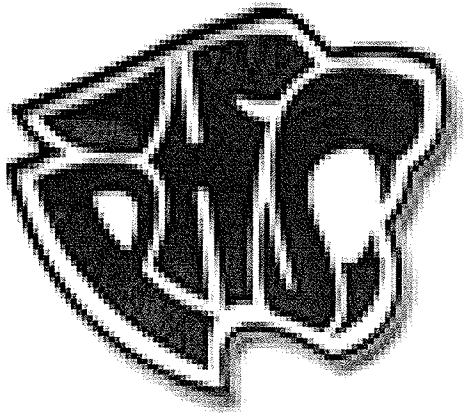


Patterson High School



Agriculture Department

Nicole Morris

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Quality Criteria

1:

Curriculum and Instruction

Quality Criteria ONE

Curriculum and Instruction

Patterson High School Agriculture Departments offers classes that meet high school graduation and CSU/UC requirements. The classes are aligned to meet state standards and are being adapted to meet the soon to be released common core standards. The current classes that meet CSU/UC requirements are CP Agriculture Biology and The Art and History of Floral Design. Students receive life science with a lab requirement from biology and receive fine art credit for floral design. Agriculture Earth Science meets high school physical science graduation requirements. Agriculture Mechanics, Ornamental Horticulture, Animal Anatomy and Small Engines meet graduation elective requirements. Because students taking the science classes take the California Standardized Test, teachers meet objectives and standards on a daily basis to ensure student success on the CST.

Students in Agriculture classes don't just meet the standards that are set forth by the state, but they also meet career and technical standards that are outlined by CTE. Students who participate in agriculture classes learn about career opportunities in the fields related to the class they are taking, as well on how to properly prepare for those careers. Students learn how to make resumes and cover letters, as well as fill out job applications and request letters of recommendation. Teachers bring in real life experiences to connect students to meaningful experiences outside the classroom. Guest speakers are common as well as industry and technical school representatives to offer students the best information to make choices about the next level of their education. Field trips are planned but due to budget and time restrictions, are not necessarily practical for all classes. This is why we make every effort to bring the industry into the classroom. Teachers also heavily promote involvement in Career Development Events like Dairy Products, Small Engines, Floral, and Best Informed Greenhand. Students who wish to participate on other teams are encouraged to speak to the teachers about coaching a team.

The curriculum offered at Patterson High School is rigorous and prepares students for success for either continuing schooling or entering the work force. All classes encourage academic language development as well as the use of complete sentences. Students develop English language skills, writing, math and technological skills in all agriculture classes. In addition hard skills, students also learn public speaking skills, computer skills, and record keeping skills through their SAE projects. Students are required to keep a record book and update it regularly.

Overall the Patterson High School Agriculture Department is designed to serve the needs of the students in our community. We facilitate the needs of students through career development, rigorous academic standards, involving those with academic and other learning needs as well as involving a diverse group of student from different backgrounds.

PROGRAM DESCRIPTION

We offer the three parts of a complete agricultural educational program at Patterson High School: Classroom Instruction, Hands On Training, and Leadership Development. Our staff is committed to focusing their teaching procedures in these three areas.

Our Classroom Instruction involves teaching the basic concepts of the units taught within each of our courses offered. Students are required to use their reading, writing, and thinking skills. Assignments, Tests, and Quizzes are given and graded regularly.

Our Hands On Training supplements the education that takes place in the classroom. Students are taught the various procedures and techniques used in Animals, Plants, Mechanics, and Ag Business. They put these methods to use in "real life" situations both in and out of the classroom setting.

Our Leadership Development is taught through the FFA. We teach an FFA Unit in all ag classes so students can build on their own leadership skills whether they are new to the program or continuing on. We focus on leadership, responsibility, and cooperation. Students put these traits to use through the various activities they participate in during their involvement in our program.

AGRICULTURE

AGRICULTURAL EARTH & ENVIRONMENTAL SCIENCE (P): Grades 9-12

Prerequisite: None

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

AGRICULTURAL BIOLOGY (P): Grades 9-12

Prerequisite: Algebra 1P with a C or better

This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P): Grades 11-12

Prerequisite: Ag Biology P with a C or better

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

AG FLORAL DESIGN 1: Grades: 9-12

Prerequisite: None

Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost.

ROP ADVANCED FLORAL DESIGN: Grades 10-12

Prerequisite: Ag Floral Design 1 with a B or better

This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

MECHANIZED AGRICULTURE 1: Grades: 9-12

Prerequisite: None

This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. **Students must supply their own safety glasses and coveralls.** Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

MECHANIZED AGRICULTURE 2: Grades: 10-12

Prerequisite: Mechanized Agriculture 1 with a C or better

This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears.

Students must supply their own safety glasses & coveralls. Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION: Grades: 11-12

Prerequisite: Mechanized Agriculture 2 with a B or better

This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. **Students must supply their own safety glasses and coveralls.** Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

AGRICULTURE LEADERSHIP: Grades: 9-12

Prerequisite: FFA Officer or Consent of Instructor

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. FFA participation will be part of the grade for this course. This course is offered zero period.

ROP AGRICULTURAL WELDING AND FABRICATION: Grades 11-12

Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor

Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.

ORNAMENTAL HORTICULTURE: Grades: 10-12

Prerequisites: Prior Agriculture course or consent of instructor

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design. Upon completion of ornamental horticulture and a minimum of three years of high school agriculture, students are eligible for 2 + 2 credit from Modesto Junior College.

AG POWER AND SMALL ENGINES: Grades 9-12

Prerequisites: None

Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. **SAFETY GLASSES REQUIRED.**

Agriculture Biology

Course Syllabus

Mrs. Morris

2011-2012

McGraw Hill: Biology

The goal for this course is to give college bound students the opportunity to explore earth science in an accelerated and academically challenging atmosphere. Also, to introduce them to agriculture and help them gain an appreciation for the industry. Topics to be covered include plate tectonics, the solar system, atmospheric conditions and temperature. Furthermore, this course is an agriculture course and composed of three integral circles of the curriculum: Classroom, FFA and SAE. Students who excel in all areas will be successful in the course.

INSTRUCTOR

Mrs. Morris

Phone: 209 - 892 - 7450 ext. 193

Email: nmorris@patterson.k12.ca.us

MATERIALS

- 1.5" Binder with 3 rings
- Blue or black ink pen or pencil must be brought to class each day
- *McGraw Hill: Biology* Textbook
- Scissors
- Highlighter Color: _____
- Color Markers

COURSE EXPECTATIONS

- Students are expected to be prepared for class, with required materials and completed homework on a daily basis.
- Students are expected to maintain a satisfactory grade. Any student that is not achieving a satisfactory grade is expected to make an appointment with the instructor to seek help.
- Mrs. Morris will be available before and after school and via email for help on a regular basis. Students are expected to complete all text readings and attempt assignments before seeking help.
- Students are expected to follow the class safety rules at all times.
- **Academic Integrity:** While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Any infraction will be dealt with severely. There is a **NO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given zero points and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

HOMEWORK

- Homework will be given on Mondays in your weekly packets and is due the following Friday in your completed packet.
- Homework is always due at the beginning of the period and will be checked for completion and accuracy. Any assignment not turned in at the beginning of the period is considered LATE.
- Any homework turned in late will receive a maximum of half credit.

TEXTBOOKS

- Students will be issued a copy of *McGraw Hill: Biology*, which they are expected to cover and bring to class every day. The replacement cost for this textbook is \$65.

ABSENCES & TARDIES

- It is the student's responsibility to find out about missing assignments (including tests, labs, homework and class work) and make them up.
- It may be necessary for students to come in outside of class time to get make-up work or complete missed assignments.
- Students are considered tardy if they are not in their seat and prepared for class when the bell rings.
- When students are tardy they will report to the attendance office or see a campus supervisor for a receipt back to class.
- Students will not be allowed back into class without a tardy receipt.

FFA & SAE

- FFA is an integral part of our curriculum and students' grades will reflect their FFA participation.
- All students are required to participate in FFA by attending meetings, joining judging teams, and taking on chapter leadership positions.
- **Each semester** students need to **attend 6 chapter activities** to earn full credit for their grade.
- Supervised Agriculture Experience (SAE) allow students to raise project animals, or provide an agricultural service.
- There are numerous different projects students can have, and are encouraged to ask their advisor for ideas and more information.
- All students will keep a record book on their SAE project for a grade.

