Agriculture Department
Quality Criteria
Narrative

Golden West High School – Visalia

Masters of Agriculture Education
California Polytechnic State University – San Luis Obispo

Meghan Davis
Agriculture Department
Quality Criteria
Narrative 1
1. **Curriculum and Instruction**

I.A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

Golden West High School offers the following classes in the study of agriculture science and technology: Agriculture Biology, Animal Science, Agriculture Science I, Agriculture Economics, Agriculture Civics, Plant Science Introduction to Ornamental Horticulture, Advanced Ornamental Horticulture, TCOVE Welding, Introduction to Agriculture Mechanics, and Advanced Agriculture Mechanics. All students in the program are required to maintain a current Supervised Agriculture Experience Project. The projects are documented in the students’ FFA Record Book. All students enrolled in an agricultural class are also members of the FFA. Students are required to participate in a minimum of three activities per semester.

Agriculture Science I is a yearlong elective class. This course is designed for the first year student in the agriculture department: freshmen, sophomores, juniors, or seniors. This course focuses on beginning animal and plant science, leadership training (public speaking, parliamentary procedure-debate, judging teams, Supervised Agriculture Experience projects), record keeping skills, and career opportunities. This leads to the fulfillment of the science requirements to graduate from high school.

Agriculture Biology is a yearlong, laboratory science class that satisfies the graduation requirement for life science. The course is designed as an introductory course in living systems for the college prep student. The course is designed around the State of California’s academic standards for biology. Curriculum is divided into five major areas of study: biology, genetics, ecology, evolution, and structure and function of living things. This class is available for sophomores in the agriculture pathway.

Animal Science is a semester long elective class. This course is an advanced course in the agriculture animal science pathway that is a junior level course. The course covers anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra and English.

Agriculture Government is a semester long class that satisfies the graduation requirement for government/civics. This course focuses on the structure and process of the United State Government System. Initial emphasis is on the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course compares the political powers at the local, state, and national levels. This class is available for seniors in the agriculture pathway.
When I began teaching at Golden West High School in the fall of 2011 there was an absence of pathways that retained students within the program. The main pathway that retained students from their freshmen through senior year was the agriculture mechanics pathway. The plant science pathway started with Introduction to Ornamental Horticulture, then Advanced Ornamental Horticulture, Plant Science, and ended with Ag Civics and Government. Even though this was the intention of the pathway, it was common for the advanced class to have freshmen in it, or for students to be enrolled in the same class for their entire high school career. The Agriscience pathway was similar to the plant science pathway in that classes allowed students of all grades to enroll and there was no structure to the way students progressed through the courses.

After looking at the pathways and the R2 date report, it was evident that there were pathways but they were not aligned for student retention. In addition, the majority of the classes only gave students elective credits, not science credits. To help improve retention in the program and keep the R2 numbers higher for juniors and seniors, I approached my administration about redesigning the pathways to better improve opportunities for students to make them want to stay in the program all four years.

It was decided that the pathways for the 2012-2013 school year for plant science would be updated from the original pathway:

- Intro to OH ➔ Advanced OH ➔ Plant Science ➔ Ag Civics/ Economics

The new 2012-2013 pathway would encourage student retention and allow students to receive science credits for Ag Earth Science and Ag Biology that would count towards graduation.

- Ag Earth Science ➔ Ag Biology ➔ Intro to OH ➔ Advanced OH

It was decided that the pathways for the 2012-2013 school year for Agriscience would be transformed into an animal science pathway. The original pathway:

- Ag Science I ➔ Ag Biology ➔ Animal/Plant Science ➔ Ag Civics/ Economics

The new 2012-2013 pathway would encourage student retention and allow students to receive credits for Ag Earth Science and Ag Biology that would count towards graduation. In addition
the animal science pathway is more specific towards a specific pathway versus general agriculture. Many students in our program are greatly interested in animals.

![Pathway Diagram]

The Career Technical Education (CTE) Model Curriculum for Agriculture currently provides seven career pathways for student success: Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture and Plant and Soil Science. Golden West High School chose to update our agriculture pathways in order to produce students with broader options of pathways in addition to allowing them to receive more graduation credits for agriculture classes while providing students with courses they would be interested in.

All curriculum within the program pathways at Golden West High School adhere to and are closely aligned to the foundation standards. Each pathway does address foundation standards 2.0 – Communication, 3.0 – Career Planning and Management and 9.0 – Leadership and Teamwork.

1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)

Career paths are identified in the program plan, though they need to be updated. They are extremely outdated and do not have up to date careers that are now in high demand in the agriculture industry.

1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

The Vice Principal, Rich Hamilton, does a great job completing the master schedule in order to ensure that classes do not overlap in departments. The 2012-2013 schedule for the agriculture department is as follows:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schultz</td>
<td>TCOVE</td>
<td>Welding (1/2)</td>
<td>Ag Mech 2</td>
<td>Prep</td>
<td>Ag Mech 1</td>
<td>Ag Mech 1</td>
</tr>
<tr>
<td>Serafin</td>
<td>Prep</td>
<td>Ag Bio</td>
<td>Intro OH</td>
<td>Intro OH</td>
<td>Advanced OH</td>
<td>Ag Bio</td>
</tr>
<tr>
<td>Davis</td>
<td>Ag Earth Sci</td>
<td>Prep</td>
<td>Animal Sci</td>
<td>Ag Earth</td>
<td>Vet Tech</td>
<td>Ag Earth</td>
</tr>
</tbody>
</table>
IE. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

Each class at Golden West High School implements Career awareness into the curriculum at some point within the school year. Depending on the course, the Career Units are changed to fit each curriculum being taught.

In Ag Science I, students are provided with career opportunities throughout the lessons that are being taught. There is a focus on each person’s job duties. Students are informed of what the specific career in tells and whether they need further college educations to pursue the career.

In Ag Biology, students are provided with career awareness throughout each unit that is taught. During each unit, I provide students with various job opportunities that they could look into pursuing. This is a sophomore level class, so this is more about informing students about various agriculture career opportunities that they can further look into pursuing.

In the upper division courses, Animal Science and Ag Civics, agriculture career awareness is implemented through multimedia clips, industry publications, and student portfolios. Students watch multimedia clips about various jobs professions in the agriculture fields and what they specific job duties are. Students also gain this information through reading industry publications. Lastly, each student completes a job portfolio that includes and resume and cover letter. Upper classmen students tend to apply for summer jobs, so they are able to take these resources and hopefully find summer employment.

IF. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)

At Golden West High School, there are two computer labs housed within the library. One lab contains twenty-three computers, and the other contains twenty-seven. The agriculture department has access to this every day, unless someone has booked the library’s labs prior to. In order to confirm the usage for your class, an appointment must be made with the librarian. The agriculture department also houses three mini lap top computers that the students can use at there dispense. All computers are available to use as an instructional tool for students learning.
1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)
- Computerized record book
- Agriculture term paper
- Job resume
- Portfolio letter of introduction
- Agriscience fair report
- Agriculture/FEA speech manuscript
- Job cover letter
- Other agriculture related project

The agriculture department utilizes computer instruction through agriculture term papers, job resumes, portfolio letter of introduction, job cover letter, and other projects. In the Ag Science I class, students must research and write a commodity report as well as a disease report. Students in Ag Biology complete a website search related to the topic at hand. Students in Animal Science and Ag Civics create job resumes, letter of introductions and cover letters.

1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (close outs) either an actual SAE project or mock problem. (FS 10.3, 11.0)

All students in the department are taught recordkeeping via the agriculture record book. All students in the program maintain a paper record book. The record books are kept on a bookshelf of the agriculture teacher whose class they are enrolled in that year. Students update record books on a monthly or bimonthly basis, depending on the agriculture teacher.

1I. Record books of all students are maintained in the department files until one year following graduation.

This is an area that has lacked within the department. When I was given my classroom at the beginning of the school year, there were random stacks of records books throughout the classroom. Students that were enrolled in the classes picked out their record books at the beginning of the year. The rest of the record books were tossed. My teaching partner that was also hired this year was in a similar situation. Currently, we both have created shelves in the back of our classrooms where students can house their record books for the current year. In addition, I cleaned out a filing cabinet and started a new filing system this year for students. After this recording year, students will then have their old record books kept in the filing cabinets in the department’s office. This will also help located past record books and keep books from being lost when it comes time for students to apply for proficiencies and degrees.
All agriculture courses at Golden West High School meet graduation requirements. For basic graduation requirements, students must have one year of life science and one year of physical science. Ag Biology counts for life science credit. Three years of agriculture science counts for two years of science credit. It is recommended that students take three years of science to be accepted into college. Students must have three years of history to graduate and to be accepted into college. Ag Civics and Economics together counts as one year. Students also need 75 units of elective credits to graduate.

Currently, I am working with the College of Sequoias in Visalia to establish a 2+2 agreement so students can receive college credit for taking the Pre-Veterinary Science course that we will be offering students in the 2012-2013 school year.

<table>
<thead>
<tr>
<th>Agriculture Class:</th>
<th>Requirement Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Science I</td>
<td>Graduation Science Credit</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>A-G College</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Graduation Science Credit</td>
</tr>
<tr>
<td>Plant Science</td>
<td>Graduation Science Credit</td>
</tr>
<tr>
<td>Ag Civics</td>
<td>Graduation History Credit, A-G College</td>
</tr>
<tr>
<td>Ag Government</td>
<td>Graduation History Credit, A-G College</td>
</tr>
<tr>
<td>Intro to Ornamental Horticulture</td>
<td>Graduation Science Credit</td>
</tr>
<tr>
<td>Advanced Ornamental Horticulture</td>
<td>Graduation Science Credit</td>
</tr>
<tr>
<td>Ag Mechanics I</td>
<td>Elective</td>
</tr>
<tr>
<td>Ag Mechanics II</td>
<td>Elective</td>
</tr>
<tr>
<td>Ag Mechanics III</td>
<td>Elective</td>
</tr>
<tr>
<td>Ag Mechanics IV</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Agriculture Department
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Narrative 2
2. Leadership and Citizenship Development

2A. An FFA chapter has been chartered by the State Association or has been applied for.

Golden West FF Chapter was chartered in 1979.

2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

The Program of Activities was completely redrafted in 2012. The officers and FFA Advisors will revise it annually. The current year’s POA is posted on the website, and the regional supervisor keeps a copy in his office.

2C. Every student is given a grade based upon participation in leadership activities.

Each student is required to attend three activities per semester. This is worth 10% of their grade. There is a list kept on the department website of the activities. Each teacher also has a yearlong calendar with the activities posted in their classrooms. The officers also paint posters and hang them in front of the agriculture department at least one week prior to the activity. Teachers print off attendance sheets and post them at each activity. Students sign in with their names at the activities they attend to receive credit. The points are kept current by the FFA reporter and posted in the back of each teacher’s classroom. All students are given a grade based on their FFA attendance.

2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.

Every student at Golden West high School that is enrolled in the agricultural department is listed on the R-2 date report, and is an FFA member. The R-2 date report is filled out and submitted by October 15th annually. This is done electronically. If a student joins the department after that date, paperwork can be filled and the student is enrolled as an FFA member.
2E. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

Based on the 2011-2012 school year, Golden West High School agriculture department has participated in the following 23 activities, beyond the minimum twelve listed on the FFA Activities Check Sheet.

- State Leadership Conference
- Spring Regional Meeting
- Fall Regional Meeting
- Greenhand Conference
- MFE/ALA Conference
- SLE Conference
- Opening/Closing Contest
- Banking Quiz
- Sectional Speaking Contest
- Regional Speaking Contest
- COOP Contest
- Submitted 14 State FFA Degree Applications
- Proficiency Applications
- Merced College Field Day
- Fresno State Field Day
- Modesto Field Day
- Hanford Dairy Contest
- Golden West Citrus Contest
- Citrus State Finals
- Cal Poly State Finals
- COLC
- Sectional BIG Contest
- Submitted a Chapter Award Application

2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the intra-curricular activities of Quality Criteria 2F. (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

Over 80% of the students in Golden West Agriculture Department participates in at three leadership development activities annually, as verified by department records. The most common activities that students participate in are the FFA Taco Truck Meeting, Back to School BBQ, and State FFA Conference.
Agriculture Department
Quality Criteria
Narrative 3
3. Practical Application of Agricultural Skills

3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FA 10.2)

Every student at Golden West High School Agriculture Department is required to have a Supervised Agriculture Experience project as part of their grade. This is 10% of their course grade. Students are required to keep records of their projects in their record books that are housed in the classrooms. The most common types of projects at the department are market animals that students show at Tulare County Fair and lawn maintenance projects.

3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan. (FS 10.2, 10.3)

First year students are provided with examples of acceptable student supervised agriculture experience projects in the Ag Science I and Ag Mechanics I classes. Students are provided with a list of projects that are acceptable and examples of unacceptable projects. Students are then guided as they write up a summary about a project they might already possess or their plan to start a project.

3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0 10.0, 11.0)

Once all students have identified their projects, they are then given a record book. Each student is guided in class with a model of how to fill out their records books. They also have the table partner to ask questions or the teacher’s assistance.

3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.

Students with SAE projects that are housed on the school farm are visited on a daily basis. The other market animal projects that are housed at an alternative facility are visited bi-weekly leading up to the fair. Students with other projects such as landscape, Ornamental Horticulture, equine, agriculture mechanics, etc. are visited at least twice a year as documented by department records.
Golden West High School has a total of three vehicles readily available for use by the three teachers. The vehicles include: 2005 Ford F-150 van, 2000 Ford F-350 gas V10 truck, and 1991 Ford F-250 gas truck. All vehicles are located in the back of the fenced agriculture department. Daily upkeep such as cleaning and washing is maintained by the agriculture teachers. Regular vehicles maintenance is completed by the maintenance department.

If the department needs additional vehicles to transport students to larger activities such as Greenhand conference, State FFA Conference and field days, athletics allows the department to borrow its Chevrolet Suburban.
Agriculture Department
Quality Criteria
Narrative 4
4. Qualified and Professional Personnel

4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.

All three agriculture teachers have the appropriate credential for teaching the subject assigned. These credentials includes: Single Subject Agriculture and Agriculture Specialist.

4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.

Based on the 2011-2012 school year, all three agriculutures attended a minimum of four professional development activities.

Courtney Serafin – CATA Roadshow, New Professionals Conference, CATA Conference
Meghan Davis – CATA Roadshow, New Professionals Conference, Proficiency Workshop
Emmett Schultz – CATA Conference, Regional Meetings (Fall/Spring)

4C. The agriculture staff meets a minimum of twice a month.

The agriculture staff meets approximately 3-4 times per week during lunch for staff meetings. The meetings are extremely informal, yet effective. Official meetings are held every Tuesday during lunch with the FFA Officer team.

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.

Due to the informality of the business meetings, department staff does not take notes. This is something that needs to be improved upon in the future. During official meetings with the FFA Officer team, the secretary takes notes.

4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

All expenses that are incurred while participating in board approved activities are reimbursed when the conference attendance sheet is turned back into the office secretary with the expenses that the teacher incurred. If the paperwork is not completed by the teacher, then they do
not receive an imbursement. Teachers generally receive a check within two weeks once the associated student body secretary completes the paperwork.
Agriculture Department
Quality Criteria
Narrative 5
5. Facilities, Equipment, and Materials

5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

Facilities and equipment are modified to meet all student needs. The majority of students function without the modifications of any equipment in the agriculture department. One student that is enrolled is legally blind and carries around a magnification machine that was provided to him through the district. Adequate desk space is available to him to set up his machine so it can magnify the white boards as well as the screen for the computer. Another student is hard of hearing and has hearing aids. For this student, during movies that are shown at FFA meetings or class time, closed captioning is placed on so the student can read along.

5B. There is adequate storage space for materials, records, equipment, and supplies.

There is adequate storage space in the agriculture departments for all three teachers. In my classroom, there is cabinet storage space lining both sides of the classroom. In the back and front of the classroom, there are bookshelves to house student and teacher books. In addition, there are two tall cabinets in the back of the classroom to house additional supplies. All three classrooms are similarly built. In addition, the agriculture department also has an upstairs area with three bays. The first bay is used to store wood for the shop. The second bay houses any additional agriculture department supplies such as floral, fair, and FFA meeting activity supplies. The third bay is used by the school to house additional furniture and old school files. There is plenty of space to meet all teachers’ needs.

In the department office, each teacher has their own workstation that includes additional cabinets and shelving. There is also room for a large black filing cabinet which houses department purchase orders and additional items. Across the hall from the office is the department’s copy room. In the copy room, there are more cabinets to house paper products and everyday supplies. There are also more filing cabinets which house student records.
5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s).

Golden West High School has various facilities to accommodate student SAE projects. The district has a school farm that all four high schools in Visalia Unified have access to. Students can house a wide variety of student projects on the thirty-acre school farm. There are three five-acre pastures, a hog and steer barn, and sheep barn. On the high school site, there is an additional barn that was built this year with grant money. This barn has six stalls and can house a wide variety of livestock. For plant science students, there is a shade house, hoop house, green house, and raised beds to accommodate plant grown projects. For shop students, there is a large agriculture mechanics shop that has various welders, grinders, torches, ban saw, table saw, etc.

5D. The Agriculture Department has E-Mail capabilities.

The agriculture department has e-mail capabilities on and off campus. E-mails can be accessed on site through Microsoft outlook. This is automatically updated as e-mails are received. Off site, teachers can log onto www.vuds.org and access their e-mail through a link. All teachers’ e-mails include their first initial and then last name at vusd.org.

5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.

Agriculture facilities are kept neat and clean by all three agriculture teachers. All teachers take care of their main facilities in order to ensure that they are kept neat and tidy for student usage. Courtney Serafin is the main person in charge of keeping the OH unit clean. I do assist her with my Ag Science I classes then she needs extra help. Emmett Schultz is in charge of keeping the shop and the area behind the shop clean and organize. I am in charge of making sure the barn at the school is neat and tidy. In addition, I am frequently out at the district school farm due to the department’s sheep breeding project, so I also clean up out at the district school farm when needed.

5F. Facilities and equipment are regularly maintained, repaired, or replaced.

Facilities and equipment are maintained and repaired on a regular basis. When something is broken, both Courtney Serafin and myself go straight to Emmett Schultz, the mechanics teachers. He is very diligent at fixing things and making sure everything is in working condition. If it is something that he cannot fix or does not have time to fix, we ask out maintenance head on staff, Fred. Fred works very closely with the agriculture department seeing he borrows quite a few tools from the department, so in return he makes sure that we are well taken care of.
Agriculture Department
Quality Criteria
Narrative 6
6. Community, Business, and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".

The Agriculture Advisory Committee for the department was restructured this year with new members. All members are extremely supportive and active in their various disciplines in the agriculture field in the Visalia Community. The committee is compliant of section 2.4. The committee is composed of seven members. The following is a biography on each member:

**Leslie Gardner:** Mrs. Gardner is an alumnus of Golden West High School. She was extremely active when she went through the program. She has two sons that have both gone through the program. She currently works for Happy Trails riding academy. She is very active in the community and works with various businesses and groups.

**Chris Williams:** Mr. Williams works for a natural gas company and is also starting his own portable welding business specializing in agriculture repairs. He has one graduate, two current students, and one future student on the program.

**Kim Alvetri:** Mrs. Alvetri is the managing of Bud Nursery north of Visalia. They specialize in new fruit development. She has three former graduates of Golden West High School that all three went through the program. Her husband is also extremely influential in the agriculture community.

**Adolfo Reyes:** Mr. Reyes is one of four assistant principals at Golden West High School. He is in charge of the agriculture department. He is very supportive of the department and continues to be in order to ensure that we are able to excel.

**Johnny Jameson:** Mr. Jameson owns and operates olive orchards where they harvest, crush, and process olive oil. He grew up in the community, and has various ties with other agriculture specialists. He has two current students and two future students in the program.

**Tom Polich:** Mr. Polich works for All-Flex ear tags. He travels up and down the state of California selling livestock tags. His wife is also very active in the agriculture community where she sells pharmaceutical veterinary supplies. He has one current student in the program.

**Ed Needham:** Mr. Needham works for Duarte Nursery where they specialize in citrus trees. He is also the former president for Tulare County Farm Burea. He has a current student and a former student in the agriculture department.
6B. The Agricultural Advisory Committee at least twice each year. (Minutes are available to verify meetings.)

The Advisory Committee has only met once this year. Meeting minutes are available to verify the meeting.

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidence in the Agriculture Advisory Committee minutes:

- Job market description
- Total program goals and objectives
- Course subject matter outlines
- 5 year facilities and equipment acquisitions
- Graduate follow up
- Targeted occupations
- Program description – Courses, SAE, FFA
- Program completion standards
- Current year budget
- List of active placements sites

There is currently not a comprehensive program plan that is current on file at the department. Courtney Serafin is in the process of completely a new program plan for the department for her Masters’ project. Once this is completed, it will be presented to the Advisory Committee for any input or suggestions.

6D. The contact information of the Advisory Committee Chair has been provided on the cover of the Quality Criteria checklist.

The contact information for the Advisory Committee Chair has not been provided on the cover of the Quality Criteria checklist. The Advisory Committee was rebuilt this year and there are new members as well as a new chair. This information has not yet been updated, but will be in the near future.
Agriculture Department
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Narrative 7
7. Career Guidance

7A. Students are counseled regarding: (FS 3.0)
Career opportunities in agriculture and agribusiness
Agriculture and academic courses necessary to complete career pathway offerings
Post-secondary education and training options.

Through curriculum delivered to students in class, they are taught about the career opportunities available to them based on the pathway they chose to pursue through the agriculture department. In addition, students are informed of the schooling that they need to complete in order to complete the career paths they are interested in pursuing. Students register for classes in April for the next school year. Prior to this, students are counseled in class about the next course offering they need to be enrolled in to complete the program pathway that they are currently enrolled in.

7B. All students have completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)

All students enrolled in agriculture classes complete their career plans on the student data sheets annually. These are completed during the first week in October in each agriculture class. After they are entered electronically, they are filed in the students’ file.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e. 2+2 articulation agreements).

There are no current 2+2 articulation agreements with any colleges. This is my first year at Golden West, and there were no agreements in place when I came. The Pre Veterinary Technology class is new to Golden West High School in the 2012-2013 school year, so I am currently in the process of working with the College of Sequoias in order to implement a 2+2 agreement with them. The last 2+2 agreement was for the ornamental horticulture classes. This was done in approximately 2003.
Agriculture Department
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Narrative 8
8. Program Promotion

8A. An Agriculture Education program recruitment brochure or similar document is used to promote the program.

There is a current recruitment brochure that the agriculture department uses to recruit for the program. This was created year by Courtney Serafin. The brochure is colorful and includes numerous student photos. It also outlines the program pathways with the courses students need to take in order to successfully complete the pathway. It also informs about other agriculture activities that students can become involved in, such as conferences, fairs, judging teams, etc. Even though this is a means of recruitment for students as well as parents, the parents seem to enjoy it more than the students. The students enjoy more hands on activities such as department tours and the petting farm that the agriculture department hosts each year.

8B. Students have alternative means of overcoming financial barriers to participate in program activities (Includes FFA, SAE, Leadership Activities).

Golden West High School is extremely supportive in helping assist students that have financial barriers. This includes the agriculture department as well. If students are unable to attend due to financial reasons, they are encouraged to come and speak to us so we can find ways for them to participate. The administrators are firm believers that all students must have access to activities on campus. If a student cannot afford to attend a conference, the FFA will pay for the student to attend. In regards to FFA apparel such as a jacket, students are able to work in the shop off school in order to pay for their jacket. The department also has a sheep-breeding program that students can apply to participate in. If students work thirty hours through feeding and caring for the sheep, they will receive a sheep raised by the school to show at the Tulare County Fair. Students have various means in order to overcome financial barriers.

8C. The Agriculture Department conducts recruitment activities with local feeder schools.

Throughout the year, there are various activities that are held or attended in order to get the word out about Golden West’s agriculture department. These mainly happen in the springtime when the middle schools and high school start registering for classes for the following school year. In the beginning of February, there is a parent night that Golden West hosts in the gym where parents can come and learn about all the various programs the high school has to offer. The officers set up a table with various projects, information, activities, etc. There is an eighth grade visit where students come for the day to Golden West and rotate through the department buildings to check out the school and see what their interests are. Our department set up a table outside with projects and animals to interest students. In addition, the officers are invited to the local middle school during luncheon where the students have a walk through for the various programs at the high school.
In April, the department will host a petting zoo for local elementary school. It is never too young to gain the interests of students, so we strive for this at the lower level as well. There will be various species of animals that the students can pet and learn about. They will also have a planting station where they can learn about horticulture. Our goal is to capture them at a young age so they will have a desire to join the department and strive.
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Narrative 9
9. Program Accountability and Planning

9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

There is no updated comprehensive program plan on file with the Regional Supervisor. Courtney Serafin is currently working on updating one for the department. It will be filed as soon as it is completed.

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Rooster; and (5) Advisory Committee Minutes.

There is no updated comprehensive program plan on file with the Regional Supervisor though the chart of staff responsibilities, program of work, advisory committee rooster, and advisory committee minutes have been updated.

9C. A follow-up system is used which gathers the following information from the program:
   Status of employment or school enrolled within
   Opinion regarding the value and relevance of the agriculture program
   Suggestions for improving the agriculture program

The department does have a follow-up questioner to send out to graduates to inquire about their status though this form was not used this year. The system used this year was phone communication and asking other students about students’ status. This is a vague yet somewhat effective method. Next year, the follow-up questioner will be sent out in a timely manner to gather information from graduates to gather more complete responses.

9D. The Graduate Following Up data collected was entered with the On-line R2/FFA Roster Data and Entry by October 15th.

Graduate information was collected for all but one student and was entered online for the R-2 data report by October 15th.
9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

The agriculture department analyzed the student retention numbers this year and realized that student retention beyond students' sophomore year in high school was hugely lacking. The junior level class was an animal/plant science class that was redundant of the prior Ag Science I and Intro to OH classes that students should have already completed. In addition, the only senior level class was Ag Economics and Civics, which is not a true agriculture class. After analyzing course offerings and pathways, the teachers as a department decided it was time to update the program pathways. The animal and plant science pathways were aligned the same for students' freshmen and sophomore years. This was to ensure that students receive science graduation credits for these classes. Those first two years students have numerous required classes to take which rarely leaves room for electives. Doing this allowed students to fit agriculture in their schedule. When students reach their junior year, they can decide to go the animal and/or plant science pathways. Animal science and Intro to OH are the junior level classes. Pre Vet Technology and Advanced OH are the senior level classes.

9F. The R-2, AIG Expenditure Reports, and FFA roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

All reports listed above are submitted to the Regional Supervisor before October 15th annually. These documents are a collaboration of all three agriculture teachers in the department.
Agriculture Department
Quality Criteria
Narrative 10
10. Student Teacher Enrollment Ratio

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

Not all classes meet the student teacher enrollment ratio. With budget cuts, the school expands the number of students placed in classes due to less course offerings. Classroom-based classes that exceed twenty-five students per class are the following: Ag Civics/Economics – 27, Intro to Ornamental Horticulture – 28, 28, and 26. All shop classes have under twenty students enrolled.

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. The current ratio is an average of 59.6 students per teacher. There are 170 first year students and a total of 264 current students in the department. New pathway offerings next school year should maximize the number of students per teacher.
11. Full Year Employment

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2,000.

Each teacher at Golden West Agriculture Department is employed full time. All three are compensated no less than $2,000.

11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met is a period is not available by finally compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

Due to budget constraints from the district, no teacher has a project supervision period in the department.
Agriculture Department
Program Plan
2012

Golden West High School – Visalia

Masters of Agriculture Education
California Polytechnic State University – San Luis Obispo

AGED 539 First Year Teacher Internship Program

Meghan Davis
Agriculture Department
Program Plan
2012

Golden West High School – Visalia
Meghan Davis

1717 North McAuliff Street, Visalia, California 93292
(559) 735 – 8087
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Student Data Sheets

Student data sheets are passed out to the students within the five weeks of when the first semester starts. This gives students time to transfer in-between classes without the inconvenience of having students make up the sheets. In my classes, I make an overhead copy of the data sheet and we take a class period to work on them together. It is very important for the department that they are filled out thoroughly and correctly therefore, I think it is a wise investment of time. After everyone fills them out, the students trade with their table partner and have their partner look their data sheet over to ensure correctness and completeness. Once the student and the partner have confirmed it, I then look it over. Each teacher in the department enters in the data sheets for their students. When this is done, the data sheets are then filed away into our filing system.
A. Name

B. Gender: Male _______ Female X

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes _______ No _______
American Indian or Alaskan Native
Asian Indian
Cambodian
Chinese
Hmong
Japanese
Korean
Laotian
Vietnamese
Black or African American
Filipino
Guamanian
Samoan
Tahitian
White

D. Year in Agriculture Program: 15th
(1st, 2nd, 3rd, 4th)

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

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

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

Vet tech

H. Date: 10/7/11

I. Locator Data
Street Address: 
City, Zip: Visalia, CA 93277
Phone Number:
Email:
Parent/Guardian Name (Print Full Name For Each):
Mr. Miss/Mrs./Ms.

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

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

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

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

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

3. Go Into Military Service
the future.

FRESHMAN YEAR
(20 ___)

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<tr>
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<th>TEACHER</th>
<th>RM</th>
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<td>Geometry</td>
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<td>Spanish</td>
<td>Mr. G311</td>
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<td>English</td>
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<td>Intro to Ag</td>
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SOPHOMORE YEAR
(20 ___)

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JUNIOR YEAR
(20 ___)

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SENIOR YEAR
(20 ___)

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<th>RM</th>
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

<table>
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<tr>
<th>S.O.E.</th>
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Parents/Guardians Signature: ____________________________
A. Name
   First Name, Middle Initial

B. Gender: Male ☑ Female ☐

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

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

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

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

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

H. Date: 10-7-11

I. Locator Data
   Street Address: Visalia 93292
   City, Zip: Visalia 93292
   Phone Number: ☐
   Email: ☐
   Parent/Guardian Name (Print Full Name For Each):
   Mr. ☐ Miss/Mrs./Ms. ☐

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education ☜ Some College Later ☜
   2. Go to College
      Community College ☜ Four Year College ☑
      Full-Time Student ☐ Part-Time Student ☐
      Agriculture Major ☐ Non-Agriculture Major ☐
   3. Go Into Military Service ☐
the future.

### FRESHMAN YEAR (2011 - 12)

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<td>Ag. Science</td>
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### SOPHOMORE YEAR (20_ - _)

### JUNIOR YEAR (20_ - _)

### SENIOR YEAR (20_ - _)

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

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N. Planned Departmental Activities (FFA)

Parents/Guardians Signature: ____________________________
A. Name  
First Name: Araceli

B. Gender: Male        Female

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

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

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

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

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

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

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

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

(aq cells)

H. Date: 10-10-11

I. Locator Data  
Street Address: Ivanhoe 32236  
City, Zip:  
Phone Number:  
Email: N/A

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

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

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

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

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

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

3. Go Into Military Service
the future.

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<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<td>History</td>
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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

Name

Last Name  
First Name, M.

Gender: Male  Female

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

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

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

Year in Agriculture Program: 1st

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

Grade Level in School: 9

(9, 10, 11, 12)

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.

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.

To own a ranch with a lot of animals.

H. Date: 10/10/2011

I. Locator Data

Street Address: 93284 Ivanhoe

City, Zip: 

Phone Number: none.

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr. 

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full-Time

No Further Education  ___

Some College Later  ___

2. Go to College

Community College

Four Year College

Full-Time Student  ___

Part-Time Student

Agriculture Major  ___

Non-Agriculture Major  ___

3. Go Into Military Service
# Schedule and Activities

## Freshman Year (2011-2012)

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<td>English 1</td>
<td>Ford</td>
<td>23</td>
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<tr>
<td>Algebra 1</td>
<td>Roberson</td>
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<tr>
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<td>Roberson</td>
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<td>Greger</td>
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<td>Plant Environ</td>
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## Sophomore Year (2012-2013)

## Junior Year (2013-2014)

## Senior Year (2014-2015)

### A. Supervised Practical Experience Plan (Project program should be related to career goal)

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</table>

### B. Planned Departmental Activities (FFA)

- **October:** Mtg
- **Dec:** Mtg
- **Greenhand Degree**

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

A. Name
   Last Name ____________________________
   First Name, Ml: ____________________________

B. Gender: Male ______ Female X

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

D. Year in Agriculture Program: 9th
   (1st, 2nd, 3rd, 4th)

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

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

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

H. Date: 10.7.11

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

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
the future.

FRESHMAN YEAR
(2014 - 12)

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SOPHOMORE YEAR
(2015 - )

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JUNIOR YEAR
(2016 - )

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SENIOR YEAR
(2017 - )

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

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N. Planned Departmental Activities (FFA)

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Parents/Guardians Signature: ___________________________
A. Name
   Last Name ____________________________________________
   First Name, MId __________________________________________________________________________

B. Gender:  Male  [ ]  Female  [X]

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

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

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

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

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

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

H. Date:  10/6/2011

I. Locator Data
   Street Address:
   City, Zip:  Visalia  93292
   Phone Number:
   Email:  [ ]

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

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

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

**FRESHMAN YEAR**
(20___-1)

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**SOPHOMORE YEAR**
(201-2)

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**JUNIOR YEAR**
(20___-__)

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**SENIOR YEAR**
(20___-__)

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

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N. Planned Departmental Activities (FFA)

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Parents/Guardians Signature: ___________________________
A. Name
   Last Name __________________ First Name, M ______
B. Gender: Male ______ Female X
C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes _____ No X
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White
D. Year in Agriculture Program: [ ] (1st, 2nd, 3rd, 4th)
E. Grade Level in School: [ ] (9, 10, 11, 12)
F. I Am Taking This Course Because: (Select One)
   X I plan a career in agriculture
   Not a career, just an interest in agriculture
   Not interested, placed in class
G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   (ag teacher)
H. Date: 10.6.11
I. Locator Data
   Street Address: ________________
   City, Zip: ________________
   Phone Number: ________________
   Email: V/A
   Parent/Guardian Name (Print Full Name For Each):
   Mr. ________________
   Miss/Mrs./Ms. ________________
J. Program of Instruction Being Pursued: (Select Only One)
   [ ] Plant & Soil Science (4010)
   [ ] Animal Science (4020)
   X [ ] Agricultural Mechanics (4030)
   [ ] Agricultural Business (4040)
   [ ] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriscience (4070)
K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      [ ] Community College
      [X] Four Year College
      [ ] Full-Time Student
      [ ] Part-Time Student
      [X] Agriculture Major
      [ ] Non-Agriculture Major
   3. Go Into Military Service
M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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<td>FFA Meeting</td>
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Parents/Guardians Signature: ____________________________
A. Name
   Last Name ____________________________________________
   First Name, MI ____________________________

B. Gender: Male ☑ Female __________

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

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

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

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

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

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

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

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N. Planned Departmental Activities (FFA)

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<th></th>
<th>Welcome Fall BBQ</th>
<th>FFA meeting, Movie Night</th>
<th>Banquet</th>
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Parents/Guardians Signature: ____________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name ____________________________ First Name, M. ____________________________

B. Gender: Male _____ Female _____
   X

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

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

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

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

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

H. Date: October 11, 2011

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

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

K. Please indicate below your plans after graduation from high school
   1. Go to Work Full-Time
      No Further Education
      Some College Later
      ______
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major ____________
      ______
   3. Go Into Military Service
M. Supervised Practical Experience Plan (Project program should be related to career goal).

N. Planned Departmental Activities (FFA)

Parents/Guardians Signature:
A. Name
Last Name ___________________________ First Name, MI __________

B. Gender: Male ______ Female ___

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

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

X Axis Indian or Alaskan Native

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

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

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

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

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

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

(aq sales)

H. Date: _____-____-____

I. Locator Data
Street Address: ____________
City, Zip: _________________
Phone Number: ____________
Email: N/A

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

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

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

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

1. Go to Work Full-Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service
the future.

FRESHMAN YEAR
(2010 - 11)

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(2011 - 12)

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<td>3D Art</td>
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JUNIOR YEAR
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SENIOR YEAR
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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<td>Movie Night</td>
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<td>Halloween Meeting</td>
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Parents/Guardians Signature: ___________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name ___________________________ First Name, MI ___________________________

B. Gender: Male _______ Female _______ X

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

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

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

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

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

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

H. Date: 10/6/11

I. Locator Data
   Street Address:
   City, Zip: Vicksburg, 39180
   Phone Number:
   Email: X

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

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

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

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

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

   3. Go Into Military Service
M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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<td>Movie Night</td>
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<td>Halloween FFA Meeting</td>
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<tr>
<td>Turkey Bowling</td>
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Parents/Guardians Signature: ______________________
A. Name  
   Last Name  
   First Name, MI

B. Gender:  Male  √  Female  

C. Ethnicity/Race:  
   Are you Hispanic or Latino? (Check one):  Yes  No  √  
   American Indian or Alaskan Native  
   Asian Indian  
   Cambodian  
   Chinese  
   Hmong  
   Japanese  
   Korean  
   Laotian  
   Vietnamese  
   Black or African American  
   Filipino  
   Guamanian  
   Samoan  
   Tahitian  √  White

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

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

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

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

H. Date:  10-7-11

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

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

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

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

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N. Planned Departmental Activities (FFA)

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Parents/Guardians Signature: __________________________
Student Filing System

When I arrived at Golden West High School, there was no student filing system in the agriculture department. There were filing cabinets and there were random papers and applications thrown in them. There was information for a few students, but not all.

My project for AGED 539 was to construct a filing system for the department. I cleaned out an old filing cabinet which was time consuming seeing the diversity of papers and files that the cabinet had housed over the years. I then took all the students names from the R-2 data rooster and inputted each one into a excel document. From there, I generated labels for filing folders and printed out all the students’ names according to grade. The labels were then placed on the file folders in alphabetical order. Hanging folders were purchased in four different colors so it was easy to differentiate between the grades. Those were hung on racks in the cabinets and the student folders were then added in according to grade. Each draw in the filing cabinet hosts a different grade of students. The end result was a color coordinated student filing system where we now keep degree applications, proficiency applications, R-2 data sheets, course syllabus signature forms, emergency information, etc.

