h. Maintaining an up-to-date record book; and
 - i. Inspecting the health condition of my animal on a regular basis.

I understand that the expectation will be that I will feed and care for my own animals and agree that anytime that I am unable to do so, that I will make arrangements to share my feeding and care schedule with other members and will provide written notification of the same to the Agricultural staff at least 48-hours prior to my absence.

7. To attend all meetings, fair meetings, and to serve assigned school farm work days. The Livermore Valley Joint Unified School District will provide pen space and facilities at no charge to the students, however, students will be required to participate in clean-up or repair activities needed to maintain the school farm. Each student will be required to work 1 hour per week.
 - a. I understand that I am expected to confine my Project to its District provided pen space and that no animals are allowed to run lose at the farm facility.
 - b. I understand that I may not alter or otherwise modified my pen or any farm structure without receiving prior written approval from the Agricultural staff
 - c. I understand that I may not use any chemicals at the farm, without the prior written approval of the Agricultural staff.
8. I understand that if three meetings, farm work days or feedings or combinations thereof are missed during the length of the project, I will be directed to immediately remove the animal from the school farm and I will not be allowed to enter or participate in upcoming shows.

9. To assume, in conjunction with my parents, all financial responsibility and risk for my Project, including but not limited to, feed, supplies, medicine, equipment, veterinary bills, et cetera. I understand that under no circumstances will the District be financially liable for my Project in any respect. I understand, however, that only farm advisors or species advisors, at a nominal cost to members, may provide some medicines for my animals on an as-needed basis and as approved by an advisor or a veterinarian.
 - a. I also understand that I, in conjunction with my parents, am liable for any damage that is caused by my Project to any person, personal or farm property.
10. That under no circumstance will I try to collect for damages or hold the Livermore Valley Joint Unified School District employees or Livermore FFA responsible for damages or loss to my project.
11. To remove my animal upon request of an Agriculture Instructor.
12. I understand that if my G.P.A. falls below a 2.0 for two 6 week grading periods, I will have to remove my project from the farm immediately.
13. I understand that chewing tobacco, smoking, drinking alcohol, or illegal drugs are not allowed, especially at the school farm, by me, my parent/guardian, or friends. If I am caught then I will be directed to immediately remove my animal. In addition no loitering in or around farm, and if students see others breaking any rules, FFA Members are required to report them to the agriculture teacher immediately.
14. All students are expected to respect other students' projects and are not allowed to ride, harass, beat, or run, other students' livestock. If suspected of destroying another student's project or if caught, students will not be allowed to show FFA at the fair.
15. Students will not borrow hay, equipment, or anything, from any other person. In doing so, it is considered stealing, and the animal will be removed from the farm. Borrowing only creates problems. Students are expected to provide everything needed to house their project animal there, and foresee the need to purchase feed in advance before the supply is depleted.
16. I understand that the school farm speed limit is always under 5 MPH when entering and leaving the facility.
17. I understand that I am responsible for ensuring that any visitor I bring to the school farm must respect the student learning environment and abide by all rules of the school farm.

18. I understand that no dogs are allowed on the school farm.
19. I understand that any time my animal leaves the facility for something other than the required field days, ear tagging, or weigh in dates, I must sign out my animal with the farm manager and sign my animal back in, as appropriate.
20. I further understand that the following additional rules apply to the Alameda County Fair:
 - a. Complete a fair application and pay for fair entry;
 - b. Attend the Alameda County Fair Ethics Training;
 - c. Attend all mandatory ear tagging and weigh days;
 - d. Abide by all the Alameda County Fair Rules and Regulations;
 - e. Abide by all Future Farmers of America rules and ethics while showing at the fair;
 - g. Attend to my barn duty responsibility;
 - h. Advisor or a veterinarian must approve all medication.

I understand that the School farm is a facility for students to raise livestock for the Alameda County Fair. All animals must be exhibited at the fair and sold. If, for unexpected reasons an animal is returning to the school farm, I understand that the animal has a seven (7) day maximum stay after the auction and thereafter, I will be required to remove my animal from the school farm.

21. I understand that the school farm's sole purpose is to provide students an opportunity to raise "SAE" (Supervised Agricultural Experience) projects. It is expected that I will conduct all work relative to my SAE. Parents may not do any work students can do or be on the facilities without students, unless an emergency situation exists and notification has been provided to the Agricultural Instructors and Farm Manager.
22. I understand that the role of advisors in my project is as follows:
 - a. Advisors will approve the application/contract and project for the school farm before any livestock enters the facility;
 - b. Advisors will provide supervision of the student's project;
 - c. Advisors must approve of any vaccination that must be given without a veterinarian present.

Dated: _____

Student:

Print Name: _____

Signature: _____

Address: _____

Tele: _____

Cell Phone: _____

Dated: _____

Parent:

Print Name: _____

Signature: _____

Address: _____

Tele: _____

Cell Phone: _____

Dated: _____

Agricultural Instructor/ Farm Manager:

Print Name: _____