ASSESSMENT

- Grade standards
A = 100 - 90%; B = 89 - 80%; C = 79 - 70%; D = 69 - 60%; below 60% = F.
- Assignments will be weighted in the following categories:
 - (1) Class activities, homework, binders = 35%
 - (2) Labs, projects = 20%
 - (3) Tests, quizzes, projects = 35%
 - (4) FFA/SAE = 10%

CLASSROOM RULES

1. Safety rules must be followed or students will not receive credit for the activity.
2. All school policies in the student handbook will be enforced – NO CELL PHONES OR IPODS/MP3 PLAYERS.
3. Have respect for yourself and others.
4. NO FOOD/DRINK allowed in class, with the exception of bottled water.
5. Hats are NOT allowed to be worn in class.
6. Be on time – Be in your seat BEFORE the bell rings each day.
7. Be prepared – Turn in homework weekly, have all materials ready for class daily.

DISCIPLINE PROCEDURES

1. Verbal Warning
2. Verbal Warning
3. Teacher/Student Conference & Phone Call To Student's Parents
4. Detention With Teacher & Phone Call To Student's Parents
5. Detention With Teacher & Phone Call To Student's Parents
6. Teacher/Student/Parent Conference & Detention With Teacher
7. Refer Student To Administration (Principal/Vice Principal) For Discipline

2011-2012 Agriculture Biology Pacing Calendar

Unit	Week	Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Homework	Standards
FFA, Ag and You	One	8/15-8/19	Safety	Safety Test	Agriculture Society Notes	By-Products	By- Products Quiz Ice Cream Lab	Ag Crossword By- Product Shopping List	In. & Ex. 1a. Agrisci. C1.1, C1.2, C1.3, C1.4, C1.4, C1.5, C1.6
FFA, Ag and You	Two	8/22-8/26	Agriculture of Living Things	Meet the FFA!!	FFA Symbols and Emblem	Agriculture and FFA Review	Agriculture and FFA Unit Tes	Future Career Uniform My Emblem	Agrisci. C1.3, C1.4 Leadership and Teamwork 9.2
Science and Chemistry of Biology	Three	8/29-9/2	1-1 Notes 1-1 Section Review	1-2 Notes Scientific Method with SpongeBob	What Cased the water level to rise? Lab	Why does popcorn pop? Lab	1-2 Section Review Worksheet	1-3 Studying Life Notes 1-3 Section Review	In. & Ex. 1b. And 1c.
Science and Chemistry of Biology	Four	9/5-9/9	No School	2-2 Properties of Water Notes Hands-on Examples	Curds and Whey Lab (pH)	2-3 Carbon Compounds Notes	Identifying Organic (Carbon) Compounds Lab (Food Lab)	2-2 and 2-3 Section Review Worksheet	Biology 1b. And 1h. 4e. 4f. Agrisci. C10.1, C10.2
Science and Chemistry of Biology	Five	9/12-9/16	2-4 Notes	Enzyme Computer Lab	Liver Lab	Study Guide	Benchmark	2-4 Section Review	Biology 1b. 1h. 4e. 4f.
Cell	Six	9/19-9/23	7-1 Notes & Vocab	7-2 Notes Cell Model Directions	Cell Parts Coloring Activity	Sub	7-2 Review Worksheet	7-1 Section Review	Biology 1a., 1c., 1e. Agrisci C5.1, C5.2, C5.3, C5.4
Cell	Seven	9/26-9/30	Cell City	Cell City	7-3 Notes	Start Osmosis and Diffusion Egg Lab	7-3 Section Review	Cell Model	Biology 1a., 1c., 1e. Agrisci C5.1, C5.2, C5.3, C5.4

2011-2012 Agriculture Biology Pacing Calendar

Cell	Eight	10/3-10/7	Egg Lab Diffusion in a Baggie	Finish Egg Lab	Osmosis Jones Movie	Finish Osmosis Jones Cell Study Guide	Cell Study Guide	Crossword Puzzle	Biology 1a., 1c., 1e. Agrisci C5.1, C5.2, C5.3, C5.4
Cell / Photosynthesis	Nine	10/10-10/14	Review Study Guide	Cell Test	8-1 Notes 1 Section Review	8-2 Notes Photosynthesis Skit	Investigating Photosynthesis Lab Day 1	8-2 Section Review	Biology 1f. Agrisci. C11.5
Photosynthesis	Ten	10/17-10/21	8-3 Vocab and Notes	Light Dependent Reactions & Calvin Cycle Drawing	Computer Lab	Study Guide	Review	8-3 Section Review	Biology 1f. Agrisci. C11.5
Photosynthesis Cellular Respiration	Eleven	10/24-10/28	Photosynthesis Test	9-1 Notes Intro to Group Presentations	Group Workday	Group Workday	Group Presentations	9-1 Section Review	Biology 1f. And 1g. Agrisci. C11.5 and C11.6
Cellular Respiration	Twelve	10-31-11/4	No School	No School	9-2 Notes Root Beer Lab Day One	Exercise and Cellular Respiration Lab	Root Beer Lab Day two	9-2 Section Review	Biology 1g. Agrisci. C11.6
Cellular Respiration	Thirteen	11/7-11/11	Study Guide	Study Guide	Review	Cell Respiration Test- Benchmark	No School	Ch. 9 Graphic Organizer	Biology 1f. And 1g. Agrisci. C11.5 and C11.6
Cell Division Mitosis and Meiosis	Fourteen	11/14-11/18	10-2 Notes	Mitosis Book	11-4 Notes	Meiosis Poster	Mitosis and Meiosis Review	10-2 Section Review Ch. 11 Graphic Organizer	Biology 2a., 2b., 2c. Agrisci. C7.5
Cell Division Mitosis and Meiosis	Fifteen	11/21-11/25				Thanksgiving	Thanksgiving		

2011-2012 Agriculture Biology Pacing Calendar

Genetics	Sixteen	11/28-12/2	Cell Division Review 11-1 Notes	11-2 Notes Bikini Bottom Genetics	Casino Day	Genetics Smiley Activity	Genetics Smiley Activity	11-1 & 11-2 Section Reviews	Biology 2c., 2d., 2e., 2f., 2g. Agrisci. C7.1, C7.2, C7.3, C7.4
Genetics	Seventeen	12/5-12/9	Gregor Mendel Review	11-3 Notes	12-1 Intro to DNA Mini DNA model	DNA Video	Intro to DNA Study Guide	11-3 Section Review	Biology 2e., 2f., 2g. 3a., 3b., 5a. Agrisci. C7.3, C7.4
Genetics	Eighteen	12/12-12/16	Study Guide	Study	Finals	Finals	Finals	Study	

half day
no school

Patterson High School

Department: Agriculture

Course: Agriculture Biology P

Rev. Date: 7/9/2009

Statement of Purpose: This course is designed to give the biology student the adequate knowledge and experience in a lab science course that is rich in agriculture vocational skills along with comprises state standards in biology and the California Challenge standards in Agriculture (career technical education).

Performance Benchmarks	Benchmark Assessment	Measurable Outcome	Date for Mastery	Standard(s)
<p>The Study of Life Chapters 1 & 6</p> <p>Students will understand that scientific progress is made by asking meaningful questions and conducting careful investigations and will accomplish this by proposing, implementing and analyzing their own agriculture science research project in one of the five areas; biochemistry (food science), plant science (botany), animal science (zoology), environmental science, or Ag mechanization (engineering).</p>	<p>Weekly Section Quizzes:</p> <ul style="list-style-type: none"> - Chapter 1 (<i>Glencoe-Biology</i>) Determine a research project to be investigated Propose a hypothesis Design and conduct an experiment Analyze qualitative and quantitative data Develop conclusions Share research discoveries <ul style="list-style-type: none"> - Create graphs, charts, data tables • Liver Lab (Enzyme Action) 	<ul style="list-style-type: none"> • Students will receive a 70% or better on assignments • Students will receive an 75% or better on each of the five graded project areas: <ul style="list-style-type: none"> - Written report - document - Journal of experimentation procedures and findings - Display board - Visual product - Presentation 	<p>September 4, 2009 (4 weeks) January 11th – Final research projects due</p>	<p>Biology/Life Sciences State Standards:</p> <ul style="list-style-type: none"> • <u>Investigation and Experimentation</u> 1.a, 1.b, 1.c, 1.f, 1.g, 1.h, 1.j, 1.ll, 1.m California Challenge Standards: <i>Agriculture Pathway Standards</i> • <i>C. Agriscience</i> C13.0, C13.1, C13.2, C13.3
<p>Students will gain a general understanding of the major techniques used to study biological processes. Students will understand that living things are the product of chemistry including the properties of water, properties of carbon compounds and the influence of chemical reactions and enzymes on biological processes.</p>				
<p>UNIT 1 – Ecology Chapters 2-5</p>	<p>Weekly Section Quizzes:</p> <ul style="list-style-type: none"> - Chapter 2 - Chapter 3 - Chapter 4 	<ul style="list-style-type: none"> • Students will receive a 70% or better on weekly quizzes. • Students will complete the 	<p>October 2, 2009 (4weeks)</p>	<p>Biology/Life Sciences State Standards:</p> <ul style="list-style-type: none"> • <u>Ecology</u>