In addition, I began organized additional filing cabinets to house information for budget paperwork. I took old budgets from previous years and organized them in a draw so they were all accessible. I will also establish a filing system for next year’s paperwork. The FFA also has a drawer with information from all the FFA activities that officers can access for next year. This includes information such as materials needed, budgets, advertisements/posters, etc.

*See masters project for more information regarding the filing cabinet projects.*
Student Filing System

Meghan Davis
Golden West High School
AGED 539 Project

Goal/Objective

- To create a filing system for the department where each student has their own file that they carry with them from year to year.
- These files will contain pertinent information that the student needs to maintain.
- Example: Copies of safety test, parent contact information, school farm agreements, proficiencies, past record books, etc.

Timeline of Project

- August 18 – Began printing off student rosters to put into an excel document.
- August 29 – Started cleaning out an extra filing cabinet that would be utilized to house student folders.
- September 1 – Obtained updated rosters from all teachers.
- September 2 – Began inputting students into an excel document under four different worksheets: freshmen, sophomore, juniors, and seniors.

Timeline of Project

- September 21 – Finished putting in student names into excel. Confirmed that all students who were enrolled in an Ag class where in the excel document.
- September 22 – Printed off mailing labels and began sticking them on file folders.
- October 1 – Filed folders alphabetically into filing cabinets. Each student class is a different color.
- October 2 – Began filing papers into folders.
Materials Recycled

Both of these items were located in storage in the ag department.

Materials Purchased

- 33.99 per box
  Used: 2 boxes
  Total: $67.98

- 6.99 per box
  Used: 3 boxes
  Total: $20.97

$12.99 per pack
Used: 1 pack
Total: $12.99

Total Project Cost

$88.72

Final Product
Course Outlines

The course outlines for Visalia Unified School District are uniform among the four high schools within the district. Most of the course syllabus were approved anywhere from five to ten years ago. They then come up for review in a "review cycle" where they are adjusted as needed. Currently, there are twenty different agriculture course syllabi that are district approved that can be taught at the high school level. They include: agribusiness issue, agricultural business tech, agriculture mechanics 1, agriculture mechanics 2, agriculture mechanics 3, agriculture mechanics 4, agriculture science 1, agriculture science 2, agriculture science 3, agriculture science 4, agriculture biology, agriculture economics, animal science, botany, floriculture, horticulture, international business, advanced agribusiness, plant and soil science, and pre vet science. Any of the classes listed above are approved to be taught at any high school with principal approval.
Visalia Unified School District  
Course Outline  

Course Title: Agriculture Biology  
Grade Level: 10th  
Elective/Required: Required  
Length/Credits: 1 year/10 credits  
Prerequisites: None  
Course Number & CBEDS Codes: 0041/2603  
Replaces: N/A  

I. Course Description:  
A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested it an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.  

II. Instructional Materials:  
Required Text:  
Biology: Principles and Explorations, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston  
Supplementary Text: None  

III. Course Outline:  
1. Introduction to Agricultural Biology (10%)  
a. Agricultural Biology  
b. Agricultural Research  
c. Scientific Method  
d. General Lab Skills and Procedure
2. Cell Biology – Plants & Animals (25%)
   a. Cell organelles (structure and function)
   b. Homeostasis (osmosis and diffusion)
   c. Enzymes
   d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
   e. Biochemistry
   f. Cell reproduction (Mitosis)
   g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
   a. Meiosis
   b. Mendelian principles of genetics
   c. Human genetics
   d. DNA/Structure and Replication
   e. Protein Synthesis
   f. Modern application of bioengineering
4. Evolution (10%)
   a. Theories of evolution
   b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
   a. Organ Systems/Homeostasis
   b. Disease and Immune Response
6. Ecology- Plants & Animals(10%)
   a. Ecosystems
   b. Communities
   c. Populations
   d. Environmental Problems/Human Impact
7. Leadership (5%)
   a. SOEP (Supervised Agriculture Experience Project)
   b. FFA- Leadership development
   c. Record Books

IV. Expectations for Student Learning

A. Introduction to Agricultural Biology
   1. Biological skills are an important aspect of biological sciences. Students must develop the skills necessary for science investigation. As a basis for understanding this concept, students should learn:
      a. The use of the scientific method and procedure.
      b. Utilization of agriculture of agriculture research.
      c. Implementation of agriculture and laboratory skills

B. Cell Biology
   1. Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism’s cells. As a basis for understanding this concept, students should learn:
a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

b. Enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium, the activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.

c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.

e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.

f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.

g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:
   a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
   b. Only certain cells in a multicellular organism undergo meiosis.
   c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.
   d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).
   e. Why approximately half of an individual’s DNA sequence comes from each parent.
   f. The role of chromosomes in determining an individual’s sex.
   g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:
   a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
   b. The genetic basis for Mendel’s laws of segregation and independent assortment.
3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
   a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
   d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
   e. Proteins can differ from one another in the number and sequence of amino acids.
4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
   a. The general structures and functions of DNA, RNA, and protein.
   b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
   c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.
D. Ecology
   1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
      a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
      b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
      c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
      d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
      e. A vital part of an ecosystem is the stability of its producers and decomposers.
      f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
      g. How to analyze the effects that changes in population size have on the ecological balance of a community.
E. Evolution
1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
   a. Why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
   c. New mutations are constantly being generated in a gene pool.
   d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
   a. How natural selection determines the differential survival of groups of organisms.
   b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
   c. The effects of genetic drift on the diversity of organisms in a population.
   d. Reproductive or geographic isolation affects speciation.
   e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems
1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
   a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
   b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
   c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
   d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
   e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.

h. The cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca+2, and ATP.

i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.

2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
   a. The role of the skin in providing nonspecific defenses against infection.
   b. The role of antibodies in the body’s response to infection.
   c. How vaccination protects an individual from infectious disease.
   d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infects they cause.
   e. Why an individual with a compromised immune system, (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
   f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

G. Leadership
   1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
      a. The skills necessary for public speaking.
      b. The importance of keeping accurate records in relation to their SOEP.
      c. The ability to communicate and work with others effectively for a future career in Agriculture.
      d. The opportunities in Agriculture Biology related fields.
      e. And appreciate their self-worth and develop a sense of self-confidence.

V. Instructional Methods

A. Laboratory and field investigations
B. Current readings
C. Videos
D. Discussions
E. Lectures
F. Guest speakers
G. Internet activities
H. Research projects.
VI. Assessment and Evaluations

A. Assignments
   Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term Paper
   2. Speech
   3. Lab activities
   4. Record keeping problem
   5. Class Participation
   6. Science project

B. Testing
   1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
   2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
   3. Students will be given a comprehensive exam.

C. SOEP and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
   2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
   1. Students will be required to participate in a variety of FFA activities.
   2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework
   1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

\[
\begin{align*}
90 - 100\% & = A \\
80 - 89\% & = B \\
70 - 79\% & = C \\
60 - 69\% & = D \\
0 - 59\% & = F
\end{align*}
\]
Visalia Unified School District
Course Outline

Course Title: Agricultural Government
Alternate Course Titles: None
Grade Level: 12
Elective/Required: Required (Meets Graduation Requirement for Civics)
Length/Credits: Semester / 5 credits
Prerequisites: None
Course Numbers: 0078, 0079
CBEDS Codes: 2703
Replaces: None

I. Course Description:
This twelfth grade course of study focuses on the structure and processes of the
United States Government System. Initial emphasis will be on the responsibilities
and rights of citizenship, voting, political parties, elections, campaigns, the
Constitution, the branches of government, and the Bill of Rights. Additionally, the
course will compare the political powers at the local, state, national, and global
levels. A consistent focus throughout the course will be an analysis of the role that
both the government and the voters play in developing policies and laws affecting
the Agricultural Industry.

II. Instructional Materials:
Required Text:
Magruder’s American Government; McClenaghan, Prentice-Hall,

Supplementary Texts:
Selected readings from The Federalist Papers – and from Alexis DeTocqueville,
Democracy in America – all units

III. Course Outline:

Unit 1 (3 weeks) The fundamental principles and moral values of American
democracy
Topics include – development of democratic governance,
evolution of the constitution, essential principles of the
constitution, separation of powers, checks and balances, limited government, and judicial review.

Unit 2 (2 weeks) Federalism and the interaction between the federal, state, and local governments. Topics include — structure of federal, state, and local governments; with emphasis placed on the roles and responsibilities of each.

Unit 3 (2 weeks) The election process. Topics include — political party identification, political ideology, public perception, nomination process, voting, and volunteerism.

Unit 4 (2 weeks) The work of present day legislatures. Topics include — the process of lawmaking (i.e. committee system, lobbying, influence of media, public perception, special interest groups, effective lobbying.)

Unit 5 (3 weeks) The workings of the executive branches. Topics include — roles and powers of the president and the governor, the process of executive leadership, and relationship between the executive branch and the legislative and judicial branches.

Unit 6 (3 weeks) The work of the federal and state courts. Topics include — purpose of the trial courts, appellate courts, and the interpretive role of the courts.

Unit 7 (2 weeks) Comparative governments. Topics include — differences between democracies, dictatorships, and parliamentary democracies.

Unit 8 (1 week) Review and final

IV. Expectations for Student Learning:
Students will understand the current elements of the legislative, executive, and judiciary branches of the government.
Semester Benchmarks:
- Describe the system of separated and shared powers, the role of organized interest groups, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, and civilian control of the military.
- Understand that the Bill of Rights limits the powers of the federal government and state governments.
• Describe how the Constitution relates to the legislative branch, the roles of the House and Senate in impeachment proceedings; the role of the vice president; legislative powers; and the process by which a bill becomes a law.
• Explain the process through which the Constitution can be amended.
• Identify students' current representatives in the legislative branch, including eligibility, election, function of the Electoral College, removal from office, and executive powers.
• Describe how the Constitution relates to judicial power, the jurisdiction of the Federal Courts, and explain the processes of selection and confirmation of federal judges.
• Describe the powers and duties of the Executive Branch.

**Students will understand the relationship among federal, state, and local governments.**
Semester Benchmarks:
• Describe reserved and concurrent powers of state governments (9th and 10th amendments) and compare to exclusive power of the federal government.
• Identify the organization and jurisdiction of the federal, state, county, and local government.
• Identify students' current representatives in state, county and local governments.

**Students will understand civil literacy and responsibilities.**
Semester Benchmarks:
• Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
• Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
• Describe the means that citizens use to participate in the political process.
• Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities.

**Students understand and exhibit the rights and individual responsibilities of citizenship.**
• Responsible for returning documents in a timely manner.
• Show respect to people and things.
• Being punctual and ready to learn.
• Regular attendance.

**Cocurricular English-Language Arts standards:**

**READING**

**Reading Comprehension (Focus on Informational Materials)**
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.
2.5. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
2.6. Critique the power, validity, and truthfulness of arguments set forth in public documents their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

WRITING

Writing Strategies
1.0. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus
1.1. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
1.3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
1.4. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
1.5. Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology
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.

Evaluation and Revision
1.9. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
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.
LISTENING AND SPEAKING

Listening and Speaking Strategies
1.0. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.9 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

V. Instructional Methods:
   A. Lecture
   B. Role Play and Simulation
   C. Case Study and Analysis
   D. Essay Writing
   E. Oral Presentation
   F. Class Discussion

VI. Assessment and Evaluations:
   A. Assignments
      Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
      1. Term paper
2. Speech
3. Record-keeping
4. In-class work
4. Lab activities

B. Testing
1. Students will be given objectives tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.
4. Students will participate in the Visalia Unified School District End of Course Assessment for Civics.

C. Supervised Occupational Experience Project and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors which accumulates money, inventory or hours, as evidenced in her/his California Agricultural Education Record Book.
2. Projects in which other students have participated include:
   a. Agriculture Science research projects
   b. Agriculture Work experience
   c. Small or Large livestock
   d. Landscape Management
   e. Agriculture Mechanics
   f. Home Improvements

D. FFA activities
Students will be required to participate in FFA activities. Potential activities include speaking contests, leadership development workshops, community service, and a variety of other opportunities.

VII. Grading Policy:
Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior), although these factors do impact the student’s ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

\[
\begin{align*}
A &= 90\% - 100\% \\
B &= 80\% - 89\% \\
C &= 70\% - 79\% \\
D &= 60\% - 69\% \\
F &= 0\% - 59\%
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Visalia Unified School District
Course Outline

Course Title: Agriculture Science I
Grade Level: 9-12
Elective/Required: Elective,
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0011/4070
Replaces: N/A

I. Course Description:

A course focusing on beginning animal and plant science, leadership training (public speaking, parliamentary procedure-debate, judging teams, Supervised Occupational Experience Projects) records keeping skills, and career opportunities. Leads to the fulfillment of the science requirements to graduate from high school. This course is a recommended elective for college or university bound students majoring in Agriculture, Business, or Science.

II. Instructional Materials

Required Texts: None

Supplementary Texts:

Agriculture Basic Core Curriculum Model (All units)
Animal Science by Ensiminger (Animal Units)
FFA Official Manual, Current Year (Leadership Units)
Animal Production and Management by Barrick and Harmon (Animal Units)
Material provided by livestock breed associations (Animal Units)
Publication of the University of California Extension (CA Ag. Units)
Sunset Western Garden Book (Plant Units)
III. Course Outline

Course Content

Weeks of Instruction

A. Agriculture and Society
   1. Economic and social importance of agriculture on local, state, national and worldwide basis.
   3. Careers available in agriculture and employability.

B. Agriculture Leadership Development
   1. Purpose, origin, and operations of the FFA
   2. Parliamentary law and its importance to agriculture
   3. Types of Supervised Occupational Experience Programs
   4. Record-Keeping and management of projects
   5. Agriculture presentation/public speaking
   6. Opportunities available through the FFA

C. Livestock Selection and Management
   1. Identification of major livestock breeds
   2. Evaluation of major classes of livestock
   3. Terms, definitions, and life-cycles of the major classes of livestock
   4. Economic/social significance of livestock classes
   5. Management techniques used on various livestock
   6. Poultry and rabbit production

D. Plant Science
   1. Local and state crops of economic importance
   2. Life-cycle and growth of plants
   3. Basic Botany
   4. Plant Nutrition

IV. Expectations for Student Learning

Each student who completes this course will be able to:

A. Agriculture and Society
   1. Identify topography and crops in California
   2. Identify Agricultural Regions in California and the economic importance of crops
   3. Develop an awareness for career opportunities in agriculture

B. Agriculture Leadership Development
   1. Understand and use principals of Parliamentary Procedure
   2. Understand the importance of keeping accurate financial records of business transactions
   3. Be able to speak in public and develop leadership skills

C. Livestock Selection and Management
   1. Identify parts and functions of livestock
   2. Identify economic importance of livestock
3. Identify different breeds of livestock, and their importance, and their use in Agriculture
4. Identify external anatomy
5. Understand principals of animal behavior
6. Understand the factors involved in and develop an ability for evaluating livestock
7. Be able to perform basic skills necessary in livestock management

D. Plant Science
   1. Understand growth and development of plants
   2. Understand the factors of plant reproduction

V. Instructional Methods

   A. Lecture/Note-taking
   B. Audio/Visual materials
   C. Group/Individual assignments
   D. Laboratory activities
   E. Discussion
   F. Reading assignments/related worksheets
   G. Guest Speakers
   H. Test-taking
   I. Field Trips
   J. Research/Term paper
   K. Student Presentation

IV. Assessment and Evaluations

   A. Assignments
      Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
      1. Term Paper
      2. Speech
      3. Lab activities
      4. Record keeping problem
      5. Class Participation
      6. In-class work

   B. Testing
      1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
      2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
      3. Students will be given a comprehensive exam.
C. SOEP and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
   2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
   1. Students will be required to participate in a variety of FFA activities.
   2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework
   1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:
    Completion of assigned projects & FFA involvement

   90 – 100% = A
   80 – 89% = B
   70 – 79% = C
   60 – 69% = D
   0 – 59% = F
Visalia Unified School District
Course Outline

Course Title: Animal Science
Alternative Title: None
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

I. Course Description:
This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

II. Instructional Materials:

Required Text:
Animal Production and Management; Kirby Barrick and Hobart L. Harmon.

Supplementary Texts:
Teacher notes, Student handouts, related magazine articles and current industry videos.

III. Course Outline (include approximate length of time):
First six-week grading period
A. Introduction to Animal Management
   1. Careers and Supervised Occupational Experience Project
   2. Animal Production in the United States
   3. Animals and their uses
B. Animal Selection and evaluation
   1. Selection of breeding stock
   2. Selection of market stock

Second six-week grading period
A. Breeding and Reproduction
   1. Mating Systems
   2. Breeding Periods
   3. Female reproductive tract
   4. Male reproductive tract
   5. Reproductive Hormones

B. Nutrition
   1. Digestive systems
   2. Functions of essential nutrients
   3. Calculating rations

Third six-week grading period
A. Animal Health
   1. Causes of Disease
   2. Diagnosis
   3. Disease Prevention
   4. Controlling Parasites
   5. Controlling Poisonous Plants
   6. Treatment of Disease

Fourth six-week grading period
A. Managing Beef Cattle
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

B. Managing Dairy Cattle
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

Fifth six-week grading period
A. Managing Sheep
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Managing Swine
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

Sixth six-week grading period
A. Managing Horses
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

B. Career Planning
   1. Student Seminar Presentation
   2. College education and/or vocational career planning
   3. Work ethics and employability skills
   4. Developing a professional portfolio

IV. Expectations for Student Learning:
   Essential Standard: Students will understand fundamental life processes.
   1a – Students know cells are enclosed within semi permeable membranes that
regulate their interaction with their surroundings.
   1c – Students know how prokaryotic cells and eukaryotic cells differ
in complexity and general structure.
   1g – Students know the role of the mitochondria in making stored chemical-bond
energy available to cells by completing the breakdown of glucose to carbon dioxide.

   Essential Standard: Students will understand the role genetics play in the
development of bacteria for fermentation of milk.
   5c – Students know how genetic engineering (biotechnology) is used to produce
novel biomedical and agricultural products.

   Essential Standard: Students will understand structures and functions of
organ systems, the internal environment of animals relatively stable despite
changes in the outside environment.
   9a – Students know how the complementary activity of major body systems
provides cells with oxygen and nutrients and removes toxic waste products such as
carbon dioxide.
   10c – Students know how vaccination protects an individual from infectious
diseases.
   10d – Students know there are important differences between bacteria and viruses
with respect to their requirements for growth and replication, the body’s primary
defenses against bacterial and viral infection, and effective treatments of these
infections.
Essential Standard: Students will understand solutions, gases and their properties, acids and bases, reaction rates, and thermodynamics as it relates to the production of dairy products.
4a – Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
4d – Students know the values and meanings of standard temperature and pressure.
5a – Students know the observable properties of acids, bases, and salt solutions.
6c – Students know temperature, pressure, and surface area affect the dissolving process.
7a – Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
7d – Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
8b – Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
8c – Students know how to write and calculate an equilibrium constant expression for a reaction.

Co-Curricular Standards (English and Mathematics)

**English**

1.1 Understand words and their derivations
1.2 Understanding denotative and connotative meanings of words
2.4 Synthesize content, paraphrase and connect ideas
2.5 Extend ideas
2.6 Follow technical directions

**Math**

10.0 Add, subtract, multiply, and divide to solve multi-step problems using these techniques.
13.0 Add, subtract, multiply, and divide rational expressions/functions solving both computationally and conceptually challenging problems.

V. Instructional Methods:
   A. Lecture/Note-taking
   B. Audio/Visual materials
   C. Group/Individual assignments
   D. Laboratory activities
   E. Discussion
   F. Reading assignments/related worksheets
   G. Guest Speakers
   H. Field trips
VI. Assessment and Evaluations:
   A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
      1. In-class work
      2. Homework
      3. Labs (Field work and laboratory)
      4. Speeches/Presentations
      5. Term paper
   B. Testing
      1. Students will be given objectives tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
      2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
      3. Students will be given comprehensive quizzes and exams during each unit.
   C. Supervised Occupational Experience Project and Record Book
      A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:
    Reports of student progress will be provided every six weeks, with final grades provided at the end of the semester. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through the individual citizenship grades.

    All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

    100-90% = A  
    89-80% = B  
    79-70% = C  
    69-60% = D  
    59 & below = F
Daily Grade Sheets

The grading system that is used at Golden West High School is Power School. Each class has their own grade book where assignments are added in. Assignments can be entered in different categories and can be weighted on a percentage scale. I input grades on a regular basis throughout the week. Student grades are posted by student identification number in the back of the room every Friday. I have also started sending out weekly parent e-mail with an attached grade sheet as well as upcoming classroom and FFA information. Parent feedback is very positive about the weekly e-mail. The school went live with grade books in January so parents could access them online. Parents have to have a username and password in order to log onto their child’s account.
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SAE Supervision Forms

Project supervision forms are filled out on project visits. The forms have space for the advisor to write the date, student name, as well as project type. There is more room for the advisor to leave comments about what they saw the day they went to visit the project. There is a spot for suggestions that the student is requested to due between the project visit and the next visit date. The student and advisor then sign the supervision forms. On the bottom there is a spot to write in the next visit date, whether or not a parent was present, which vehicle the teacher drove, and where the visit was at. Once these forms are filed out, the student receives a copy of the next day and the original is filed in their personal folder at school.

In the beginning of the year, I distributed a home visit form for the new students coming into the agriculture department. The form let parents know of some of the possible opportunities for their student and then requested a visit to sit down and talk further about the possibilities if the parent would like. The parent circled a date and time that would work best for them. The visit would then take place.
August 19, 2011

Dear Parent/Guardian,

Hello, my name is Meghan Davis and I will be your child’s Intro to Ag Science teacher for 2011-2012 school year.

The Golden West Agriculture department combined with Golden West FFA has many outstanding opportunities for your child to join in on. My goal as your child’s instructor is to meet and talk with you during the next month to ensure you are aware of these opportunities. In addition, I would like to talk with you about what the class will be during throughout the course of the year, along with the career pathways our program offers during your child’s attendance at Golden West High School. Another aspect of the program is the Supervised Agriculture Experience Project (SAE). Because your child is enrolled in an agriculture class, they are required to have a project. I would also like to meet with you to talk about some project ideas that your child may adopt, or one that they might already be involved in. Projects can range in a wide variety of different forms.

The visit is NOT required of you, but is important so you can see the various areas your child will have to excel in our program. If you are interested in participating in a home visit, please fill out the attached sheet and return it to me no later than August 31, 2011. The visit should take approximately 20-30 minutes. It can be conducted at school or your home. Please feel free to call me if you have any questions, (559)730-7801 x1124 or mdavis@vusd.org. I look forward to meeting you.

Sincerely,

Meghan Davis

Student
Name: ___________________________ Date: ___________________________

Parent Name: ___________________________ Signature: ___________________________

Phone Number: ___________________________

____ YES, I would like to schedule a visit. Please write in three dates and times that would work for you during the week between 4 – 6pm.

____ No, thank you.
<table>
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<th>Student</th>
<th>Visit Date</th>
<th>Comments</th>
<th>Far Sheep</th>
<th>Sessions</th>
<th>Sit by Few Pan to Calm Sheep</th>
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<td>Cheyenne O’Dee</td>
<td>7-8-11</td>
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<th>Next Visit Date</th>
<th>Parent Present</th>
<th>Vehicle Driven:</th>
<th>Site Visited:</th>
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<td>Personal School Farm</td>
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</table>
Golden West
SAE Project Visit Form

Student: Courtney Russell
Project: Sheep
Visit Date: 7-8-11
Comments: Weigh and tag
Suggestions: Feed & lbs and practice setting up

Student Signature: [Signature]
Advisor Signature: [Signature]
Next Visit Date: 7-25-11
Parent Present: No

Golden West
AE Project Visit Form

Student: Hailey Janase
Project: Sheep
Visit Date: 8-23-11
Comments: Practice sheepmanship
Suggestions: Practice bracing sheep

Student Signature: [Signature]
Advisor Signature: [Signature]
Next Visit Date: 9-7-11
Parent Present: Yes
Vehicle Driven: Personal
Site Visited: School Farm
Golden West
SAE Project Visit Form

Student: Josh Polich
Project: Sheep
Visit Date: 7-8-11
Comments: weigh and tag fair sheep.
Suggestions: continue walking and exercising

Student Signature: [Signature]
Advisor Signature: [Signature]
Next Visit Date: 7-25-11
Parent Present: YES
Vehicle Driven: personal
Site Visited: School Farm

Golden West
SAE Project Visit Form

Student: Courtney Russell
Project: Sheep
Visit Date: 8/22/11
Comments: showmanship practice
Suggestions: continue feeding at same weight.

Student Signature: [Signature]
Advisor Signature: [Signature]
Next Visit Date: 9-7-11
Parent Present: YES
Vehicle Driven: personal
Site Visited: School Farm
Golden West
SAE Project Visit Form

Student: Seth Burgess

Project: Sheep

Visit Date: 8/22/11

Comments: Showmanship practice

Suggestions: WALK & exercise, cut back on feed

Student Signature: Seth Burgess

Advisor Signature: M. Miller

Next Visit Date: 9-7-11

Parent Present: YES NO

Vehicle Driven: personal

Site Visited: School farm

Golden West
SAE Project Visit Form

Student: Just Polich

Project: Sheep

Visit Date: 8/22/11

Comments: Showmanship practice

Suggestions: Continue feeding and exercising

Student Signature: Just Polich

Advisor Signature: M. Miller

Next Visit Date: 9-7-11

Parent Present: YES NO

Vehicle Driven: personal

Site Visited: School farm
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<tr>
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<th>Golden West</th>
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<tr>
<td><strong>Student:</strong></td>
<td>Seth Borges</td>
<td>Seth Borges</td>
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<tr>
<td><strong>Project:</strong></td>
<td>Sheep</td>
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<td><strong>Visit Date:</strong></td>
<td>9-26-11</td>
<td>7-8-11</td>
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<td><strong>Comments:</strong></td>
<td>Pass out Car Palace lamb. Spent time discussing feed.</td>
<td>weigh and tag fair sheep.</td>
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<td><strong>Suggestions:</strong></td>
<td>Sit by feed pen until ewe calms down.</td>
<td>practice showing and exercise more.</td>
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<td><strong>Student Signature:</strong></td>
<td>Seth Borges</td>
<td>Seth Borges</td>
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<td>M. Davis</td>
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<td><strong>Site Visited:</strong></td>
<td>School farm</td>
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Golden West
SAE Project Visit Form

Student: Hayley Young
Project: Sheep
Visit Date: 8/22/11
Comments: Showmanship practice
Suggestions: Continue feeding sheep more.

Student Signature: Hayley Young
Advisor Signature: Maud
Next Visit Date: 9/7/11
Parent Present: YES
Vehicle Driven: personal
Site Visited: school farm

Golden West
SAE Project Visit Form

Student: Hayley Young
Project: Sheep
Visit Date: 7/8/11
Comments: Weigh and tag fair sheep
Suggestions: Increase feed practice showmanship.

Student Signature: Hayley Young
Advisor Signature: Maud
Next Visit Date: 7/25/11
Parent Present: YES
Vehicle Driven: personal
Site Visited: school farm
Golden West
SAE Project Visit Form

Student:  Maggie Jameson
Project:  Sheep
Visit Date:  8/22/11
Comments:  Shownmanship
practice
Suggestions:  practice bracing

Student Signature:  Maggie Jameson
Advisor Signature:  ______________________
Next Visit Date:  9-7-11
Parent Present:  YES
Vehicle Driven:  personal
Site Visited:  School Farm

Golden West
SAE Project Visit Form

Student:  Hayley Young
Project:  Sheep
Visit Date:  9-26-11
Comments:  Pass out cow
palace lamb spent
time discussing feed.
Suggestions:  Sit by feed pan
until ewe calms down.

Student Signature:  Hayley Young
Advisor Signature:  ______________________
Next Visit Date:  10-4-11
Parent Present:  YES
Vehicle Driven:  personal
Site Visited:  School Farm
Golden West  
SAE Project Visit Form

Student: Ricky Russell
Project: sheep
Visit Date: 7-8-11
Comments: weigh and tag fair sheep.
Suggestions: Increase feed. Practice showmanship.

Student Signature: Ricky Russell
Advisor Signature: McDav
Next Visit Date: 7-25-11
Parent Present: yes
Vehicle Driven: personal
Site Visited: school farm

Golden West  
SAE Project Visit Form

Student: Maggie Jameson
Project: sheep
Visit Date: 7-8-11
Comments: weigh and tag fair sheep.
Suggestions: Sit with feed pan until sheep calms down.

Student Signature: Maggie Jameson
Advisor Signature: McDav
Next Visit Date: 7-25-11
Parent Present: yes
Vehicle Driven: personal
Site Visited: school farm
Golden West
SAE Project Visit Form
Student: Macayla Morse
Project: Sheep
Visit Date: 7-8-11
Comments: weigh and tag fair sheep.
Suggestions: sit in pen until sheep settles.
Student Signature: [signature]
Advisor Signature: [signature]
Next Visit Date: 7-25-11
Parent Present: YES NO
Vehicle Driven: personal
Site Visited: School Farm

Golden West
SAE Project Visit Form
Student: Ricky Russell
Project: Sheep
Visit Date: 8/22/11
Comments: practice showmanship
Suggestions: start working with lamb more.
Student Signature: [signature]
Advisor Signature: [signature]
Next Visit Date: 9-7-11
Parent Present: YES NO
Vehicle Driven: personal
Site Visited: School Farm
Golden West
SAE Project Visit Form

Student: Macayla Morse
Project: Sheep
Visit Date: 9/26/11
Comments: Pass out Cow Palace lamb. Spent time discussing feed.
Suggestions: Sit by feed pan until lamb calms down.

Student Signature: Macayla Morse
Advisor Signature: [Signature]
Next Visit Date: 10/4/11
Parent Present: YES
Vehicle Driven: personal
Site Visited: Pratt's House

Macayla Morse
Golden West High School Agriculture Department

School Board Policy pertaining to SAE

In every course syllabus approved by the school board, there is a category for leadership where students are graded. The syllabus states that 5% of the instruction time throughout the school year should be spent on SAE, Supervised Agriculture Experience Project, and therefore be graded for that. It is uniform throughout the Golden West Agriculture Department that this is worth 10% of the student's grade. The must, in addition, have a record book on file in order to receive points towards their grade. If they are freshmen or first year members, they must have a plan on file of how they plan on starting a project the following year.
Visalia Unified School District
Course Outline

Course Title: Agriculture Biology
Alternate Title: Integrated AG Biology
Grade Level: 10th
Elective/Required: Elective; meets biology graduation requirement
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0041, 0042
CBEDS Codes: 2603
Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested it an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the Visalia Unified School District common course outline for Biology. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.

II. Instructional Materials:

Required Text:

Biology – McDougal-Littell Publisher, 2007

Supplementary Text: None

III. Course Outline: This course is matched to the California Science Content Standards for Biology.

1. Introduction to Agricultural Biology (10%)
   a. Agricultural Biology
   b. Agricultural Research
   c. Scientific Method
   d. General Lab Skills and Procedure

2. Cell Biology – Plants & Animals (25%)
   a. Cell organelles (structure and function)
   b. Homeostasis (osmosis and diffusion)
c. Enzymes
d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
e. Biochemistry
f. Cell reproduction (Mitosis)
g. Cell Respiration and Photosynthesis

3. Genetics- Plants & Animals (25%)
   a. Meiosis
   b. Mendelian principles of genetics
   c. Human genetics
d. DNA/Structure and Replication
e. Protein Synthesis
f. Modern application of bioengineering

4. Evolution (10%)
   a. Theories of evolution
   b. Environmental and Genetic Influences on Evolution

5. Structure and Function in Living Systems (15%)
   a. Organ Systems/Homeostasis
   b. Disease and Immune Response

6. Ecology- Plants & Animals (10%)
   a. Ecosystems
   b. Communities
c. Populations
d. Environmental Problems/Human Impact

7. Leadership (5%)
   a. SOEP (Supervised Agriculture Experience Project)
b. FFA- Leadership development
c. Record Books

IV. Expectations for Student Learning:

A. Introduction to Agricultural Biology
   1. Biological skills are an important aspect of biological sciences. Students
      must develop the skills necessary for science investigations. As a basis for
      understanding this concept, students should learn:
         a. The use of the scientific method and procedure.
         b. Utilization of agriculture of agriculture research.
         c. Implementation of agriculture and laboratory skills

B. Cell Biology
   1. Fundamental life processes of plants and animals depend on a variety
      of chemical reactions that are carried out in specialized areas of an
      organism’s cells. As a basis for understanding this concept, students
      should learn:
         a. Cells are enclosed within semi-permeable membranes that regulate
            their interaction with their surroundings.
         b. Enzymes are proteins and catalyze biochemical reactions without
altering the reaction equilibrium, the activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.
c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.
f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.
g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:
   a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
   b. Only certain cells in a multicellular organism undergo meiosis.
   c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.
   d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization)
   e. Why approximately half of an individual's DNA sequence comes from each parent.
   f. The role of chromosomes in determining an individual's sex.
   g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:
   a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
   b. The genetic basis for Mendel's laws of segregation and independent assortment.

3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
   a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.

d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.

e. Proteins can differ from one another in the number and sequence of amino acids.

4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
   a. The general structures and functions of DNA, RNA, and protein.
   b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into RNA.
   c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
   a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
   b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
   c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
   e. A vital part of an ecosystem is the stability of its producers and decomposers.
   f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
   g. How to analyze the effects that changes in population size have on the ecological balance of a community.

E. Evolution

1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
   a. Why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
   c. New mutations are constantly being generated in a gene pool.
   d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
a. How natural selection determines the differential survival of groups of organisms.
b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
c. The effects of genetic drift on the diversity of organisms in a population.
d. Reproductive or geographic isolation affects speciation.
e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
   a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
   b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
   c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
   d. The functions of the nervous system, and the role of neurons in transmitting electro-chemical impulses.
   e. The roles of sensory neurons, inter-neurons, and motor neurons in sensation, thought, and response.
   f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
   g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
   h. The cellular and molecular basis of muscle contraction, including the roles of ctn, myosin, Ca+2, and ATP.
   i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.

2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
   a. The role of the skin in providing nonspecific defenses against infection.
   b. The role of antibodies in the body's response to infection.
   c. How vaccination protects an individual from infectious disease.
   d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause.
   e. Why an individual with a compromised immune system. (For example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
   f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.
G. Leadership

1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
   a. The skills necessary for public speaking.
   b. The importance of keeping accurate records in relation to their SOEP.
   c. The ability to communicate and work with others effectively for a future career in Agriculture.
   d. The opportunities in Agriculture Biology related fields.
   e. And appreciate their self worth and develop a sense of self-confidence.

Co-Curricular Standards (English, Math, and Reading)

1. Understand the meanings of and use specialized vocabulary related to each unit.
2. Write clear, coherent, and focused essays.
3. Demonstrate correct organization, involve research and technology and use the writing process.
4. Use correct sentence structure, grammar, punctuation, capitalization, and spelling to produce legible works.
5. Deliver focused, coherent presentations using elements of effective speech and communication skills.
6. Deliver a variety of narrative and expository presentations and apply appropriate interviewing techniques.
7. Add, subtract, multiply and divide numbers.

V. Instructional Methods:

   A. Laboratory and field investigations; virtual labs
   B. Current Readings
   C. Videos/DVD/Multi-media – software, tutorials, Internet activities
   D. Whole Class/Small Group Discussions
   E. Direct Instruction – Lectures, Demonstrations, Modeling
   F. Guest Speakers
   G. Research projects and Written Assignments (Essays, lab reports, etc...)

VI. Assessment and Evaluations:

   A. Assignments

   Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term Paper; written work
   2. Speech and/or Oral Presentations
   3. Lab activities and reports
   4. Record keeping problem
   5. Classwork and Homework
   6. Science project

   B. Testing

   1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
   2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through the individual citizenship grades.

NOTE: Refer to alternative school handbooks and planning guides for information about when final grades and credit are assigned.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

\[
\begin{align*}
A &= 90\% \quad 100\% \\
B &= 80\% \quad 89\% \\
C &= 70\% \quad 79\% \\
D &= 60\% \quad 69\% \\
F &= 0\% \quad 59\%
\end{align*}
\]
Course Title: Agricultural Government
Alternate Course Titles: None
Grade Level: 12
Elective/Required: Required (Meets Graduation Requirement for Civics)
Length/Credits: Semester / 5 credits
Prerequisites: None
Course Numbers: 0078, 0079
CBEDS Codes: 2703
Replaces: None

I. Course Description:

This twelfth grade course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare the political powers at the local, state, national, and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agricultural Industry.

II. Instructional Materials:

Required Text:
United States Government – Democracy in Action; Glencoe, 2006

Supplementary Texts:
Selected readings from The Federalist Papers – and from Alexis DeTocqueville, Democracy in America – all units
The U.S. Farm Bill latest revised edition
III. Course Outline:

Unit 1
(3 weeks)

The fundamental principles and moral values of American democracy
Topics include – development of democratic governance, evolution of the constitution, essential principles of the constitution, separation of powers, checks and balances, limited government, and judicial review.

Unit 2
(2 weeks)

Federalism and the interaction between the federal, state, and local governments.
Topics include – structure of federal, state, and local governments; with emphasis placed on the roles and responsibilities of each.

Unit 3
(2 weeks)

The election process
Topics include – political party identification, political ideology, public perception, nomination process, voting, and volunteerism.

Unit 4
(2 weeks)

The work of present day legislatures
Topics include – the process of lawmaking (i.e. committee system, lobbying, influence of media, public perception, special interest groups, effective lobbying.)

Unit 5
(3 weeks)

The workings of the executive branches
Topics include – roles and powers of the president and the governor, the process of executive leadership, and relationship between the executive branch and the legislative and judicial branches.

Unit 6
(2 weeks)

The work of the federal and state courts
Topics include – purpose of the trial courts, appellate courts, and the interpretive role of the courts.

Unit 7
(2 weeks)

Comparative governments
Topics include – differences between democracies, dictatorships, and parliamentary democracies.

Unit 8
(1 week)

Agriculture Policy (ADDED 2009)
Topics include – Domestic International Issues, Preoccupation with security and Government Influence

Review and Final
(1 week)

Review and final
IV. Expectations for Student Learning:

Students will understand the current elements of the legislative, executive, and judiciary branches of the government.

Semester Benchmarks:

- Describe the system of separated and shared powers, the role of organized interest groups, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, and civilian control of the military.
- Understand that the Bill of Rights limits the powers of the federal government and state governments.
- Describe how the Constitution relates to the legislative branch, the roles of the House and Senate in impeachment proceedings; the role of the vice president; legislative powers; and the process by which a bill becomes a law.
- Explain the process through which the Constitution can be amended.
- Identify students' current representatives in the legislative branch, including eligibility, election, functions of the Electoral College, removal from office, and executive powers.
- Describe how the Constitution relates to judicial power, the jurisdiction of the Federal Courts, and explain the processes of selection and confirmation of federal judges.
- Describe the powers and duties of the Executive Branch.

Students will understand the relationship among federal, state, and local governments.

Semester Benchmarks:

- Describe reserved and concurrent powers of state governments (9th and 10th amendments) and compare to exclusive power of the federal government.
- Identify the organization and jurisdiction of the federal, state, county, and local government.
- Identify students' current representatives in state, county and local governments.

Students will understand civil literacy and responsibilities.

Semester Benchmarks:

- Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- Describe the means that citizens use to participate in the political process.
- Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities.

Students understand and exhibit the rights and individual responsibilities of citizenship.

- Responsible for returning documents in a timely manner.
- Show respect to people and things.
- Being punctual and ready to learn.
- Regular attendance.
Cocurricular English-Language Arts standards:

READING

Reading Comprehension (Focus on Informational Materials)
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.
2.5. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
2.6. Critique the power, validity, and truthfulness of arguments set forth in public documents their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

WRITING

Writing Strategies
1.0. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology
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.

Evaluation and Revision
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
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.

LISTENING AND SPEAKING

Listening and Speaking Strategies
1.0. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.9 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

V. Instructional Methods:
A. Lecture, Note Taking, Summarization
B. Role Play and Simulation
C. Court Case Study and Analysis
D. Essay Writing
E. Oral and Written Reports and/or Presentations
F. Class/Small Group Discussion
G. Engagement Strategies
H. Technology Based Resources – Video, Audio, Software
VI. Assessment and Evaluations:

A. Assignments
   Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term paper
   2. Speech
   3. Record-keeping
   4. In-class work
   5. Court Case Presentations
   6. Presidential Research 2 minute speech

B. Testing
   1. Students will be given objectives tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
   2. Students will participate in regular group activities which reinforce ideas and information conveyed by the instructor.
   3. Students will be given comprehensive quizzes and exams during each unit.
   4. Students will participate in the Visalia Unified School District End of Course Assessment for Civics.

C. Supervised Occupational Experience Project and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision form one of the Agriculture instructors which accumulates money, inventory or hours, as evidenced in her/his California Agricultural Education Record Book.
   2. Projects in which other students have participated include:
      a. Agriculture Science research projects
      b. Agriculture Work experience
      c. Small or Large livestock
      d. Landscape Management
      e. Agriculture Mechanics
      f. Home Improvements

D. FFA activities
   Students will be required to participate in FFA activities. Potential activities include speaking contests, leadership development workshops, community service, and a variety of other opportunities.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student’s ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.
All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%
Visalia Unified School District
Course Outline

Course Title: Agriculture Science I
Alternative Title: 9-12
Grade Level: Elective
Elective/Required: 1 year/10 credits
Length/Credits: None
Prerequisites:
Course Numbers: 0011
CBEDS Codes: 4070
Replaces: N/A

I. Course Description:

Agriculture Science 1 focuses on beginning animal and plant science; leadership training (public speaking, parliamentary procedure-debate, judging teams, Supervised Occupational Experience Projects); record keeping skills, and career opportunities in the field of agriculture. Introductory material supports success in continuing science coursework, specifically in the area of biological sciences. This course is a recommended elective for college or university bound students majoring in Agriculture, Business, and/or Life Science.

II. Instructional Materials:

Required Texts: None

Supplementary Texts:

Agriculture Basic Core Curriculum Model (All units)
Animal Science by Ensiminger (Animal Units)
FFA Official Manual, Current Year (Leadership Units)
Animal Production and Management by Barrick/Harmon (Animal Units)
Material provided by livestock breed associations (Animal Units)
Publication of the University of California Extension (CA Ag Units)
Sunset Western Garden Book (Plant Units)
III. Course Outline:

Course Content/Weeks of Instruction
A. **Agriculture and Society** 6 wks
   1. Economic and social importance of agriculture on local, state, national and worldwide basis.
   3. Careers available in agriculture and employability.

B. **Agriculture Leadership Development** 10 wks
   1. Purpose, origin, and operations of the FFA
   2. Parliamentary law and its importance to agriculture
   3. Types of Supervised Occupational Experience Programs
   4. Record-Keeping and management of projects
   5. Agriculture presentation/public speaking
   6. Opportunities available through the FFA

C. **Livestock Selection and Management** 14 wks
   1. Identification of major livestock breeds
   2. Evaluation of major classes of livestock
   3. Terms, definitions, and life-cycles of the major classes of livestock
   4. Economic/social significance of livestock classes
   5. Management techniques used on various livestock
   6. Poultry and rabbit production

D. **Plant Science** 4 wks
   1. Local and state crops of economic importance
   2. Life-cycle and growth of plants
   3. Basic Botany
   4. Plant Nutrition

IV. Expectations for Student Learning:

*Each student who completes this course will be able to...*
A. **Agriculture and Society**
   1. Identify topography and crops in California
   2. Identify Agricultural Regions in California and the economic importance of crops
   3. Develop an awareness for career opportunities in agriculture

B. **Agriculture Leadership Development**
   1. Understand and use principals of Parliamentary Procedure
   2. Understand the importance of keeping accurate financial records of business transactions
   3. Be able to speak in public and develop leadership skills

C. **Livestock Selection and Management**
   1. Identify parts and functions of livestock
   2. Identify economic importance of livestock
   3. Identify different breeds of livestock, and their importance, and their use in Agriculture
   4. Identify external anatomy
5. Understand principals of animal behavior
6. Understand the factors involved in and develop an ability for evaluating livestock
7. Be able to perform basic skills necessary in livestock management

D. Plant Science
1. Understand growth and development of plants
2. Understand the factors of plant reproduction

ELA Support Standards:

Domain: Reading
1.0 Understand the meanings of and use specialized vocabulary & grade level appropriate words.
2.0 Read and understand grade level appropriate material representing both narrative and expository material, including functional workplace documents, technical directions, professional journals, editorials, and on-line information. Special emphasis placed on critical thinking skills including synthesizing content and ideas from multiple sources, producing evidence of comprehension, and extending ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.

Domain: Writing
1.0 Write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument and which demonstrate correct organization, involve research and technology, and use the writing process.
2.0 Write a variety of narrative and expository essays including responses to literature, analytical essays and research reports, persuasive compositions, business letters, and technical documents.

Domain: Speaking and Listening
1.0 Deliver focused, coherent presentations using elements of effective speech and communication skills. Analyze and respond to oral and media communications.
1.0 Deliver a variety of narrative and expository presentations and apply appropriate interviewing techniques.

Math Support Standards:

Domain: Measurement & Geometry
- Compare units of measure (weights, times, temperature, capacities, etc...) & geometric shapes.

Domain: Statistics, Data Analysis, & Probability
- Collect, organize, & represent data. (Use of electronic spreadsheets.)

CTE Foundation Standards:

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:
4.0 Technology
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

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:

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:

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

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:

10.0 Technical Knowledge and Skills

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

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

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

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

C6.0 Students understand animal anatomy and systems.

C7.0 Students understand basic animal genetics.

C8.0 Students understand fundamental animal nutrition and feeding.

C9.0 Students understand basic animal health.

C10.0 Students understand soil science principles.

C11.0 Students understand plant growth and development.

C13.0 Students understand the scientific method.
V. Instructional Methods:

A. Lecture/Note-taking/Demonstrations and Modeling/ Guest Speakers
B. Technology-Based Resources: Audio/Visual materials, software/hardware
C. Group/Individual assignments
D. Laboratory Activities
E. Whole Class/Small Group Discussion
F. Reading Assignments/Study Guides and Questions/Note Taking and Summaries
G. Test-taking
H. Field Trips and Visitations
I. Writing Assignments - Research/Term paper and Essays
J. Student/Group Presentations

IV. Assessment and Evaluations:

A. Assignments - Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term Paper
   2. Speech
   3. Lab activities
   4. Record keeping problem
   5. Class Participation
   6. In-class work
B. Testing
   1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
   2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
   3. Students will be given a comprehensive exam.

C. SOEP and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
   2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
   1. Students will be required to participate in a variety of FFA activities.
   2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Classwork and Homework – Students will be responsible for completing a variety of assignments as determined by the instructor.
VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

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\begin{align*}
A &= 90\% - 100\% \\
B &= 80\% - 89\% \\
C &= 70\% - 79\% \\
D &= 60\% - 69\% \\
F &= 0\% - 59\%
\end{align*}
\]
School Board Policy pertaining to FFA

In every course syllabus approved by the school board, there is a category for leadership where students are graded. The syllabus states that 5% of the instruction time throughout the school year should be spent on FFA and therefore be graded for that. It is uniform throughout the Golden West Agriculture Department that this is worth 10% of the student's grade, and students must attend a minimum of three FFA activities per semester. These activities can be at any level: chapter, section, region, state, or national. In order to encourage students to attend more than the minimum, the FFA Officers have a point award program where the top ten most activity members receive a trip to Six Flags in June.
Visalia Unified School District
Course Outline

Course Title: Agriculture Biology
Alternate Title: Integrated AG Biology
Grade Level: 10th
Elective/Required: Elective; meets biology graduation requirement
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0041, 0042
CBEDS Codes: 2603
Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the Visalia Unified School District common course outline for Biology. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.

II. Instructional Materials:

Required Text:

*Biology* – McDougal- Littell Publisher, 2007

Supplementary Text: None

III. Course Outline: *This course is matched to the California Science Content Standards for Biology.*

1. Introduction to Agricultural Biology (10%)
   a. Agricultural Biology
   b. Agricultural Research
   c. Scientific Method
   d. General Lab Skills and Procedure

2. Cell Biology – Plants & Animals (25%)
   a. Cell organelles (structure and function)
   b. Homeostasis (osmosis and diffusion)
c. Enzymes
  d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
  e. Biochemistry
  f. Cell reproduction (Mitosis)
  g. Cell Respiration and Photosynthesis

3. Genetics- Plants & Animals (25%)
   a. Meiosis
   b. Mendelian principles of genetics
   c. Human genetics
   d. DNA/Structure and Replication
   e. Protein Synthesis
   f. Modern application of bioengineering

4. Evolution (10%)
   a. Theories of evolution
   b. Environmental and Genetic Influences on Evolution

5. Structure and Function in Living Systems (15%)
   a. Organ Systems/Homeostasis
   b. Disease and Immune Response

6. Ecology- Plants & Animals (10%)
   a. Ecosystems
   b. Communities
   c. Populations
   d. Environmental Problems/Human Impact

7. Leadership (5%)
   a. SOEP (Supervised Agriculture Experience Project)
   b. FFA- Leadership development
   c. Record Books

IV. Expectations for Student Learning:

A. Introduction to Agricultural Biology
   1. Biological skills are an important aspect of biological sciences. Students
      must develop the skills necessary for science investigations. As a basis for
      understanding this concept, students should learn:
      a. The use of the scientific method and procedure.
      b. Utilization of agriculture of agriculture research.
      c. Implementation of agriculture and laboratory skills

B. Cell Biology
   1. Fundamental life processes of plants and animals depend on a variety
      of chemical reactions that are carried out in specialized areas of an
      organism’s cells. As a basis for understanding this concept, students
      should learn:
      a. Cells are enclosed within semi-permeable membranes that regulate
         their interaction with their surroundings.
      b. Enzymes are proteins and catalyze biochemical reactions without
altering the reaction equilibrium, the activity of enzymes depends on
the temperature, ionic conditions and pH of the surroundings.
c. How prokaryotic cells, eukaryotic cells (including those from plants
and animals), and viruses differ in complexity and general structure.
d. The Central Dogma of molecular biology outlines the flow of
information from transcription of RNA in the nucleus to translation of
proteins on ribosomes in the cytoplasm.
e. The role of endoplasmic reticulum and Golgi apparatus in secretion
of proteins.
f. Usable energy is captured from sunlight by chloroplasts, and stored
via the synthesis of sugar from carbon dioxide.
g. The role of the mitochondria in making stored chemical bond energy
available to cells by completing the breakdown of glucose to carbon
dioxide.
h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in
cells and organisms are synthesized from a small collection of simple
precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a
basis for understanding this concept, students should learn:
   a. Meiosis is an early step in sexual reproduction in which the pairs of
      chromosomes separate and segregate randomly during cell division
to produce gametes containing one chromosome of each type.
b. Only certain cells in a multicellular organism undergo meiosis.
c. How random chromosome segregation explains the probability that
   a particular allele will be in a gamete.
d. New combinations of alleles may be generated in a zygote through
   fusion of male and female gametes (fertilization)
e. Why approximately half of an individual’s DNA sequence comes
   from each parent.
f. The role of chromosomes in determining an individual’s sex.
g. How to predict possible combinations of alleles in a zygote from the
   genetic makeup of the parents.

2. A multicellular organism develops from a single zygote, and its phenotype
depends on its genotype, which is established at fertilization. As a basis for
understanding this concept, students should learn:
   a. How to predict the probable outcome of phenotypes in a genetic
cross from the genotypes of the parents and mode of inheritance
   (autosomal or X-linked, dominant or recessive).
b. The genetic basis for Mendel’s laws of segregation and independent
   assortment.

3. Genes are a set of instructions, encoded in the DNA sequence of each
organism that specify the sequence of amino acids in proteins characteristic of that
organism. As a basis for understanding this concept, students should learn:
   a. The general pathway by which synthesize proteins, using tRNAs to
      translate genetic information in mRNA.
b. How to apply the genetic coding rules to predict the sequence of amino
   acids from a sequence of codons in RNA.
c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
e. Proteins can differ from one another in the number and sequence of amino acids.

4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
   a. The general structures and functions of DNA, RNA, and protein.
   b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into RNA.
   c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology
   1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
      a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
      b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
      c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
      d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
      e. A vital part of an ecosystem is the stability of its producers and decomposers.
      f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
      g. How to analyze the effects that changes in population size have on the ecological balance of a community.

E. Evolution
   1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
      a. Why natural selection acts on the phenotype rather than the genotype of an organism.
      b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
      c. New mutations are constantly being generated in a gene pool.
      d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
   2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
a. How natural selection determines the differential survival of groups of organisms.
b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
c. The effects of genetic drift on the diversity of organisms in a population.
d. Reproductive or geographic isolation affects speciation.
e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
   a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
   b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
   c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
   d. The functions of the nervous system, and the role of neurons in transmitting electro-chemical impulses.
   e. The roles of sensory neurons, inter-neurons, and motor neurons in sensation, thought, and response.
   f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
   g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
   h. The cellular and molecular basis of muscle contraction, including the roles of ctn, myosin, Ca+2, and ATP.
   i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.

2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
   a. The role of the skin in providing nonspecific defenses against infection.
   b. The role of antibodies in the body's response to infection.
   c. How vaccination protects an individual from infectious disease.
   d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infects they cause.
   e. Why an individual with a compromised immune system. (For example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
   f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.
G. Leadership

1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
   a. The skills necessary for public speaking.
   b. The importance of keeping accurate records in relation to their SOEP.
   c. The ability to communicate and work with others effectively for a future career in Agriculture.
   d. The opportunities in Agriculture Biology related fields.
   e. And appreciate their self worth and develop a sense of self-confidence.

Co-Curricular Standards (English, Math, and Reading)
1. Understand the meanings of and use specialized vocabulary related to each unit.
2. Write clear, coherent, and focused essays.
3. Demonstrate correct organization, involve research and technology and use the writing process.
4. Use correct sentence structure, grammar, punctuation, capitalization, and spelling to produce legible works.
5. Deliver focused, coherent presentations using elements of effective speech and communication skills.
6. Deliver a variety of narrative and expository presentations and apply appropriate interviewing techniques.
7. Add, subtract, multiply and divide numbers.

V. Instructional Methods:

A. Laboratory and field investigations; virtual labs
B. Current Readings
C. Videos/DVD/Multi-media – software, tutorials, Internet activities
D. Whole Class/Small Group Discussions
E. Direct Instruction – Lectures, Demonstrations, Modeling
F. Guest Speakers
G. Research projects and Written Assignments (Essays, lab reports, etc...)

VI. Assessment and Evaluations:

A. Assignments
   *Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:*
1. Term Paper; written work
2. Speech and/or Oral Presentations
3. Lab activities and reports
4. Record keeping problem
5. Classwork and Homework
6. Science project

B. Testing
1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book
   1. A Supervised Occupational Experience Program or project is an organized
      agricultural activity conducted outside of class time with supervision from one of
      the Agriculture instructors.
   2. Hours, inventory and/or money earned must be recorded in a California
      Agricultural Education Record Book.

D. FFA Activity Involvement
   1. Students will be required to participate in a variety of FFA activities.
   2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee
      Meetings, etc.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided
at the end of each of two semesters. Final grades will be determined by classroom
assessments of student proficiency levels based upon individual student achievement of
the course content standards included within this course outline. Final grades reflect only
academic factors and do not include non-academic factors (attendance and behavior);
although these factors do impact the student’s ability to master concepts and skills. Non-
academic factors are reported through the individual citizenship grades.

NOTE: Refer to alternative school handbooks and planning guides for information
about when final grades and credit are assigned.

All final grades will follow Visalia Unified School District Board Policy, including adhering
to the approved grading scale below.

\[
\begin{array}{ccc}
A & = & 90\% - 100\% \\
B & = & 80\% - 89\% \\
C & = & 70\% - 79\% \\
D & = & 60\% - 69\% \\
F & = & 0\% - 58\%
\end{array}
\]
Visalia Unified School District
Course Outline

Course Title: Agricultural Government
Alternate Course Titles: None
Grade Level: 12
Elective/Required: Required (Meets Graduation Requirement for Civics)
Length/Credits: Semester / 5 credits
Prerequisites: None
Course Numbers: 0078, 0079
CBEDS Codes: 2703
Replaces: None

I. Course Description:

This twelfth grade course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare the political powers at the local, state, national, and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agricultural Industry.

II. Instructional Materials:

Required Text:
United States Government – Democracy in Action; Glencoe, 2006

Supplementary Texts:
Selected readings from The Federalist Papers – and from Alexis DeTocqueville,
Democracy in America – all units
The U.S. Farm Bill latest revised edition
III. Course Outline:

Unit 1 (3 weeks)  The fundamental principles and moral values of American democracy
Topics include – development of democratic governance, evolution of the constitution, essential principles of the constitution, separation of powers, checks and balances, limited government, and judicial review.

Unit 2 (2 weeks)  Federalism and the interaction between the federal, state, and local governments.
Topics include – structure of federal, state, and local governments; with emphasis placed on the roles and responsibilities of each.

Unit 3 (2 weeks)  The election process
Topics include – political party identification, political ideology, public perception, nomination process, voting, and volunteerism.

Unit 4 (2 weeks)  The work of present day legislatures
Topics include – the process of lawmaking (i.e. committee system, lobbying, influence of media, public perception, special interest groups, effective lobbying.)

Unit 5 (3 weeks)  The workings of the executive branches
Topics include – roles and powers of the president and the governor, the process of executive leadership, and relationship between the executive branch and the legislative and judicial branches.

Unit 6 (2 weeks)  The work of the federal and state courts
Topics include – purpose of the trial courts, appellate courts, and the interpretive role of the courts.

Unit 7 (2 weeks)  Comparative governments
Topics include – differences between democracies, dictatorships, and parliamentary democracies.

Unit 8 (1 week)  Agriculture Policy (ADDED 2009)
Topics include – Domestic International Issues, Preoccupation with security and Government Influence

Review and Final (1 week)  Review and final
IV. Expectations for Student Learning:

**Students will understand the current elements of the legislative, executive, and judiciary branches of the government.**

Semester Benchmarks:

- Describe the system of separated and shared powers, the role of organized interest groups, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, and civilian control of the military.
- Understand that the Bill of Rights limits the powers of the federal government and state governments.
- Describe how the Constitution relates to the legislative branch, the roles of the House and Senate in impeachment proceedings; the role of the vice president; legislative powers; and the process by which a bill becomes a law.
- Explain the process through which the Constitution can be amended.
- Identify students' current representatives in the legislative branch, including eligibility, election, function of the Electoral College, removal from office, and executive powers.
- Describe how the Constitution relates to judicial power, the jurisdiction of the Federal Courts, and explain the processes of selection and confirmation of federal judges.
- Describe the powers and duties of the Executive Branch.

**Students will understand the relationship among federal, state, and local governments.**

Semester Benchmarks:

- Describe reserved and concurrent powers of state governments (9th and 10th amendments) and compare to exclusive power of the federal government.
- Identify the organization and jurisdiction of the federal, state, county, and local government.
- Identify students' current representatives in state, county, and local governments.

**Students will understand civil literacy and responsibilities.**

Semester Benchmarks:

- Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
- Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- Describe the means that citizens use to participate in the political process.
- Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities.

**Students understand and exhibit the rights and individual responsibilities of citizenship.**

- Responsible for returning documents in a timely manner.
- Show respect to people and things.
- Being punctual and ready to learn.
- Regular attendance.
Cocurricular English-Language Arts standards:

READING

Reading Comprehension (Focus on Informational Materials)
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.
2.5. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
2.6. Critique the power, validity, and truthfulness of arguments set forth in public documents their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

WRITING

Writing Strategies
1.0. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology
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.

Evaluation and Revision
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
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.

LISTENING AND SPEAKING
Listening and Speaking Strategies
1.0. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.9 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

V. Instructional Methods:
A. Lecture, Note Taking, Summarization
B. Role Play and Simulation
C. Court Case Study and Analysis
D. Essay Writing
E. Oral and Written Reports and/or Presentations
F. Class/Small Group Discussion
G. Engagement Strategies
H. Technology Based Resources – Video, Audio, Software
VI. Assessment and Evaluations:

A. Assignments
   Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term paper
   2. Speech
   3. Record-keeping
   4. In-class work
   5. Court Case Presentations
   6. Presidential Research 2 minute speech

B. Testing
   1. Students will be given objectives tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
   2. Students will participate in regular group activities which reinforce ideas and information conveyed by the instructor.
   3. Students will be given comprehensive quizzes and exams during each unit.
   4. Students will participate in the Visalia Unified School District End of Course Assessment for Civics.

C. Supervised Occupational Experience Project and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision form one of the Agriculture instructors which accumulates money, inventory or hours, as evidenced in her/his California Agricultural Education Record Book.
   2. Projects in which other students have participated include:
      a. Agriculture Science research projects
      b. Agriculture Work experience
      c. Small or Large livestock
      d. Landscape Management
      e. Agriculture Mechanics
      f. Home Improvements

D. FFA activities
   Students will be required to participate in FFA activities. Potential activities include speaking contests, leadership development workshops, community service, and a variety of other opportunities.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.
All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%
Visalia Unified School District
Course Outline

Course Title: Agriculture Science I
Alternative Title: 9-12
Grade Level: Elective
Elective/Required: 1 year/10 credits
Length/Credits: None
Prerequisites: 0011
Course Numbers: 4070
CBEDS Codes: N/A
Replaces:

I. Course Description:

Agriculture Science I focuses on beginning animal and plant science; leadership training (public speaking, parliamentary procedure-debate, judging teams, Supervised Occupational Experience Projects); record keeping skills, and career opportunities in the field of agriculture. Introductory material supports success in continuing science coursework, specifically in the area of biological sciences. This course is a recommended elective for college or university bound students majoring in Agriculture, Business, and/or Life Science.

II. Instructional Materials:

Required Texts: None

Supplementary Texts:
Agriculture Basic Core Curriculum Model (All units)
Animal Science by Ensiminger (Animal Units)
FFA Official Manual, Current Year (Leadership Units)
Animal Production and Management by Barrick/Harmon (Animal Units)
Material provided by livestock breed associations (Animal Units)
Publication of the University of California Extension (CA Ag Units)
Sunset Western Garden Book (Plant Units)
III. Course Outline:

**Course Content/Weeks of Instruction**

A. **Agriculture and Society**
   1. Economic and social importance of agriculture on local, state, national and worldwide basis.
   3. Careers available in agriculture and employability.

B. **Agriculture Leadership Development**
   1. Purpose, origin, and operations of the FFA
   2. Parliamentary law and its importance to agriculture
   3. Types of Supervised Occupational Experience Programs
   4. Record-Keeping and management of projects
   5. Agriculture presentation/public speaking
   6. Opportunities available through the FFA

C. **Livestock Selection and Management**
   1. Identification of major livestock breeds
   2. Evaluation of major classes of livestock
   3. Terms, definitions, and life-cycles of the major classes of livestock
   4. Economic/social significance of livestock classes
   5. Management techniques used on various livestock
   6. Poultry and rabbit production

D. **Plant Science**
   1. Local and state crops of economic importance
   2. Life-cycle and growth of plants
   3. Basic Botany
   4. Plant Nutrition

IV. Expectations for Student Learning:

*Each student who completes this course will be able to...*

A. **Agriculture and Society**
   1. Identify topography and crops in California
   2. Identify Agricultural Regions in California and the economic importance of crops
   3. Develop an awareness for career opportunities in agriculture

B. **Agriculture Leadership Development**
   1. Understand and use principals of Parliamentary Procedure
   2. Understand the importance of keeping accurate financial records of business transactions
   3. Be able to speak in public and develop leadership skills

C. **Livestock Selection and Management**
   1. Identify parts and functions of livestock
   2. Identify economic importance of livestock
   3. Identify different breeds of livestock, and their importance, and their use in Agriculture
   4. Identify external anatomy
5. Understand principals of animal behavior
6. Understand the factors involved in and develop an ability for evaluating livestock
7. Be able to perform basic skills necessary in livestock management

D. Plant Science
1. Understand growth and development of plants
2. Understand the factors of plant reproduction

ELA Support Standards:

Domain: Reading
1.0 Understand the meanings of and use specialized vocabulary & grade level appropriate words.
2.0 Read and understand grade level appropriate material representing both narrative and expository material, including functional workplace documents, technical directions, professional journals, editorials, and on-line information. Special emphasis placed on critical thinking skills including synthesizing content and ideas from multiple sources, producing evidence of comprehension, and extending ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.

Domain: Writing
1.0 Write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument and which demonstrate correct organization, involve research and technology, and use the writing process.
2.0 Write a variety of narrative and expository essays including responses to literature, analytical essays and research reports, persuasive compositions, business letters, and technical documents.

Domain: Speaking and Listening
1.0 Deliver focused, coherent presentations using elements of effective speech and communication skills. Analyze and respond to oral and media communications.
1.0 Deliver a variety of narrative and expository presentations and apply appropriate interviewing techniques.

Math Support Standards:
Domain: Measurement & Geometry
- Compare units of measure (weights, times, temperature, capacities, etc...) & geometric shapes.

Domain: Statistics, Data Analysis, & Probability
- Collect, organize, & represent data. (Use of electronic spreadsheets.)

CTE Foundation Standards:

3.0 Career Planning and Management
Students understand how to make effective decisions, use career information, and manage personal career plans:
4.0 Technology
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

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:

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:

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

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:

10.0 Technical Knowledge and Skills

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

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

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

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

C6.0 Students understand animal anatomy and systems.

C7.0 Students understand basic animal genetics.

C8.0 Students understand fundamental animal nutrition and feeding.

C9.0 Students understand basic animal health.

C10.0 Students understand soil science principles.

C11.0 Students understand plant growth and development.

C13.0 Students understand the scientific method.
V. Instructional Methods:

A. Lecture/Note-taking/Demonstrations and Modeling/ Guest Speakers
B. Technology-Based Resources: Audio/Visual materials, software/hardware
C. Group/Individual assignments
D. Laboratory Activities
E. Whole Class/Small Group Discussion
F. Reading Assignments/Study Guides and Questions/Note Taking and Summaries
G. Test-taking
H. Field Trips and Visitations
I. Writing Assignments - Research/Term paper and Essays
J. Student/Group Presentations

IV. Assessment and Evaluations:

A. Assignments - Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term Paper
   2. Speech
   3. Lab activities
   4. Record keeping problem
   5. Class Participation
   6. In-class work
B. Testing
   1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
   2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
   3. Students will be given a comprehensive exam.
C. SOEP and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
   2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
   1. Students will be required to participate in a variety of FFA activities.
   2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.
E. Classwork and Homework – Students will be responsible for completing a variety of assignments as determined by the instructor.
VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student’s ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

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<tr>
<th>Grade</th>
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<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>
The FFA Program of Activities has not been updated on a yearly basis for several years. A new Program of Activities is completed about every four years. This year one of my Master’s projects was to re-establish an electronic as well as paper copy of the Program of Activities. Having an electronic file on hand should make it easy to make minor changes and reproduce it each year. Please see Masters project for more information.
Golden West FFA

Program of Work
2011-2012

“Our Culture is Agriculture”
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Golden West FFA

Advisor's Message

Dear Parents, Guardians, and FFA Members,

Your child(ren) has shown interest in being an active member of the Golden West FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is the student organization that at one time was known as “Future Farmers of America”, however in 1988 it was changed to the “National FFA Organization”. This was done to accommodate the changing face and diversity of today’s agriculture. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This program of works (POW) booklet is for you and your child(ren) to review and become aware of what FFA is about and the opportunities that are offered throughout the year. IT contains a brief chapter program overview, events, and a tentative calendar of FFA activities. Please let us know if you have any questions involving the FFA opportunities available to your child(ren). We look forward to meeting with you soon.

Emmett Schultz  Meghan Davis  Courtney Serafin

Ag Mechanics Teacher  Animal Science Teacher  Plant Science Teacher
Beef Advisor  Sheep Advisor  Swine Advisor
eschultz@vusd.org  mdavis@vusd.org  cserafin@vusd.org
Golden West FFA

Department Outline

**Introduction:**
The purpose of this outline is to acquaint you with the opportunities offered by Golden West High School Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interested. To participate fully in the agriculture program, students must be actively engaged in all three aspects: classroom activities, FFA, and SAE program.

**FFA:**
This intra-curricular, national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

**Supervised Agricultural Experience (SAE) Program:**
Otherwise known as “projects”, students engage themselves in an activity related to their individual agriculture program. They keep records on the transactions related to the project in an official record book. It also provides them the opportunity for personal recognition, skill development, and career preparation.

**Advisors:**
- *Mr. Shultz – Department head, Ag Mechanics, Beef Projects*
- *Ms. Davis – FFA Advisor, Animal Science, Sheep Projects*
- *Ms. Serafin – OH Supervisor, Plant Science, Swine Projects*

**What is taught in the Agriculture Department?**

- Introduction to Ag. Science
- Ag Biology
- Animal Science
- Plant Science
- Intro to Ornamental Horticulture
- Advanced Ornamental Horticulture
- Welding
- Ag Mechanics
Career Development Events:
Ag Mechanics  Public Speaking  Small Engines
Agri Science  Farm Safety  Soils/Land
Best Informed Greenhand  Floriculture  Citrus Tree Judging
Cooperatives  Horse Judging  Fruit Tree Judging
Marketing  Job Interview  Specialty Animals
Creed Speaking  Livestock Judging  Vegetables
Dairy Products  Market Plan  Vine pruning
Farm Records  Opening/Closing  Farm Power
Farm Business Management  Parliamentary Procedure

Leadership Development Plan:
Greenhand Conference (9th)
Made for Excellence Conference (10th)
Advanced Leadership Academy (11th)
Sacramento Leadership Experience (12th)
State Leadership Conference (9th-12th)
National FFA Conference (9th-Graduate)

Fairs and Shows:
• Tulare County Fair
• Cow Palace Grand National, Junior Livestock Show
• California State Fair

Final Thought:
The above outline is only a brief sketch of the opportunities available to students. Student, with the support of family, can take advantage of these opportunities. By doing so, students will be able to graduate saying, "I'm glad I did..." rather than 'I wish I would have..."
2011 – 2012 Chapter Goals

1. Send out monthly list of activities on postcards.

2. Scrapbook in Regional contest and make top ten.

3. Establish and stick to a budget and update after every event.

4. Volunteer our time for the Fall and Easter festivities for the Blind Babies Foundation.

5. Meet specified attendance goals on each activity sheet.

6. Establish a Golden West FFA webpage with a link to Facebook.

7. Hold a T-shirt design contest, starting the Aug 22 with voting at the Welcome Back BBQ, and are to be handed out by Tulare County Fair.

8. Fundraise a minimum of $15,000 during the 2011-2012 school year.

9. Establish a point system for the top ten most active members and award them and the officers a trip to Magic Mountain at the end of the school year.

10. Publicize fundraisers and activities above the chapter level.

11. Organize the FFA chapters in Visalia (maybe Exeter) to have a common activity held with each other.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Expenses</th>
<th>Receipts</th>
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<tbody>
<tr>
<td>7/12-14</td>
<td>Summer Officer Retreat</td>
<td>300</td>
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<tr>
<td>8/16</td>
<td>Officer Parent Dinner</td>
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<td>8/31</td>
<td>Welcome Back BBQ</td>
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<tr>
<td>9/12</td>
<td>Fair Booth/Banner</td>
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<tr>
<td>9/28</td>
<td>Fall Movie Night</td>
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<td>Tulare Co. Fair Supplies</td>
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<td>10/26</td>
<td>Halloween Party</td>
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<td>10/15</td>
<td>Drive Thru BBQ</td>
<td>850</td>
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<td>10/13-15</td>
<td>Cow Palace Livestock Show</td>
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<td>11/3</td>
<td>Greenhand Conference</td>
<td>420</td>
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<tr>
<td>11/16</td>
<td>Turkey Bowling</td>
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<td>11/22</td>
<td>Fall Awards Banquet</td>
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<td>12/7</td>
<td>Winter Wonderland</td>
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<td>12/8</td>
<td>Banking Quiz</td>
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<td>12/17</td>
<td>Citrus Contest</td>
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<td>Toyota Tundra Ticket Sales</td>
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<td>2/23</td>
<td>Teacher’s Breakfast</td>
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<td>3/26-30</td>
<td>Western Week</td>
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<td>3/30</td>
<td>Sweetheart Dinner</td>
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<td>Spring field days</td>
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<td></td>
<td>Dairy Judging</td>
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<td>4/18</td>
<td>Spring Movie Night</td>
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<td>4/21-24</td>
<td>State FFA Convention</td>
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<td>5/23</td>
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<td>Poor Party</td>
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<td>6/7</td>
<td>Point Award Trip</td>
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$15,525       $17,510
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<td>Welcome Back BBQ</td>
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<tr>
<td>Sept. 13-17</td>
<td>Tulare County Fair</td>
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<td>Sept. 23-24</td>
<td>COLC</td>
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<td>Sept 28</td>
<td>FFA Meeting/Fall Movie Night</td>
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<tr>
<td>Oct. 3</td>
<td>Opening/Closing Contest – Strathmore</td>
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<td>Oct. 5</td>
<td>Sectional Opening/Closing Contest</td>
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<td>Oct. 13-16</td>
<td>Cow Palace</td>
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<td>Oct. 15</td>
<td>Drive Thru BBQ</td>
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<td>Oct. 20-23</td>
<td>National FFA Convention</td>
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<td>Oct. 26</td>
<td>Halloween FFA Meeting</td>
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<tr>
<td>Nov. 3</td>
<td>Greenhand Conference (Freshmen)</td>
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<td>Nov. 16</td>
<td>Turkey Bowling</td>
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<td>Nov. 19</td>
<td>Regional FFA Meeting</td>
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<td>Nov. 22</td>
<td>Fall FFA Awards Banquet</td>
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<td>Dec. 7</td>
<td>Winter Wonderland FFA Meeting</td>
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<td>Dec. 17</td>
<td>Citrus Judging Contest</td>
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<td>Jan. 13</td>
<td>FFA Meeting/Lock In</td>
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<td>Feb. 8</td>
<td>Taco Truck FFA Meeting</td>
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<td>Feb. 16</td>
<td>Sectional Speech Contest</td>
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<td>Feb. 23</td>
<td>Teacher Appreciation Breakfast</td>
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<td>Feb. 25</td>
<td>Regional FFA Meeting</td>
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<td>March 3</td>
<td>UC Davis Field Day</td>
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<td>Great Western and Chico State Field Day</td>
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<td>March 17</td>
<td>Merced Junior College Field Day</td>
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<td>March 24</td>
<td>Modesto Junior College Field Day</td>
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<td>March 25-30</td>
<td>Western Week</td>
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<td>March 30</td>
<td>Sweetheart Dinner</td>
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<td>April 11</td>
<td>Elementary/Preschool Petting Zoo</td>
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<td>April 14</td>
<td>Reedley Junior College Field Day</td>
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<td>April 18</td>
<td>FFA Meeting and Spring Movie Night</td>
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<td>Fresno State Field Day</td>
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<td>State Conference</td>
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<td>May 5</td>
<td>Cal Poly State Finals</td>
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<td>May 23</td>
<td>Spring Awards Banquet</td>
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<tr>
<td>May 30</td>
<td>Pool Party</td>
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</table>
Golden West FFA

Introduction to the FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public school system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Indianapolis, Indiana and the California Association holds its annual conference at the Fresno Convention Center each April.

This 2011-2012 Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Golden West High School.

The FFA Motto:

Learning to Do
Doing to Learn
Earning to Live
Living to Serve
Golden West FFA

Mission and Strategies

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

To accomplish this mission, FFA:

• Develops competent and assertive agricultural leaders.
• 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 agriculture career.
• Encourages achievement in supervised agriculture 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 a healthy lifestyle.
• Encourages excellence in scholarship.