<p>Students will understand that stability in an ecosystem is a balance between competing factors and that biodiversity is the sum of different kinds of organisms that are affected by alterations to their habitats.</p>	<ul style="list-style-type: none"> - Chapter 5 (<i>Glencoe – Biology</i>) • Lab/Activity: <ul style="list-style-type: none"> - Predator vs. Prey Game - Class study of a controlled ecosystem * Fish Hatchery – field trip * guest speakers • Projects: <ul style="list-style-type: none"> - Food chain mobile - Biome in a bottle • Biology Dictionary • Unit Test - Ecology 	<p>labs, including written observations and conclusions, with a score of 75% or better.</p> <ul style="list-style-type: none"> • Students will complete 80% of their chapter vocabulary dictionary • Students will complete the projects with a score of 75% or better. • Students will receive an 80% or better on the chapter test. 	<p>6.a, 6.b, 6.c, 6.d, 6.e, 6.f</p> <p>California Challenge Standards: <i>Agriculture Pathway Standards</i></p> <ul style="list-style-type: none"> • <u>E. Forestry and Natural Resources</u> <p>E1.0, E1.1, E4.0, E5.4, E5.0, E5.1, E5.2, E5.3,</p>
<p>UNIT 2 – Cells Chapters 6-9</p> <p>Students will understand that the fundamental life processes of plants, animals, bacteria and fungi depends on a variety of chemical reactions that occur in specialized areas of an organism's cells (organelles) and their surroundings.</p> <p>They will know that cells are enclosed within semi-permeable membranes that regulate their interactions based on their environment, such as how enzymes catalyze biochemical reactions depending on the temperature, ionic conditions, and the pH of the surroundings.</p>	<ul style="list-style-type: none"> • Weekly Section Quizzes: <ul style="list-style-type: none"> - Chapter 6 - Chapter 7 - Chapter 8 - Chapter 9 • Lab/Activity: <ul style="list-style-type: none"> - Osmosis / Diffusion lab - Cell models (edible) - Respiration – Bread lab - Enzyme lab - Microscope work – create slides <ul style="list-style-type: none"> - plant cells - cheek cells - pond water • Projects: <ul style="list-style-type: none"> - Plant, animal, bacteria and fungi analogy chart - Cell models - Board Game - Educational Video • Biology Dictionary • Unit Test – Cell Biology 	<ul style="list-style-type: none"> • Students will receive a 70% or better on weekly quizzes. • Students will complete the labs, including written observations and conclusions, with a score of 75% or better. • Students will complete 80% of their chapter vocabulary dictionary • Students will complete one of the three unit projects with a score of 75% or better. • Students will receive an 80% or better on the unit test. 	<p>November 20, 2009 (7 weeks)</p> <p>Biology/Life Sciences State Standards:</p> <ul style="list-style-type: none"> • <u>Cell Biology</u> <p>1.a, 1.b, 1.c, 1.e, 1.f, 1.g</p> <p>California Challenge Standards: <i>Agriculture Pathway Standards</i></p> <ul style="list-style-type: none"> • <u>C. Agriscience</u> <p>C5.0, C5.1, C5.2, C5.3, C5.4, C11.0, C11.5</p> <ul style="list-style-type: none"> • <u>G. Plant and Soil Science</u> <p>G2.0, G2.1, G2.6, G3.0, G3.1, G3.2</p>

<p>UNIT 3 – Genetics Chapters 10-13</p>	<p>Students will understand that through mutation and sexual reproduction, organisms will have genetic variation in their populations, which are passed down in their chromosomes.</p>	<ul style="list-style-type: none">• Weekly Section Quizzes:<ul style="list-style-type: none">- Chapter 10 (<i>Glencoe – Biology</i>)• Lab/Activity:<ul style="list-style-type: none">- Cell cycle poster- Mitosis slides- Meiosis slides• Projects:<ul style="list-style-type: none">- Construct chromosome models that can illustrate segregation during meiosis- Meiosis and Mitosis flip book• Biology Dictionary• Chapter Test – <i>Meiosis and Fertilization</i>	<ul style="list-style-type: none">• Students will receive a 70% or better on weekly quizzes.• Students will complete the labs, including written observations and conclusions, with a score of 75% or better.• Students will complete 80% of their chapter vocabulary dictionary• Students will complete the projects with a score of 75% or better.• Students will receive an 80% or better on the chapter test.	<p>March 5, 2010 (8 weeks)</p>	<p>Biology/Life Sciences State Standards:</p> <ul style="list-style-type: none">• <u>Genetics</u> 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g <p>California Challenge Standards: <i>Agriculture Pathway Standards</i></p> <ul style="list-style-type: none">• <u>C. Agriscience</u> C7.0, C7.4, C7.5• <u>D. Animal Science</u> D5.0, D5.4
<p>Students will understand the genetic composition for cells can be altered by incorporation of exogenous DNA in the cells through knowledge of the general structures and functions of DNA, RNA, and protein and how this engineering is used to produce novel biomedical and agriculture products.</p>	<ul style="list-style-type: none">• Weekly Section Quizzes:<ul style="list-style-type: none">- Chapter 11 (<i>Glencoe -Biology</i>)• Lab/Activity:<ul style="list-style-type: none">- Edible DNA strand lab- Rice Krispie lab – a comparison of transcription and translation- DNA extraction- Base pairing worksheets• Projects:<ul style="list-style-type: none">- Class debate - natural selection vs. artificial selection (pros /cons)- Genetic disorders pamphlet / paper / presentation• Biology Dictionary• Chapter Test – <i>Biotechnology</i>	<ul style="list-style-type: none">• Students will receive a 70% or better on weekly quizzes.• Students will complete the labs, including written observations and conclusions, with a score of 75% or better.• Students will complete 80% of their chapter vocabulary dictionary• Students will complete the projects with a score of 75% or better.• Students will receive an 80% or better on the chapter test.			<p>Biology/Life Sciences State Standards:</p> <p>California Challenge Standards: <i>Agriculture Pathway Standards</i></p> <ul style="list-style-type: none">• <u>C. Agriscience</u> C4.0, C4.2• <u>D. Animal Science</u> D5.0• <u>G. Plant and Soil Science</u> G2.0, G2.5, G11.0, G11.1
<p>Students will understand that multi-cellular organisms develop from a single zygote,</p>	<ul style="list-style-type: none">• Weekly Section Quizzes:<ul style="list-style-type: none">- Chapter 12- Chapter 13	<ul style="list-style-type: none">• Students will receive a 70% or better on weekly quizzes.			<p>Biology/Life Sciences State Standards:</p>

<p>and that its phenotype depends on its genotype, which is established at fertilization.</p> <p>They will know how to predict the probable outcome of phenotypes in genetic crosses from the genetic information of the parents and in which mode it was inherited.</p>	<p>(<i>Glencoe-Biology</i>)</p> <ul style="list-style-type: none"> • Lab/Activity: <ul style="list-style-type: none"> - Genetic crosses – Punnett Squares - History of Gregor Mendel and his genetic principles (timeline) - “How a dragon gets its wings” – phenotypes based on genotypes • Projects: <ul style="list-style-type: none"> - “Beaker Babies” – genetic crosses of somatic cells • Biology Dictionary • Chapter Test – <i>Mendel's Laws</i> 	<ul style="list-style-type: none"> • Students will complete the labs, including written observations and conclusions, with a score of 75% or better. • Students will complete 80% of their chapter vocabulary dictionary • Students will complete the projects with a score of 75% or better. • Students will receive an 80% or better on the chapter test. 	<ul style="list-style-type: none"> • <u>Genetics</u> 3.a, 3.b • California Challenge Standards: <i>Agriculture Pathway Standards</i> • <u>C. Agriscience</u> C7.0 • <u>D. Animal Science</u> D5.0, D5.4
<p>UNIT 4 – Evolution Chapters 15-17</p> <p>Students will understand the concept of biological evolution from its basis in genetics and will know that the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time, that alleles can be lethal in particular individuals, and that mutations are constantly being generated.</p>	<ul style="list-style-type: none"> • Weekly Section Quizzes: <ul style="list-style-type: none"> - Chapter 15 (<i>Glencoe – Biology</i>) • Lab/Activity: <ul style="list-style-type: none"> - Investigate Charles Darwin's theory of the origin of species - Mutations as a source of genetic variation in a gene pool • Projects: <ul style="list-style-type: none"> - A class study of the gradual evolution of populations of organisms - Natural selection in livestock animals • Biology Dictionary • Chapter Test – <i>Population Genetics</i> 	<ul style="list-style-type: none"> • Students will receive a 70% or better on weekly quizzes. • Students will complete the labs, including written observations and conclusions, with a score of 75% or better. • Students will complete 80% of their chapter vocabulary dictionary • Students will complete the projects with a score of 75% or better. • Students will receive an 80% or better on the chapter test. 	<p>March 26, 2010 (3 weeks)</p> <p>Biology/Life Sciences State Standards:</p> <ul style="list-style-type: none"> • <u>Evolution</u> 7.a, 7.b, 7.c, 7.d • California Challenge Standards: <i>Agriculture Pathway Standard</i> • <u>D. Animal Science</u> D5.5
<p>Students will understand that evolution is the result of genetic changes that occur in constantly changing environments and that a great diversity in the species will increase the chances that some organisms can survive major environmental changes such as genetic drift, reproductive isolation, episodic speciation, and geographic</p>	<ul style="list-style-type: none"> • Weekly Section Quizzes: <ul style="list-style-type: none"> - Chapter 16 - Chapter 17 (<i>Glencoe – Biology</i>) • Labs/Activity: <ul style="list-style-type: none"> - Adaptive traits lab – Bean Hunters - Galapagos Island Study • Projects: 	<ul style="list-style-type: none"> • Students will receive a 70% or better on weekly quizzes. • Students will complete the labs, including written observations and conclusions, with a score of 75% or better. • Students will complete 80% 	<p>Biology/Life Sciences State Standards:</p> <ul style="list-style-type: none"> • <u>Evolution</u> 8.a, 8.b, 8.c, 8.d, 8e • California Challenge Standards: <i>Agriculture</i>