The Agricultural Education Mission

The Mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
Golden West FFA

FFA Code of Ethics

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

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

FFA Official Dress

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

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.

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

Proper Use of the FFA Jacket

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The 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, and 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.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school or other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letter and insignia of other associations should not be attached to or worn on the jacket.
8. When the jacket becomes faded or worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. 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 substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and awarded medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the move 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.
Golden West FFA

FFA Degrees

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The National Organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree
To receive a Greenhand FFA Degree, members must meet the following requirements:

- 1. Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience (SAE).
- 2. Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- 3. Describe and explain the meaning of the FFA emblem and FFA colors.
- 4. Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- 5. Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- 6. Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- 7. Submit a written application for the Greenhand FFA Degree.

Chapter FFA Degree
To receive a Chapter FFA Degree, members must meet the following requirements:

- 1. Received the Greenhand FFA Degree
- 2. Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- 3. Have an approved SAE in operation.
- 4. Enrolled in an agriculture course
- 5. Participated in the planning and implementation of at least three official FFA chapter activities.
- 6. Earned and productively invested at least $150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- 7. Have developed plans for continued growth and improvement of their SAE.
- 8. Effectively lead a group discussion for 15 minutes.
- 10. Show progress toward achievement in FFA award programs.
- 11. Have a satisfactory academic record.
- 12. Submitted a written application for the Chapter FFA Degree
- 13. Complete a minimum of 10 hours of community service activities
Golden West FFA

State FFA Degree
To receive a State FFA Degree, members must meet the following requirements:

- 1. Received a Chapter FFA Degree.
- 2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- 3. Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.
- 4. Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- 5. Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an 6. FFA officer, committee chairperson, or committee member.
- 6. Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- 7. Participated in the planning and implementation of the chapter’s Program of Activities.
- 8. Participated in at least five different FFA activities above the chapter level.
- 9. Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

American FFA Degree
FFA members who qualify for the American FFA Degree:

- 1. Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- 2. Have been FFA members for at least three years.
- 3. Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- 4. Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- 5. Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- 6. Have earned and productively invested at least $7,500, or have earned and productively invested at least $1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- 7. Have a record of outstanding leadership skills.
- 8. Have a record of participating in community service activities.
- 9. Have maintained a “C” grade average or better.
Golden West FFA

Proficiency Award Areas

Agricultural Mechanics Design and Fabrication
involves designing and constructing agricultural equipment, structural land improvements and/or buildings and structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.

Agricultural Mechanics Energy Systems
(Agricultural. Power)-involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Mechanics Repair and Maintenance
involves repairing and maintaining agricultural structures, machinery and/or equipment, including lawn equipment.

Agricultural Processing
involves students who assemble, transport, process, fabricate, mix, package and store food and non food agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages as well as producing birdseed and other pet foods. NOTE: The processing of forest products is no longer part of this proficiency area. (The Forest Management and Products area has more details).

Agricultural Sales involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Aquaculture
involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.

Beef Production
includes programs that use the best management practices available to produce and market beef efficiently.
Golden West FFA

Dairy Production
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production
Involves the use of the best management practices available to efficiently produce and market efficiently two or more crop related proficiency areas such as: grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture
Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses student SAEs with at least two of the following areas: floriculture, nursery operations, landscape management, turf grass management, as well as fruit and vegetable production, such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Livestock Production
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology
Involves programs where students gain career experiences in new and emerging agricultural technologies, such as agri-science, global positioning, biotechnology, lab research, computers and others that are covered by one of the existing award categories.

Environmental Science and Natural Resources Management
Typically results in FFA members receiving practical experiences in the principles and practices of managing and or improving the environment and natural resources. Activities may involve managing agriculture waste, recycling agriculture products, cleaning the environment or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and or managed by a member.
Fiber and/or Oil Crop Production
involves the use of the best management practices available to produce and market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, mint and safflower.

Floriculture involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials for ornamental purposes.

Food Science and Technology
involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities or through the quality and safety testing of milk or other foods. Food Science does not involve the processing, marketing and sales of food products or food preparation and/or service.

Forage Production
involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, bromegrass, orchard grass, grain forages, corn or grass silages and pastures.

Forest Management and Products
involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Fruit Production
involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits (Pome fruits include apples, mayhaws and pears; Stone fruits include peaches, nectarines, plums, apricots and cherries).

Grain Production
involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.
Golden West FFA

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants, as well as modernizing a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community betterment and development activities such as volunteerism to improve the community.

Landscape Management
typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations
typically provides students with job-entry experiences in areas such as shrubs, trees or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Poultry Production
using the best management available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
involves the use of the best management practices available to manage, produce, care for and/or market efficiently small pet animals, such as rabbits as companion animals, cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.

Specialty Animal Production
involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.
**Golden West FFA**

**Specialty Crop Production**
involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs, and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

**Swine Production**
involves the use of the best management practices available to produce and market swine efficiently.

**Turf Grass Management**
typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

**Vegetable Production**
involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

**Wildlife Production and Management**
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and the Department of Natural Resources. Wildlife, wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
California Leadership Map

GREENHAND CONFERENCE (9th Grade)
FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grade)
Self-Esteem Building, Internal Motivation, Positive Attitude, Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Officer Skills, Meeting Activities, Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Organizing Meetings, Mixers & Eye Openers, Making Presentation

ADVANCED LEADERSHIP ACADEMY
(11th/12th Grade)
Verbal Communication, Interviewing, Presentation Techniques, Key Messages

STATE LEADERSHIP CONFERENCE
Exercising Democratic Principles, Developing a Committee Report, Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE
Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION
Group Interactions, Teamwork, Critical Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)
Government Operations, Agricultural Industry, Organization, Management, Critical Thinking
Golden West FFA

Point Award System

Each year the Golden West FFA keeps a point award system for the activities that students attend. Each activity is worth a certain amount of points that are tallied up throughout the year. Chapter level activities are worth 10 points. Sectional, regional, and state level activities are worth 20 points. National level activities are worth 30 points. The chapter secretary is in charge of keeping this system up to date. Monthly totals are posted in the agriculture department for students to keep track. At the end of the year, the top ten most active members are announced at the Spring banquet held in May. These individuals are then invited to a paid trip to an adventure park or activity chosen by the officers at the summer officer retreat.

This year, the top ten students and officers will be attending Magic Mountain in Valencia, California on June 7, 2012.
Chapter Officer Duties

PRESIDENT: Seth Borges

Preside over meetings
Help appoint committees and serve on them when needed as ex-officio
Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
Represent the chapter in public and at official functions
Assist committee chairs with activities
Preside over officer meetings and meet before hand with advisors to set up and type agenda

VICE PRESIDENT: Theresa Sweeny

Assume all duties of the president if necessary
Develop the POA and serve as the ex-officio on committees when needed
Coordinate all committee work
Work closely with the president and advisors to assess progress toward meeting chapter goals Submit school bulletin announcements

SECRETARY: Hayley Young

Prepare and present the minutes of each chapter meeting
Record minutes for each officer meeting and keep on file with the Associated Student Body
Place all committee reports on file
Be responsible for chapter correspondence (thank you letters and invitations)
Maintain membership attendance records and issue membership cards
Golden West FFA
TREASURER: Carley Pratt

Assist the advisors with receiving, recording and depositing FFA funds
Present up-to-date treasurer’s reports at each chapter meeting
Collect money when required and serve as the chairperson to the fundraising committee
Maintain financial records
Correspond with ASB Director about authorization of fundraiser dates
Promote innovative ideas to increase revenue at chapter fundraisers

REPORTER: Jordan Dunn

Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
Write articles for the New Horizon monthly and send pictures
Do news releases for chapter activities
Compiles a Chapter Scrapbook to submit in March for the Regional Competition
Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

SENTINEL: Ricky Russell

Assist the president in maintaining order during meetings
Get the FFA paraphernalia and supplies for each meeting
Welcome members and guests at meetings and functions
Reserve the meeting room and keep it comfortable
Take charge of candidates for degree ceremonies
Assist with special activities and refreshments
Serve as the decorations committee chairman
Golden West FFA

HISTORIAN: Ashlee Williams

Develop and maintain a scrapbook of memorabilia in which to record the chapter's history. Research and prepare items of significance of the chapter's history. Prepare displays of chapter activities and submit stories of former members to the media. Assist the reporter in providing photography for chapter needs.
Golden West – Visalia Chapter
National FFA Organization
Constitution

ARTICLE I. Name and Purposes

Section A. The name of this organization shall be “Golden West – Visalia Chapter of the National FFA Organization”.

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

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

ARTICLE II. Organization

Section A. The Golden West – Visalia Chapter is a chartered local unit of the California State Association, which is a chartered unit by the National FFA Organization.

Sectional B. The chapter accepts in full provisions in the constitution and bylaws of the California State Association as well as those of the National FFA Organization.
ARTICLE III. Membership

Section A. Membership in this chapter shall be of two kinds: (1) Honorary as defined by the National FFA Constitution; and (2) Active.

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 Degree.

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

1. He/she attends 3 chapter activities per semester (1 activity per 6 week period)
2. 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 the chapter secretary.

ARTICLE IV. Emblems

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

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National FFA Organization.

ARTICLE V. Membership Degrees and Privileges

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

Section B. Qualifications for election to the various degrees shall be the same as those set up in the FFA Handbook.

Section C. Special committees shall review the qualifications of members, and make recommendations to the chapter concerning degree advancements.
Golden West FFA

Section D. The Star Greenhand, Star Chapter Degree, Star Junior and Star Senior, shall be selected from the top five—point award winners of each class demonstrating the most diversified degree of FFA participation.

1. FFA participation shall be judged by:
   A. Scholarship
   B. Judging Teams
   C. Projects
   D. Fair and Shows
   E. FFA Activities
   F. Citizenship
   G. Conferences/Conventions

ARTICLE VI. Officers

Section A. The officers of the chapter shall be as follows: (Constitutional) President, Vice President, Secretary, Reporter, Treasurer, Sentinel; (Optional) Historian, Parliamentarian.

Section B. Officers shall be elected annually through a scoring rubric: Application 40%; Interview 40%; Member voting 20%.

Section C. President shall be a senior during his/her year in office, susceptible to an amendment.

Section D. The officers of the chapter together while the chairman in charge of the major committees of this Program of Work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section E. Honorary members shall not vote nor shall they hold office in the chapter except that of adviser.

Section F. Major Duties:

1. PRESIDENT
   Preside over meetings
   Appoint committees
   Coordinate work of chapter
   Members of all committees, ex oficio
   Be familiar with constitution and bylaws
   Check on progress being made by chapter
   Represent the chapter at special occasions
2. VICE PRESIDENT
   Assist the President
   President at meetings in absence of President
3. SECRETARY
   Prepare and read minutes and reports
   Attend to official correspondence
   Keep membership and degree roll
   Have available list of business for each meeting
   Have on hand for each meeting secretary’s book and list of committees.
   Prepare membership cards
4. TREASURER
   Maintains chapter funds
   Collect dues and send in State and National Dues
   Assist in preparing annual budget
   Keep financial record of chapter
   Pay out chapter funds as authorized
   Devise methods to raise funds
   Encourage individual and chapter thrift
5. REPORTER
   Prepare chapter news articles
   Keep a chapter scrapbook
   Keep file on all chapter news
   Contact newspapers and arrange publicity
   Maintain FFA bulletin boards
6. SENTINEL
   Set up the meeting room
   Care for chapter paraphernalia and equipment
   Attend the door and welcome visitors
   See that the meeting room is kept comfortable
   Assist with entertainment and refreshments
7. HISTORIAN
   Assist Reporter in maintaining scrapbook
   Assist Reporter in maintaining FFA bulletin boards
8. PARLAMENTARIAN
   Help arrange chapter parliamentary procedure contest
   Help sentinel with meeting room and paraphernalia
Meetings

Section A. Regular Chapter meetings shall be held at least once a month during the school year at such a time and place designated by the Chapter Executive Committee.

Section B. Official delegates at the State Convention shall be active members in good standing.

1. Additional members may be named as necessary in order to have proper representation at various sessions as the State Convention. These delegates must have a 3.0 GPA an will be required to pay the specified amount determined on a year to year basis. Selection of these additional delegates will be done by interview.

Section C. One-third of the active members listed on the secretary’s membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business in transacted or a vote take committing the chapter to a proposal or action.

DUES

Section A. Full local, State, and National Dues shall be paid by the chapter.

Amendments

The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not a conflict with the State and National Constitutions.

POLICIES

1. ELECTION OF OFFICERS

1. Officers shall be slated by a committee.
2. All officers, except Sentinel, Historian, and Parliamentarian must hold a chapter degree.
3. Applicants must have a 2.5 GPA with no “F’s” for the last grade period and a “B” in their current Ag class at that time of the application.
4. President must be a senior.
II. NONPERFORMANCE OF DUTY

1. An officer may be removed from office by a majority vote of the Executive Committee if in the opinion of the Executive Committee, he/she fails to perform their duty.

III. REPLACEMENT OF OFFICERS

1. Replacement of officers will be made by appointment of the Executive Committee.

IV. ELIGIBILITY RULES FOR PARTICIPATION

1. To participate in off campus activities, a member must:
   A. Have a 2.0 GPA with no "F's" in all subjects and a "C" or better in his/her Agriculture class.
   B. Members must show proper citizenship and behavior at all activities.
   C. Show proper conduct in the FFA jacket.
   D. Not have been sent to the Vice Principal for disciplinary action more than two times per year.

VI. CHANGE OF POLICIES

1. The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.

2. These policies may be changed or added to by a two-thirds majority vote of the Chapter at any regular meeting at which a quorum is present.
Golden West FFA

Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

Pathway Sequence

9th
Agricultural Mechanics & Construction

Introduction to Agricultural Mechanics **

Agricultural Welding **

Adv. Ag Mechanics & Construction

10th
Animal Science

Agricultural Earth Science*

Agricultural Biology*

Adv. Ag Mechanics & Construction

11th
Nursery and Floral Technology

Agricultural Earth Science*

Agricultural Biology*

Intro to Environmental Horticulture

12th

Adv. Environmental Horticulture

Graduation Requirements

* Graduation and CSU Lab Science Requirement
** Fine and Arts Graduation Requirement
*** Graduation and CSU Economics Requirement

Page 31
Course Title: Ag Physical/Earth Science
Grade Level: 9th
Elective/Required: Elective; meets Physical/Earth science graduation requirement
Length/Credits: One Year / 10 credits
Prerequisites: None
Course Numbers: 4400 2618
Places: N/A

Course Description: Earth Science plays a unique and essential role in today's rapidly changing world. Knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet.

Earth Science is designed to be a first year course that introduces the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). The observational aspects of science will be emphasized through laboratory investigations and activities.

Course Title: Agriculture Biology
Grade Level: 10th
Elective/Required: Elective; meets biology graduation requirement
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0041, 0042
CBEDS Codes: 2603
Replaces: N/A

Course Description: A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the Visalia Unified School District common course outline for Biology. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.
Course Title: Agricultural Mechanics I
Grade Level: 9th -12th
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0052, 0053
CBEDS Codes: 4030
Replaces: N/A

Course Description: This introductory course in Agricultural Mechanics is designed to provide a strong foundation in the use of all basic farm shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. Instruction provides an opportunity for project development and begins preparation for careers in the construction, operation, and maintenance of equipment used by the agriculture industry. Throughout the school year, students will be working on small individual projects.

Course Title: Agriculture Mechanics II
Grade Level: 10th -12th
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Agriculture Mechanics I or approval of instructor
Course Numbers: 0054, 0055
CBEDS Code: 4030
Replaces: N/A

Course Description: This second course in Agricultural Mechanics is designed to further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction. Instruction also includes small engine repair and maintenance. The Agricultural Mechanics Pathway provides preparation for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. While students learned the “basics” in Agriculture Mechanics I, this course requires advanced welding techniques, as well as beginning project construction.
Course Title: Agriculture Mechanics III
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or approval of teacher Course Number & CBEDS Codes: 0003/4030
Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Course Title: Agriculture Mechanics IV
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher Course Number & CBEDS Codes: 0004/4030
Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.
Course Title: Animal Science
Grade Level: 11th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

Course Description: This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

Course Title: Pre-Vet Science
Grade Level: 12th
Elective/Required: Elective
Length/Credits: Year/10 units
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
CBEDS Codes: 0084, 0085 4020
Replaces: None

Course Description: This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.
Course Title: Introduction to Environmental Horticulture
Grade Level: 9-10
Elective/Required: Elective
Length/Credits: 1 Year/10 Credits
Prerequisites: None
Course Numbers: 0032, 0033
CBEDS Code: 4050
Replaces: None

Course Description: Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The Introduction to Environmental Horticulture course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture
Grade Level: 11th-12th
Elective/Required: Elective
Length/Credits: 1 Year/ 2 periods/20 Credits
Prerequisites: NONE
Course Numbers: 4533, 4534, 4535
ROP Course Numbers: 8732, 8733, 8734
CBEDS: 2535
Replaces: TCOVE Nursery Technology

Course Description: This is an advanced course designed for students who have a sincere interest in the nursery and/or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.
Throughout the year, there are various activities that are held or attended in order to get the word out about Golden West’s agriculture department. These mainly happen in the springtime when the middle schools and high school start registering for classes for the following school year. In the beginning of February, there is a parent night that Golden West hosts in the gym where parents can come and learn about all the various programs the high school has to offer. The officers set up a table with various projects, information, activities, etc. There is an eighth grade visit where students come for the day to Golden West and rotate through the department buildings to check out the school and see what their interests are. Our department set up a table outside with projects and animals to interest students. In addition, the officers are invited to the local middle school during lunchtime where the students have a walk through for the various programs at the high school.

In April, the department will host a petting zoo for local elementary school. It is never too young to gain the interests of students, so we strive for this at the lower level as well. There will be various species of animals that the students can pet and learn about. They will also have a planting station where they can learn about horticulture. Our goal is to capture them at a young age so they will have a desire to join the department and strive.

The last major activity that we participate in is the Golden West Foundation. The foundation is a great way to get our department out and inform people about what we do. At the homecoming football game, we BBQ the dinner for the foundation and we also set up and decorate a table with information about our program as well.

Recruiting students is the best way to build the program and to retain students. This has not always been done well in the past, but this year seemed to go well looking at enrollment numbers for the continuing year.
Contact the Department:

Emmett Schultz, Department Head
(Ag Mechanics, Steer Advisor, Ag Mechanics CDE)
Meaghan Davis, Agriculture Teacher
(Animal Science, Sheep Advisor,
Fruit Tree CDE)
Courtney Serafin, Agriculture Teacher
(Horticulture, Swine Advisor, Dairy Products CDE)

Emails:
eschultz@vusd.org
mdavis@vusd.org
cserafin@vusd.org

2011-2012 Golden West High School Agriculture Department

AUGUST 31  Welcome Back BBQ
SEPT 13-17  Tulare County Fair
SEPT 23-25  COLC
SEPT 28  Fall Movie Night/FFA Meeting
OCT 15  Drive Thru BBQ
OCT 3  Strathmore O/C
OCT 5  Sectional O/C
OCT 13-16  Cow Palace
OCT 20-23  National FFA Convention
OCT 26  Halloween Meeting
NOV 3  Greenhand Conference
NOV 16  Turkey Bowling
NOV 19  Regional FFA Meeting
NOV 22  Fall Awards Banquet
DEC 7  Winter Wonderland FFA Meeting
DEC 17  Golden West Citrus Contest
JAN 13  FFA Lock-In
FEB 8  Taco Truck FFA Meeting
FEB 16  Sectional Speech Contest
FEB 21  BIG/Co-Op Contest
FEB 23  Teacher Appreciation Breakfast
FEB 25  Regional FFA Meeting
MAR 3  UC Davis Field Day
MAR 10  Great Western & Chico
MAR 17  Merced JC Field Day
MAR 24  Modesto JC Field Day
MAR 25-30  Western Week
MAR 30  Sweetheart Dinner
APRIL 14  Reedley Field Day
APRIL 18  Spring Movie Night
APRIL 21  FSU Field Day
APRIL 21-24  State Convention
MAY 5  CP State Finals
MAY 23  Spring Awards Banquet
MAY 30  Pool Party

Golden West High School Agriculture Department

Our Culture is Agriculture!

1717 N. McAuliff Street
Visalia, CA 93292
(559) 735-8087
It all starts in... Classroom

What's in it for you?

SAE

for agriculture students who want to work in the field of agriculture by gaining knowledge of agriculture, animal sciences, and horticulture.

Courses Offered:

Leadership

Judging Competitions

Western Week

Ag Science

FFA

SAE

Institution

Mechanics

Horticulture

Advanced Environmental Hort

Introduction to Environmental Hort

Ag Earth Science

Ag Vet Tech

Animal Science

Ag Earth Science

Animal Science
**FFA Chapter Scrapbook**

The chapter scrapbook is solely maintained by the FFA members. The members take great pride in producing a scrapbook for Golden West on a yearly basis to capture the chapter’s history. During the months of December, January, and February, there were scrapbook meetings held after school on Mondays and Wednesdays from 3:30-4:30pm to allow students time after school to create the scrapbook. The scrapbook was entered in the contest, but unfortunately did not make it past the regional level.
Mr. Schultz has been teaching at Golden West for 6 years. He currently teaches Ag Mechanics 1, 2, 3, and 4. He coached the 2011 Ag Mechanics team leading them to win Nationals and also coached the 2012 citrus team leading them to win State! He advised Diesel and Dairy SAE projects. His favorite quote is “Life is not fair, get used to it—Bill Gates.”

Courtney Beflin was a new Ag Advisor this year at Golden West. She currently teaches Intro to Environmental Horticulture, Plant and Soil Science, and Advanced Environmental Horticulture. She currently coaches the dairy products team and coached the team leading them to win State as well. She advised SAE projects. Before coming to Golden West, she taught at Pitman High School during the fall semester. She was a long-term substitute from February to El Diamante High School and then was a long-term substitute for 4 weeks. Her favorite quotes are “Laugh as much as you breathe and love as long as you live.”
TULARE COUNTY FAIR
FALL MOVIE NIGHT

Halloween Meeting

The only word missing for the title
LOCK IN

The boys playing video games

Mr. Davis gets ready to kiss the calf.

KISS A COW

Proceeds went to

VALLEY OAK SPCA

Add $$$ to see an Administrator kiss a cow!

Pucker Up!
### Scrapbook Scorecard

**Chapter:** Golden West FFA  
**Judge ID:** [Signature]

**Notes:** Complete in ink. Circle only the points designated below.

<table>
<thead>
<tr>
<th>Neatness. All items are neatly trimmed and secured on pages. No unsightly marks or smudges, accurate spelling, and printing on pages is legible.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
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<td>12</td>
<td>9</td>
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**Neatness Suggestions:**

<table>
<thead>
<tr>
<th>Historical Content. Scrapbook items are identified as to first and last name of people involved, activity and place. The items should answer the question: Who, what, when, where and why? Memorabilia should connect chapter members to the activities.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
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**Historical Content Suggestions:** Dates, Full Names.

<table>
<thead>
<tr>
<th>Diversity of Media. Varying types of media. News articles should be from local, city, county, state, and national sources. News source and date should be listed. Radio and TV should be listed with broadcast dates, times and stations. Other forms of media could include but not limited to programs, leaflets, handouts.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
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**Diversity of Media Suggestions:**

<table>
<thead>
<tr>
<th>Quality of Contents. Photographs are of good quality and could include digital cameral technology. Articles and memorabilia are not wrinkled and are original.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
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<td>16</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>16</td>
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</tbody>
</table>

**Quality of Contents Suggestions:**

<table>
<thead>
<tr>
<th>Category Title Pages/Table of Contents. Must consist of the following categories: Supervised Agricultural Experiences, Community Service, Leadership, and FFA Activities.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

**Category Title Pages/Table of Contents Suggestions:**

<table>
<thead>
<tr>
<th>Logical Pattern. Scrapbook items are placed in a logical pattern.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
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<td>6</td>
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<td>4</td>
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</tbody>
</table>

**Logical Pattern Suggestions:**

<table>
<thead>
<tr>
<th>Creativity. Originality and ingenuity of pages illustrate understanding of color, quality, variety, and relationship of each picture on the pages.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>8</td>
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</table>

**Creativity Suggestions:**

<table>
<thead>
<tr>
<th>Total</th>
<th>67</th>
</tr>
</thead>
</table>
# Scrapbook Scorecard

## Notes:
Complete in ink. Circle only the points designated below.

<table>
<thead>
<tr>
<th>Neatness. All items are neatly trimmed and secured on pages. No unsightly marks or smudges, accurate spelling, and printing on pages is legible.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>12</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Neatness Suggestions:
- Use a better typewriter.

<table>
<thead>
<tr>
<th>Historical Content. Scrapbook items are identified as to first and last name of people involved, activity and place. The items should answer the question: &quot;Who, what, when, where, and why?&quot; Memorabilia should connect chapter members to the activities.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### Historical Content Suggestions:
- Just names, typed on. More about community service activities.

<table>
<thead>
<tr>
<th>Diversity of Media. Varying types of media. News articles should be from local, city, county, state, and national sources. News source and date should be listed. Radio and TV should be listed with broadcast dates, times and stations. Other forms of media could include but not limited to programs,leaflets, handouts.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Diversity of Media Suggestions:

<table>
<thead>
<tr>
<th>Quality of Contents. Photographs are of good quality and could include digital camera technology. Articles and memorabilia are not wrinkled and are original.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Quality of Contents Suggestions:

<table>
<thead>
<tr>
<th>Category Title Pages/Table of Contents. Must consist of the following categories: Supervised Agricultural Experiences, Community Service, Leadership, and FFA Activities.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Category Title Pages/Table of Contents Suggestions:

<table>
<thead>
<tr>
<th>Logical Pattern. Scrapbook items are placed in a logical pattern.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
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<td>8</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Logical Pattern Suggestions:

<table>
<thead>
<tr>
<th>Creativity. Originality and ingenuity of pages illustrate understanding of color, quality, variety, and relationship of each picture on the pages.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Judges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Creativity Suggestions:

Total: 55
Summer activities plan or calendar

During the month of June, I ending my teaching career at Dos Palos high School. The majority of the month was spent at Cal-Poly, San Luis Obispo attending three week summer courses. This year I took Dr. Swan’s agriculture mechanics class as well as a class from Dr. Delay about incorporating labs into the classroom. I was unable to attend CATA conference this year because Dos Palos refused to pay for it at the last minute because I was no longer employed with them.

As soon as I returned home from Cal Poly, my contract started at Golden West High School in Visalia. The Tulare County Fair that we attend is in September, so I embraced SAE sheep project immediately. This summer projects consisted of bi-weekly showmanship practices and weigh-ins. In addition, our school had gate duty at the district school farm, so we rotated unlocking the gate in the morning, and locking it back up in the evening. In addition, I took on the department’s sheep breeding project.

Another big change this summer was moving to Visalia and setting up my new classroom. Courtney Serfain, my teaching partner, and I moved into a duplex about one mile from school. We spent numerous hours cleaning out our classrooms and reorganizing to fit our needs. The classrooms still had supplies from the previous two teachers that we had to go through.

In July, the officer team had their summer retreat in Los Osos for three days. This was a great opportunity to get to know the team seeing I was new to the school. Team building activities and workshops allowed me to know more about them and their personalities.

At the end of the summer in the beginning of August, I had two new teacher orientations. One at the district level and one at the high school level. These introduced me to the working of the new district and school I would be working for. Summer ended on August 18th, and it was back to work.
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Last Day of School at Dos Palos High School</td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Go to Morro Bay for 3 week classes and Conference</td>
</tr>
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<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Cal Poly Classes Start 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
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<td>23</td>
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<td>Opening Session for CATA Conference</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>CATA Banquet</td>
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<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Class 7-9am &amp; 11am-1pm</td>
<td>Cal Poly Classes End 7-9am &amp; 11am-1pm</td>
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**July 2011**

<table>
<thead>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Come home from 3 week</td>
<td>Contract starts at Golden West High School</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
<td>Pass out sheep for Tulare</td>
<td>1</td>
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<tr>
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<td>Classes in SLO</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
<td>County Fair</td>
<td>2</td>
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<tr>
<td>3</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
<td>Pass out sheep for Tulare County Fair</td>
<td>Open Gate at School Farm</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Summer Officer Retreat Los Osos</td>
<td>Summer Officer Retreat Los Osos</td>
<td>Summer Officer Retreat Los Osos</td>
<td>Move to Visalia</td>
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<tr>
<td>5</td>
<td>Pack</td>
<td>Pack</td>
<td>Move to Visalia</td>
<td>Sheep Showmanship Practice and Weigh in</td>
<td></td>
<td>14</td>
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<tr>
<td></td>
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<td>7pm</td>
<td>20</td>
<td>7pm</td>
<td></td>
<td>15</td>
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<tr>
<td>10</td>
<td></td>
<td>11 Sheep Showmanship Practice and Weigh in 7pm</td>
<td>Set up Classroom</td>
<td>Set up Classroom</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>18 Sheep Showmanship Practice and Weigh in 7pm</td>
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<td>31 Sheep Showmanship Practice and Weigh in 7pm</td>
<td></td>
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<tr>
<td>29</td>
<td></td>
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<td>32 Sheep Showmanship Practice and Weigh in 7pm</td>
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<tr>
<td>Sunday</td>
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<td>Tuesday</td>
<td>Wednesday</td>
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</tr>
<tr>
<td></td>
<td>Open Gate at School Farm</td>
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<td>Open Gate at School</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
<td>Open Gate at School Farm</td>
</tr>
<tr>
<td></td>
<td>Set up Classroom</td>
<td>Set up Classroom</td>
<td>New Teachers' Meeting</td>
<td>Set up Classroom</td>
<td>Set up Classroom</td>
<td>Set up Classroom</td>
</tr>
<tr>
<td>7</td>
<td>Sheep Showmanship Practice</td>
<td>Set up Classroom</td>
<td>at District Office 8-11am</td>
<td>Set up Classroom</td>
<td>Set up Classroom</td>
<td>Set up Classroom</td>
</tr>
<tr>
<td></td>
<td>Practice and Weigh in 7pm</td>
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<td></td>
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<tr>
<td>14</td>
<td>New Teacher Orientation at</td>
<td>Parent/Officer Dinner 6:30pm</td>
<td>Welcome Back Staff</td>
<td>School Starts</td>
<td></td>
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</tr>
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<td></td>
<td>Golden West High School</td>
<td></td>
<td>Meetings</td>
<td></td>
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<tr>
<td></td>
<td>8-12pm</td>
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<td>21</td>
<td>Sheep Showmanship Practice</td>
<td>Officer Lunch Meeting</td>
<td>Back to School Night</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice and Weigh in 7pm</td>
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<td>5:30-8pm</td>
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<td>28</td>
<td>Open Gate at School Farm</td>
<td>Officer Lunch Meeting</td>
<td>Welcome Back BBQ and</td>
<td></td>
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<td>FFA Meeting</td>
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<td>31</td>
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</tr>
</tbody>
</table>
Graduate follow-up survey

The graduate follow up survey has multiple areas for graduates to fill out for the department to gain information on the education after high school. Areas include: years in the program, employment, military, college education, future career goals, and any suggestions for the program. Unfortunately, this year our graduates did not receive the survey to fill out and return to the department.
AGRICULTURE EDUCATION
SENIOR FOLLOW-UP SURVEY

1. Name (print neatly): __________________________________________

2. Street Address (print neatly): __________________________________


5. Phone Number: _____________________________________________

6. (Circle one): Male  Female

7. Years in Agriculture Program (circle one): 1 2 3 4

8. Expected Employment Status after Graduation (circle one): Part-time  Full-time

9. Enlisted in Military? (Circle one): Yes  No

10. Education Status after Graduation (circle one):
       Junior College  University  Trade School

11. Major in College: Ag: ________________________________________
       Non-Ag: ____________________________________________

12. Future Career Goals: ________________________________________

13. Graduates Opinion of value and relevance of the Tulare County Agriculture Program. (Circle One):

       Outstanding  →  →  →  →  →  →  →  →  Poor
       10  9  8  7  6  5  4  3  2  1

14. Graduate’s Suggestions for improving the instructional program:

       __________________________________________
       __________________________________________
Results of the graduate follow-up survey

Even though the graduate follow-up survey was not sent out to graduates, we can still track where they are through personal communication or information from other students. Last year, there were nineteen senior graduates from the agriculture program. Out of these students, all but four students are agriculture majors. Three of the students are non-agriculture majors, and there is only one student we cannot track. Since College of the Sequoias is located in Visalia, quite a few of the students attend this college since it is local.
# CA0224  Visalia - Golden West
Golden West HS
1717 N. McAuliffe
Visalia, CA 93292

Graduates for Spring: 2011

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Austin</td>
<td></td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Brian</td>
<td></td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Stephanie</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Samuel</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Jaylene</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Sharon</td>
<td></td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Javier</td>
<td></td>
<td>Location or Position Unknown-</td>
</tr>
<tr>
<td>Audra</td>
<td></td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Gunnar</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Cody</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Dalan</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Danny</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Aaron</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Josh</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Jared</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Mitchell</td>
<td></td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Emily</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Daniel</td>
<td></td>
<td>Two Year College-Ag Major</td>
</tr>
</tbody>
</table>

Printed: 3/19/2012 11:39:40 AM
Count: 19

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Graduate Follow-up Report
Filing Year=2011

# CA0224  Visalia - Golden West
Golden West HS
1717 N. McAduff
Visalia, CA 93292

Printed: 3/19/2012 11:39:25 AM

<table>
<thead>
<tr>
<th>Total Seniors (Year=2010)</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction</td>
<td>19</td>
</tr>
</tbody>
</table>

### Program Completer Status

| Two Year College Ag Major | 13 |
| Two Year College Non-Ag Major | 1 |
| Four Year College Ag Major | 2 |
| Four Year College Non-Ag Major | 2 |
| Location or Position Unknown | 1 |

Site developed and maintained by the California FFA Association.
The Comprehensive Program Plan is a current work in progress at Golden West. There was no found record of a previous plan, so it is in the current process of being redone. Courtney Serafin will be using this as her Masters’ project. The plan has numerous documents in it that makes it extremely comprehensive and informing, yet it is still missing a couple valuable pieces. Once this is updated in its entirety next year, the updated copy will be on file with the Regional Supervisor, Charles Parker.
A. Job Market

Golden West High School is one of four comprehensive high schools in the Visalia Unified School District. Located on the northeast side of Visalia (population 124,442) just south of Fresno, CA (population 495,913), the high school has a current enrollment of 1,821 students. The composition of student demographics are as follows; 55% Hispanic or Latin, 37% Caucasian, 4% Asian, 1% African American, 1% American Indian or Alaska Native, and less than 1% Filipino and Pacific Islander. 45% of students at this school participate in the free of reduced-price lunch program and 12% of the students are identified as English Language Learners.

Due to Golden West's location on the northeast side of Visalia, the school receives students from the low socio-economic country areas of Ivanhoe (population 5,051; 82.5% Hispanic) and Farmersville (population 10,773; 72.9% Hispanic). The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics.

Tulare County's Agriculture is a diverse one, producing numerous crops, livestock, poultry, and other agricultural commodities. Once in five jobs in Tulare County is agriculturally related, most of which don't require any college degree. Therefore, preparing students with job skills for positions in agricultural occupations is crucial. High school graduates from Golden West High School attend schools, or obtain work throughout California but primarily attend community colleges within the San Joaquin Valley and obtain part or full-time work in or near the Tulare County boundaries. Graduates are employed in agricultural production as well as packing houses, welding, and numerous other agricultural related jobs.

Tulare County is a total of 3,100,800 acres. Of this total 1,400,885 acres are described as farms by the United State census. The remainder of the area is in Kings Canyon and Sequoia Parks, Sequoia National Forest, cities, and roads. It extends from about the mid-valley floor on the west to the crest of the Sierra Nevada range on the east side including Mt. Whitney, the highest peak in the original 48 state. It is bound on the north by Fresno County, on the south by Kern County, and on the west by Kings County. It lays 80 air miles inland from the Pacific Ocean. The climate is one of limited rainfall, 10 inches during November to March. The summers are hot and dry with day temperatures of 90 to 105 degrees Fahrenheit. The winter months are cool and foggy with night temperatures ranging as low as 25 degrees Fahrenheit. Extremes of 115 degrees and 16 degrees have been recorded although such temperatures are rare. The months of July and August are the hottest and January and February are the coldest. Because of the dry summers, most agricultural crops require irrigation. There is a small acreage of dry farmed barley and wheat and considerable dry land pasture, particularly in the foothills. Water for irrigation is supplied from wells and from rivers that flow from the Sierra Nevada Mountains. Storage reservoirs on the San Joaquin, Kings, Kaweah, and Tule rivers extend the snowmelt runoff into the summer. Additional water supplies would increase the irrigated acreage. About 700,000 acres of land are irrigated.
The soils along the foothills have weathered in place and usually have a hardpan. The valley floor is made up of alluvial soils placed there in the past by streams. Consequently, soil texture ranges from sandy soils near the mountains in the east, to very fine clay soils in the basin in the western part of the county. A wide variety of crops are grown. Agricultural enterprises include alfalfa, citrus, cotton, corn, beans, deciduous fruits, nuts, oil crops, grapes, olives, sugar beets, vegetables, barley, wheat, sorghum, beef, dairy, poultry, nursery crops, and many others. The gross agricultural income in 2011 was $5.017 billion dollars, making Tulare County the second richest agricultural county in the state of California.

Some of the major agricultural enterprises in Tulare County in 2011 were:
- Milk & Cream
- Oranges
- Cattle & Calves
- Grapes
- Alfalfa
- Plums
- Cotton
- Nectarines
- Corn
- Peaches
B. Targeted Occupations

The career paths that we have targeted at Golden West are Ag Mechanics & Construction, Animal Science, and Nursery & Floral Technology. Because of our onsite facility, we have a strong exposure to nursery practices in our Ornamental Horticulture courses. This exposure has led to many students finding an interest in the Ornamental Horticulture area.

Our classes have regular guest presenters from industry and higher education options, such as tech schools, local community colleges and local universities.

The sequence of courses in Ag Mech & Construction is:

Ag Mech 1  Introduction to Agricultural Mechanics
Ag Mech 2  Agricultural Welding
TCOVE (ROP)  Advanced Ag Mechanics & Construction

The sequence of courses in Animal Science is:

Ag Earth  Agricultural Earth Science
Ag Bio  Agricultural Biology
Animal Sci  Animal Science
Pre-Vet  Pre-Vet Science

The sequence of courses in Nursery & Floral Technology is:

Ag Earth  Agricultural Earth Science
Ag Bio  Agricultural Biology
Intro to OH  Introduction to Environmental Horticulture
TCOVE Adv. OH (ROP)  Advanced Environmental Horticulture

We strive to teach our students skills to meet competencies in an occupation in one or more of the "Four Program Areas of Occupations in Agriculture." Listed below are various jobs within each of the program areas.

**Agriculture Production**

**Crop Production**

**Jobs**

Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance

**Animal Production**

Livestock Handler, Milker, Inseminator, Auctioneer, Vet, Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control

**Agriculture Mechanics**

**Mechanics**

**Jobs**

Small Engine Mechanics, Equipment
<table>
<thead>
<tr>
<th>Category</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welder</td>
<td>Operator, Parts Person, Farm Mechanic,</td>
</tr>
<tr>
<td></td>
<td>Shop Foreman, Repairman, General</td>
</tr>
<tr>
<td></td>
<td>Maintenance/Mechanics</td>
</tr>
<tr>
<td>Welder/Helper, Fabricator,</td>
<td>Welder/Helper, Fabricator, Specialized</td>
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<tr>
<td>Specialized Repair and</td>
<td>Repair and Maintenance, Equipment</td>
</tr>
<tr>
<td>Maintenance, Equipment</td>
<td>Operator, Tractor Driver, Harvest</td>
</tr>
<tr>
<td>Operator, Tractor Driver,</td>
<td>Equipment, Operator, Fork Lift Driver,</td>
</tr>
<tr>
<td>Harvest Equipment, Operator,</td>
<td>Mechanic Helper Ornamental Horticulture</td>
</tr>
<tr>
<td>Fork Lift Driver, Mechanic</td>
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<tr>
<td>Helper Ornamental Horticulture</td>
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<tr>
<td><strong>Greenhouse Management</strong></td>
<td><strong>Jobs</strong></td>
</tr>
<tr>
<td>Greenhouse Worker, Forman</td>
<td>Maintenance, Propagator, Tissue Culture</td>
</tr>
<tr>
<td>Nursery &amp; Turf Operator</td>
<td>Nursery Worker, Salesman, Plant</td>
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<tr>
<td></td>
<td>Propagator, Gardener, Golf Course</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td>Landscape</td>
<td>Grounds Worker, Gardening Business, Garden Store Sales</td>
</tr>
<tr>
<td>Floriculture</td>
<td>Floral Design, Floral Sales, Floral Delivery</td>
</tr>
<tr>
<td><strong>Agribusiness/Computers</strong></td>
<td><strong>Jobs</strong></td>
</tr>
<tr>
<td>Agribusiness</td>
<td>Ag Sales, Banking, Keyboard, Operator,</td>
</tr>
<tr>
<td></td>
<td>Farm Accounting, Ag</td>
</tr>
<tr>
<td></td>
<td>Secretary/Bookkeeper, Inventory</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
</tbody>
</table>
C. Total Program Goals & Objectives

The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics. The Golden West Agriculture Department is fortunate to have an onsite learning facility, which is the result of over 30 years of support from our school district and community. Students can walk out of the classroom and into the onsite facility where they take an active part in maintaining the site. The Agriculture Unit consists of approximately ½ acre including 2 tool sheds, 1 pole barn with 8 storage stalls, 2 greenhouses, 1 shade house, 2 compartment chicken coop, 1 pheasant run, and 1 barn. Off site students house fair projects at the Visalia Unified School District school farm that is a shared farm between the 4 agriculture programs in the district. In addition to the Agriculture Unit on campus, there are 3 laboratory classrooms, a staff office, copy room, a small food storage room, a large fabrication Agriculture Mechanics shop, and a 3 room mezzanine. The space that we have in the shop allows for a variety of small projects as well as larger projects. Our shop projects have won awards in our county and state. Advisors, students, advisory committee, school board, and parents work together in all aspects of the farm and program. The Agriculture unit on campus is still in the process of being finished, with the addition of solar panels to the barn and an experimental orchard being put in. All the facilities are safe and efficient with built in allowances from technology such as presentation hardware and computers for student use.

Our course offerings reflect our newly developed pathways and our goal is to obtain many program completers. We recently added Agricultural Earth Science, Animal Science and Pre-Vet Science as new courses to offer to students. We also remain teaching Agriculture Biology, Agriculture Mechanics I & II, TCOVE Ag Mechanics & Construction, Introduction to Environmental Horticulture, and Advanced Environment Horticulture. We teach a traditional six period day with each teacher having one planning period. Golden West FFA offers endless possibilities for its members. With such a variety of activities offered in the program through judging teams, leadership conferences and retreats, there are constantly choices for members. I truly believe that students become active because they see it as a place where they belong; their niche in the high school scene. In our department we model all three circles of Agriculture Education working together. Students learn in the classroom and apply these skills “hands-on” with their SAE project(s) and also in the FFA program. The main goal of our department is to prepare student for entering not only the work force with competency in valuable hands-on skills, but also to prepare rigorous course work for those that are going to college.

We believe that by changing our pathways that we will have the ability to successfully maintain a well-rounded program. Our hopes and goals is that we will take our current program and transition it into one of the top ranked programs in our section, region, and state. Our Ag Advisory Committee, community members and industry leaders are assisting in providing a comprehensive program that is sure to enhance student success. We have a new Advisory Committee that meets with us at least two times a year.
Our goals that we hope to provide our students with follow below:
1. Teach students to practice responsibility through SAE Projects
2. Enhance students confidence through leadership growth
3. Practice good citizenship and community involvement
4. Ensure that student's interest in agriculture is positively influenced
5. An appreciation of conservation of our natural resources is developed in the student
6. Gives the student the ability to make intelligent selections of farm products for home use.
7. Teaches the student to provide and maintain attractive home surroundings
8. Develops in the student an appreciation and understanding for the importance of agriculture to all citizens
9. Acquaint students with related agricultural careers
10. Trains students for related agricultural fields
11. Prepares the student to become engaged in an agricultural production enterprise
12. Prepares the student for higher education in agriculture or its related fields

The Golden West FFA chapter is comprised of about 250 students. Our Program of Activities is filled with FFA activities and many of our members are student leaders in other programs as well. Our chapter is active in the Sequoia FFA Section, the San Joaquin Region, and the California FFA State Association. My teaching partners and I strive to ensure our members are prepared and represent our school and community well at all FFA activities. The FFA officer team meets weekly with all FFA Advisors to maintain the Chapter Program of Activities and plan and prepare for upcoming activities and events. Every year we take the newly elected officer team on a three-day teambuilding and planning retreat. During the retreat officers and advisors bond as a team, set chapter goals, and plan all FFA activities for the school year.

This past year our chapter had 150 Greenhands, 49 Chapter Degrees, and 14 State Degrees. We have won 16 state championship titles and 2 national titles in CDE competitions and routinely place well at contests around the state. We make sure all members have an opportunity to attend that annual FFA State Convention and select about 18 members on average to attend the conference each year.

The Golden West FFA has been recognized as a Superior Chapter through the National FFA Association. The chapter strives to maintain communication with members on upcoming activities by keeping announcements in the student bulletin, through the chapter website and chapter Facebook page. Additionally, members attend and speak at local organizations such as School Board meetings and feeder schools. We partner with another local high school Agriculture program to host a Citrus Contest every fall. Our FFA members compete and help organize. We have a variety of competitive teams offered at Golden West including: Opening & Closing Teams, Banking Quiz, Citrus Judging, Impromptu Speaking, Job Interview, Scrapbook, Best Informed Greenhand, Dairy Products, and Ag Mechanics. This past year our Ag Mechanics team won the National Contest in Indiana. Courtney and
myself are both starting new teams at Golden West, which include Dairy Products and Fruit Tree Judging.
Visalia Unified School District
Course Outline

Course Title: Agriculture Biology
Grade Level: 10th
Elective/Required: Required
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0041/2603
Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

II. Instructional Materials:

Required Text:
Biology: Principles and Explorations, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston

Supplementary Text: None

III. Course Outline:

1. Introduction to Agricultural Biology (10%)
   a. Agricultural Biology
   b. Agricultural Research
   c. Scientific Method
   d. General Lab Skills and Procedure
2. Cell Biology – Plants & Animals (25%)
   a. Cell organelles (structure and function)
   b. Homeostasis (osmosis and diffusion)
   c. Enzymes
   d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
   e. Biochemistry
   f. Cell reproduction (Mitosis)
   g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
   a. Meiosis
   b. Mendelian principles of genetics
   c. Human genetics
   d. DNA/Structure and Replication
   e. Protein Synthesis
   f. Modern application of bioengineering
4. Evolution (10%)
   a. Theories of evolution
   b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
   a. Organ Systems/Homeostasis
   b. Disease and Immune Response
6. Ecology- Plants & Animals(10%)
   a. Ecosystems
   b. Communities
   c. Populations
   d. Environmental Problems/Human Impact
7. Leadership (5%)
   a. SOEP (Supervised Agriculture Experience Project)
   b. FFA- Leadership development
   c. Record Books

IV. Expectations for Student Learning

A. Introduction to Agricultural Biology
   1. Biological skills are an important aspect of biological sciences. Students
      must develop the skills necessary for science investigation. As a basis for
      understanding this concept, students should learn:
      a. The use of the scientific method and procedure.
      b. Utilization of agriculture of agriculture research.
      c. Implementation of agriculture and laboratory skills

B. Cell Biology
   1. Fundamental life processes of plants and animals depend on a variety
      of chemical reactions that are carried out in specialized areas of the
      organism’s cells. As a basis for understanding this concept, students
      should learn:
a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

b. Enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium, the activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.

c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.

e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.

f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.

g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:

a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

b. Only certain cells in a multicellular organism undergo meiosis.

c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.

d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).

e. Why approximately half of an individual's DNA sequence comes from each parent.

f. The role of chromosomes in determining an individual's sex.

g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:

a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

b. The genetic basis for Mendel's laws of segregation and independent assortment.
3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
   a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
   d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
   e. Proteins can differ from one another in the number and sequence of amino acids.

4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
   a. The general structures and functions of DNA, RNA, and protein.
   b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into tRNA.
   c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
   a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
   b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
   c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
   e. A vital part of an ecosystem is the stability of its producers and decomposers.
   f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
   g. How to analyze the effects that changes in population size have on the ecological balance of a community.
E. Evolution
1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
   a. Why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
   c. New mutations are constantly being generated in a gene pool.
   d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
   a. How natural selection determines the differential survival of groups of organisms.
   b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
   c. The effects of genetic drift on the diversity of organisms in a population.
   d. Reproductive or geographic isolation affects speciation.
   e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems
1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
   a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
   b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
   c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
   d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
   e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.

h. The cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca++2, and ATP.

i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.

2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
   a. The role of the skin in providing nonspecific defenses against infection.
   b. The role of antibodies in the body’s response to infection.
   c. How vaccination protects an individual from infectious disease.
   d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infects they cause.
   e. Why an individual with a compromised immune system. (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
   f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

G. Leadership
   1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
      a. The skills necessary for public speaking.
      b. The importance of keeping accurate records in relation to their SOEP.
      c. The ability to communicate and work with others effectively for a future career in Agriculture.
      d. The opportunities in Agriculture Biology related fields.
      e. And appreciate their self worth and develop a sense of self-confidence.

V. Instructional Methods

A. Laboratory and field investigations
B. Current readings
C. Videos
D. Discussions
E. Lectures
F. Guest speakers
G. Internet activities
H. Research projects.
VI. Assessment and Evaluations

A. Assignments
Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing
1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework
1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
0 – 59% = F
Visalia Unified School District
Course Outline

Course Title: Agricultural Government
Alternate Course Titles: None
Grade Level: 12
Elective/Required: Required (Meets Graduation Requirement for Civics)
Length/Credits: Semester / 5 credits
Prerequisites: None
Course Numbers: 0078, 0079
CBEDS Codes: 2703
Replaces: None

I. Course Description:
This twelfth grade course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare the political powers at the local, state, national, and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agricultural Industry.

II. Instructional Materials:

Required Text:
Magruder’s American Government; McClenaghan, Prentice-Hall,

Supplementary Texts:
Selected readings from The Federalist Papers – and from Alexis DeTocqueville, Democracy in America – all units

III. Course Outline:

Unit 1 (3 weeks) The fundamental principles and moral values of American democracy
Topics include – development of democratic governance, evolution of the constitution, essential principles of the
constitutions, separation of powers, checks and balances, limited government, and judicial review.

**Unit 2**
(2 weeks)
**Federalism and the interaction between the federal, state, and local governments.**
Topics include – structure of federal, state, and local governments; with emphasis placed on the roles and responsibilities of each.

**Unit 3**
(2 weeks)
**The election process**
Topics include – political party identification, political ideology, public perception, nomination process, voting, and volunteerism.

**Unit 4**
(2 weeks)
**The work of present day legislatures**
Topics include – the process of lawmaking (i.e. committee system, lobbying, influence of media, public perception, special interest groups, effective lobbying.)

**Unit 5**
(3 weeks)
**The workings of the executive branches**
Topics include – roles and powers of the president and the governor, the process of executive leadership, and relationship between the executive branch and the legislative and judicial branches.

**Unit 6**
(3 weeks)
**The work of the federal and state courts**
Topics include – purpose of the trial courts, appellate courts, and the interpretive role of the courts.

**Unit 7**
(2 weeks)
**Comparative governments**
Topics include – differences between democracies, dictatorships, and parliamentary democracies.

**Unit 8**
(1 week)
Review and final

**IV. Expectations for Student Learning:**
**Students will understand the current elements of the legislative, executive, and judiciary branches of the government.**
**Semester Benchmarks:**
- Describe the system of separated and shared powers, the role of organized interest groups, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, and civilian control of the military.
- Understand that the Bill of Rights limits the powers of the federal government and state governments.
- Describe how the Constitution relates to the legislative branch, the roles of the House and Senate in impeachment proceedings; the role of the vice president; legislative powers; and the process by which a bill becomes a law.
- Explain the process through which the Constitution can be amended.
- Identify students’ current representatives in the legislative branch, including eligibility, election, function of the Electoral College, removal from office, and executive powers.
- Describe how the Constitution relates to judicial power, the jurisdiction of the Federal Courts, and explain the processes of selection and confirmation of federal judges.
- Describe the powers and duties of the Executive Branch.

**Students will understand the relationship among federal, state, and local governments.**

Semester Benchmarks:
- Describe reserved and concurrent powers of state governments (9th and 10th amendments) and compare to exclusive power of the federal government.
- Identify the organization and jurisdiction of the federal, state, county, and local government.
- Identify students’ current representatives in state, county and local governments.

**Students will understand civil literacy and responsibilities.**

Semester Benchmarks:
- Describe the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.
- Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- Describe the means that citizens use to participate in the political process.
- Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities.

**Students understand and exhibit the rights and individual responsibilities of citizenship.**
- Responsible for returning documents in a timely manner.
- Show respect to people and things.
- Being punctual and ready to learn.
- Regular attendance.

**Curricular English-Language Arts standards:**

**READING**

**Reading Comprehension (Focus on Informational Materials)**

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.
2.5. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
2.6. Critique the power, validity, and truthfulness of arguments set forth in public documents their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

WRITING

Writing Strategies
1.0. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
1.2 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology
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.

Evaluation and Revision
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
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.
LISTENING AND SPEAKING

Listening and Speaking Strategies
1.0. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.9 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

V. Instructional Methods:
   A. Lecture
   B. Role Play and Simulation
   C. Case Study and Analysis
   D. Essay Writing
   E. Oral Presentation
   F. Class Discussion

VI. Assessment and Evaluations:
   A. Assignments
      Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
      1. Term paper
2. Speech
3. Record-keeping
4. In-class work
4. Lab activities

B. Testing
1. Students will be given objectives tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.
4. Students will participate in the Visalia Unified School District End of Course Assessment for Civics.

C. Supervised Occupational Experience Project and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision form one of the Agriculture instructors which accumulates money, inventory or hours, as evidenced in her/his California Agricultural Education Record Book.
2. Projects in which other students have participated include:
   a. Agriculture Science research projects
   b. Agriculture Work experience
   c. Small or Large livestock
   d. Landscape Management
   e. Agriculture Mechanics
   f. Home Improvements

D. FFA activities
   Students will be required to participate in FFA activities. Potential activities include speaking contests, leadership development workshops, community service, and a variety of other opportunities.

VII. Grading Policy:
Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%
Visalia Unified School District
Course Outline

Course Title: Agriculture Science I
Grade Level: 9-12
Elective/Required: Elective,
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0011/4070
Replaces: N/A

I. Course Description:

A course focusing on beginning animal and plant science, leadership training (public speaking, parliamentary procedure-debate, judging teams, Supervised Occupational Experience Projects) records keeping skills, and career opportunities. Leads to the fulfillment of the science requirements to graduate from high school. This course is a recommended elective for college or university bound students majoring in Agriculture, Business, or Science.

II. Instructional Materials

Required Texts: None

Supplementary Texts:
- Agriculture Basic Core Curriculum Model (All units)
- Animal Science by Ensiminger (Animal Units)
- FFA Official Manual, Current Year (Leadership Units)
- Animal Production and Management by Barrick and Harmon (Animal Units)
- Material provided by livestock bread associations (Animal Units)
- Publication of the University of California Extension (CA Ag. Units)
- Sunset Western Garden Book (Plant Units)
III. Course Outline

Course Content

<table>
<thead>
<tr>
<th>A. Agriculture and Society</th>
<th>6 wks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Economic and social importance of agriculture on local, state, national and worldwide basis.</td>
<td></td>
</tr>
<tr>
<td>3. Careers available in agriculture and employability.</td>
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</tr>
<tr>
<td>B. Agriculture Leadership Development</td>
<td>10 wks</td>
</tr>
<tr>
<td>1. Purpose, origin, and operations of the FFA</td>
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</tr>
<tr>
<td>2. Parliamentary law and its importance to agriculture</td>
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</tr>
<tr>
<td>3. Types of Supervised Occupational Experience Programs</td>
<td></td>
</tr>
<tr>
<td>4. Record-Keeping and management of projects</td>
<td></td>
</tr>
<tr>
<td>5. Agriculture presentation/public speaking</td>
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</tr>
<tr>
<td>6. Opportunities available through the FFA</td>
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</tr>
<tr>
<td>C. Livestock Selection and Management</td>
<td>14 wks</td>
</tr>
<tr>
<td>1. Identification of major livestock breeds</td>
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</tr>
<tr>
<td>2. Evaluation of major classes of livestock</td>
<td></td>
</tr>
<tr>
<td>3. Terms, definitions, and life-cycles of the major classes of livestock</td>
<td></td>
</tr>
<tr>
<td>4. Economic/social significance of livestock classes</td>
<td></td>
</tr>
<tr>
<td>5. Management techniques used on various livestock</td>
<td></td>
</tr>
<tr>
<td>6. Poultry and rabbit production</td>
<td></td>
</tr>
<tr>
<td>D. Plant Science</td>
<td>4 wks</td>
</tr>
<tr>
<td>1. Local and state crops of economic importance</td>
<td></td>
</tr>
<tr>
<td>2. Life-cycle and growth of plants</td>
<td></td>
</tr>
<tr>
<td>3. Basic Botany</td>
<td></td>
</tr>
<tr>
<td>4. Plant Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

IV. Expectations for Student Learning

Each student who completes this course will be able to:

A. Agriculture and Society
   1. Identify topography and crops in California |
   2. Identify Agricultural Regions in California and the economic importance of crops |
   3. Develop an awareness for career opportunities in agriculture |
B. Agriculture Leadership Development
   1. Understand and use principals of Parliamentary Procedure |
   2. Understand the importance of keeping accurate financial records of business transactions |
   3. Be able to speak in public and develop leadership skills |
C. Livestock Selection and Management
   1. Identify parts and functions of livestock |
   2. Identify economic importance of livestock |
3. Identify different breeds of livestock, and their importance, and their use in Agriculture
4. Identify external anatomy
5. Understand principals of animal behavior
6. Understand the factors involved in and develop an ability for evaluating livestock
7. Be able to perform basic skills necessary in livestock management

D. Plant Science
1. Understand growth and development of plants
2. Understand the factors of plant reproduction

V. Instructional Methods

A. Lecture/Note-taking
B. Audio/Visual materials
C. Group/Individual assignments
D. Laboratory activities
E. Discussion
F. Reading assignments/related worksheets
G. Guest Speakers
H. Test-taking
I. Field Trips
J. Research/Term paper
K. Student Presentation

IV. Assessment and Evaluations

A. Assignments
Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. In-class work

B. Testing
1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.
C. SOEP and Record Book
   1. A Supervised Occupational Experience Program or project is an organized
      agricultural activity conducted outside of class time with supervision from
      one of the Agriculture instructors.
   2. Hours, inventory and/or money earned must be recorded in a California
      Agricultural Education Record Book.

D. FFA Activity Involvement
   1. Students will be required to participate in a variety of FFA activities.
   2. Potential Activities include: Chapter Meetings, Fairs and Shows,
      Committee Meetings, etc.

E. Homework
   1. The student will be responsible for completing a variety of assignments as
      determined by the instructor.

VII. Grading Policy:
    Completion of assigned projects & FFA involvement

    90 - 100% = A
    80 - 89%  = B
    70 - 79%  = C
    60 - 69%  = D
    0  - 59%  = F
Visalia Unified School District
Course Outline

Course Title: Animal Science
Alternative Title: None
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

I. Course Description:
This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

II. Instructional Materials:

Required Text:
Animal Production and Management; Kirby Barrick and Hobart L. Harmon.

Supplementary Texts:
Teacher notes, Student handouts, related magazine articles and current industry videos.

III. Course Outline (include approximate length of time):
First six-week grading period
A. Introduction to Animal Management
   1. Careers and Supervised Occupational Experience Project
   2. Animal Production in the United States
   3. Animals and their uses
B. Animal Selection and evaluation
   1. Selection of breeding stock
   2. Selection of market stock

Second six-week grading period
A. Breeding and Reproduction
   1. Mating Systems
   2. Breeding Periods
   3. Female reproductive tract
   4. Male reproductive tract
   5. Reproductive Hormones
B. Nutrition
   1. Digestive systems
   2. Functions of essential nutrients
   3. Calculating rations

Third six-week grading period
A. Animal Health
   1. Causes of Disease
   2. Diagnosis
   3. Disease Prevention
   4. Controlling Parasites
   5. Controlling Poisonous Plants
   6. Treatment of Disease

Fourth six-week grading period
A. Managing Beef Cattle
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Managing Dairy Cattle
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

Fifth six-week grading period
A. Managing Sheep
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Managing Swine
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

Sixth six-week grading period
A. Managing Horses
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Career Planning
   1. Student Seminar Presentation
   2. College education and/or vocational career planning
   3. Work ethics and employability skills
   4. Developing a professional portfolio

IV. Expectations for Student Learning:

**Essential Standard:** Students will understand fundamental life processes.
1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.
1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

**Essential Standard:** Students will understand the role genetics play in the development of bacteria for fermentation of milk.
5c – Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

**Essential Standard:** Students will understand structures and functions of organ systems, the internal environment of animals relatively stable despite changes in the outside environment.
9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
10c – Students know how vaccination protects an individual from infectious diseases.
10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body’s primary defenses against bacterial and viral infection, and effective treatments of these infections.
Essential Standard: Students will understand solutions, gases and their properties, acids and bases, reaction rates, and thermodynamics as it relates to the production of dairy products.
4a – Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
4d – Students know the values and meanings of standard temperature and pressure
5a – Students know the observable properties of acids, bases, and salt solutions
6c – Students know temperature, pressure, and surface area affect the dissolving process
7a – Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
7d – Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
8b – Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
8c – Students know how to write and calculate an equilibrium constant expression for a reaction.

Co-Curricular Standards (English and Mathematics)

**English**
1.1 Understand words and their derivations
1.2 Understanding denotative and connotative meanings of words
2.4 Synthesize content, paraphrase and connect ideas
2.5 Extend ideas
2.6 Follow technical directions

**Math**
10.0 Add, subtract, multiply, and divide to solve multi-step problems using these techniques.
13.0 Add, subtract, multiply, and divide rational expressions/functions, solving both computationally and conceptually challenging problems.

V. Instructional Methods:
A. Lecture/Note-taking
B. Audio/Visual materials
C. Group/Individual assignments
D. Laboratory activities
E. Discussion
F. Reading assignments/related worksheets
G. Guest Speakers
H. Field trips
VI. **Assessment and Evaluations:**

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work
2. Homework
3. Labs (Field work and laboratory)
4. Speeches/Presentations
5. Term paper

B. Testing

1. Students will be given objectives test on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. **Grading Policy:**

Reports of student progress will be provided every six weeks, with final grades provided at the end of the semester. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student’s ability to master concepts and skills. Non-academic factors are reported through the individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
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<tr>
<td>89-80%</td>
<td>B</td>
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<tr>
<td>79-70%</td>
<td>C</td>
</tr>
<tr>
<td>69-60%</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>
D. Program Completion Standards

Agriculture Science

------------------------has completed------------------------

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

**Competency Level**

- Basic Animal Science
- Anatomy and Physiology of Farm Animals
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef Cattle
- Swine
- Sheep
- Beef, Swine, and Sheep Husbandry
- Dairy Cattle and Dairy Cattle Husbandry
- Livestock Evaluation and Selection
- Livestock Products
- Poultry
- Basic Plant Science
- Plant Classification Systems
- Areas of Crop Production
- Vegetable Crops
- Tree Crops
- Forage Crop Production
- Vine and Small Fruit Crops
- Land Preparation and Planting
- Soils
- Fertilizers
- Irrigation and Drainage
- Harvesting
- Identification of Crops, Products, and By-Products
- Agricultural Production Services
- Agricultural Production Records
- Marketing Agricultural Products
- Financing Agricultural Production

Certifying Instructor ___________________________ Course Grade ___________________________ Date ____________
ORNAMENTAL HORTICULTURE

Student has completed the following areas of study and practice and has attained a competency level of (n/a) non-applicable; (1) does not meet basic standards; (2) meets basic standards; (3) exceeds basic standards

**Competency Level**

**Plant Nutrition**
- Nutrients Essential to plant growth
- Sources of Primary Plant Nutrients
- Fertilizer labels and calculations
- Determining Nutrient Deficiencies
- Fertilizer Application
- Organic and Inorganic Fertilizers

**Pest Management**
- Introduction to Plant Pests
- Weed Control
- Damage Caused by plant pests
- Biology of Insects

**Basic Botany**
- Photosynthesis
- Respiration
- Transpiration
- Translocation
- Plant Growth Requirements
- Hormones
The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information regarding work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

<table>
<thead>
<tr>
<th><strong>Plant Identification</strong></th>
<th><strong>Landscape Design</strong></th>
<th><strong>Turf and Lawn Maintenance</strong></th>
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</thead>
<tbody>
<tr>
<td>Common name</td>
<td>Principles of design</td>
<td>Turf identification</td>
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<tr>
<td>Botanical name</td>
<td>Design Drafting</td>
<td>Planting</td>
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<tr>
<td>Plant landscape uses</td>
<td>How to read blueprints</td>
<td>Mowing</td>
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<tr>
<td></td>
<td>Design problems</td>
<td>Fertilization</td>
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<td><strong>Plant Propagation</strong></td>
<td><strong>Landscape Construction</strong></td>
<td>Irrigation</td>
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<tr>
<td>Seeds</td>
<td>Soil Conditioning</td>
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<tr>
<td>Transplanting</td>
<td>Installation of landscape plants</td>
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<tr>
<td>Cuttings</td>
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<td>Layerage</td>
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<tr>
<td>Budding and Grafting</td>
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<td><strong>Plant Maintenance</strong></td>
<td><strong>Irrigation Systems</strong></td>
<td><strong>Marketing and Promotion</strong></td>
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<tr>
<td>Nursery organization</td>
<td>Designing the system</td>
<td>Marketing flowers and plants</td>
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<tr>
<td>Plant Fertilization</td>
<td>System tools and parts</td>
<td>Preparing plants for sales</td>
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<tr>
<td>Pruning</td>
<td>Installation</td>
<td>Sales and customer relations</td>
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<td>Watering</td>
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<td>Pest control</td>
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<td><strong>Nursery Stock Canning Operation</strong></td>
<td><strong>Floriculture</strong></td>
<td><strong>Work Habits</strong></td>
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<td>Soil mixes</td>
<td>Tools, equipment and supplies</td>
<td>______ Work Habits</td>
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<tr>
<td>Sterilization of soil and media</td>
<td>Corsage construction</td>
<td>______ Attendance / Punctuality</td>
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<td>Planting and transplanting into containers</td>
<td>Flower arrangements</td>
<td></td>
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<tr>
<td></td>
<td>Care of fresh flowers</td>
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</table>

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCove will not be responsible for errors.

☐ OK  ☐ Changes as Indicated

Signature/Date
E. Five Year Facility and Equipment Acquisition Schedule

The plan below will allow our department to provide meaningful instruction in all classes as well as utilizing our financial resources to their maximum potential.

**2011-2012**
- Security Cameras for Barn
- Shade House Cloth
- Water Pump for Greenhouse
- Plastic for Hoop House
- Lab supplies including Microscopes for Biology
- CEV Curriculum
- Computer Upgrades
- Plasma Cutter

Completed

**2012-2013**
- Plasma Cam
- Mist System in Greenhouse
- Install Solar Panels on Barn
- Natural Gas Forge
- Livestock Hand Tools for Fair

Planned Summer 2012

**2013-2014**
- Recondition Livestock Trailer
- New Soil Sterilizer
- Install Squeeze Chute
- Computers for Student Use
- Hand Power Tools

**2014-2015**
- Replace/Repair Greenhouse Siding
- Repaint Tool Sheds
- Replace Forklift
- Plant Orchards & Vines
- Install Irrigation in Orchard

**2015-2016**
- Build Equipment Storage
- Replace Copy Machine

Completed
### R2 Teacher Information
**Golden West HS, Visalia**
**Year: 2011**

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<th>Last Name</th>
<th>First Name</th>
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<th>Gender</th>
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<th>Department Head Stipend</th>
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#### Davis, Meghan

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#### Schultz, Emmett

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#### Serafin, Courtney

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</table>
Golden West FFA

Program of Work 2011-2012

“Our Culture is Agriculture”
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Dear Parents, Guardians, and FFA Members,

Your child(ren) has shown interest in being an active member of the Golden West FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is the student organization that at one time was known as “Future Farmers of America”, however in 1988 it was changed to the “National FFA Organization”. This was done to accommodate the changing face and diversity of today’s agriculture. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This program of works (POW) booklet is for you and your child(ren) to review and become aware of what FFA is about and the opportunities that are offered throughout the year. It contains a brief chapter program overview, events, and a tentative calendar of FFA activities. Please let us know if you have any questions involving the FFA opportunities available to your child(ren). We look forward to meeting with you soon.

Emmett Schultz          Meghan Davis          Courtney Serafin

Ag Mechanics Teacher    Animal Science Teacher  Plant Science Teacher
Beef Advisor            Sheep Advisor          Swine Advisor
eschultz@vusd.org       mdavis@vusd.org        cserafin@vusd.org
Introduction:
The purpose of this outline is to acquaint you with the opportunities offered by Golden West High School Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interested. To participate fully in the agriculture program, students must be actively engaged in all three aspects: classroom activities, FFA, and SAE program.

FFA:
This intra-curricular, national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

Supervised Agricultural Experience (SAE) Program:
Otherwise known as “projects”, students engage themselves in an activity related to their individual agriculture program. They keep records on the transactions related to the project in an official record book. It also provides them the opportunity for personal recognition, skill development, and career preparation.

Advisors:
Mr. Shultz – Department head, Ag Mechanics, Beef Projects
Ms. Davis – FFA Advisor, Animal Science, Sheep Projects
Ms. Serafin – OH Supervisor, Plant Science, Swine Projects

What is taught in the Agriculture Department?

- Introduction to Ag. Science
- Ag Biology
- Animal Science
- Plant Science
- Intro to Ornamental Horticulture
- Advanced Ornamental Horticulture
- Welding
- Ag Mechanics
Career Development Events:
- Ag Mechanics
- Agri Science
- Best Informed Greenhand
- Cooperatives
- Marketing
- Creed Speaking
- Dairy Products
- Farm Records
  - Farm Business Management
- Public Speaking
- Farm Safety
- Floriculture
- Horse Judging
- Job Interview
- Livestock Judging
- Market Plan
- Opening/Closing
- Small Engines
- Soils/Land
- Citrus Tree Judging
- Fruit Tree Judging
- Specialty Animals
- Vegetables
- Vine pruning
- Farm Power
- Parliamentary Procedure

Leadership Development Plan:
- Greenhand Conference (9th)
- Made for Excellence Conference (10th)
- Advanced Leadership Academy (11th)
- Sacramento Leadership Experience (12th)
- State Leadership Conference (9th-12th)
- National FFA Conference (9th-Graduate)

Fairs and Shows:
- Tulare County Fair
- Cow Palace Grand National, Junior Livestock Show
- California State Fair

Final Thought:
The above outline is only a brief sketch of the opportunities available to students. Student, with the support of family, can take advantage of these opportunities. By doing so, students will be able to graduate saying, “I’m glad I did...” rather than ‘I wish I would have...’
2011 – 2012 Chapter Goals

1. Send out monthly list of activities on postcards.
2. Scrapbook in Regional contest and make top ten.
3. Establish and stick to a budget and update after every event.
4. Volunteer our time for the Fall and Easter festivities for the Blind Babies Foundation.
5. Meet specified attendance goals on each activity sheet.
6. Establish a Golden West FFA webpage with a link to Facebook.
7. Hold a T-shirt design contest, starting the Aug 22 with voting at the Welcome Back BBQ, and are to be handed out by Tulare County Fair.
8. Fundraise a minimum of $15,000 during the 2011-2012 school year.
9. Establish a point system for the top ten most active members and award them and the officers a trip to Magic Mountain at the end of the school year.
10. Publicize fundraisers and activities above the chapter level.
11. Organize the FFA chapters in Visalia (maybe Exeter) to have a common activity held with each other.
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<tr>
<td>8/31</td>
<td>Welcome Back BBQ</td>
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<tr>
<td>9/12</td>
<td>Fair Booth/Banner</td>
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<td>9/28</td>
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<td>10/13</td>
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$15,525   $17,510
Golden West FFA

Calendar of Activities

August 31
September 13-17
September 23-24
September 28
October 3
October 5
October 13-16
October 15
October 20-23
October 26
November 3
November 16
November 19
November 22
December 7
December 17
January 13
February 8
February 16
February 23
February 25
March 3
March 10
March 17
March 24
March 25-30
March 30
April 11
April 14
April 18
April 21
April 21-24
May 5
May 23
May 30
Welcome Back BBQ
Tulare County Fair
COLC
FFA Meeting/Fall Movie Night
Opening/Closing Contest – Strathmore
Sectional Opening/Closing Contest
Cow Palace
Drive Thru BBQ
National FFA Convention
Halloween FFA Meeting
Greenhand Conference (Freshmen)
Turkey Bowling
Regional FFA Meeting
Fall FFA Awards Banquet
Winter Wonderland FFA Meeting
Citrus Judging Contest
FFA Meeting/Lock In
Taco Truck FFA Meeting
Sectional Speech Contest
Teacher Appreciation Breakfast
Regional FFA Meeting
UC Davis Field Day
Great Western and Chico State Field Day
Merced Junior College Field Day
Modesto Junior College Field Day
Western Week
Sweetheart Dinner
Elementary/Preschool Petting Zoo
Reedley Junior College Field Day
FFA Meeting and Spring Movie Night
Fresno State Field Day
State Conference
Cal Poly State Finals
Spring Awards Banquet
Pool Party
Introduction to the FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public school system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Indianapolis, Indiana and the California Association holds its annual conference at the Fresno Convention Center each April.

This 2011-2012 Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Golden West High School.

The FFA Motto:

Learning to Do
Doing to Learn
Earning to Live
Living to Serve
Golden West FFA

Mission and Strategies

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

To accomplish this mission, FFA:

- Develops competent and assertive agricultural leaders.
- 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 agriculture career.
- Encourages achievement in supervised agriculture 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 a healthy lifestyle.
- Encourages excellence in scholarship.

The Agricultural Education Mission

*The Mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.*
FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As an FFA member, I pledge to:

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

**FFA Official Dress**

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

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.

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

Proper Use of the FFA Jacket

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The 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, and 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.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school or other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letter and insignia of other associations should not be attached to or worn on the jacket.
8. When the jacket becomes faded or worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. 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 substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and awarded medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the move 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.
FFA Degrees

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The National Organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree
To receive a Greenhand FFA Degree, members must meet the following requirements:

- 1. Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience (SAE).
- 2. Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- 3. Describe and explain the meaning of the FFA emblem and FFA colors.
- 4. Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- 5. Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- 6. Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- 7. Submit a written application for the Greenhand FFA Degree.

Chapter FFA Degree
To receive a Chapter FFA Degree, members must meet the following requirements:

- 1. Received the Greenhand FFA Degree
- 2. Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- 3. Have an approved SAE in operation.
- 4. Enrolled in an agriculture course
- 5. Participated in the planning and implementation of at least three official FFA chapter activities.
- 6. Earned and productively invested at least $150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- 7. Have developed plans for continued growth and improvement of their SAE.
- 8. Effectively lead a group discussion for 15 minutes.
- 10. Show progress toward achievement in FFA award programs.
- 11. Have a satisfactory academic record.
- 12. Submitted a written application for the Chapter FFA Degree
- 13. Complete a minimum of 10 hours of community service activities
State FFA Degree
To receive a State FFA Degree, members must meet the following requirements:

- 1. Received a Chapter FFA Degree.
- 2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- 3. Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes an SAE.
- 4. Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- 5. Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an 6. FFA officer, committee chairperson, or committee member.
- 6. Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- 7. Participated in the planning and implementation of the chapter's Program of Activities.
- 8. Participated in at least five different FFA activities above the chapter level.
- 9. Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

American FFA Degree
FFA members who qualify for the American FFA Degree:

- 1. Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- 2. Have been FFA members for at least three years.
- 3. Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- 4. Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- 5. Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- 6. Have earned and productively invested at least $7,500, or have earned and productively invested at least $1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- 7. Have a record of outstanding leadership skills.
- 8. Have a record of participating in community service activities.
- 9. Have maintained a “C” grade average or better.
Agricultural Mechanics Design and Fabrication
involves designing and constructing agricultural equipment, structural land improvements and/or buildings and structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.