isolation.	<ul style="list-style-type: none"> - The effect of natural selection on a particular species - report 'Adaptation Artistry' – create a bird and one adaptive feature • Biology Dictionary • Chapter Test – Evolution and Speciation 	<ul style="list-style-type: none"> • of their chapter vocabulary dictionary • Students will complete the projects with a score of 75% or better. • Students will receive an 80% or better on the chapter test. 		Pathway Standards <ul style="list-style-type: none"> • <u>C. Agriscience</u> C4.0, C4.1, C4.2, C4.3, C4.4
UNIT 9 – Physiology Chapters 32, 33, 34, 35, 37	<ul style="list-style-type: none"> • Weekly Section Quizzes: <ul style="list-style-type: none"> - Chapter 32 - Chapter 33 - Chapter 34 <i>(Glencoe – Biology)</i> • Labs/Activity: <ul style="list-style-type: none"> - Investigation of the nervous /endocrine system structure and function – concept map - Transportation functions of the circulatory system – worksheets - Sensory organs lab • Projects: <ul style="list-style-type: none"> - Model neurons - Sensory connections – class presentation and poster • Biology Dictionary • Chapter Test – Homeostasis 	<ul style="list-style-type: none"> • Students will receive a 70% or better on weekly quizzes. • Students will complete the labs, including written observations and conclusions, with a score of 75% or better. • Students will complete 80% of their chapter vocabulary dictionary • Students will complete the projects with a score of 75% or better. • Students will receive an 80% or better on the chapter test. 	April 30, 2010 (4 weeks)	Biology/Life Sciences State Standards: <ul style="list-style-type: none"> • <u>Physiology</u> 9.a, 9.b, 9.c, 9.d, 9.e California Challenge Standards: Agriculture Pathway Standards <ul style="list-style-type: none"> • <u>C. Agriscience</u> C5.0, C5.3, C6.0, C6.2 • <u>D. Animal Science</u> D2, D3.0
Students will understand that each functioning unit in the body is organized according to how the body and its parts deal with changing demands placed on it, all while maintaining a constant internal environment.	<ul style="list-style-type: none"> • Weekly Section Quizzes: <ul style="list-style-type: none"> - Chapter 35 - Chapter 37 <i>(Glencoe – Biology)</i> • Labs/Activity: <ul style="list-style-type: none"> - Bacteria / Virus models - History of the development of vaccinations for infectious diseases - Bacteria cultivation and prevention testing 	<ul style="list-style-type: none"> • Students will receive a 70% or better on weekly quizzes. • Students will complete the labs, including written observations and conclusions, with a score of 75% or better. • Students will complete 80% of their chapter vocabulary dictionary 		Biology/Life Sciences State Standards: <ul style="list-style-type: none"> • <u>Physiology</u> 10.a, 10.b, 10.c, 10.d, 10.e California Challenge Standards: Agriculture Pathway Standards
Students will understand that organisms have a variety of mechanisms to combat disease such as the human immune system and the role of antibodies and vaccinations to fight bacteria, viruses, and various infections.				

	<ul style="list-style-type: none"> - BSE topic – guest speaker • Projects: <ul style="list-style-type: none"> - Infectious disease pamphlet - Immune System skits – <i>Osmond Jones</i> • Biology Dictionary • Chapter Test – <i>Infection and Immunity</i> 	<ul style="list-style-type: none"> • Students will complete the projects with a score of 75% or better. • Students will receive an 80% or better on the chapter test. 		<ul style="list-style-type: none"> • <u>D. Animal Science</u> D6.0, D6.3, D6.4
Agriculture Unit Students will understand the relationship between a supervised agriculture experience (SAE) and their preparation for a career in the agriculture industry. This will be accomplished through generating and keeping financial records of savings and investments and documentation of procedures and methods.	<ul style="list-style-type: none"> • Develop annual SAE plan: <ul style="list-style-type: none"> - Agriculture Education Student Career Data Plan • Conduct and maintain an SAE project <ul style="list-style-type: none"> - Ownership or Non-Ownership • Maintain a current school years Recordbook by completing and updating the following sections: <ul style="list-style-type: none"> - Calendar of Events and Operations - Budget - Journal * Books will be closed out as necessary (Income summary) • Participate in one activity per year above the local level • Apply for Greenhand, Chapter, State, or National degrees • Unit Test – <i>SAE and Recordbooks</i> 	<ul style="list-style-type: none"> • Students will receive a 70% or better on assignments • Students will complete the annual Agriculture Education Student Data Career Plan. • Students will participate actively in 70% of the chapter sponsored FFA events – 3 activities per quarter minimum • Students will maintain one viable SAE project totaling a minimum of 40 hours for the school year. • Students will complete the record book with a score of 85% or better. • Students will receive an 80% or better on the unit test. 	All school year – <ul style="list-style-type: none"> • Record books closed out by end of year • New books opened January 2007 	California Challenge Standards: <i>Agriculture Pathway Standards</i> <ul style="list-style-type: none"> • <u>9.0 Leadership and Teamwork</u> 9.1, 9.2, 9.3, 9.4, 9.5, 9.6 • <u>10.0 Technical Knowledge and Skills</u> 10.2, 10.3

Lesson and/or unit plans follow the course scope and sequence

Agriculture Earth Science

Course Syllabus

Mrs. Morris

2011-2012

Holt: Earth Science

The goal for this course is to give college bound students the opportunity to explore earth science in an accelerated and academically challenging atmosphere. Also, to introduce them to agriculture and help them gain an appreciation for the industry. Topics to be covered include plate tectonics, the solar system, atmospheric conditions and temperature. Furthermore, this course is an agriculture course and composed of three integral circles of the curriculum: Classroom, FFA and SAE. Students who excel in all areas will be successful in the course.

INSTRUCTOR

Mrs. Morris

Phone: 209 – 892 – 7450 ext. 193

Email: nmorris@patterson.k12.ca.us

MATERIALS

- 1.5" Binder with 3 rings
- Blue or black ink pen or pencil must be brought to class each day
- *Holt: Earth Science* Textbook
- Scissors
- Highlighter Color: _____
- Color Markers

COURSE EXPECTATIONS

- Students are expected to be prepared for class, with required materials and completed homework on a daily basis.
- Students are expected to maintain a satisfactory grade. Any student that is not achieving a satisfactory grade is expected to make an appointment with the instructor to seek help.
- Mrs. Morris will be available before and after school and via email for help on a regular basis. Students are expected to complete all text readings and attempt assignments before seeking help.
- Students are expected to follow the class safety rules at all times.
- **Academic Integrity:** While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Any infraction will be dealt with severely. There is a **NO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given zero points and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

HOMEWORK

- Homework will be given on Mondays in your weekly packets and is due the following Friday in your completed packet.
- Homework is always due at the beginning of the period and will be checked for completion and accuracy. Any assignment not turned in at the beginning of the period is considered LATE.
- Any homework turned in late will receive a maximum of half credit.

TEXTBOOKS

- Students will be issued a copy of *Holt: Earth Science*, which they are expected to cover and bring to class every day. The replacement cost for this textbook is \$65.