Agricultural Mechanics Energy Systems
(Agricultural. Power)-involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Mechanics Repair and Maintenance
involves repairing and maintaining agricultural structures, machinery and/or equipment, including lawn equipment.

Agricultural Processing
involves students who assemble, transport, process, fabricate, mix, package and store food and non food agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages as well as producing birdseed and other pet foods. NOTE: The processing of forest products is no longer part of this proficiency area. (The Forest Management and Products area has more details).

Agricultural Sales involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Aquaculture
involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.

Beef Production
includes programs that use the best management practices available to produce and market beef efficiently.
Dairy Production
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production
Involves the use of the best management practices available to efficiently produce and market efficiently two or more crop related proficiency areas such as: grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture
Typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses student SAEs with at least two of the following areas: floriculture, nursery operations, landscape management, turf grass management, as well as fruit and vegetable production, such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Livestock Production
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology
Involves programs where students gain career experiences in new and emerging agricultural technologies, such as agri-science, global positioning, biotechnology, lab research, computers and others that are covered by one of the existing award categories.

Environmental Science and Natural Resources Management
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities may involve managing agriculture waste, recycling agriculture products, cleaning the environment or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.
Fiber and/or Oil Crop Production
involves the use of the best management practices available to produce and market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, mint and safflower.

Floriculture involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials for ornamental purposes.

Food Science and Technology involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities or through the quality and safety testing of milk or other foods. **Food Science does not** involve the processing, marketing and sales of food products or food preparation and/or service.

Forage Production involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, bromegrass, orchard grass, grain forages, corn or grass silages and pastures.

Forest Management and Products involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Fruit Production involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits (Pome fruits include apples, mayhaws and pears; Stone fruits include peaches, nectarines, plums, apricots and cherries).

Grain Production involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. **Grain Production does not** include any of the aforementioned crops with an intended use for forage.
Golden West FFA

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants, as well as modernizing a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community betterment and development activities such as volunteerism to improve the community.

Landscape Management
typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations
typically provides students with job-entry experiences in areas such as shrubs, trees or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Poultry Production
using the best management available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
involves the use of the best management practices available to manage, produce, care for and/or market efficiently small pet animals, such as rabbits as companion animals, cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.

Specialty Animal Production
involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.
Specialty Crop Production
involves the use of the best management practices available to produce and market efficiently
crops covered by none of the existing award categories, including sugar beets, dry edible beans,
gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs, and spices,
mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Swine Production
involves the use of the best management practices available to produce and market swine
efficiently.

Turf Grass Management
typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn
mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production
involves the use of the best management practices available to produce and market efficiently
crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot
peppers, as well as all canning and common garden vegetables.

Wildlife Production and Management
Typically involves activities to improve the availability of fish and wildlife through practices
such as trapping, stocking fish and wild game or those that develop new or improve existing land
and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife
Departments and the Department of Natural Resources. Wildlife, wild species of ducks, geese,
quail and pheasants are eligible in this area if used as an income enterprise.
California Leadership Map

GREENHAND CONFERENCE (9th Grade)
FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grade)
Self-Esteem Building, Internal Motivation, Positive Attitude,
Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Officer Skills, Meeting Activities,
Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Organizing Meetings,
Mixers & Eye Openers, Making Presentation

ADVANCED LEADERSHIP ACADEMY
(11th/12th Grade)
Verbal Communication, Interviewing, Presentation Techniques,
Key Messages

STATE LEADERSHIP CONFERENCE
Exercising Democratic Principles, Developing a Committee Report,
Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE
Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION
Group Interactions, Teamwork, Critical Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)
Government Operations, Agricultural Industry, Organization, Management, Critical Thinking
Golden West FFA

Point Award System

Each year the Golden West FFA keeps a point award system for the activities that students attend. Each activity is worth a certain amount of points that are tallied up throughout the year. Chapter level activities are worth 10 points. Sectional, regional, and state level activities are worth 20 points. National level activities are worth 30 points. The chapter secretary is in charge of keeping this system up to date. Monthly totals are posted in the agriculture department for students to keep track. At the end of the year, the top ten most active members are announced at the Spring banquet held in May. These individuals are then invited to a paid trip to an adventure park or activity chosen by the officers at the summer officer retreat.

This year, the top ten students and officers will be attending Magic Mountain in Valencia, California on June 7, 2012.
Chapter Officer Duties

PRESIDENT: Seth Borges

Preside over meetings
Help appoint committees and serve on them when needed as ex-officio
Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
Represent the chapter in public and at official functions
Assist committee chairs with activities
Preside over officer meetings and meet before hand with advisors to set up and type agenda

VICE PRESIDENT: Theresa Sweeney

Assume all duties of the president if necessary
Develop the POA and serve as the ex-officio on committees when needed
Coordinate all committee work
Work closely with the president and advisors to assess progress toward meeting chapter goals Submit school bulletin announcements

SECRETARY: Hayley Young

Prepare and present the minutes of each chapter meeting
Record minutes for each officer meeting and keep on file with the Associated Student Body
Place all committee reports on file
Be responsible for chapter correspondence (thank you letters and invitations)
Maintain membership attendance records and issue membership cards
Golden West FFA

TREASURER: Carley Pratt

Assist the advisors with receiving, recording and depositing FFA funds
Present up-to-date treasurer’s reports at each chapter meeting
Collect money when required and serve as the chairperson to the fundraising committee
Maintain financial records
Correspond with ASB Director about authorization of fundraiser dates
Promote innovative ideas to increase revenue at chapter fundraisers

REPORTER: Jordan Dunn

Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
Write articles for the New Horizon monthly and send pictures
Do news releases for chapter activities
Compiles a Chapter Scrapbook to submit in March for the Regional Competition
Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

SENTINEL: Ricky Russell

Assist the president in maintaining order during meetings
Get the FFA paraphernalia and supplies for each meeting
Welcome members and guests at meetings and functions
Reserve the meeting room and keep it comfortable
Take charge of candidates for degree ceremonies
Assist with special activities and refreshments
Serve as the decorations committee chairman
Golden West FFA

HISTORIAN: Ashlee Williams

Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
Research and prepare items of significance of the chapter's history.
Prepare displays of chapter activities and submit stories of former members to the media.
Assist the reporter in providing photography for chapter needs.
Golden West – Visalia Chapter  
National FFA Organization  
Constitution

ARTICLE I. Name and Purposes

Section A. The name of this organization shall be “Golden West – Visalia Chapter of the National FFA Organization”.

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

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

ARTICLE II. Organization

Section A. The Golden West – Visalia Chapter is a chartered local unit of the California State Association, which is a chartered unit by the National FFA Organization.

Sectional B. The chapter accepts in full provisions in the constitution and bylaws of the California State Association as well as those of the National FFA Organization.
ARTICLE III. Membership

Section A. Membership in this chapter shall be of two kinds: (1) Honorary as defined by the National FFA Constitution; and (2) Active.

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 Degree.

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

1. He/she attends 3 chapter activities per semester (1 activity per 6 week period)
2. 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 the chapter secretary.

ARTICLE IV. Emblems

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

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National FFA Organization.

ARTICLE V. Membership Degrees and Privileges

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

Section B. Qualifications for election to the various degrees shall be the same as those set up in the FFA Handbook.

Section C. Special committees shall review the qualifications of members, and make recommendations to the chapter concerning degree advancements.
Section D. The Star Greenhand, Star Chapter Degree, Star Junior and Star Senior, shall be selected from the top five—point award winners of each class demonstrating the most diversified degree of FFA participation.

1. FFA participation shall be judged by:
   A. Scholarship
   B. Judging Teams
   C. Projects
   D. Fair and Shows
   E. FFA Activities
   F. Citizenship
   G. Conferences/Conventions

ARTICLE VI. Officers

Section A. The officers of the chapter shall be as follows: (Constitutional) President, Vice President, Secretary, Reporter, Treasurer, Sentinel; (Optional) Historian, Parliamentarian.

Section B. Officers shall be elected annually through a scoring rubric: Application 40%; Interview 40%; Member voting 20%.

Section C. President shall be a senior during his/her year in office, susceptible to an amendment.

Section D. The officers of the chapter together while the chairman in charge of the major committees of this Program of Work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section E. Honorary members shall not vote nor shall they hold office in the chapter except that of adviser.

Section F. Major Duties:

1. PRESIDENT
   Preside over meetings
   Appoint committees
   Coordinate work of chapter
   Members of all committees, ex officio
   Be familiar with constitution and bylaws
   Check on progress being made by chapter
   Represent the chapter at special occasions
2. **VICE PRESIDENT**
   Assist the President
   President at meetings in absence of President

3. **SECRETARY**
   Prepare and read minutes and reports
   Attend to official correspondence
   Keep membership and degree roll
   Have available list of business for each meeting
   Have on hand for each meeting secretary’s book and list of committees.
   Prepare membership cards

4. **TREASURER**
   Maintains chapter funds
   Collect dues and send to State and National Dues
   Assist in preparing annual budget
   Keep financial record of chapter
   Pay out chapter funds as authorized
   Devise methods to raise funds
   Encourage individual and chapter thrift

5. **REPORTER**
   Prepare chapter news articles
   Keep a chapter scrapbook
   Keep file on all chapter news
   Contact newspapers and arrange publicity
   Maintain FFA bulletin boards

6. **SENTRY**
   Set up the meeting room
   Care for chapter paraphernalia and equipment
   Attend the door and welcome visitors
   See that the meeting room is kept comfortable
   Assist with entertainment and refreshments

7. **HISTORIAN**
   Assist Reporter in maintaining scrapbook
   Assist Reporter in maintaining FFA bulletin boards

8. **PARLIAMENTARIAN**
   Help arrange chapter parliamentary procedure contest
   Help sentinel with meeting room and paraphernalia
Meetings

Section A
Regular Chapter meetings shall be held at least once a month during the school year at such a time and place designated by the Chapter Executive Committee.

Section B.
Official delegates at the State Convention shall be active members in good standing.

1. Additional members may be named as necessary in order to have proper representation at various sessions as the State Convention. These delegates must have a 3.0 GPA and will be required to pay the specified amount determined on a year to year basis. Selection of these additional delegates will be done by interview.

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

ARTICLE VIII.
DUES

Section A.
Full local, State, and National Dues shall be paid by the chapter.

ARTICLE IX.
Amendments

The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not a conflict with the State and National Constitutions.

POLICIES

I. ELECTION OF OFFICERS

1. Officers shall be slated by a committee.
2. All officers, except Sentinel, Historian, and Parliamentarian must hold a chapter degree.
3. Applicants must have a 2.5 GPA with no "F's" for the last grade period and a "B" in their current Ag class at that time of the application.
4. President must be a senior.
II. NONPERFORMANCE OF DUTY

1. An officer may be removed from office by a majority vote of the Executive Committee if in the opinion of the Executive Committee, he/she fails to perform their duty.

III. REPLACEMENT OF OFFICERS

1. Replacement of officers will be made by appointment of the Executive Committee.

IV. ELIGABILITY RULES FOR PARTICIPATION

1. To participate in off campus activities, a member must:
   A. Have a 2.0 GPA with no “F’s” in all subjects and a “C” or better in his/her Agriculture class.
   B. Members must show proper citizenship and behavior at all activities.
   C. Show proper conduct in the FFA jacket.
   D. Not have been sent to the Vice Principal for disciplinary action more than two times per year.

VI. CHANGE OF POLICIES

1. The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.

2. These policies may be changed or added to by a two-thirds majority vote of the Chapter at any regular meeting at which a quorum is present.
The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

Pathway Sequence

9th
Agricultural Mechanics & Construction
- Introduction to Agricultural Mechanics **

10th
- Agricultural Welding **

11th
- Adv. Ag Mechanics & Construction

12th
- Adv. Ag Mechanics & Construction

Graduation Requirements
* Graduation and CSU Lab Science Requirement
** Fine and Arts Graduation Requirement
*** Graduation and CSU Economics Requirement
Offered Agriculture Courses

Course Title: Ag Physical/Earth Science
Grade Level: 9th
Elective/Required: Elective; meets Physical/Earth science graduation requirement
Length/Credits: One Year / 10 credits
Prerequisites: None
Course Numbers: 4400 2618
Places: N/A

Course Description: Earth Science plays a unique and essential role in today’s rapidly changing world. Knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet.

Earth Science is designed to be a first year course that introduces the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). The observational aspects of science will be emphasized through laboratory investigations and activities.

Course Title: Agriculture Biology
Grade Level: 10th
Elective/Required: Elective; meets biology graduation requirement
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0041, 0042
CBEDS Codes: 2603
Replaces: N/A

Course Description: A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California’s academic standards for biology and is matched to the Visalia Unified School District common course outline for Biology. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.
Course Title: Agricultural Mechanics I
Grade Level: 9th-12th
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0052, 0053
CBEDS Codes: 4030
Replaces: N/A

Course Description: This introductory course in Agricultural Mechanics is designed to provide a strong foundation in the use of all basic farm shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. Instruction provides an opportunity for project development and begins preparation for careers in the construction, operation, and maintenance of equipment used by the agriculture industry. Throughout the school year, students will be working on small individual projects.

Course Title: Agriculture Mechanics II
Grade Level: 10th-12th
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Agriculture Mechanics I or approval of instructor
Course Numbers: 0054, 0055
CBEDS Code: 4030
Replaces: N/A

Course Description: This second course in Agricultural Mechanics is designed to further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction. Instruction also includes small engine repair and maintenance. The Agricultural Mechanics Pathway provides preparation for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. While students learned the “basics” in Agriculture Mechanics I, this course requires advanced welding techniques, as well as beginning project construction.
Course Title: Agriculture Mechanics III
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or approval of teacher Course Number & CBEDS Codes: 0003/4030
Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Course Title: Agriculture Mechanics IV
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher Course Number & CBEDS Codes: 0004/4030
Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.
Course Title: Animal Science
Grade Level: 11th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

Course Description: This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

Course Title: Pre-Vet Science
Grade Level: 12th
Elective/Required: Elective
Length/Credits: Year/10 units
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
CBEDS Codes: 0084, 0085 4020
Replaces: None

Course Description: This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.
Course Title: Introduction to Environmental Horticulture
Grade Level: 9-10
Elective/Required: Elective
Length/Credits: 1 Year/10 Credits
Prerequisites: None
Course Numbers: 0032, 0033
CBEDS Code: 4050
Replaces: None

Course Description: Instruction in this course provides an understanding of the basic anatomy and physiology of plants. The Introduction to Environmental Horticulture course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: 1 Year/ 2 periods/20 Credits
Prerequisites: NONE
Course Numbers: 4533, 4534, 4535
ROP Course Numbers: 8732, 8733, 8734
CBEDS: 2535
Replaces: TCOVE Nursery Technology

Course Description: This is an advanced course designed for students who have a sincere interest in the nursery and/or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.
January 13, 2012

Dear Ag Advisory Committee Member,

Thank you for taking time out of your busy schedule to attend our meeting on Thursday, February 2, 2012. The meeting will begin promptly at 6pm. We will also be providing dinner. Attached you will find an agenda for the evening. If you would like to add anything to the agenda or have any further questions, please feel free to contact us at (559)735-8087.

Sincerely,

Emmett Schultz  Meghan Davis  Courtney Seratin
Ag Advisory Meeting Agenda
Thursday, February 2\textsuperscript{nd}, 2012

1. Department Reports
   a. Mr. Schultz
   b. Ms. Davis
   c. Ms. Serafin

2. Completion of Barn

3. School Farm

4. Sheep Breeding Project

5. Sweetheart Dinner

6. Plant Sale

7. State FFA Conference

8. Updated Program Pathways

9. Department Needs
   a. Trees for pasture at school farm
   b. Vet tech supplies, Vet contacts
   c. Trees, shrubs, and vines for OH department
Ag Advisory Meeting
Thursday, February 2nd, 2012

MINUTES

Meeting was called to order at 6pm by department head, Emmett Schultz. Dinner was served and included chips, salsa, chili verde, rice, beans, cheesecake and drinks.

The officer team introduced themselves as well as their office. The advisors introduced themselves. The advisory members introduced themselves as well. Members in attendance were: Ed Needham, Leslie Gardner, Tom Polich, Johnny Jameson, and Rick Hamilton (Assistant Principal).

Department Reports

Emmett gave the department report for ag mechanics. He mentioned that the ag mechanics team won the National Championships in October at National Convention. They also had first and second high individuals.

Meghan gave the department report for animal science. She talked about the induction of new class pets. She also explained some biology labs that were being incorporated in the classroom. She talked about the ewes lambing out and the Ag Science I classes helping with that.

Courtney gave the department report for plant science. She talked about cleaning up the OH unit with the students. She showed a project called pots with pizzazz that they were making for the Sweetheart dinner and plant sale. She also mentioned that they had a big order through MConkey for soil.

Completion of Barn

Emmett talked about the barn that the students had been building for the previous 1-2 years at the school site. To build the barn, the department received a grant to fund the 30’ x 60’ pole barn that would have a tack room, pens, as well as solar panels for electricity production for the school. The barn is approximately 98% complete and has animals in it already.

School Farm

Emmett shared that there were already beef and heifer projects at the school farm for fair. He talked about work that needed to be done at the farm to keep it in top working condition. This includes repairing a roof on the sheep barn, adding more storage areas, as well as John Cooz building new sheep pens. It was discussed to
plant trees in the 5 acres pastures for shade for the animals, possibly willow or ash trees.

Sheep Breeding Project
Meghan shared the students that were chosen for the sheep breeding project for the current school year: Kacey Seeger, Felicia Benitez, Matt Walther, Roric McClaskey, Carley Pratt, and Hattie Jameson. She shared that students had to fill out an application and that six were chosen. The students will have to work 30 hours for one lamb for the Tulare County Fair. This equals out to approximately $8.50/hour. Hours will be work between February 4, 2012 and June 6, 2012. At that point in time, the student will take ownership of the lamb. Leslie mentioned that she can get lambs sponsored for students if needed.

Sweetheart Dinner

It was shared that the dinner would be Friday, March 30, 2012 at the school's mini-gym. There will be a parent meeting for the dinner on Wednesday, February 8th, 2012 at 7pm in the Ag Department. Johnny mentioned to auction off front row seats for Golden West's graduation. Meghan talked about asking Tom Buckley to donate football passes for the next school year. Ed mentioned that he could donate any trees needed or items from Jelly Belly. Leslie said she would help put together whatever was needed. Rick mentioned that it might be tough to get front row seats for graduation and might cause a conflict among other clubs.

Plant Sale

Courtney shared that the plant sale would be April 11th-13th from 9am to 5pm. She talked about publizing the event through Farm Bureau and Times Delta. She also spoke about sending out post cards with students and in return students would receive some sort of initiative such as candy or extra credit. Her goal is to raise $5,000 this year. Leslie mentioned that the sensory trail at Happy Trails has a wide variety of plants that Courtney could come and take clippings of whenever she needed.

State Conference

It was shared that state conference will be April 21st through April 24th. There will be 17 students attending. The cost per student is $216. The student needs to pay $100 and the chapter will pay the remaining $116. Applications were submitted for outstanding web development, superior chapter, and star advisor (Emmett Schultz).

New Pathways

There was discussion that there was problems with the program pathways and their student retention, most specifically juniors. The plant and animal science pathways will have the same first two introductory classes for students. Freshmen
will take Ag Earth Science which counts for physical earth science credit. Sophomores will continue to take Ag Biology which counts for biology credit. The animal science pathway will continue on with Animal Science students’ junior year and Pre Vet Tech their Senior year. The plant science pathway will continue with Intro to OH students’ junior year and Advanced OH their senior year. The ag mechanics pathway will remain the same; ag mech 1, 2, 3, and 4.

**Department Needs**

Teachers shared their needs for the department. Courtney needs plants, trees and vines to help beautify the surroundings of the greenhouse and OH unit. Emmett mentioned that they needed water tolerant trees that would withstand the summer heat. Meghan mentioned that she needed Vet Tech supplies for the following year as well as Vet contacts that could come into the classroom. Leslie mentioned to fill out the CWA grant for the OH unit. Ed mentioned filling out the Farm Bureau Garden Grant.

The meeting was adjourned at 7:30pm.
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**MATERIALS AND SUPPLIES**

- **FUND**: 010
- **RESOURCE**: 90249
- **GOAL**: 71154
- **GOLDEN WEST HIGH SCHOOL
- **TCOVE - HORTICULTURE**

**Budget Report**

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AGRICULTURE EDUCATION
SENIOR FOLLOW-UP SURVEY

1. Name (print neatly):  

2. Street Address (print neatly):  

3. City:  4. Zip:  

5. Phone Number:  

6. (Circle one):  Male  Female  

7. Years in Agriculture Program (circle one):  1  2  3  4  

8. Expected Employment Status after Graduation (circle one):  Part-time  Full-time  

9. Enlisted in Military? (Circle one):  Yes  No  

10. Education Status after Graduation (circle one):  

   Junior College  University  Trade School  

11. Major in College:  

   Ag:  

   Non-Ag:  

12. Future Career Goals:  

13. Graduates Opinion of value and relevance of the Tulare County Agriculture Program. (Circle One):  

Outstanding  →  →  →  →  →  →  →  Poor  

10  9  8  7  6  5  4  3  2  1  

14. Graduate’s Suggestions for improving the instructional program:  

________________________________________________________________________

________________________________________________________________________
Contact the Department:

Emmett Schultz, Department Head
(Ag Mechanics, Steer Advisor, Ag Mechanics CDE)
Meghan Davis, Agriculture Teacher
(Animal Science, Sheep Advisor,
Fruit Tree CDE)
Courtney Serafin, Agriculture Teacher
(Horticulture, Swine Advisor, Dairy Products CDE)

2011-2012 Golden West High School Agriculture Department

Events

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<td>Fall Movie Night/FFA Meeting</td>
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Emails:
eschultz@vusd.org
mdavis@vusd.org
cserafin@vusd.org

Golden West High School Agriculture Department

Our Culture is Agriculture!

1717 N. Mcauliff Street
Visalia, CA 93292

(559) 735-8087
Courses Offered:

Animal Science-
- Ag Earth Science
- Agriculture Biology
- Animal Science
- Pre-Vet Tech

Horticulture-
- Ag Earth Science
- Agriculture Biology
- Introduction to Environmental Hort.
- Advanced Environmental Hort.

Mechanics-
- Agriculture Mechanics I
- Agriculture Mechanics II
- TCOVE Ag Welding

SAE...
What's in it for you?

Enterprise Project:
Applying knowledge of agriculture by taking ownership of your own project

It all starts in CLASSROOM!
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**

| School Year | 2012-2013 | School |

Based on the previous year's record, every agriculture teacher, teaching at least ¾ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

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<th>Emmett Schultz</th>
<th>Courtney Serafin</th>
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* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development Activities.

1. New Professionals Institute
2. Sectional Record Book Scoring
3. School Wide Monthly Staff Meetings
4. Sectional Interviews Host
The advisory committee was invited to a meeting on Thursday, February 2, 2012. Five of the advisory members were in attendance, including the three agriculture teachers. On the agenda for this meeting was the following: department reports, completion of the school barn, school farm, sheep breeding project, sweetheart dinner, plant sale, State FFA Conference, updated program pathways, and needs of the department.
Golden West Agriculture Department  
1717 North McAuliff  
Visalia, Ca. 93292  
(559)735-8087

January 13, 2012

Dear Ag Advisory Committee Member,

Thank you for taking time out of your busy schedule to attend our meeting on Thursday, February 2, 2012. The meeting will begin promptly at 6pm. We will also be providing dinner. Attached you will find an agenda for the evening. If you would like to add anything to the agenda or have any further questions, please feel free to contact us at (559)735-8087.

Sincerely,

Emmett Schultz  
Meghan Davis  
Courtney Serafin
Ag Advisory Meeting Agenda
Thursday, February 2\textsuperscript{nd}, 2012

1. Department Reports  
   a. Mr. Schultz  
   b. Ms. Davis  
   c. Ms. Serafin  

2. Completion of Barn  

3. School Farm  

4. Sheep Breeding Project  

5. Sweetheart Dinner  

6. Plant Sale  

7. State FFA Conference  

8. Updated Program Pathways  

9. Department Needs  
   a. Trees for pasture at school farm  
   b. Vet tech supplies, Vet contacts  
   c. Trees, shrubs, and vines for OH department
During the advisory meeting, Courtney Serafin took minutes for the department. The meeting was called to order by department head, Emmett Schultz, at 6pm. Advisory members were provided dinner and were introduced to the 2011-2012 Chapter Officer Team. Each teacher gave a short report on the happenings of their department within the agriculture department. Emmett then talked about the completion of the student built barn on the school farm. Afterwards, he talked about the district’s school farm and projects that needed to be completed to maintain the farm. I talked about the new requirements for the sheep breeding project and the students that would be participating in the project. Next, we discussed the two upcoming fundraisers for the department: Sweetheart Dinner and Plant Sale. Advisory members were great about donation suggestions or ways they could assist. Advisory members were also notified of the students that would be attending the State FFA Conference in April. Total, there are 17 students and the cost for them was $100 each. The new program pathways were introduced and it was discussed that they were aligned to help student retention within the program over four years. Lastly, needs of the department were shared, and the advisory members inputted how they could help obtain the items needed.
Ag Advisory Meeting
Thursday, February 2^{nd}, 2012

**MINUTES**

Meeting was called to order at 6pm by department head, Emmett Schultz. Dinner was served and included chips, salsa, chili verde, rice, beans, cheesecake and drinks.

The officer team introduced themselves as well as their office. The advisors introduced themselves. The advisory members introduced themselves as well. Members in attendance were: Ed Needham, Leslie Gardner, Tom Polich, Johnny Jameson, and Rick Hamilton (Assistant Principal).

**Department Reports**

Emmett gave the department report for ag mechanics. He mentioned that the ag mechanics team won the National Championships in October at National Convention. They also had first and second high individuals.

Meghan gave the department report for animal science. She talked about the induction of new class pets. She also explained some biology labs that were being incorporated in the classroom. She talked about the ewes lambing out and the Ag Science I classes helping with that.

Courtney gave the department report for plant science. She talked about cleaning up the OH unit with the students. She showed a project called pots with pizzazz that they were making for the Sweetheart dinner and plant sale. She also mentioned that they had a big order through MConkey for soil.

**Completion of Barn**

Emmett talked about the barn that the students had been building for the previous 1-2 years at the school site. To build the barn, the department received a grant to fund the 30' x 60' pole barn that would have a tack room, pens, as well as solar panels for electricity production for the school. The barn is approximately 98% complete and has animals in it already.

**School Farm**

Emmett shared that there were already beef and heifer projects at the school farm for fair. He talked about work that needed to be done at the farm to keep it in top working condition. This includes repairing a roof on the sheep barn, adding more storage areas, as well as John Cooz building new sheep pens. It was discussed to
plant trees in the 5 acres pastures for shade for the animals, possibly willow or ash trees.

**Sheep Breeding Project**
Meghan shared the students that were chosen for the sheep breeding project for the current school year: Kacey Seeger, Felicia Benitez, Matt Walther, Roric McClaskey, Carley Pratt, and Hattie Jameson. She shared that students had to fill out an application and that six were chosen. The students will have to work 30 hours for one lamb for the Tulare County Fair. This equals out to approximately $8.50/hour. Hours will be work between February 4, 2012 and June 6, 2012. At that point in time, the student will take ownership of the lamb. Leslie mentioned that she can get lambs sponsored for students if needed.

**Sweetheart Dinner**

It was shared that the dinner would be Friday, March 30, 2012 at the school’s mini gm. There will be a parent meeting for the dinner on Wednesday, February 8, 2012 at 7pm in the Ag Department. Johnny mentioned to auction off front row seats for Golden West’s graduation. Meghan talked about asking Tom Buckley to donate football passes for the next school year. Ed mentioned that he could donate any trees needed or items from Jelly Belly. Leslie said she would help put together whatever was needed. Rick mentioned that it might be tough to get front row seats for graduation and might cause a conflict among other clubs.

**Plant Sale**

Courtney shared that the plant sale would be April 11th-13th from 9am to 5pm. She talked about publizing the event through Farm Bureau and Times Delta. She also spoke about sending out post cards with students and in return students would receive some sort of initiative such as candy or extra credit. Her goal is to raise $5,000 this year. Leslie mentioned that the sensory trail at Happy Trails has a wide variety of plants that Courtney could come and take clippings of whenever she needed.

**State Conference**

It was shared that state conference will be April 21st through April 24th. There will be 17 students attending. The cost per student is $216. The student needs to pay $100 and the chapter will pay the remaining $116. Applications were submitted for outstanding web development, superior chapter, and star advisor (Emmett Schultz).

**New Pathways**

There was discussion that there was problems with the program pathways and their student retention, most specifically juniors. The plant and animal science pathways will have the same first two introductory classes for students. Freshmen
will take Ag Earth Science which counts for physical earth science credit. Sophomores will continue to take Ag Biology which counts for biology credit. The animal science pathway will continue on with Animal Science students’ junior year and Pre Vet Tech their Senior year. The plant science pathway will continue with Intro to OH students’ junior year and Advanced OH their senior year. The ag mechanics pathway will remain the same; ag mech 1, 2, 3, and 4.

**Department Needs**

Teachers shared their needs for the department. Courtney needs plants, trees and vines to help beautify the surroundings of the greenhouse and OH unit. Emmett mentioned that they needed water tolerant trees that would withstand the summer heat. Meghan mentioned that she needed Vet Tech supplies for the following year as well as Vet contacts that could come into the classroom. Leslie mentioned to fill out the CWA grant for the OH unit. Ed mentioned filling out the Farm Bureau Garden Grant.

The meeting was adjourned at 7:30 pm.
Advisory committee constitution and by-laws

Visalia Unified School District has an adopted advisory committee manual for career technical education. The last time it was updated was the 2009-2010 school year. The manual includes specifications for advisory committees such as how to form a committee, the functions and duties of a committee, and operations of the committee. Instructions in the manual are specific to how an advisory committee should be run within the district.
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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in CTE programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Career Technical Education encompasses a complex, highly scientific, and technological skill sets which require input from industry leaders. Employment opportunities in CTE are constantly changing. New technologies are continually being developed and incorporated into these technical fields.

Students must be trained for today’s jobs as well as new opportunities that become available. There will be an increased need for technically trained students in specialized occupations. Advisory committees help teachers of CTE stay abreast of these changing employment trends and opportunities. Increased interest in CTE programs that include internships, work-study, and other types of on-the-job training will require close coordination with local industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.
The purpose of this manual is to provide information for CTE coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.
Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need
   1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
   1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
   1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
   1.4 It is important that the school administration, CTE staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members
   2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the CTE department and chairman of the school board.
   2.2 Each should have an equal voice in the selections.
   2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
   2.4 The advisory committee should be truly representative of the district.

Members:
   2.4.1 Should be successful in their respective industry and/or individual/s engaged in a significant related occupation.
   2.4.2 Must have recent, successful, firsthand, and practical experience in their respective field
   2.4.3 Should exhibit substantial interest in the CTE program.
   2.4.4 Should be representative of the local industry, parts of district, age groups, professional organizations, & ethnic or religious groups.
   2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
   2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
   2.4.7 Should not have frequent dealings with the department in order to minimize conflict of interest problems.
   2.4.8 Should include representatives of the service areas of the particular industry.
2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?
3.1 No fixed number will satisfy all situations.
3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
3.3 Should not be so large that it is unwieldy or difficult to call together.
3.4 Seven to eleven persons are suggested with nine being a workable medium.
3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?
4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
4.2 The letter should:
4.2.1 Indicate that the CTE teacher is supportive.
4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
4.2.3 Include a request that the member indicate whether he or she will accept.
4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility
5.1 Of greatest importance is that the committee is only advisory in character.
5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
5.3 It has no administrative or policy forming power.
5.4 It will make suggestions on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.
Functions and Duties of Advisory Committees

1. Help to determine what type of CTE program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships)

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the CTE program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, site and district administration and school board.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities or other youth programs.

10. Help unify the activities of the CTE program with those of other groups and agencies interested in the same industry.

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 their particular CTE industry.
15. Provide current resources to develop and maintain a CTE 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, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members.

Items to be considered are:

1. Number of meetings
   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers
   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members
   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings
   4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
   4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
   4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
   4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
   4.5 The meeting place should provide a conference table in a quiet environment.
   4.6 Usually the 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, or principal, and approved by the board of education.
   5.2 The committee may be asked for suggestions.
   5.3 A committee should not be permitted to choose its own replacements.
   5.3.1 This would be self perpetuating.
   5.3.2 May become unrepresentative and unduly independent of the school
        administration.
   5.4 Rules of procedure should indicate that if a committee member misses meetings
        repeatedly without reason, the position be declared vacant by the chairperson,
        and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the
   principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of
   agenda items. When consensus cannot be reached or decorum is in question, refer to
   Robert's Rules of Order.
Opening Session Instructions for CTE Advisory Committees

Instructions to Your New Advisory Committee
1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school’s board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible CTE program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:
   7.1 Review existing programs, courses of study, facilities, equipment.
   7.2 Propose new programs and/or courses when needed based on solid data for this community.
   7.3 Evaluate existing programs and proposed new programs.
   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
   7.7 Help in placement and in evaluating performance of our CTE students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.
Getting Started:
1. Review present course offerings and majors — catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here’s What You Need To Do To Get Started:
1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.
Appendix A
(SAMPLE)
Advisory Committee Meeting Agenda

TO: List committee members here
FROM: Chairperson
DATE: Date agenda is published
RE: Next Advisory Committee Meeting

DATE: Date of next meeting
TIME: Time of next meeting
PLACE: Place where meeting is being held
AGENDA

1. Review and approve minutes of the previous meeting.

2. Call for additional agenda items to be added to this meeting’s agenda.

3. Committee and progress reports.

4. Consideration of recommendations for a new class or activity.

5. Review of revised course of study.

6. Report and review CTSO (Career Technical Student Organizations) activities.

7. Set date, time, and place for next meeting.

8. Adjournment.
Appendix B
(SAMPLE)
Set of Minutes

Advisory Committee Meeting
January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.
The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.
The call for additional agenda items was made.
Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.
Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.
It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.
Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next fall.
F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.
The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.
The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.
Respectfully Submitted,
Mr. Q, Recorder
Golden West High School Agriculture Department

*Proficiency Standards*

The proficiency standards are another aspect of the comprehensive program plan that is currently in the process of being redone in its entirety. Currently, there are standards for Animal Science, Intro to Ornamental Horticulture, and Advanced Horticulture. The following class standards will be adding by the end of the 2012-2013 school year: Ag Earth Science, Pre Vet Technology, Ag Mechanics I, II, III, and IV.
Agriculture Science

has completed

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

**Competency Level**

- Basic Animal Science
- Anatomy and Physiology of Farm Animals
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef Cattle
- Swine
- Sheep
- Beef, Swine, and Sheep Husbandry
- Dairy Cattle and Dairy Cattle Husbandry
- Livestock Evaluation and Selection
- Livestock Products
- Poultry
- Basic Plant Science
- Plant Classification Systems
- Areas of Crop Production
- Vegetable Crops
- Tree Crops
- Forage Crop Production
- Vine and Small Fruit Crops
- Land Preparation and Planting
- Soils
- Fertilizers
- Irrigation and Drainage
- Harvesting
- Identification of Crops, Products, and By-Products
- Agricultural Production Services
- Agricultural Production Records
- Marketing Agricultural Products
- Financing Agricultural Production

Certifying Instructor ___________________________ Course Grade ___________________________ Date ___________________________
ORNAMENTAL HORTICULTURE

Student has completed the following areas of study and practice and has attained a competency level of (n/a) non-applicable; (1) does not meet basic standards; (2) meets basic standards; (3) exceeds basic standards

Competency Level

Plant Nutrition
- Nutrients Essential to plant growth
- Sources of Primary Plant Nutrients
- Fertilizer labels and calculations
- Determining Nutrient Deficiencies
- Fertilizer Application
- Organic and Inorganic Fertilizers

Pest Management
- Introduction to Plant Pests
- Weed Control
- Damage Caused by plant pests
- Biology of Insects

Basic Botany
- Photosynthesis
- Respiration
- Transpiration
- Translocation
- Plant Growth Requirements
- Hormones
ADVANCED ENVIRONMENTAL HORTICULTURE

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

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<td>Plant Fertilization</td>
<td>System tools and parts</td>
<td>Corsage construction</td>
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<td>Pruning</td>
<td>Installation</td>
<td>Flower arrangements</td>
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<td>Care of fresh flowers</td>
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<td>Pest control</td>
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| Nursery Stock Canning Operation | | |
|---------------------------------|-------------|
| Soil mixes                      | Irrigation Systems |
| Sterilization of soil and media | Designing the system |
| Planting and transplanting into containers | System tools and parts |

Please look this over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOVE WILL NOT be responsible for errors.