ABSENCES & TARDIES

- It is the student's responsibility to find out about missing assignments (including tests, labs, homework and class work) and make them up.
- It may be necessary for students to come in outside of class time to get make-up work or complete missed assignments.
- Students are considered tardy if they are not in their seat and prepared for class when the bell rings.
- When students are tardy they will report to the attendance office or see a campus supervisor for a receipt back to class.
- Students will not be allowed back into class without a tardy receipt.

FFA & SAE

- FFA is an integral part of our curriculum and students' grades will reflect their FFA participation.
- All students are required to participate in FFA by attending meetings, joining judging teams, and taking on chapter leadership positions.
- **Each semester** students need to **attend 6 chapter activities** to earn full credit for their grade.
- Supervised Agriculture Experience (SAE) allow students to raise project animals, or provide an agricultural service.
- There are numerous different projects students can have, and are encouraged to ask their advisor for ideas and more information.
- All students will keep a record book on their SAE project for a grade.

ASSESSMENT

- Grade standards
A = 100 - 90%; B = 89 - 80%; C = 79 - 70%; D = 69 - 60%; below 60% = F.
- Assignments will be weighted in the following categories:
 - (1) Class activities, homework, binders = 35%
 - (2) Labs, projects = 20%
 - (3) Tests, quizzes, projects = 35%
 - (4) FFA/SAE = 10%

CLASSROOM RULES

1. Safety rules must be followed or students will not receive credit for the activity.
2. All school policies in the student handbook will be enforced – NO CELL PHONES OR IPODS/MP3 PLAYERS.
3. Have respect for yourself and others.
4. NO FOOD/DRINK allowed in class, with the exception of bottled water.
5. Hats are NOT allowed to be worn in class.
6. Be on time – Be in your seat BEFORE the bell rings each day.
7. Be prepared – Turn in homework weekly, have all materials ready for class daily.

DISCIPLINE PROCEDURES

1. Verbal Warning
2. Verbal Warning
3. Teacher/Student Conference & Phone Call To Student's Parents
4. Detention With Teacher & Phone Call To Student's Parents
5. Detention With Teacher & Phone Call To Student's Parents
6. Teacher/Student/Parent Conference & Detention With Teacher
7. Refer Student To Administration (Principal/Vice Principal) For Discipline

Patterson High School

Course Outline

Course Title: Ag Earth & Environmental Science (P)		Grade Level(s): 9-12		Duration: 1 year	Credits: 10		
Grading Format: A-F	Required for Graduation: yes	Meets UC and CSU Requirements: yes		CBEDS Code:			
Co/Prerequisite(s)		Textbook(s)/Supplementary Books/Materials: Holt: Earth Science					
Course Description: This course is designed to the student adequate knowledge and experience in an integrated science class that is rich in agriculture vocational skills along with comprises state standards in earth science and the California Challenge in Agriculture (career technical education.)							
Key Concepts/ Learning Goals: Geology, Meteorology, Astronomy, Oceanography							
Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST%	Activities	Assessment
1-3	15	Unit 1/ Ch 1	Investigation and Experimentation/ Nature of Science	1: a,b,c,d,e,f,g,i,j,k,n	10%	Subspecialties Fold-Out Discovery Lab- pg. 5	Quiz Test
4-6	15	Unit 1/ Ch 2	Investigation and Experimentation/ Mapping Our World	1: e,h 6: b	10% 30%	Mini Globe Lab- pg. 29 Using a Topographic Map- pg. 42-43	Quiz Test
7-9	15	Unit 4/ Ch 11	Energy in the Earth System/ Structure & Composition of Atmosphere	4: a,b,c 5: c 8: a,b,c	30% 8.3%	Dew Points Lab- pg. 271 Modeling: Solar Radiation- pg. 276 Poster: Composition & Layers	Quiz Test
10-12	15	Unit 4/ Ch 12	Energy in the Earth System: Meteorology	5: a,b 6: a,b	30%	Meteorology Booklet Station Model Daily Weather Log/ Meteorologist Report	Quiz Test
13-14	10	Unit 5/ Ch 13	Energy in the Earth System: Storms	6: a	30%	Tracking a Hurricane- pg. 352-353 Demo: Energy in the Earth- pg. 335	Quiz Test
15	5	Unit 4/14.3-4	Energy in the Earth System: Climate	4: c 6: b,c	30%	Greenhouse Effect- pg. 376	Quiz Test
16-17	10	Unit 4/ Ch	Energy in the Earth	5: a,b,d	30%	Modeling Water Masses- pg. 406-407	Quiz

		15	System Oceanography	6: b		Tidal Records- pg. 401	Test
18	5	N/A	Finals				Test
19-21	15	Unit 5/ Ch 17	Dynamic Earth Process: Plate Tectonics	3: a,b,c	15%	Demo: Convection Current- pg. 460 Plate Movement	Quiz Test
22-23	10	Unit 5/ Ch 18.3	Dynamic Earth Process: Volcanoes	3: e	15%	Ranking Hazardous Volcanoes Types of Volcanoes	Quiz Test
24-25	10	Unit 5/ Ch 19	Dynamic Earth Process: Earthquakes	3: d	15%	Demo: Model an Earthquake- pg. 495 Research Major Earthquakes	Quiz Test
26-28	15	Unit 6/ Ch 22.1	Earth's Place in the Universe: Planets	1: a,b,c	20%	Research the Planets How Earth is Formed	Quiz Test
29-30	10	Unit 8/ Ch 30	Earth's Place in the Universe: Stars	1: a,e,f 2: c,d	20%	Constellations	Quiz Test
31-33	15	Unit 8/ Ch 31	Galaxies & the Universe	2: a,b	20%	Guest Speaker Galaxy Chart	Quiz Test
34	5	N/A	Carbon Cycle	7: a,b,c	8.3%	Diagram	Quiz Test
35-36	10	N/A	California Geology	9: a,b,c	8.3%	Fact Sheet	Quiz Test
37	5	N/A	Finals				Test

Revised: August 10, 2009

ANIMAL SCIENCE P COURSE SYLLABUS 2011-2012

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Frequent opportunities are also given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values, aspirations, and attitudes that promote the student's understanding personal involvement with the scientific explorations and discoveries of the future. These hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

This is a college preparatory course and meets the "g" requirement.

INSTRUCTOR: Mrs. Gumm

- Phone: 209.892.4793
- Email: athomsen@patterson.k12.ca.us

MATERIALS:

- 1.5" binder will be used for this class. Everything besides large projects will be put into this binder. The binders will be collected for grading- this is to be a **Animal Science-only** binder and will be kept in the classroom.
 - 5 dividers
 - Lined paper
 - Glue Sticks, scissors, colored pencils, crayons, markers, blue or black ink pens, pencils
- **These items must be brought with you to class everyday**

COURSE EXPECTATIONS:

- Students are expected to be prepared for class, with required materials and completed homework on a daily basis.
- Group work, class participation, tests/quizzes, projects/activities, and homework are all components of the class.
- Students are expected to maintain a satisfactory grade. Any student that is not achieving a satisfactory grade is expected to make an appointment with the instructor to seek help.
- Mrs. Gumm will be available before and after school and via email for help on a regular basis. Students are expected to complete all text readings and attempt assignments before seeking help.
- Students are expected to follow the class safety rules at all times.
- **Academic Integrity:** While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Any infraction will be dealt with severely. There is a **NO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given zero points and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.
- FFA- students are FFA members because they are enrolled in an Agriculture class! The Patterson FFA chapter has many activities planned throughout the year. Each semester students are required to attend 6 activities in order to earn 10% of their grade. The more activity points students receive the better chance they have at being invited to the end of the year most active student trip.

HOMEWORK:

- Homework will be given three to four times per week and is due at the beginning of the period. After that, it is considered late. **Late work will NOT be accepted.**

ABSENCES & TARDIES:

- It is the student's responsibility to find out about missing assignments (including tests, labs, homework and class work) and make them up **within the same period of time as the absence.**
- It may be necessary for students to come in outside of class time to get make-up work or complete missed assignments.
- Make-up work will not be graded for unexcused absences or absences due to suspension.

Students will not be able to make up missed assignments by doing extra credit assignments.

- A student is considered tardy if the bell rings and the student is not in his/her assigned seat. School tardy policy will be followed

ASSESSMENT:

- All assignments will be graded and students are expected to keep a record of their own progress on the class organizer. Parents may be asked to sign the grade sheet periodically.
- Grade standards: A = 100 - 90%; B = 89 - 80%; C = 79 - 70%; D = 69 - 60%; below 60% = F.
- Assignments will be weighted in the following categories:
 - (1) Class activities, homework, notebooks = 50%
 - (2) Tests, quizzes, = 20%
 - (3) Semester final exam = 10%
 - (4) FFA- at least 6 activities = 10%
 - (5) SAE (science fair project and other) = 10%
- **Final exams will be administered at the end of each semester, in December and May. If students are not in attendance for the final exam, the grade for that portion of the course will be a zero. Students who have less than a B average and do not take the final exam will fail the course.**

CLASSROOM RULES:

1. Safety rules must be followed or students will not receive credit for the activity.
2. All school policies in the student handbook will be enforced.
3. Have respect for yourself and others.
4. Be on time- be in your seat BEFORE the bell rings each day.
5. Be prepared- have your homework out along with a piece of paper and a pencil each day.

Animal Science Course Information Signature Form

To be completed by student

Student Name (please print) _____ Date _____

Student email address (please print neatly) _____

Alternative method for contact _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my parent or guardian.

Student's signature _____

Comments or questions?

To be completed by parent

Parent's Name (please print) _____ Date _____

Home phone # _____ Work phone# _____

Parent email address (please print neatly) _____

Best time and place to reach parent _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my son or daughter.

Parent Signature _____

Comments or questions?

III. COURSE OBJECTIVES

A. Students will be able to:

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

IV. OUTLINE OF COURSE

A. Economic Impact

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

B. Plants, Animals, and their Management

1. History and principles
2. Habitat
3. New scientific principals
4. Behavioral modification and manipulation

C. Animal Anatomy and Physiology

1. Analysis of body systems
2. Physiological function of hormones and auxins
3. Reproductive physiology
4. Process of digestion

D. Animal Breeding and Genetics

1. Process of mitosis and meiosis
2. Cell theory of inheritance
3. Heritability percentage of traits
4. Artificial insemination
5. Embryo transplants

E. Animal Phenotypic Selection and Evaluation

1. External anatomy
2. Skeletal identification and position
3. Muscle volume

4. Fat deposition
 5. Productivity and performance
- F. Animal Health Care
1. Diseases and parasites
 2. Predisposing factors and conditions
 3. Biological preparation, antibiotics
 4. Sanitation requirements and procedures
 5. Laws involving human consumption, food product retention
- G. Animal Nutrition and Feeds
1. Classes of nutrients and requirements
 2. Animal nutrient requirements
 3. Analysis of macro and micro animals
 4. Vitamin roles
 5. Nutrient deficiencies
 6. Balancing rations and feed practices
 7. Photosynthesis
- H. Common Integument and its Derivation
1. Epithelium, mesothelium and endothelium
 2. Skin and it's function
 3. Mammary glands
 4. Physiology of lactation
- I. The Nervous System
1. The brain and its function
 2. The spinal cord
 3. The peripheral nervous system
 4. The autonomic system
- J. Respiratory System and Respiration
1. Structure of mammalian respiratory system
 2. Physiology of respiration
 3. Mechanics of breathing
 4. Plant respiration
- K. Animal Research Presentation
1. Current animal research and investigation
 2. Data presentation
 3. Summarization and conclusion
- L. Professional Opportunities in Animal Science
1. Animal research fields
 2. Other related animal science fields
- M. Agricultural Inter-Personal & Leadership Development
1. Completion of a Supervised Agricultural Experience Program and data collection
 2. Development of listening, speaking, writing & reading skill activities

Floral Course Syllabus 2011-2012

This class is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design.

INSTRUCTOR: Mrs. Gumm

- Phone: 209.892.4793
- Email: athomsen@patterson.k12.ca.us

MATERIALS:

- One subject spiral notebook. An interactive notebook will be used for this class. Everything besides large projects will be glued into this notebook. The notebooks will be collected for grading- this is to be a **Floral-only** notebook and will be kept in the classroom.
- **Floral Shears, wire cutters and a small box to store them in.**
- **Glue Sticks, scissors, colored pencils, crayons, markers, blue or black ink pens, pencils**
These items must be brought with you to class everyday

LABORATORY FEE:

Due to the cost of materials for this course, a fee is attached. If you do not pay the fee you will take home the floral arrangements and or other classroom activities that are costly are made.

The fee for the course is \$40 dollars per year. **Fee is due September 3rd**

If you are unable to pay the full fee you may pay half now and half next semester also a fundraiser will be offered to earn your lab fee if you wish to do so, notice must be given to instructor before fee is due if you choose to do this alternative fundraiser.

COURSE EXPECTATIONS:

- Students are expected to be prepared for class, with required materials and completed homework on a daily basis.
- Group work, class participation, tests/quizzes, projects/activities, and homework are all components of the class.
- Students are expected to maintain a satisfactory grade. Any student that is not achieving a satisfactory grade is expected to make an appointment with the instructor to seek help.
- Mrs. Gumm will be available before and after school and via email for help on a regular basis. Students are expected to complete all text readings and attempt assignments before seeking help.
- Students are expected to follow the class safety rules at all times.
- **Academic Integrity:** While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Any infraction will be dealt with severely. There is a **NO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given zero points and the matter will be brought to the

attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

- FFA- students are FFA members because they are enrolled in an Agriculture class! The Patterson FFA chapter has many activities planned throughout the year. Each semester students are required to attend 6 activities in order to earn 10% of their grade. The more activity points students receive the better chance they have at being invited to the end of the year most active student trip.

ABSENCES & TARDIES:

- It is the student's responsibility to find out about missing assignments (including tests, labs, homework and class work) and make them up **within the same period of time as the absence.**
- It may be necessary for students to come in outside of class time to get make-up work or complete missed assignments.

Students will not be able to make up missed assignments by doing extra credit assignments.

- A student is considered tardy if the bell rings and the student is not in his/her assigned seat. School tardy policy will be followed

ASSESSMENT:

- All assignments will be graded and students are expected to keep a record of their own progress on the class organizer. Parents may be asked to sign the grade sheet periodically.
- Grade standards: A = 100 - 90%; B = 89 - 80%; C = 79 - 70%; D = 69 - 60%; below 60% = F.
- Assignments will be weighted in the following categories:

- (1) Class activities, homework, notebooks = 50%
- (2) Tests, quizzes, = 20%
- (3) Semester final exam = 10%
- (4) FFA- at least 6 activities = 10%
- (5) SAE (science fair project and other)= 10%.

CLASSROOM RULES:

1. Safety rules must be followed or students will not receive credit for the activity.
2. All school policies in the student handbook will be enforced.
3. Have respect for yourself and others.
4. Be on time- be in your seat BEFORE the bell rings each day.
5. Be prepared- have your homework out along with a piece of paper and a pencil each day.
6. NO FOOD OR DRINK ALLOWED IN THE CLASSROOM.
7. NO Ipods, MP3 players, cell phones allowed in class at anytime.

DISCIPLINE

1. Verbal Warning
2. Change in Seating and parent contact
3. Name on board with detention and parent contact
4. Outside door for the remainder of the period
5. Office with referral

Floral Course Information Signature Form

To be completed by student

Student Name (please print) _____ Date _____

Student email address (please print neatly) _____

Alternative method for contact _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my parent or guardian.

Student's signature _____

Comments or questions?

To be completed by parent

Parent's Name (please print) _____ Date _____

Home phone # _____ Work phone# _____

Parent email address (please print neatly) _____

Best time and place to reach parent _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my son or daughter.

Parent Signature _____

Comments or questions?

22. Course Outline

Unit of Instruction/Objectives	VPA Standards	Key Assignments
Unit I: Introduction to Art A. The Variety of Art 1. Artistic perception B. When is it Art? 1. Philosophy of Arts 2. Aesthetic Value of Objects 3. Artistic Inspirations 4. Art Appreciation 5. The Art World C. Floral Symbolism 1. Identify flowers and foliage and their symbolism in art. a. Historical and modern works of art b. Cultural c. Design d. Ikebana	<u>Aesthetic Valuing</u> 4.1, 4.3 <u>Connections, Relationships, Applications</u> 5.4 <u>Artistic Perception</u> 1.5 <u>Historical & Cultural Context</u> 3.1, 3.3, 3.4 <u>Aesthetic Valuing</u> 4.1	<ul style="list-style-type: none"> Students will write an art evaluation on one of the below: Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir Students will create an <i>Interactive Notebook</i> that will contain: class notes from lectures, drawings, and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain. Students will research and write a description of the historical symbolism of specific flowers and foliage. Students will choose a flower or foliage, find the symbolism and from it create a floral design. Add information, lecture notes, and drawings to <i>Interactive Notebook</i> on historical flower symbolism
Unit II: Historical Contributions and Cultural Dimensions A. Interpretation 1. The meaning of art 2. Elements of Art History B. History of Floral Art 1. The Floral Art Designs of Ancient Civilizations 2. Floral visual art design styles and their origination C. Research the Influences of Floral Artists of the 20th and 21st Century 1. Styles and techniques 2. Artistic Inspirations 3. Visual themes used in various cultures 4. Artistic components of various time periods and cultures 5. Time periods in floral art history 6. Historical style and periods	<u>Artistic Perception</u> 1.3, 1.5, 1.6 <u>Creative Expression</u> 2.4, 2.5, 2.6 <u>Historical & Cultural Context</u> 3.1, 3.2, 3.3, 3.4 <u>Aesthetic Valuing</u> 4.1, 4.2, 4.3, 4.5	<ul style="list-style-type: none"> Evaluation of art examples from various time periods Create a visual presentation on history of Floral Design Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media