[ ] OK  [ ] Changes as Indicated

Signature/Date
Credential Copies

My primary single subject teaching credential in agriculture as well as my clear specialist instruction credential in Agriculture were obtained from California State University, Chico in December 2008. BTSA is currently in progress, and will be completed in May 2012 to receive my clear teaching credentials.
# R2 Teacher Information

Golden West HS, Visalia

Year: 2011

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
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<td>Courtney</td>
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### Davis, Meghan

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### Schultz, Emmett

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### Serafin, Courtney

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<td>Intro to Environmental Horticulture</td>
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<td>O.H./Floral</td>
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</table>
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

MEGHAN KAYE DAVIS

is hereby awarded a

Preliminary Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

MEGHAN KAYE DAVIS

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture
Calendar of Department Activities

The department uses the regional CATA calendar that is located online at www.live.calaged.org to plan out our FFA activities for the year. The activity dates are set at the summer officer retreat for the department. This is ideal so all advisors and officers have the dates for the year with plenty of advance notice. There are also several activities listed on the calendar at the sectional and regional level that the department attends each year.
<table>
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<th>Sun</th>
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- July 2011
- Independence Day
- ROLC @ Bass Lake
- Kings County Fair
- State Fair-Junior Livestock Show
- State Fair Dairy Show Sacramento
- State Fair Dairy Show Sacramento
- Officer Report
- Officer Report
# August 2011

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<tr>
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<tr>
<td>Regional FFA Officer Planning Mtg. @ Tulare 2pm</td>
<td>New Teacher Orientation</td>
<td>Parent Meeting 6:30pm</td>
<td></td>
<td>School Starts</td>
<td>San Joaquin Region SOLC @ Exeter 5pm</td>
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<tr>
<td>21</td>
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<td>T/K CATA Meeting 5pm Tulare</td>
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<td>FFA Meeting Welcome back 5pm</td>
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<td>SV COLC 9am-7pm SV CATA 3pm</td>
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<td>No School Labor Day</td>
<td>Showman's State Staff Meeting @ WFM</td>
<td>Madera Fair</td>
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<td>10 Kern COLC 8am-8pm Kern Valley CATA Meeting 11am</td>
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<td>12</td>
<td>13 WFM Section Activity @ Blackbeard's 5pm-8pm Move-in Weigh It</td>
<td>14 Tulare County Fair</td>
<td>15 Sheep Show</td>
<td>16 CATA Sec Mtgs. 5pm Reedley College EFM &amp; WFM COLC</td>
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<td>21 EFM Section Activity Blackbeards 5pm-9pm</td>
<td>22 Madera Cotton Contest 5pm</td>
<td>23 T/K and Seq COLC Scicon 6pm</td>
<td>24 T/K and Seq COLC Scicon Seq CATA Mtg 11am</td>
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<td>25 T/K and Seq COLC</td>
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<td>27 National Convention Delegate Training @ Galt</td>
<td>28 FFA Meeting</td>
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<td>Sun</td>
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<td>3 Strathmore Invitational O/C Contest 4:30pm</td>
<td>4 Lemoore O/C Contest 4:30pm Kern CAYA Mig 5pm @ Arvin</td>
<td>5 Fresno County Fair Sequoia O/C El Diamante 5pm</td>
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<td>Kern County Fair Caruthers Fair Drive Through BBQ 4pm</td>
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<td>10 Columbus Day Greenhand Conf. @ Porterville</td>
<td>11 Greenhand Conf. @ Bakersfield</td>
<td>12 T/K O/C Hanford 5pm</td>
<td>13 Fresno County Fair</td>
<td>14</td>
<td>15 Corcoran Cotton Contest 8:30 am</td>
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<td>17 National FFA Convention Delegate Trip Indianapolis</td>
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<td>26 FFA Meeting Party 6pm</td>
<td>27 Jordon’s Birthday</td>
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</table>
|     |     | 1 Greenhand Conference-Clovis | 2 Kern BIG and Co-Op @BC 5pm  
Greenhand Conference-Lemoore | 3 Greenhand Conference-Visalia  
Hanford Cotton Contest 4:30 pm | 4 | 5 State Cotton Contest-Fresno 8am |
| 6   | 7   | 8 EFM O/C Reedley College 4pm  
Kern O/C Bakersfield College 5pm  
SV O/C Tahn 5pm  
ES O/C Bishop 5pm | 9 T/K FFA  
McDermitt Field House  
Firebaugh O/C Invitational 4:30pm | 10  | 11 Veterans Day | 12  |
| 13  | 14  | 15 WFM O/C Madera 5pm | 16 Turkey Bowling Meet  
21 SV Prepared & Job Interview Materials Due | 17 New Professionals Institute @ Fresno  
1st, 2nd, 3rd year teachers | 18  | 19 San Joaquin Regional Mtgs-FFA & CATA  
Lemoore 8:30 am |
| 20  | 21  | 22 Parli-Pro Workshop @ Foothill 4pm  
Fall Awards Banquet 7pm | 23  | 24  | 25  | 26  |
| 27  | 28  | 29 SV FFA Skate night  
Skateland 6pm to 9pm | 30  |     |     |     |
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<tr>
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<td>1 EFM&amp;WFM BIG &amp; Banking Contests @ Sanger 5pm Kern Skate Night 6-9</td>
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<td>8 Kern, SV, TK, SQ Banking Quiz @ Bakersfield Ag Pavilion 4pm</td>
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<td>San Joaquin Region Road Show—Visalia</td>
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<td>17 Golden West Citrus 9am</td>
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# February 2012

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<tr>
<td></td>
<td></td>
<td></td>
<td>1 Sequoia manuscripts Due Kiss a Cow Starts</td>
<td>2 Student Teacher Conclave- Modesto</td>
<td>3</td>
<td>4 Winter State Finals Fresno State Citrus, grape, tree pruning</td>
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<tr>
<td>5</td>
<td>6</td>
<td>7 Kern Speech Contests @ Kern Valley 3pm TK Speech Contests Tulare 5pm</td>
<td>8 Coach Meeting 10pm</td>
<td>9</td>
<td>10 MFE/ALA Visalia SJ FFA Officer Candidates Interview @ 1pm Kiss a Cow Ends</td>
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<td>13</td>
<td>14 Regional Proficiency Scoring @ Exeter 9am Kiss a Cow Tulare Farm Show</td>
<td>15 WFM &amp; EFM manuscripts due EFM &amp; WFM CoOp novice &amp; adv Farm records @ Laton 5pm</td>
<td>16 SEQ Speech Contest @ Porterville 5pm</td>
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<tr>
<td>19</td>
<td>20</td>
<td>21 SQ&amp;TK CoOp &amp; BIG Contests @ COS main campus 5pm</td>
<td>22</td>
<td>23 EFM Section Activity Johns Incredible Pizza Teachers Breakfast</td>
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<td>FFA Week</td>
<td>27 Record Book Contest Mira Monte @ 5pm</td>
<td>28 State Proficiency Scoring Bakersfield</td>
<td>29 State Proficiency Scoring CSU EFM Speaking Contest @ Clovis 4pm WFM Speaking Contest Caruthers 5pm</td>
<td>25 SJ Region CATA/FFA Meetings @ Bakersfield Frontier Reg. 8:30am, Start 9am</td>
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# March 2012

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<tr>
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<td>1 State Proficiency Scoring Galt</td>
<td>2 UC Davis Parli Pro</td>
<td>3 UC Davis Field Day</td>
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<td>4</td>
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<td>SLE Sacramento</td>
<td>EFM, WFM Parli-Pro @ Sierra 4pm</td>
<td>SQ, TK Parli-Pro @ Hanford 4pm</td>
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<td>SV Parli-Pro @ Frontier 4pm</td>
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<td>16 Reg Parli-Pro Contest @ COS 12pm</td>
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<td>17 Merced JC Field Day</td>
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<td>19 WFM State Degree-Fresno County Fair Grounds 6pm</td>
<td>20 EFM State Degree Fresno County Fair Grounds 6pm</td>
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<td>23 Reg. Speech Contests 10am @ Christ Church Tulare</td>
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<td>26 SEQ State Degree-Tulare Heritage Complex 6pm</td>
<td>27 TK State Degree-Tulare Heritage Complex 6pm</td>
<td>28 Kern/ES State Degree-Bakersfield Ag Pavilion 6pm Kern</td>
<td>29 SV State Degree Bakersfield Ag Pavilion 6pm</td>
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<td>30 Sweetheart Dinner 10pm</td>
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<td>31 Cal Poly Pomona Field Day</td>
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- SLE Sacramento
- Kern Parli-Pro @ Foothill 4pm
- EFM, WFM Parli-Pro @ Sierra 4pm
- SQ, TK Parli-Pro @ Hanford 4pm
- SV Parli-Pro @ Frontier 4pm
- 19 WFM State Degree-Fresno County Fair Grounds 6pm
- 20 EFM State Degree Fresno County Fair Grounds 6pm
- 21 EFM State Degree Fresno County Fair Grounds 6pm
- 22 EFM State Degree Fresno County Fair Grounds 6pm
- 23 Reg. Speech Contests 10am @ Christ Church Tulare
- 24 MJC Field Day
- 26 SEQ State Degree-Tulare Heritage Complex 6pm
- 27 TK State Degree-Tulare Heritage Complex 6pm
- 28 Kern/ES State Degree-Bakersfield Ag Pavilion 6pm Kern
- 29 SV State Degree Bakersfield Ag Pavilion 6pm
- 30 Sweetheart Dinner 10pm
- 31 Cal Poly Pomona Field Day

**Notes:**
- Lunch Western Week
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<td>10 SV Officer Apps Due</td>
<td>11 Seth's Birthday</td>
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<td>14 Reedley College Field Day, Madera Ag Welding, &amp; Small Engines 9:00am</td>
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<td>18 Meeting &amp; Movie-Night 8pm</td>
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<td>20 State Parl Pro Semi Finals @Fresno 7:30 am</td>
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<td>CATA SEQ Planning Mtg @ TBD 5pm</td>
<td>CATA Kern, SV, ES Planning Mtg @ Woody 5pm</td>
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<td>EFM, WFM American Degree Scoring @ Kingsburg 5pm</td>
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# Visalia Unified School District
## 2011 – 2012 School Calendar

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- **School Not in Session**
- **Conference Day** Minimum Day Schedule For 1-6 Only
- **C** Teacher Work Day
- **X** Staff Development
- 2012 Summer School Begins
- **M** Minimum Day District Staff Development Board Approved: 2/8/11
- **L** Local Student Non-Attendance Day
- **SE** Summer School Ends
- **T** 2011 High School
- **H** Legal Holidays
- **E** Exit Exam (census) 9 - 12
- **T** Middle School and High School Finals
- **M** Minimum Day for K-12 Students and Teachers

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Visalia Unified School District
2011 – 2012 School Calendar

2011

2012

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Visalia Unified School District
2011 – 2012 School Calendar

2011

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Professional Growth Activities

There are over twenty-four listed professional growth activities that I have attended throughout the 2011-2012 school year. There are additional growth activities that were not on the list such as weekly meetings with my BTSA support provided. The majority of these activities are in conjunction with the California Agriculture Teachers’ Association. The two most beneficial professional development activities that I attended this year was the New Professionals Conference in Fresno and the State Degree and Proficiency Workshop at the Tulare School Farm.

The New Professionals Conference provided first through third year teachers with various materials and information that we could take back with us and apply in our classrooms. As a second year teacher, I am still collecting all the materials I can to make my classroom and projects as successful as possible. In addition, the conference is a great opportunity to network with other new teachers. Mr. Harris and Mr. Parker held the proficiency and degree workshop during winter break. Both individuals helped answer any questions we might have about either topics. They also equipped us with any advice or knowledge they had about the topics. In addition, Mr. Harris came to Golden West at the end of winter break to help critique proficiency applications that were in progress.
### Professional Growth and Development Activities

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<th>Date</th>
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<td>August 16th, 2011</td>
<td>New Teachers' Orientation – Golden West High School</td>
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<td>BTSA Meeting</td>
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<td>September 24th, 2011</td>
<td>Sectional CATA Meeting</td>
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<td>September 24th, 2011</td>
<td>Tulare County Fair Ag Teachers Brainstorming Meeting</td>
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<td>October 13-15th, 2011</td>
<td>Grand National Livestock Show – Cow Palace</td>
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<td>October 24th, 2011</td>
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<td>November 17-18th, 2011</td>
<td>New Professionals Conference</td>
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<td>CATA Roadshow</td>
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<td>Proficiency Workshop with Ken Harris</td>
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<td>Record Book and Proficiency Scoring</td>
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<td>Spring Ag Advisory Meeting</td>
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<td>Tulare Farm Show</td>
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<td>April 21-24th, 2012</td>
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<td>Cal-Poly Continuing Education Classes</td>
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<td>June 22-24th, 2012</td>
<td>CATA Skills Classes</td>
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Golden West High School Agriculture Department

R-2 Report

The 2011-2012 R-2 report has a current total of 274 students in the agriculture program at Golden West High School. The report shows that the program is not successfully retaining junior and senior level students in the program. After looking at the program pathways, it is evident that they need to be reconstructed to better student retention within the program.
## FFA Roster

# CA0224  Visalia - Golden West
Golden West HS
1717 N. McAuliff
Visalia, CA 93292

Year: 2011  Go

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* Posted

Site developed and maintained by the California FFA Association.
Travel Requests

All travel requests that are overnight or more than seventy-five miles away from Golden West High School must have board approval. The paperwork for travel requests must be submitted a minimum of two weeks prior to the school board meeting. There are multiple parts to a travel request that must be submitted. The first paper is a request for board approval of the trip. This has to have advisor as well as the principal’s signature. The next paper is a supervisor waiver and consent, which states the activity participation, is voluntary to the agriculture teacher. The third paper is certification of financial security, which states that the club has sufficient funds to cover the entire cost of the trip. The following paperwork is a list of the students that will be attending the activity as well as an itinerary of the entire trip from the time students depart until the time they return. All advisors attending the trip or conference must complete a conference attendance form as well as a substitute request form. The last paper that must be filled out are the golden rod forms with are purchase orders for associated student body clubs on campus.

Once board approval has been given, funds are released to pay for the trip, and the advisor receives a copy of all paperwork submitted.
VISALIA UNIFIED SCHOOL DISTRICT
REQUEST FOR BOARD APPROVAL OF
STUDENT FIELD TRIP

1. Title and/or purpose of trip: State FFA Conference


3. Destination and/or description of itinerary: Fresno Convention Center

4. Means of transportation: School vehicles. Ag Truck, Ag Van, Athletics Van

5. Expenses to be paid by: FFA and students
Otherwise known as the sponsoring group.
Budget Number (if applicable): 

6. Attached is an outline of the sponsoring group's plans for fund raising activities, accounting of funds raised and expended, and return of funds not used.

7. Attached is a sponsoring group waiver, exempting the Board from financial responsibility and specifying that public funds will not be utilized for this trip.

8. Total Number of Students: 16 Grade Level(s): 9-12
A list of students must be submitted prior to departure.

9. Names and Addresses of Instructors/Supervisors for the Field Trip:
Meghan Davis
1717 N. McAuliff, Visalia, Ca. 93292

Courtney Serafin
1717 N. McAuliff, Visalia, Ca. 93292

Emmett Schultz
1717 N. McAuliff, Visalia, Ca. 93292

10. School at which students are enrolled: GOLDEN WEST HIGH SCHOOL
Dated: 1-25-12
Signature of Person Submitting Request

I certify compliance with the requirements of the appropriate Administrative Regulation
Dated 1-26-12
Signature of School Principal

Dated: 20
Signature of Director

Previously Enrolled
Revised: January 23, 2009
(Use Reverse for Additional Information)
VISALIA UNIFIED SCHOOL DISTRICT
EDUCATIONAL ACTIVITIES - STUDENT TRIP
INSTRUCTOR/SUPERVISOR WAIVER AND CONSENT

Education Code Section 35330 states in part: “The governing board of any school district or the county superintendent of schools of any county may: (a) Conduct field trips or excursions in connection with courses of instruction or school related social, educational, cultural, athletic, or school band activities to and from places in the state, any other states... or a foreign country... A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district’s course of study for such students, pupils... (b) Engage such instructors, supervisors, and other personnel as desired to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for such field trip or excursion.”

“All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for any injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving such claims.”

I, the undersigned,
do hereby offer to the district my services on a voluntary basis as instructor/supervisor for the
field trip to:
scheduled on 4/21/2012 through 4/24/2012
I recognize this is not a school-required trip and that my participation is entirely voluntary. As
required by the above quoted Education Code Section, I expressly waive all claims against the
Visalia Unified School District and the State of California for injury, accident, illness, or death
occurring during or by reason of the field trip.

Dated:

Instructor/Supervisor Signature

Previously: E 4100a.
Revised: July 23, 2001
Revised: January 26, 2006
VISALIA UNIFIED SCHOOL DISTRICT
EDUCATIONAL ACTIVITIES - STUDENT TRIP

CERTIFICATION OF FINANCIAL SECURITY

I certify under penalty of perjury that the foregoing is true and correct:

That financial security has been established sufficient to cover the traveling and living expenses for all participants, and

That no student will be excluded from the trip solely because of insufficient funds.

Date

[Signature]

GOLDEN WEST HIGH SCHOOL - VISALIA, CA
School Site

[Signature - Principal of School]

[Signature - Director]
FFA State Conference – Fresno, California
Financial Security Form:

The cost per student is $216. This includes the conference registration fee as well as the hotel room for three nights.

The ASB FFA account will pay for $116 per student. The student is responsible for paying the remainder of the $100.
FFA State Conference – Fresno, California

List of Students:

1. Jordan Dunn
2. Pamela Stage
3. John Wilker
4. Matthew Walther
5. Brody Williams
6. Ashlee Williams
7. Christopher Hash
8. Matthew Hash
9. Roric McClaskey
10. Hattie Jameson
11. Mazie Jameson
12. Kenneth (Kasey) Seeger
13. Seth Borges
14. Adeline Blair
15. Hilola Bukharizoda (FE)
16. Kalamkas Arabzhan (FE)
17. Ana Shatalova (FE)
18. Ashley Owen (Day Pass)
19. Hayley Young (SO)
FFA State Conference – Fresno, California
Field Trip Itinerary

Saturday, April 21st, 2012

3pm        Meet at the Ag Dept and depart
4:30pm     Arrive in Fresno. Check into hotel
6pm        Eat Dinner
7-7:30pm   Regional Meeting
8-10:30pm  Opening Session
11pm       Lights out at hotel

Sunday, April 22nd, 2012

7am        Eat breakfast and depart hotel
8-10:15am  Second General Session
11:15-12:15pm  Education Workshops – Round 1
12:15-1pm  Lunch
1-1:55pm   Education Workshops – Round 2
2-2:55pm   Education Workshops – Round 3
3:15-5:15pm  Third General Session
5:30-7pm   Participant Dinner
8-10:30pm  Fourth Session
11pm       Lights out at hotel

Monday, April 23rd, 2012

7am        Eat breakfast and depart hotel
8:30-11:20am  Fifth General Session
11:30-1pm  Participant Lunch
1-3pm      Career Show
6-8pm      Dinner
9-10:30pm  Monday Night Concert
11pm       Lights out at hotel

Tuesday, April 24th, 2012

7-8am     Regional Awards Ceremonies
8:30-11:45am  Conference Closing Session
12pm      Depart Fresno
1pm        Arrive back to Ag Dept – Visalia, California
State Conference Schedule

THURSDAY, APRIL 19

10am - 6pm          Conference Headquarters          Coat Room, VH
10am - 6pm          Conference Registration Open      Hall A, VH
10am - 7pm          Tabulations Room                   Salon F2, CC
11am - 11:30am      State Job Interview Registration  Clovis Room, VH
11:30am - 12:00n    State Speaking Finals Orientation  Clovis Room, VH

Creed Recitation Orientation
Job Interview Orientation
Salon G, CC

Extemporaneous Orientation
Coalinga Room, VH

Prepared Public Speaking Orientation
Salon D1, CC

12:00p - 7:00pm  State Speaking Finals Holding Rooms

Creed Recitation Holding Room
Coalinga Room, VH

Job Interview Testing/Holding Room
Salon G, CC

Extemporaneous Holding/Prep Room
Upstairs, VH

12:00p - 1:30pm  State Creed - Preliminary Rounds
Upstairs, VH

12:00p - 3pm  State Speaking Finals - Preliminary Rounds

Job Interview
Salons F1, F2, & F1, CC

Extemporaneous
Upstairs, VH

Prepared Public Speaking
Salons D1-D3 & Sierra Rm, CC

1pm - 6pm  FFA Store
Hall A, VII
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1:30pm</td>
<td>State Creed Final Round Announcement</td>
<td>Clovis Room, VH</td>
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<tr>
<td>3:00pm</td>
<td>Job Interview Coaches Meeting</td>
<td>Salon G, CC</td>
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<tr>
<td>3pm - 3:30pm</td>
<td>State Impromptu Speaking - Registration</td>
<td>Room TBD</td>
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<tr>
<td>3:30pm - 4:30pm</td>
<td>State Impromptu Speaking - Preliminaries</td>
<td>Rooms TBD</td>
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<tr>
<td>4pm - 6:30pm</td>
<td>State Speaking Finals and Semi-Finals</td>
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<tr>
<td>4pm</td>
<td>Job Interview Finals</td>
<td>Salon E1, CC</td>
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<td></td>
<td>Extemporaneous Semi-Finals</td>
<td>Kingsburg Room, VH</td>
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<td></td>
<td>Prepared Speaking Semi-Finals</td>
<td>Salons D1 &amp; D3, CC</td>
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<tr>
<td>5pm - 6pm</td>
<td>State Impromptu Speaking - Finals</td>
<td>Room TBD</td>
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<td>7pm - 9pm</td>
<td>State Executive/Staff Committee Meeting</td>
<td>Salon A2, CC</td>
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FRIDAY, APRIL 20
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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8am</td>
<td>Conference Media Office</td>
<td>Sequoia Ballroom, RH</td>
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<tr>
<td>10am</td>
<td>Conference Headquarters</td>
<td>Coat Room, VH</td>
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<tr>
<td>10am</td>
<td>Conference Registration Open</td>
<td>Hall A, VH</td>
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<tr>
<td>7:30am</td>
<td>State Parli-Pro Registration</td>
<td>Expo II, EC</td>
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<tr>
<td>8am</td>
<td>State Parli-Pro Judges Mtg.</td>
<td>Room 2000, EC</td>
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<tr>
<td>8am</td>
<td>State Parli-Pro Test &amp; Holding Room</td>
<td>Expo II, EC</td>
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<tr>
<td>8:30am</td>
<td>State Parli-Pro - Preliminaries</td>
<td>Expo Center</td>
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<tr>
<td>1pm</td>
<td>State Parli-Pro - Semi-finals</td>
<td>Expo Center</td>
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<td>3:30pm</td>
<td>Nominating Committee Orientation</td>
<td>Tioga Room, RH</td>
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<tr>
<td>3:30pm</td>
<td>State FFA Choir Practice</td>
<td>Cotton Room, VH</td>
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<tr>
<td>3:30pm</td>
<td>State FFA Band Practice</td>
<td>Wine Room, VH</td>
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<tr>
<td>4:30pm</td>
<td>State Officer Candidates Meet</td>
<td>Lobby, RH</td>
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<td>5pm</td>
<td>President's Leadership Dinner</td>
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<td>8pm</td>
<td>Nominating Committee Mtg.</td>
<td>Tioga Room, RH</td>
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<tr>
<td>8pm</td>
<td>State Officer Candidates Mtg.</td>
<td>Salon D1/D2, RH</td>
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<tr>
<td>8pm</td>
<td>State Officer Candidate Holding Room</td>
<td>Sierra Room, RH</td>
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**SATURDAY, APRIL 21**

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<tr>
<td>9am</td>
<td>Conference Headquarters</td>
<td>Coat Room, VH</td>
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<td>9am</td>
<td>Conference Registration Open</td>
<td>Hall A, VH</td>
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<tr>
<td>1pm</td>
<td>State FFA Choir Rehearsal</td>
<td>Cotton Room, VH</td>
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<tr>
<td>1pm</td>
<td>State FFA Band Rehearsal</td>
<td>Wine Room, VH</td>
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<tr>
<td>3pm</td>
<td>Conference Media Office</td>
<td>Sequoia Ballroom, RH</td>
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<tr>
<td>4pm</td>
<td>FFA Talent Rehearsal</td>
<td>Apricot Room, VH</td>
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<tr>
<td>6pm</td>
<td>Courtesy Corp Meeting</td>
<td>Grape Room, VH</td>
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<tr>
<td>6pm - 7pm</td>
<td>Press Corp Meeting</td>
<td>Yosemite Room, RH</td>
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<td>6pm - 10pm</td>
<td>FFA Store Open</td>
<td>Hall A, VH</td>
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<tr>
<td>7pm - 11pm</td>
<td>Nominating Committee Mtg.</td>
<td>Tioga Room, RH</td>
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<tr>
<td>7pm - 11pm</td>
<td>State Officer Candidate Holding Room</td>
<td>Sierra Room, RH</td>
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<tr>
<td>7pm - 7:30pm</td>
<td>Regional Meetings &amp; Orientation</td>
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<td>Central Region</td>
<td>Expo III, EC</td>
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<td>North Coast Region</td>
<td>Rooms 2015-2018, EC</td>
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<td>San Joaquin Region</td>
<td>Hall R, VH</td>
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<td>South Coast Region</td>
<td>Salons C/D, CC</td>
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<td>Southern Region</td>
<td>Expo II, EC</td>
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<td>Superior Region</td>
<td>Salons A/B, CC</td>
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<td>7:30pm</td>
<td>Opening Session - Doors Open</td>
<td>Selland Arena</td>
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<td>8pm - 10:30pm</td>
<td>Opening Session</td>
<td>Selland Arena</td>
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**SUNDAY, APRIL 22**

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<tr>
<td>6am - 11pm</td>
<td>Conference Media Office</td>
<td>Sequoia Ballroom, RH</td>
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<tr>
<td>7am - 10am</td>
<td>Conference Headquarters</td>
<td>Coat Room, VH</td>
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<tr>
<td>7am - 10am</td>
<td>FFA Store Open</td>
<td>Hall A, VH</td>
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<tr>
<td>7am - 7:45am</td>
<td>Delegate Chair &amp; Advisor Mtg.</td>
<td>Grape Room, VH</td>
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<tr>
<td>8am - 8:30am</td>
<td>Judges Reception &amp; Orientation</td>
<td>Apricot Room, VH</td>
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<tr>
<td>8am - 10am</td>
<td>Agriscience Fair Set-up</td>
<td>Expo III, EC</td>
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<tr>
<td>8am - 11pm</td>
<td>Nominating Committee</td>
<td>Tioga Room, RH</td>
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<tr>
<td>8am - 11pm</td>
<td>State Officer Candidates Holding Room</td>
<td>Sierra Room, RH</td>
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<tr>
<td>8am - 11pm</td>
<td>State FFA Choir Rehearsal</td>
<td>Cotton Room, VH</td>
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<tr>
<td>8am - 11pm</td>
<td>State FFA Band Rehearsal</td>
<td>Wine Room, VH</td>
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<tr>
<td>7:30am</td>
<td>Second Session - Doors Open</td>
<td>Selland Arena</td>
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<tr>
<td>8am - 10:15 am</td>
<td>Second General Session</td>
<td>Selland Arena</td>
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<tr>
<td>8:30am - 9am</td>
<td>Award Candidates Orientation</td>
<td>Valdez Hall</td>
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<tr>
<td>9am - 12n</td>
<td>Awards Interviews (Proficiency, Scholarship, Etc.)</td>
<td>Hall B, VH</td>
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<tr>
<td>10:20am</td>
<td>Buses Depart for Fresno State Campus</td>
<td>East Parking Lot</td>
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<tr>
<td>10:15am - 10:45am</td>
<td>Delegate Orientation</td>
<td>Selland Arena</td>
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<tr>
<td>11am - 12n</td>
<td>Delegate Committee Mtgs</td>
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<td></td>
<td>Awards</td>
<td>Upstairs, VH</td>
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<td>Big Issues</td>
<td>Upstairs, EC</td>
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<td>Conference Review</td>
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<td>Finance/Audit</td>
<td>Upstairs, EC</td>
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<td>Location</td>
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<tr>
<td>11am - 11:10am</td>
<td>Workshop Orientation</td>
<td>Social Science Quad, FSU</td>
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<td>11:15am - 12:15pm</td>
<td>Educational Workshops - Rnd 1</td>
<td>Fresno State</td>
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<td>12pm - 1:15pm</td>
<td>Delegate Luncheon</td>
<td>Salons A/D, CC</td>
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<td>12:15pm - 1pm</td>
<td>Non-Delegate &amp; Adult Lunch</td>
<td>Fresno State</td>
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<td>1pm - 1:55pm</td>
<td>Education Workshops - Rnd 2</td>
<td>Fresno State</td>
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<td>1:15pm - 2:15pm</td>
<td>Delegate Committee Mtgs Reconvene</td>
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<td>2pm - 5pm</td>
<td>Agriscience Fair Judging</td>
<td>Expo III, EC</td>
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<td>2pm - 2:55pm</td>
<td>Educational Workshops - Rnd 3</td>
<td>Fresno State</td>
</tr>
<tr>
<td>2pm - 5pm</td>
<td>Conference Headquarters</td>
<td>Coat Room, VH</td>
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<tr>
<td>2:30pm - 3pm</td>
<td>Regional Delegate Caucuses</td>
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<td></td>
<td>Central Region</td>
<td>Rms 2015-2018, EC</td>
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<td>North Coast Region</td>
<td>Rm 2000, EC</td>
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<td></td>
<td>San Joaquin Region</td>
<td>Rms 2009-2012, EC</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2:30pm - 5pm</td>
<td>California FFA Foundation Mtg.</td>
<td>Reedley Room, VH</td>
</tr>
<tr>
<td>3pm - 5pm</td>
<td>California FFA Alumni Mtg.</td>
<td>Hall B, VH</td>
</tr>
<tr>
<td>3pm - 9pm</td>
<td>FFA Store Open</td>
<td>Hall A, VH</td>
</tr>
<tr>
<td>3:15pm</td>
<td>Buses depart Fresno State for Convention</td>
<td></td>
</tr>
<tr>
<td>3:15pm</td>
<td>Third Session - Doors Open</td>
<td>Selland Arena</td>
</tr>
<tr>
<td>3:45pm - 5:15pm</td>
<td>Third General Session</td>
<td>Selland Arena</td>
</tr>
<tr>
<td>5:30pm - 7pm</td>
<td>State Conference Participant Dinner</td>
<td>Expo I, EC</td>
</tr>
<tr>
<td>5:30pm - 7pm</td>
<td>Awards Recognition &amp; Sponsors Dinner</td>
<td>Salons A/D, CC</td>
</tr>
<tr>
<td>7pm - 9pm</td>
<td>Registration Office Open</td>
<td>Coat Room, VH</td>
</tr>
<tr>
<td>7:30pm</td>
<td>Fourth Session - Doors Open</td>
<td>Selland Arena</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>8pm - 10:30pm</td>
<td>Fourth General Session</td>
<td>Selland Arena</td>
</tr>
<tr>
<td>MONDAY, APRIL 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6am - 11pm</td>
<td>Conference Media Office</td>
<td>Sequoia Ballroom, RH</td>
</tr>
<tr>
<td>7am - 8am</td>
<td>Regional Awards Ceremonies</td>
<td>Hall B, VH</td>
</tr>
<tr>
<td></td>
<td>Central Region</td>
<td>Salons A/C, CC</td>
</tr>
<tr>
<td></td>
<td>Southern Region</td>
<td></td>
</tr>
<tr>
<td>7am - 10am</td>
<td>Career Show/Chapter Booth Set-up</td>
<td>Expo I, EC</td>
</tr>
<tr>
<td>8am - 12n</td>
<td>State Ag Education Advisory Committee Mtg.</td>
<td>Board Room, RH</td>
</tr>
<tr>
<td>8am - 1pm</td>
<td>Tour Tickets on Sale</td>
<td>Coat Room, VH</td>
</tr>
<tr>
<td>8am - 4pm</td>
<td>Registration Office Open</td>
<td>Coat Room, VH</td>
</tr>
<tr>
<td>8am - 5pm</td>
<td>FFA Store Open</td>
<td>Hall A, VH</td>
</tr>
</tbody>
</table>
8am - 5pm  CATA Award Scoring  Hall A, VH
8am - 11pm State FFA Choir Rehearsal  Cotton Room, VH
8am - 11pm State FFA Band Rehearsal  Wine Room, VH
8am  Fifth Session - Doors Open  Selland Arena
8:30am - 11:20am Fifth General Session  Selland Arena
8:45am - 9:45am Proficiency Award Development Workshop  Room 2000, EC
10:00am - 1:00pm Career Show  Expo I, EC
10:30am - 1:00pm Agriscience Fair & State POA Viewing  Expo III, EC
11:30am - 12:30am State Officer Candidate - Meet & Greet  Hall A, VH
11:30am - 1:00pm All Participant Lunch  Expo II, EC
12n - 1:30pm Polling Booths Open  Hall B, VH
12n - 1pm State Ag Education Advisory Lunch  Sierra Room, VH
12n - 1pm Agriscience Fair Awards Ceremony  Rooms 2009-2012, EC
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1pm</td>
<td>National Officer Workshop</td>
<td>Room 2015-2018, EC</td>
</tr>
<tr>
<td>1pm</td>
<td>Half Day Tours</td>
<td>Buses Depart East Parking Lot</td>
</tr>
<tr>
<td>1pm</td>
<td>State Speaking Finals - Creed</td>
<td>Salons, CC</td>
</tr>
<tr>
<td>1:30pm</td>
<td>Polling Booths Close</td>
<td>Hall B, VH</td>
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<tr>
<td>2pm</td>
<td>State Speaking Finals - Extemp</td>
<td>Salons, CC</td>
</tr>
<tr>
<td>3pm</td>
<td>State Speaking Finals - Prepared</td>
<td>Salons, CC</td>
</tr>
<tr>
<td>3pm</td>
<td>Dismantle Career Show &amp; Agriscience Fair</td>
<td>Expo Center</td>
</tr>
<tr>
<td>6pm</td>
<td>State Officer Parent Dinner</td>
<td>Tioga Room, RH</td>
</tr>
<tr>
<td>6pm</td>
<td>North Coast Region Officer Dinner</td>
<td>Salon G, CC</td>
</tr>
<tr>
<td>6pm</td>
<td>South Coast Region Officer Dinner</td>
<td>Salon D3, CC</td>
</tr>
<tr>
<td>6pm</td>
<td>Southern Region Officer Dinner</td>
<td>Salon D1, CC</td>
</tr>
<tr>
<td>6pm</td>
<td>San Joaquin Region Officer Dinner</td>
<td>TBD</td>
</tr>
<tr>
<td>7:30pm - 9pm</td>
<td>Registration Office Open</td>
<td>Coat Room, VH</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>---------------------------</td>
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<tr>
<td>9pm - 10:30pm</td>
<td>Monday Night Concert</td>
<td>Selland Arena</td>
</tr>
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<td>6am - 4pm</td>
<td>Conference Media Office</td>
<td>Sequoia Ballroom, RH</td>
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<tr>
<td>7am - 8am</td>
<td>Regional Awards Ceremonies</td>
<td>Hall B, VH</td>
</tr>
<tr>
<td></td>
<td>San Joaquin Region</td>
<td>Hall B, VH</td>
</tr>
<tr>
<td></td>
<td>South Coast Region</td>
<td>Salons A/C, CC</td>
</tr>
<tr>
<td>7am - 10:30am</td>
<td>FFA Store Open</td>
<td>Hall A, VH</td>
</tr>
<tr>
<td>8am</td>
<td>Closing Session - Doors Open</td>
<td>Selland Arena</td>
</tr>
<tr>
<td>8:30am - 11:45pm</td>
<td>Conference Closing Session</td>
<td>Selland Arena</td>
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<tr>
<td>12n</td>
<td>Adjourn 84th State FFA Conference</td>
<td>Selland Arena</td>
</tr>
<tr>
<td>12:15pm - 1:45pm</td>
<td>2012-13 State Officer Luncheon</td>
<td>Fresno State</td>
</tr>
</tbody>
</table>
2pm - 3pm  
2012-13 State Officer Orientation  
Board Room, RH

2pm - 3pm  
2012-13 State Officer Parent Orientation  
Tioga Room, RH
The following checklist must be completed with necessary forms attached to this request.

**Registration**
- Prepay (attach a GS-1 for prepaid registrations) $120
- Reimburse (paid by employee)

**Lodging**
- Prepay (attach a GS-1 for prepaid lodging) $153.27
- Reimburse (paid by employee)

**Travel Costs**
- Personal (miles x rate) or $160
- District (attach transportation request form)
- Other

**Meals including Tips (receipts required).** (Should not exceed $40.00/day)

**Other Costs (receipts required).** $240

**Substitutes.**
- Substitute needed for _2_ days (attach sub request form)
- Substitute not needed

**TOTAL** $473.27

**BUDGET NUMBER FOR REIMBURSEMENT ITEMS:**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource</th>
<th>Project Year</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Site</th>
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<th>Mgr.</th>
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<tbody>
<tr>
<td>010</td>
<td>70100</td>
<td>0 38000</td>
<td>1000</td>
<td>53000</td>
<td>636</td>
<td>0000</td>
<td>125</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT FIELD TRIPS BEYOND SEVENTY-FIVE MILES MUST HAVE BOARD APPROVAL**

- Board approval has already been processed
- Request for Board approval is attached
- Not a student field trip

**REQUEST FOR REIMBURSEMENT**

I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

**Signature of Employee**

**Signature of Principal or Director**

**Signature of Asst. Supt. or Superintendent**

1) Submit three copies to Chief Site Administrator for approval.
2) Two copies will be returned to employee following approval.
3) After conference, complete actual costs column and return one copy to Accounting Department for actual reimbursement.

Approved by Cabinet 9/22/93

**See Reverse For Required Documentation**

Revised 4/2001 1021.2A (1 of 2)
The following checklist must be completed with necessary forms attached to this request.