<p>Unit II: Historical Contributions and Cultural Dimensions (continued)</p> <ol style="list-style-type: none"> 7. Floral art design: culture, ethnicity, time periods, and media 8. Cultural Themes: religious, holiday, funeral and wedding 9. Cultural Design 10. Design alternatives 	<p><u>Connections, Relationships, Applications</u></p> <p>5.2</p>	<ul style="list-style-type: none"> • Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
<p>Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art</p> <p>A. Works of Art and Aesthetic Value</p> <ol style="list-style-type: none"> 1. Critique works of art using appropriate visual arts terms 2. Analyze art works in terms of art elements and design principles 3. Apply sensory qualities to works of floral art 4. Explores various styles and periods of viewed art 5. Evaluate and critique art elements and art principles used in others and own works of art 	<p><u>Creative Expression</u></p> <p>2.2, 2.5, 2.6</p> <p><u>Connections, Relationships, Applications</u></p> <p>5.3, 5.4</p>	<ul style="list-style-type: none"> • Complete a floral art three-dimensional Critique Sheet for historical periods • Create floral design arrangements with emphasis on elements and principles of design • Create verbal and written reflections for floral design project utilizing student's <i>Interactive Notebook</i> • Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks' critiques. Minimum of five pieces required. • Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper. • Analyze and interpret student and others' work through critiques and rubrics. • Develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.

Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit IV: Art Elements of Design</p> <p>A. Lines</p> <ol style="list-style-type: none"> 1. Implied and expressive use of line in visual art works 2. Vertical, horizontal, and diagonal use of line in floral art works <p>B. Shapes/Forms</p> <ol style="list-style-type: none"> 1. Shape and form in visual art works 2. Visual art elements of shape and form in design through <p>C. Colors</p> <ol style="list-style-type: none"> 1. The origin of color through visual art 2. Color harmony in various art works 3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works 4. Cultural Colors <p>D. Textures</p> <ol style="list-style-type: none"> 1. Visual and tactile components in floral art using fine, medium, and course-textured media 2. Container and material components of floral art 3. Flower and foliage use through arrangements <p>E. Value</p> <ol style="list-style-type: none"> 1. Light and dark in visual art designs 2. Light and dark change in floral art <p>F. Space and Depth</p> <ol style="list-style-type: none"> 1. The use of space in two and three-dimensional visual art designs 2. Interpret space in our environment 3. The use of space in visual designs by applying angling and overlapping media in floral art designs 4. Significance of size and color of media in Floral Art 	<p><u>Creative Expression</u></p> <p>2.3, 2.6</p> <p><u>Aesthetic Valuing</u></p> <p>4.2, 4.3</p>	<ul style="list-style-type: none"> • Complete worksheet for elements and principles of design • Create a design project utilizing all elements and principles of design • Emotions and color influence project • Additions to student art and floral Portfolio Projects: application using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary, tertiary, warm, cool, value, tint, tone, and shades to floral artworks • Create a collage book to model the forms of Western Line Design. • Create a Color Wheel using water colors. • Classroom Color Display Board • Demonstrate knowledge of the meaning of colors in cultures around the world through a three page research paper and display poster. • Create a collage book demonstrating knowledge of textures used in floral design. • Add information, notes, and drawing to <i>Interactive Notebook</i> on color harmony, value, and schemes • Create a water color wheel using tints, tones and shades. • Create L shaped design to demonstrate understanding of the use of negative space.

Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit V: Principles of Art Design</p> <p>A. Balance</p> <ol style="list-style-type: none"> 1. Symmetrical and asymmetrical balance in floral art 2. Asymmetrical or symmetrical balance through developing floral art works 3. Radial and open balance in visual art designs <p>B. Proportion/Scale</p> <ol style="list-style-type: none"> 1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment 2. Geometrical techniques in floral art and visual art designs <p>C. Emphasis</p> <ol style="list-style-type: none"> 1. Visual floral art works 2. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs 3. Emphasis in floral designs by using line direction and directional facing <p>D. Rhythm</p> <ol style="list-style-type: none"> 1. Floral art using repetition and eye movement 2. Transition and radiating line in floral art works <p>E. Harmony and Unity</p> <ol style="list-style-type: none"> 1. Harmony and unity through applying color combinations to visual designs 2. Placement, transition, and proximity in visual art works and critique student works in floral design <p>F. Contrast</p> <ol style="list-style-type: none"> 1. Color schemes in floral art design using various media 	<p><u>Artistic Perception</u></p> <p>1.1, 1.2, 1.3, 1.4</p> <p><u>Creative Expression</u></p> <p>2.3</p> <p><u>Aesthetic Valuing</u></p> <p>4.2, 4.3</p>	<ul style="list-style-type: none"> • Complete worksheet for elements and principles of design • Create a design project utilizing all elements and principles of design • Emotions and color influence project • Add information, notes, and drawing to <i>Interactive Notebook</i> on color harmony, value, and schemes • Additions to student art and floral Portfolio Projects: applying focal point to student works

Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</p> <p>A. Two-Dimensional Media</p> <ol style="list-style-type: none"> 1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout 2. Painting techniques for floral art through developing a color wheel and still life floral artwork 3. Mosaic art designs for floral art using paper and tile 4. Printmaking to floral art using pressed flowers 5. Photographic and graphic design through computer art <p>B. Three-Dimensional Sculptures</p> <ol style="list-style-type: none"> 1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage 2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media 3. Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs 4. Demonstrate the process of evaluation and refining floral art projects 	<p><u>Creative Expression</u> 2.1, 2.3, 2.6</p> <p><u>Historical & Cultural Context</u> 3.1, 3.4, 3.5</p> <p><u>Aesthetic Valuing</u> 4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> • Create a presentation board displaying basic drawing and layout skills • Create mosaic art designs for floral art using paper and tile. • Create and display flower and foliage media techniques for specific floral art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage. • Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media. • Create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles • Student will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others
<p>Unit VII: Connections, Relationships, and Applications Learned in Visual Art</p> <p>A. Relationships to Other Disciplines</p> <ol style="list-style-type: none"> 1. Compare and contrast works of art to other discipline areas 	<p><u>Creative Expression</u> 2.3</p> <p><u>Historical & Cultural Context</u> 3.4</p>	<ul style="list-style-type: none"> • Create a mosaic art design utilizing geometric shapes • Emotional poetic, color influenced project designed visually for floral art • Historical time periods and artistic works written three page report • Design a floral advertisement using art elements, principles, and techniques to display student's work at an art exhibition. • Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.

ROP Advanced Floral Course Syllabus 2009-2010

This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. **They will learn how to design arrangements ranging from basic to high styles. Many times throughout the year students will make arrangements ordered from community members. Not always will students be taking home what they make, many of the arrangements are very expensive and the flowers are reused to practice another design.**

YOU MUST HAVE COMPLETED AG FLORAL WITH A C OR BETTER TO BE ENROLLED IN
ADVANCED FLORAL

INSTRUCTOR: Mrs. Gumm

- Phone: 209.892.7450
- Email: athomsen@patterson.k12.ca.us

MATERIALS:

- One subject spiral notebook. An interactive notebook will be used for this class. Everything besides large projects will be glued into this notebook. The notebooks will be collected for grading- this is to be a **Floral-only** notebook and will be kept in the classroom.
 - Floral Shears, wire cutters and a small box to store them in.
 - Glue Sticks, scissors, colored pencils, crayons, markers, blue or black ink pens, pencils
- **These items must be brought with you to class everyday**

COURSE EXPECTATIONS:

- Students are expected to be prepared for class, with required materials and completed homework on a daily basis.
- Group work, class participation, tests/quizzes, projects/activities, and homework are all components of the class.
- Students are expected to maintain a satisfactory grade. Any student that is not achieving a satisfactory grade is expected to make an appointment with the instructor to seek help.
- Mrs. Gumm will be available before and after school and via email for help on a regular basis. Students are expected to complete all text readings and attempt assignments before seeking help.
- Students are expected to follow the class safety rules at all times.
- **Academic Integrity:** While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Any infraction will be dealt with severely. There is a **NO TOLERANCE POLICY FOR PLAGARISM**. The assignment will be given zero points and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.
- FFA- students are FFA members because they are enrolled in an Agriculture class! The Patterson FFA chapter has many activities planned throughout the year. Each semester students are required to attend 6 activities in order to earn 10% of their grade. The more activity points students receive the better chance they have at being invited to the end of the year most active student trip.