**Registration**
- Prepay (attach a GS-1 for prepaid registrations)
- Reimburse (paid by employee)

**Lodging**
- Prepay (attach a GS-1 for prepaid lodging)
- Reimburse (paid by employee)

**Travel Costs**
- Personal (miles x rate) or
- District (attach transportation request form)
- Other

**Meals including Tips (receipts required).**
(Should not exceed $40.00/day)

**Other Costs (receipts required).**

**Substitutes.**
- Substitute needed for 2 days (attach sub request form)
- Substitute not needed

**TOTAL**

**BUDGET-NUMBER FOR REIMBURSEMENT ITEMS:**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource</th>
<th>Project Year</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Site</th>
<th>Type</th>
<th>Mgr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>010</td>
<td>70100</td>
<td>03800</td>
<td>10000</td>
<td>52000</td>
<td>636</td>
<td>1000</td>
<td>125</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT FIELD TRIPS BEYOND SEVENTY-FIVE MILES MUST HAVE BOARD APPROVAL**
- Board approval has already been processed
- √ Request for Board approval is attached
- Not a student field trip

**REQUEST FOR REIMBURSEMENT**
I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

**Signature of Employee** 1-10-12

**Signature of Principal or Director** 1-26-12

**Signature of Asst. Supt. or Superintendent**

**Signature of Employee**

**Signature of Principal or Director**

1) Submit three copies to Chief Site Administrator for approval.
2) Two copies will be returned to employee following approval.
3) After conference, complete actual costs column and return one copy to Accounting Department for actual reimbursement.

Approved by Cabinet 9/22/93

See Reverse For Required Documentation

Revised 4/2001 1021.2A (1 of 2)
The following checklist must be completed with necessary forms attached to this request.

**Registration**
- Prepay (attach a GS-1 for prepaid registrations)
- Reimburse (paid by employee)

**Lodging**
- Prepay (attach a GS-1 for prepaid lodging)
- Reimburse (paid by employee)

**Travel Costs**
- Personal (miles x rate) or
- District (attach transportation request form)
- Other

**Meals including Tips**
- (receipts required)
- (Should not exceed $40.00/day)

**Other Costs**
- (receipts required)

**Substitutes**
- Substitute needed for ________ days (attach sub request form)
- Substitute not needed

**TOTAL**

<table>
<thead>
<tr>
<th>ESTIMATED COSTS</th>
<th>ACTUAL COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 120</td>
<td>$</td>
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<tr>
<td>$ 306.54</td>
<td>$</td>
</tr>
<tr>
<td>$ 100</td>
<td>$</td>
</tr>
<tr>
<td>$ 240</td>
<td>$</td>
</tr>
<tr>
<td>$ 826.54</td>
<td>$</td>
</tr>
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**BUDGET-NUMBER FOR REIMBURSEMENT ITEMS:**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource</th>
<th>Project Year</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Site</th>
<th>Type</th>
<th>Mgr.</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>038000</td>
<td>1000</td>
<td>52000</td>
<td>636</td>
<td>0000</td>
<td>125</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT FIELD TRIPS BEYOND SEVENTY-FIVE MILES MUST HAVE BOARD APPROVAL**

- Board approval has already been processed
- Request for Board approval is attached
- Not a student field trip

**REQUEST FOR REIMBURSEMENT**

I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

<table>
<thead>
<tr>
<th>Signature of Employee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmott Schmidt</td>
<td>1-25-12</td>
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</table>

<table>
<thead>
<tr>
<th>Signature of Principal or Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-26-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Asst. Supt. or Superintendent</th>
<th>Date</th>
</tr>
</thead>
</table>

1) Submit three copies to Chief Site Administrator for approval.
2) Two copies will be returned to employee following approval.
3) After conference, complete actual costs column and return one copy to Accounting Department for actual reimbursement.

Approved by Cabinet 9/22/93

See Reverse For Required Documentation

Revised 4/2001 1021.2A (1 of 2)
Visalia Unified School District
REQUEST FOR SUBSTITUTE TEACHERS
For District Approved School Business

Purpose of School Business: [Blank]

Location: [Blank]

Only ONE (or consecutive) DATE(S): April 23-24/12

(circle one) Half Day AM Half Day PM Full Day

Requested by: [Signature] Ptn/Supv Signature: [Signature] Date: 1-26-12

Budget Approval Auth’d Signature:

REQUESTS MUST BE RECEIVED AT LEAST 10 DAYS IN ADVANCE

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<th>Budget Number</th>
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<tr>
<td>Fund (3)</td>
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<tr>
<td>610</td>
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<table>
<thead>
<tr>
<th>Teacher</th>
<th>Site</th>
<th>Time</th>
<th>Gr/Subject</th>
<th>Preferred Sub</th>
<th>Job No.</th>
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<tbody>
<tr>
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<td>[Blank]</td>
<td>[Blank]</td>
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FOR HRD OFFICE ONLY

______ Approved ______ Approved Pending Subs

St. CLERK ______ Date ______

FINAL TOTALS (HRD OFFICE USE ONLY)

RETURN COMPLETED FORM TO SUB OFFICE, HRD, 10 DAYS IN ADVANCE
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<th>UNIT</th>
<th>DESCRIPTION of items (include model, brand, catalog no., etc.)</th>
<th>ESTIMATED COST</th>
</tr>
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<tbody>
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<td>2</td>
<td></td>
<td>delegates</td>
<td>120 240</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>State officer candidate</td>
<td>230 230</td>
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<tr>
<td>17</td>
<td></td>
<td>FFA Numbers</td>
<td>120 2040</td>
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<td>3</td>
<td></td>
<td>Parking pass</td>
<td>30 90</td>
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<tr>
<td>1</td>
<td></td>
<td>Day pass - Sunday</td>
<td>35 35</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Advisors</td>
<td>120 360</td>
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</table>

**COMPENSATORY EDUCATION**

THIS PURCHASE ORDER IS FOR THE PURPOSE OF MEETING THE PROGRAM REQUIREMENTS OF ________________________ (funding source)

GOAL NUMBER ________________________ ACTIVITY ________________________

ON PAGE NUMBER ________________________

INDICATE: Special Funds

REQUESTED BY: [Signature]

APPROVED BY: [Signature]

Dept. Supervisor ________________________ Principal ________________________

Dist. Administrator ________________________ Purchase Order No. ________________________

Issued By ________________________ (PURCHASING OFFICE USE)

Revised 5/12/11

SUBMIT IN DUPLICATE — RETAIN ONE COPY

* INCLUDE SHIPPING COST WHEN APPLICABLE

<table>
<thead>
<tr>
<th>SUB-TOTAL</th>
<th>2995.00</th>
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<tbody>
<tr>
<td>SALES TAX</td>
<td></td>
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<td>*SHIPPING</td>
<td></td>
</tr>
<tr>
<td>TOTAL ESTIMATED COST</td>
<td>2995.00</td>
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</tbody>
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### CALIFORNIA ASSOCIATION FFA
### STATE CONFERENCE WORKSHEET
May Not Be Used As Official Registration

#### FFA Chapter:
Golden West FFA

#### Advisor Name:
Meghan Davis

#### Advisor Email:
mdavis@vusd.org

#### Advisor Phone:
(559)735-8780

#### Housing Bureau ID Number:

<table>
<thead>
<tr>
<th>Item</th>
<th>QTY</th>
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<tr>
<td>Delegates</td>
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<td>State Officer Candidates</td>
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<td>230</td>
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<td>Nominating Committee</td>
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<td>Choir Members</td>
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<td>Band Members</td>
<td></td>
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<tr>
<td>Other FFA Members</td>
<td>17</td>
<td>$120</td>
<td>2040</td>
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<td>FFA Advisors (Credentialed Advisors Only)</td>
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<tr>
<td>Other Adults (Non Advisors)</td>
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<tr>
<td>One Day Participants-Saturday</td>
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<tr>
<td>One Day Participants-Sunday</td>
<td>1</td>
<td>$35</td>
<td>35</td>
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<tr>
<td>One Day Participants-Monday</td>
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<td>$35</td>
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<tr>
<td>One Day Participants-Tuesday</td>
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<td>Parking Passes</td>
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<td>90</td>
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<td>Accommodations Outside of Housing Bureau</td>
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<td>Late Fees if Registering After March 1, 2012</td>
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TOTAL REGISTERED 2905
TOTAL AMOUNT DUE 2995

#### T-Shirt Order
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</tr>
<tr>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td></td>
</tr>
<tr>
<td>X-Large</td>
<td></td>
</tr>
<tr>
<td>2X-Large</td>
<td></td>
</tr>
<tr>
<td>3X-Large</td>
<td></td>
</tr>
</tbody>
</table>

Number must be equal to number ordered

Please use worksheet as a tool for planning for Conference and then log on to:
http://live.calaged.org/
and complete your official registration for conference

DON'T FORGET TO REGISTER FOR YOUR HOTEL AT www.fresnocab-housing.org/ffa.php

Registration Worksheet May Not Be Used As Official Registration for Conference
**Visalia Unified School District**

**DATE:** 5/12/12  
**VENDOR NO.:**  
**PURCHASING OFFICE USE:**  
**SITE:** EL  
**DEPARTMENT:**  
**BUDGET NO.:**  

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource</th>
<th>Project Year</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Site</th>
<th>Type</th>
<th>Mgr.</th>
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<tr>
<td>A5S</td>
<td>0450</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VENDOR:** Holiday Inn Express  
**CITY:** Clovis  
**ADDRESS:** 650 W. Shaw  
**STATE:** CA  
**ZIP CODE:** 93201

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>UNIT</th>
<th>DESCRIPTION of items (include model, brand, catalog no., etc.)</th>
<th>ESTIMATED COST</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td></td>
<td>Two Queen beds (Standard) hotel rooms (Sun Mon Nights)</td>
<td>92.00</td>
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</table>

**COMPENSATORY EDUCATION**  
THIS PURCHASE ORDER IS FOR THE PURPOSE OF MEETING THE PROGRAM REQUIREMENTS OF ___________________________ (funding source)  
GOAL NUMBER ___________________________ ACTIVITY ___________________________  
ON PAGE NUMBER ___________________________

**INDICATE:** Special Funds  
**REQUESTED BY:** X Meg C. Davis

**APPROVED BY:**  
Dept. Supervisor  
Principal  
Dist. Administrator

**Purchase Order No.:**  
**Issued By:**  

**TOTAL ESTIMATED COST:** 1839.24

**SALES TAX:** 102.18  
**SHIPPING:**  
* INCLUDE SHIPPING COST WHEN APPLICABLE.

**Revised 5/12/11**  
**SUBMIT IN DUPLICATE — RETAIN ONE COPY**
Subject: RE: Confirmation #
Date: Friday, January 6, 2012 11:46 AM
From: cmpm253 <cmpm253@cmpm.net>
To: Davis, Meghan mdavis@visalia.k12.ca.us
Conversation: Confirmation #

Hello Meghan,
It was a pleasure speaking to you this morning and thank you so much for your guest's reservation. Please find the confirmation numbers and cost as follow:

1. 64679137
2. 64690002
3. 64690224
4. 64690137
5. 64690198
6. 64690071

All 6 reservations are arriving on April 21, 2012 and departing on April 24, 2012. The rate is $92.00, plus taxes per night. Each night, includes taxes is $102.18. The grand total is $1,839.24. If you do need to change or cancel any reservation, please do before 6:00pm day of arrival.

Thanks again. Have a wonderful day.

Joy Kamimoto
Assistant General Manager
Holiday Inn Express & Suites
650 W. Shaw Avenue
Clovis, CA 93612
559.297.0555
559.297.1555/fax
cmpm253@cmpm.net
01/06/2012 05:07:20

Order #: 7327

This number is for reference and is not a confirmation number. Confirmation numbers will be issued after the cutoff date. When your reservation is transferred to the hotel computer system, at that time, you will receive a hotel confirmation number via email.

Dear Meghan Davis,

The following is detailed information for your stay at the Holiday Inn Express & Suites, Clovis-Fresno for the California Association FFA 2012 State Leadership Conference.

Your account name is:
Email: m.davis@vusd.org

**SLEEPING ACCOMMODATIONS:**
Your reservation details are as follows:

<table>
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<tr>
<th># of Rms</th>
<th>Room Type</th>
<th>Check In</th>
<th>Check Out</th>
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<th>Last Name</th>
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<tbody>
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<td>Two Queen Beds</td>
<td>2012-04-21</td>
<td>2012-04-24</td>
<td>Meghan</td>
<td>Davis</td>
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</table>

(standard)

Every effort will be made to accommodate room location requests.

**BILLING:**
Individuals will be billed room and tax.
Nightly Rate: $92 (does not include tax: 12% for Fresno; 10% for Clovis, +1% Tourism Assessment)

Your room is currently being held on:

- check
- none
- 0000
- Expires: 12/2012

**CONFIRMATION NUMBERS:**
An email will be sent to you with your confirmation number assigned from the hotel (These will most often be issued just after the cutoff date). You may also check your account online.
NOTE: ROOMS ARE NOT LISTED AT THE HOTEL UNTIL CONFIRMATIONS ARE ISSUED.

**CANCELLATION POLICY:**
Cutoff Date: 04/06/2012
All reservations are guaranteed at time of booking.

NOTE: Credit cards will be charged on: 2012-01-06 for the full amount of your stay.

For changes on/after cutoff, please visit the website for further direction. Changes can be made in your account.

To make changes/cancel to your reservation:

- Go to [http://www.fresnocrvb-housing.org](http://www.fresnocrvb-housing.org)
- Click My Account
- Enter your Username(email) and password
- Click View Details for your reservation

Hotel Information:
Amenities:

- 100% Smoke Free
- Breakfast Buffet - Complimentary
- Business Center
- Business Service: Computer Access in Lobby
- Coffee: In Lobby
- Desk
- Laundry: Dry Cleaning
- Fitness Center
- Hair Dryer
- Housekeeping Service: daily
- Internet: High Speed Wireless-Rooms (Complimentary)
- Iron and Ironing Board
- Laundry: Guest Operated
- SVC:Mini Grocery
- Newspaper: Complimentary (weekdays)
- Pool: Outdoor
- Refrigerator *Some rooms
- Refrigerator Upon Request

fresno/Clovis Convention & Visitors Bureau
1550 E Shaw Avenue, Suite 101
Fresno, CA 93710
admin@fresnocvb-housing.org
Visalia Unified School District
REQUEST FOR SUBSTITUTE TEACHERS
For District Approved School Business

Purpose of School business: FFA State Conference

Location: Fresno, Ca.

Only ONE (or consecutive) DATE(S): April 23 & 24, ’12

(requested by: DAVIS

Budget Approval Auth’d Signature: N. Powell

Date: 1-26-12

REQUESTS MUST BE RECEIVED AT LEAST 10 DAYS IN ADVANCE

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Teacher | Site | Time | Subject | Preferred Sub | Job No.
--------|------|------|---------|---------------|--------
DAVIS, Meagan | GWHS | All Day | Aq |
SCHULTZ, Emmet | GWHS | 8-3:30 | Aq |
ERONIN, Courtney | GWHS | 8-3:30 | Aq |

FOR HRD OFFICE ONLY

--- Approved --- Approved Pending Subs

CLERK Date

FINAL TOTALS (HRD OFFICE USE ONLY)

RETURN COMPLETED FORM TO SUB OFFICE, HRD, 10 DAYS IN ADVANCE
CATA Membership Card

My California Agriculture Teachers' Association membership was paid for by myself with a personal check at the beginning of 2012. Dues were currently $140.
Date: 1/10/12  Receipt Number: 11-484

Name: Davis  Megan

Region: 5J  Section:

[ ] Purchase Order No:  

[ ] MasterCard/VISA No:  
Expiry Date:  

[ ] Conference Fee:  

[ ] Check Number: 1385  [ ] Dues 140.00  Card No: 7/1

[ ] Other  

Signed:  

Gross Received ..... $  
Refund ............ $  
NET RECEIVED ....... $ 110.03
Golden West High School Agriculture Department

Professional Development Report

Generally, we as a department do not submit reports to our administration after attending professional development activities because it is not required by our school district, and there are numerous that we attend throughout the year. With the recent budget cuts, submitting reports is something that our department should start to do on a more consistent basis.
December 6, 2011

To Whom It May Concern:

On Monday, December 5, 2012, myself, as well as Courtney Serafin, attended the California Agriculture Teachers' Association (CATA) Regional Roadshow held at the Holiday Inn Hotel in Visalia. During this professional development day, all teachers from around the San Joaquin region were invited to take part in guided workshop activities. There were approximately ten various workshops that you could chose to participate in over three rounds.

The first workshop that I participated in was the Plasma Cam workshop. The plasma cam is a torching machine that can do various cut outs in metal that it is programed to do. Numerous pictures or designs can be uploaded for the machine to cut out. Teachers from various high schools were sharing the projects that their students had completed and were successful fundraisers. Teachers also shared information about how their program handled funding for the projects and how much they would charge customers.

The next workshop I attended was the CEV curriculum workshop. To be honest, this workshop was geared towards selling curriculum to teachers, but it was definitely worth my while. This company has digital curriculum that can supplement textbooks for the teacher for an entire year. The program also includes was virtual field trips, power point presentations, worksheets, labs, etc. This eliminates the use of textbooks, wear and tear on books, and students remembering to bring them on a daily basis. The materials are actually of good quality and very insightful. This would be perfect for the animal science pathway that the high school has reconstructed for our program. The cost for materials for the animal science pathway, which would cover Animal Science and Pre Vet Tech is approximately $3,000.

The last workshop I sat in on was selecting and feeding market goats. Currently, there are no students in our program that show goats, but if a student wanted to, I would be the advisor in charge. I have minimal experience with goats so this was a great opportunity for me. The presenter had numerous grand champion meat goats at various fairs throughout the state. She shared techniques for selecting goats and where to purchase them from. She also gave us her secret to feeding her goats to ensure that they gained weight while obtaining muscling as well. This workshop was extremely helpful.

The CATA Roadshow ended at approximately 3:30pm. This was a great day to learn new information as well as network with other teachers from the area.

Sincerely,

[Handwritten Signature]

Meghan Davis
Wish List

The top two things at the top of my wish list are new ewes for the sheep breeding program as well as a new buck. The current sheep that are in the flock are donated sheep that do not have the best genetics. In addition, they are old and past their prime. My goal is to produce competitive market sheep for my students to show. Since they are student raised and grown, I think this will create a larger sense of pride with the students.

The next two items are electronics. I would like a flat screen mounted television. My current TV is huge and the sound on the TV does not always go loud enough. Having a mounted TV would also save space in the limited sized classroom that I have. The next thing I would like is a desktop computer. Laptops are great and easy to carry around, but I prefer a desktop because the screens are larger and the keyboards are easier for me to type and enter grades on.

The last item on my wish list is CEV Animal Science Curriculum. It was actually ordered this week with Ag Incentive money that was left over in our budget and needed to be spent. CEV had discount running, so we received over $700 off the product. This will be a great asset to our new animal science pathway next year.
Wish – List

1. Six new ewes with good breeding genetics
2. One nice ram/buck
3. Mounted flat screen TV
4. Desktop computer
5. CEV Animal Science Curriculum
Golden West High School Agriculture Department

Operating Budget

There are numerous budgets that currently fund the agriculture department. There is site money that is assigned to the department from the principal. She assigns us a budget according to our need and other sources of funding. Another source that is received depending on our need and wants is the Carl Perkins funding. At the beginning of the year, the department submits a list of items and costs to the principal that the department would like. She then decides on the need of those items and allocates money accordingly. The department teaches two ROP classes, so Tulare County Office of Education provides the two classes with an operating budget. The last source of funding to the budget is the Ag Incentive Grant that the department applies for each year.
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<td>1,863.00</td>
<td>1,514.61</td>
<td>1,514.61</td>
<td>81.2</td>
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</table>
District/Department Budget Process

The agriculture department receives money through Agriculture Incentive Grant, Carl Perkins, Site Budget, and Tulare County of Vocational Education (TCOVE).

The department is in charge of completing the application to receive funding for the Agriculture Incentive Grant (AIG) on a yearly basis. The funding for the granted is budgeted to be spent throughout the year depending on the needs of each teacher within the program. The budget can be mended if need be throughout the year. The school and school board approve the budget each year. The agriculture mechanics welding class in addition to an ornamental horticulture class receives additional funding from the county through Tulare County of Vocational Education (TCOVE). This money is spent specifically for the means of those two classes. The school’s site budget is money is allocated to the departments at the high school through the principal’s budget based on each departments’ needs for the year. Carl Perkins is another source of funding that the principal splits among the departments depending on the budgeted needs for the department that current school year. Each department turns in a list of the items their department needs or wants at the beginning of the year. All of this funding must have purchase orders turned in by April 19th. If the money is not spent by the beginning of May, all of these accounts will be swept and spent elsewhere.

In addition, the Golden West FFA has an Associated Student Body Account as well as a Foundation account where it has funding specifically for the club. All expenses incurred throughout the year are taken directly from the ASB account. Any money fundraised is placed back into the account. The Foundation account is used specifically for the Toyota Tundra Ticket Sales Fundraiser. The student club is not permitted to be involved in raffles; therefore the money is run through the Foundation account. When the FFA needs the funding, the money is then transferred from the Foundation account into the student ASB FFA account.
Emmett Schultz is the current department chairperson for the agriculture department.
Chart of Responsibilities

There are three full time staff members in the department that contribute to ensure that the program runs as successfully as possible. This year there were two new staff members added to the department, so there has been an adjustment of the chart of responsibilities. Each person was designated a few responsibilities, then we all chip in for extra duties or ones that were over seen at the beginning of the year. A more defined chart will be established the next school year.
<table>
<thead>
<tr>
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<th>Schultz</th>
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<th>Serafin</th>
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**Animal/Livestock**

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<td>Sheep</td>
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<td>Hogs</td>
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<td>Rabbits</td>
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<td>Chickens</td>
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<td>Ag Vehicles</td>
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<td>BBQ Trailers</td>
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**FFA Judging Teams/Contests**

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<tr>
<td>Dairy Products Judging Team</td>
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<tr>
<td>Fruit Tree Judging Team</td>
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<tr>
<td>Job Interview Contest</td>
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<tr>
<td>BIG Contest</td>
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<tr>
<td>Improv Contest</td>
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</table>
Substitute Teacher Plans

Plans for a substitute when I am absent are left in a bright pink binder on the top of my cleared off desk. On the cover, there is a list of the classes that I teach throughout the day. The first paper when the binder is opened is an introduction paper with all the plans for each class throughout the day. Plans are generally very specific. There are dividers for each class section. Within the section are the worksheets for the class, a key for the worksheet, attendance sheets, and seating charts. The last two things are the Golden West emergency plan as well as the red and green color sheets for fire drills.
Sub Lesson Plans

Ms. Davis
Ag Dept.

1st – Ag Biology
2nd – Prep
3rd – Ag Civics
4th – Ag Biology
5th – Ag Science
6th – Ag Science
WELCOME to GWHS Ag Department!

1st and 4th Periods - Ag Biology
Students are on chapter 11.4 which is page 340. They need to draw an advertisement for Hardy-Weinberg equilibrium. They need to include a title at the top of the page “Hardy Weinberg Equilibrium”. They need to include a definition for Hardy Weinberg Equilibrium. There must also be the 5 criteria's for Hardy-Weinberg Equilibrium, page 340, with their definition. Lastly, there needs to be a picture for each of the 5 criteria’s. They can work with their table partner and talk to them only. If it gets too loud, have them work by themselves quietly.

3rd Period - Ag Civics
Students need to outline chapter 8-3 starting on page 228. When they are done with that, they need to complete the 8-3 guided reading activity. After they complete that, they need to work on Chapter 8 quizzes #1-3. Remind them that they need to work in silence. If they do so, they can leave their books in the classroom again starting tomorrow. Please let me know how good they really are, seeing they are a highly chatty group.

5th and 6th Periods - Ag Science
Students are to complete the Animal Nomenclature crossword puzzle. They can work with their table partners if needed. In addition, they can use their terminology chart which should be in their notebooks. Carley is my TA 5th period. She can work on Sweetheart dinner donations. Ricky is my TA 6th period. Have him lock up the OH unit and help Mr. Schultz when he is done.

*No one is allowed to listen to ipods or MP3 players or have a cell phone out*
They are NOT aloud to go to the bathroom unless they have a bathroom pass. Keep the pass as well as a list of who went.

Be sure to let me know if any class and/or one student is disruptive or a problem. I will deal with it when I return. They really are good students, so you should not have any issues with them.

Their seating charts are up to date. Some will try to fool you, but they do have a seating assignment.

Be mean and firm 😊

Thank You,
Meghan Davis
Hardy-Weinberg equilibrium

Condition in which a population's allele frequencies for a given trait do not change from generation to generation.

Very large population: no genetic drift can occur.

No emigration or immigration: no gene flow can occur.
## Section Quiz 8-1

**President and Vice President**

### SECTION 1

**DIRECTIONS**
Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. commander of the armed forces</td>
<td>A. presidential succession</td>
</tr>
<tr>
<td>2. delivered by the president</td>
<td>B. vice president</td>
</tr>
<tr>
<td>3. Twenty-fifth Amendment</td>
<td>C. president</td>
</tr>
<tr>
<td>4. presides over the Senate</td>
<td>D. compensation</td>
</tr>
<tr>
<td>5. president's salary</td>
<td>E. State of the Union message</td>
</tr>
</tbody>
</table>

**DIRECTIONS**
In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (4 points each)

| 6. The most important duty of the president may be to ensure that all   | A. citizens have homes.                     |
|                                                                          | B. military bases are in use.               |
|                                                                          | C. laws are "faithfully executed."         |
|                                                                          | D. Congress members control spending.      |
| 7. The maximum time a president can be elected to serve is               | A. 10 years.                               |
|                                                                          | B. 8 years.                                |
|                                                                          | C. 4 years.                                |
|                                                                          | D. 2 years.                                |
| 8. Presidential candidates who have this political philosophy have the   | A. liberal                                  |
|    best chance of being elected.                                         | B. moderate                                 |
|                                                                          | C. conservative                            |
|                                                                          | D. very conservative                        |
| 9. The first woman nominated by a major party for high office was        | A. Madeleine Albright.                      |
|                                                                          | B. Susan B. Anthony.                        |
|                                                                          | C. Margaret Chase Smith.                    |
|                                                                          | D. Geraldine Ferraro.                       |
| 10. If the offices of both the president and vice president became      | A. majority leader of the House.            |
|    vacant at the same time, the next in line for the presidency is the   | B. Speaker of the House.                    |
|    C. president pro tempore of the Senate.                              | D. majority leader of the Senate.           |
The Cabinet

★ DIRECTIONS Use the information in your textbook to complete these sentences.

1. The members of George Washington's cabinet were among his most important _____________.
2. Today, cabinet members are ________________ of large ________________.
3. In selecting their department heads, presidents must balance many ________________, and ________________ considerations.
4. The first African American cabinet member was ________________, who headed the department of Housing and Urban Development.
5. The first woman appointed a cabinet head was ________________, who became the ________________.
6. The first Hispanic cabinet member was ________________, secretary of ________________.

★ DIRECTIONS Use the information in your textbook to complete this diagram.

![Cabinet Members Diagram](image)

★ DIRECTIONS Use the information in your textbook to fill in the list below.

Factors That Interfere With Cabinet Members' Usefulness to the President

1. ________________
2. ________________
3. ________________
Animal Nomenclature

*Use your Animal terminology chart to fill in the blanks to the crossword puzzle below.

ACROSS
2 Adult male goat
4 Adult female beef
6 Baby chicken
7 Adult female rabbit and goat
8 Adult male check
10 Baby duck
11 Baby geese
14 Baby goat
16 Adult female sheep
17 Adult male duck
19 Adult male turkey
23 Adult male sheep

DOWN
1 Baby beef
2 Adult male rabbit
3 Baby pig
5 Adult male pig
9 Adult male horse
11 Adult male geese
12 Adult female pig
13 Adult female geese
15 Adult female chicken, duck, and turkey
18 Baby rabbit
20 Adult female horse
21 Baby sheep
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<th>Kyle</th>
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<td>Cory</td>
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<td>Angela</td>
<td>John</td>
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<td>Derek</td>
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<td>Tanner</td>
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<td>Brandon</td>
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<td>Rickyl</td>
<td>Maze</td>
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<td>Jordan</td>
<td>Sela</td>
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GOLDEN WEST HIGH SCHOOL

EMERGENCY PLAN
ALL SAFE
(AND ACCOUNTED FOR)
Preferred Substitute List:

Chelsea  Montaigne
Program Completer

There was no record of what a program completer from Golden West Agriculture Classes entails. Currently, those are in the process of being re-done and updated. There are new restructured requirements for Agriculture Science, Ag Biology, and Plant Science. New ones will be added for Ag Mechanics and Animal Science in the following 2012-2013 school year.
Agriculture Biology

__________________________ has completed the course of study and practice in Agriculture Biology and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

**Areas of Competency**

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<td>AIDS</td>
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<td>Investigation</td>
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<td>Experimentation</td>
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<td>FFA</td>
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Certifying Instructor ____________________________________________

Course Grade ____________________________________________

Date ____________________________________________
Agriculture Science

(has completed the course of study and practice in Agriculture Science and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

**Areas of Competency**

<table>
<thead>
<tr>
<th>California Agriculture</th>
<th>Livestock Products</th>
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<tbody>
<tr>
<td>FFA History, Aims &amp; Purposes</td>
<td>Poultry</td>
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<tr>
<td>Communication &amp; Public Speaking</td>
<td>Specialty Animals</td>
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<tr>
<td>Group Work</td>
<td>Plant Taxonomy</td>
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<tr>
<td>Parliamentary Procedure</td>
<td>Plant Classification Systems</td>
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<tr>
<td>Careers in Agriculture</td>
<td>Plant Germination</td>
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<tr>
<td>Basic Animal Science</td>
<td>Plant Propagation</td>
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<tr>
<td>Anatomy and Physiology of Livestock</td>
<td>Nursery Greenhouse Management</td>
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<tr>
<td>Livestock Breeding and Genetics</td>
<td>Proper Plant Care &amp; Handling</td>
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<tr>
<td>Handling Livestock</td>
<td>Landscape Maintenance</td>
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<tr>
<td>Livestock Nutrition and Feeds</td>
<td>Land Preparation and Planting</td>
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<td>Animal Health</td>
<td>Soils</td>
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<td>Beef Cattle</td>
<td>Fertilizers</td>
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<td>Swine</td>
<td>Irrigation and Drainage</td>
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<tr>
<td>Sheep</td>
<td>Harvesting</td>
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<td>Beef, Swine, and Sheep Husbandry</td>
<td>Identification of Crops,</td>
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<td>Dairy Cattle and Dairy Cattle Husbandry</td>
<td>Products, and By-Products</td>
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<td>Livestock Evaluation and Selection</td>
<td>Agricultural Production Records</td>
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<td>Agricultural Production Products</td>
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</tbody>
</table>

Certifying Instructor __________________________ Course Grade ___________ Date ___________
Agriculture Department
COURSE COMPLETION STANDARDS

Plant Science

________________________________________ has completed the course of study and practice in Plant Science and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

________ California Agriculture
________ Careers in Horticulture
________ Plant Taxonomy
________ Climate Zones
________ Tree Identification
________ Shrub Identification
________ Perennial Identification
________ Annual Identification
________ Vine & Fern Identification
________ Plant Structure & Function
________ Plant Growth Requirements
________ Photosynthesis
________ Respiration
________ Soils & Planting Media
________ Propagation by Division
________ Propagation by Seed
________ Propagation by Air Layering
________ Propagation by Plantlets or Offsets
________ Propagation by Cuttings

________ IPM
________ Disease & Pests
________ Plant Growth Requirements
________ Landscape Maintenance
________ Landscape Design
________ Pruning Techniques
________ Nursery Management
________ Greenhouse Management
________ Irrigation
________ Turf Grass Management
________ Frost Protection
________ Plant Evaluation & Selection
________ Retail Industry
________ Wholesale Industry
________ Marketing Techniques
________ Public Speaking & Presentation

Certifying Instructor ____________________________ Course Grade ___________ Date ___________
2+2 Agreements

There are no current 2+2 agreements on file with any colleges. The last agreement was in 2003 for the Ornamental Horticulture Class. One goal of mine is to have a 2+2 agreement with College of the Sequoias for the new Vet Tech class that is being taught in the department.
September 22, 2003

Bill Davis
Agriculture Department
Golden West High School
1717 N. McAuliff Road
Visalia, CA 93292

RE: Articulation of Ornamental Horticulture 101: Basic Ornamental Horticulture

Hello Bill!

Congratulations! The course outline for Advanced Environmental Horticulture has been approved for 2+2 articulation. I have enclosed the COS course outline for Ornamental Horticulture 101: Basic Ornamental Horticulture, for your perusal; please keep the copy for your records. I have also enclosed the articulation agreement for Ornamental Horticulture 101: Basic Ornamental Horticulture. Frank Tebeau, Agriculture Division chair, has signed the agreement. Please follow it through the process of signatures at Golden West High School, and then return to us at the address given.

Thank you for your continued interest in the success of our students. Providing students with this articulated credit truly allows them to have a seamless transition into a college education. If I can be of any further assistance, in regard to articulation, please feel free to call. Otherwise, if you have questions regarding this agreement, please contact Fay Moline, Tech Prep Secretary at 737-6143, myself at 730-3985, or Frank Tebeau at 730-3916 for more information.

I look forward to future agreements with your department!

Sincerely,

[Signature]

Kris Costa
Tech Prep/2+2 Coordinator

Enc

cc: Bea Soxman, VUSD
ARTICULATION AGREEMENT

Golden West High School
Course Title: Advanced Environmental Horticulture
School/ROP Address: Golden West High School
1717 N. McAuliff Road
Visalia, CA 93292

College of the Sequoias
Course: OH 101
Basic Ornamental Horticulture
915 S. Mooney Blvd.
Visalia, CA 93277

A student earning a final grade of “B” or higher in Advanced Environmental Horticulture at Golden West High School and receiving teacher certification will be considered to have completed the equivalent of OH 101, Basic Ornamental Horticulture, at the College of the Sequoias.

REQUIRED COMPETENCIES FOR ARTICULATION:
1. A minimum of 56.5 hours of classroom and laboratory experience.
2. A copy of the current high school course outline must be on file at the college, approved and accepted by the Division Chair/Instructor(s).
3. The high school teacher certification will be based on the student’s achievement of the competencies as outlined in the list of competencies as outlined in the College of the Sequoias course outline for OH 101.
4. Students will complete the competencies as listed in the OH 101 outline with a grade of “A” or a grade of “B” and with permission of high school instructor.

REQUIREMENT FOR COLLEGE CREDIT:
1. When COS Division of Agriculture has received the required competencies listed above, high school teacher will include the student’s name on the official list of students receiving articulated credit.
2. The students listed on the official list of students will be entered in the ARTICULATION DATA file at College of the Sequoias.
3. Students will discuss with COS counselor the sequence of courses leading to further education in Agriculture.
4. Three units of credit will be assigned upon successful completion of one semester at College of the Sequoias (“C” average or better).
5. Students must complete one semester at College of the Sequoias within two years of the issuance of their articulation certificate to receive credit for an articulated class.

This agreement commences on May 31, 2003 and will be reviewed annually.

High School/ROP

[Signatures]
Faculty/Department Chair
Principal
Superintendent/Curriculum Coordinator

College of the Sequoias

[Signatures]
Instructor/Division Chair
Dean of Instruction
Vice President of Instruction
Dated 07/14/2003

COPY
COS AGRICULTURE DIVISION
ARTICULATION AGREEMENT WITH
GOLDEN WEST HIGH SCHOOL

A student earning a final grade of “B” or higher in the courses listed below will receive credit for the articulated COS course provided they have completed all the required units for a specific Ag certificate.

College of the Sequoias Course
- Agriculture Management-271
- Animal Science-273
- Plant Science-271
- Ornamental Horticulture-271
- Agriculture Technology-271

Golden West High Course
- Ag Science 4
- Ag Science 2
- Ag Science 3
- Basic Ornamental Horticulture
- Ag Mech 1 & 2

REQUIRED COMPETENCIES FOR ARTICULATION

Credit will be given for the articulated course listed above if the following criteria are met:

1. A grade of “B” or higher is achieved in the articulated course.
2. A copy of the high school transcript verifying completion of the course, grade, and semester that the course was taken.
3. The student has met the specific list of competencies and topics as outlined in the articulation agreement and agreed to by the secondary and community college instructors and departments.

REQUIREMENT FOR COLLEGE CREDIT

A student who has completed all the required coursework for a COS Agriculture Certificate will be required to complete the following procedures:

1. When a student completes the application process for the COS Agriculture Business Management Certificate he or she will attach a copy of the high school transcript verifying up to a total of 9 units of elective credit to be used toward the certificate.
2. The student's agriculture staff advisor will verify the completion of the certificate requirements and forward the application along with the appropriate transcripts to the COS Agriculture Division Chair.
3. The COS Agriculture Division Chair will approve and forward the application to the College of the Sequoias Tech Prep Coordinator for verification and approval.
4. The COS Tech Prep Coordinator will verify and forward the application to College of the Sequoias Dean of Applied Sciences for approval and addition of the coursework for credit to the students permanent record and transcript for college credit.

This agreement commences on January 1, 1999 and is subject to review on an annual basis.

College of Sequoias Authorization

[Signatures and titles]

High School Authorization

[Signatures and titles]
Reimbursement Process for Personal Expenses

When conferences or trips are attended, there is a conference request form that needs to be filled out with estimates of all expenses that will be incurred throughout the duration of the trip. This needs to be filled out at least two weeks in advance. If the trip is over night or more than 75 miles away, it needs to be turned in two weeks before the next board meeting so it can receive board approval at the school board meeting. Once that form is filled out and turned in for permission to attend, it is returned to the teacher prior to the trip once permission has been granted. After the date has passed of the trip or conference, if there are any expenses that are incurred, that is written down in the right column of the conference request form. That form is turned back into the office. The office then processes the paperwork and a check is cut to the teacher.

If a reimbursement is needed for materials or items bought for FFA, a golden rod purchase order sheet must be filled out with the items purchased and have an attached receipt. An advisor and FFA office must sign the paper. The reimbursement is then turned in to the ASB secretary. Before she can process the paperwork, there needs to be meeting minutes turned in approving the reimbursement through the ASB account. Once that is completed, the secretary processes the paperwork and returns a check to the teacher.

Reimbursements cannot be done through district funding. If you need an item to be paid for through district funding, a purchase order must be filled out and the district will order the materials.