HOMEWORK:

- Homework will be given three to four times per week and is due at the beginning of the period. After that, it is considered late. **Late work will NOT be accepted.**

ABSENCES & TARDIES:

- It is the student's responsibility to find out about missing assignments (including tests, labs, homework and class work) and make them up **within the same period of time as the absence.**
- It may be necessary for students to come in outside of class time to get make-up work or complete missed assignments.
- Make-up work will not be graded for unexcused absences or absences due to suspension.

Students will not be able to make up missed assignments by doing extra credit assignments.

- A student is considered tardy if the bell rings and the student is not in his/her assigned seat. School tardy policy will be followed

ASSESSMENT:

- All assignments will be graded and students are expected to keep a record of their own progress on the class organizer. Parents may be asked to sign the grade sheet periodically.
- Grade standards: A = 100 - 90%; B = 89 - 80%; C = 79 - 70%; D = 69 - 60%; below 60% = F.
- Assignments will be weighted in the following categories:
 - (1) Class activities, homework, notebooks = 50%
 - (2) Tests, quizzes, = 20%
 - (3) Semester final exam = 10%
 - (4) FFA- at least 6 activities = 10%
 - (5) SAE (science fair project and other) = 10%
- **Final exams will be administered at the end of each semester, in December and May. If students are not in attendance for the final exam, the grade for that portion of the course will be a zero. Students who have less than a B average and do not take the final exam will fail the course.**

CLASSROOM RULES:

1. Safety rules must be followed or students will not receive credit for the activity.
2. All school policies in the student handbook will be enforced.
3. Have respect for yourself and others.
4. Be on time- be in your seat BEFORE the bell rings each day.
5. Be prepared- have your homework out along with a piece of paper and a pencil each day.

ROP Advanced Floral Course Information Signature Form

To be completed by student

Student Name (please print) _____ Date _____

Student email address (please print neatly) _____

Alternative method for contact _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my parent or guardian.

Student's signature _____

Comments or questions?

To be completed by parent

Parent's Name (please print) _____ Date _____

Home phone # _____ Work phone# _____

Parent email address (please print neatly) _____

Best time and place to reach parent _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my son or daughter.

Parent Signature _____

Comments or questions?

ROP Advanced Floriculture

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

1. <i>Introduction to Everlasting Flowers.</i>	<i>Goal: The students will demonstrate knowledge and understanding of Everlasting Flowers.</i>	Fndtn	CTE	CL	CC
1. Types of permanent flowers and foliage. 2. Dried plant material 3. Designing with everlastings	A. Describe various preserving techniques and to be able to dry flowers and leaves successfully for use in floral design. B. Demonstrate proficiency in designing with artificial and dried materials. C. Described the advantages of everlastings over fresh designs.	4.0 4.6 7.0 7.6 11.0	F11.0 F11.1 F11.2	10	15
2. <i>Introduction to Oriental Style of Design</i>	<i>Goal: The students will demonstrate knowledge and understanding of the difference in styles of Oriental Design.</i>	Fndtn	CTE	CL	CC
1. Chinese influence 2. Japanese influence	A. Identify the characteristics of Chinese and Japanese styles of arrangement and distinguish between the two. B. Describe the various Japanese styles of design. C. Explain the benefits of exploring oriental design styles and techniques. D. Identify and gather appropriate supplies to make arrangements in several different Japanese styles.	4.0 4.6 7.0 7.6 11.0	F11.0 F11.2 F11.3	10	15
3. <i>Introduction to Contemporary Design Styles and Techniques</i>	<i>Goal: The students will demonstrate knowledge and understanding of the different styles of contemporary design styles and techniques.</i>	Fndtn	CTE	CL	CC
1. Classic design styles 2. Naturalistic design styles 3. Linear design styles 4. Modernistic design styles 5. Advanced design techniques	A. Specify what constitutes a contemporary floral design. B. Demonstrate proficiency in advanced arrangement techniques. C. Define, sketch, or construct the various contemporary, advanced, classic, naturalistic, linear, and modernistic design styles discussed.	4.0 4.6 7.0 7.6 11.0	F11.0 F11.1 F11.2 F11.3	10	15

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

<p>4. Introduction to Wedding Flowers Floral romance</p> <ol style="list-style-type: none"> 1. Promotion and advertising by retail florist 2. Wedding consultation 3. Styles of bouquets 4. Servicing the wedding. 	<p>Goal: The students will demonstrate knowledge and understanding of Wedding Flowers.</p> <ol style="list-style-type: none"> A. Describe the importance of promotion and advertising to attract prospective brides-to-be. B. Specify the importance of the wedding consultation appointment and the necessity for a floral consultant to be knowledgeable about wedding flowers and professional in helping a bride-to-be select appropriate flowers for her wedding. C. Describe how to conduct a bridal consultation and explain the various floral pieces that are listed on a wedding order form. D. Describe the most popular bouquet styles. E. Describe general approaches to planning and presenting flowers for the ceremony and reception decorations. F. List the fundamental design techniques that are important in creating wedding flowers. G. Construct a simple colonial bouquet and a simple cascade bouquet using foam bouquet holders. H. Construct a cake top in a cake-top holder. I. Describe the importance of servicing weddings that require professional attention at the ceremony and the reception. 	<p>Fndtn</p> <p>4.0 4.6 5.0 5.1-5.3 7.0 7.1 7.2 7.5 7.6 11.0</p>	<p>CTE</p> <p>A2.0 A2.3 A2.4 A4.0 A4.2 A6.0 A6.1 A6.2 A8.0 A8.1 A8.2 A8.3 A9.0 A9.5 F11.0 F11.1 F11.2 F11.3 F11.4</p>	<p>CL</p> <p>40</p>	<p>CC</p> <p>75</p>
<p>5. Introduction to Sympathy Flowers</p> <ol style="list-style-type: none"> 1. Importance of sympathy flowers 2. Trends and regional differences 3. Selling sympathy flowers 4. Overview of sympathy flower designs 5. Maintaining ideal working relations with funeral directors 6. Servicing the funeral 	<p>Goal: The students will demonstrate knowledge and understanding of sympathy flowers.</p> <ol style="list-style-type: none"> A. Identify various sympathy floral designs, tributes, and funeral-related terminology. B. Describe the significant construction techniques in creating sympathy designs. C. List ways a professional retail flower shop can develop a positive working relationship with funeral directors. D. Identify concerns that limit the growth of the sympathy flower business. E. Characterize how to conduct a consultation with a family ordering flowers for their deceased loved one. F. Construct a variety of floral designs including a tied flat spray, a pedestal arrangement, an easel spray and a simple casket spray. 	<p>Fndtn</p> <p>4.0 4.6 5.0 5.1-5.3 7.0 7.1 7.2 7.5 7.6 11.0</p>	<p>CTE</p> <p>A2.0 A2.3 A2.4 A4.0 A4.2 A6.0 A6.2 A8.0 A8.1 A8.2 A8.3 A9.0 A9.5 F11.0 F11.1 F11.2 F11.3 F11.4</p>	<p>CL</p> <p>40</p>	<p>CC</p> <p>75</p>

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

6. <i>Introduction to Harvest and Distribution</i>	<i>Goal: The students will demonstrate knowledge and understanding of Harvest and Distribution.</i>	Fndtn	CTE	CL 6	CC 9
1. The world flower market 2. Harvest 3. Packing 4. Shipping 5. Distribution 6. Marketing flowers	A. Describe the world flower market and the position the United States maintains in this market. B. Discuss the important processes of harvesting, grading, bunching, and conditioning flowers to ensure optimum quality and longevity for the final consumer. C. Explain the various methods of packing and shipping flowers. D. Outline the tradition distribution channel for flowers and describe changes that are taking place in the movement of product from growers to final consumers. E. Summarize the floral industry's advertising and promotion programs.	4.0 4.3 7.0 7.5 7.6 11.0	A2.0 A2.1 A2.2 A2.3 A2.4 A2.5 A7.0 A7.1 A7.2 A7.3 A7.4 A7.5 A7.6 F1.0 F1.4 F8.0 F8.2 F9.0 F9.2 F11.0 F11.3 F11.4		
7. <i>Introduction of the Retail Flower Shop</i>	<i>Goal: The students will demonstrate knowledge and understanding of the retail flower shop.</i>			10	15
1. Types of flower shops 2. Location 3. Production presentation and shop layout 4. Employees and responsibilities 5. Marketing 6. Salesmanship and customer relations 7. Wire service 8. Buying and pricing 9. Designing 10. Delivery	A. Identify the primary functions of a retail flower shop. B. Differentiate the major classifications of retail flower operations. C. Explain the characteristics of store location options. D. Characterize the principle responsibilities of employees. E. Summarize the key management responsibilities required for a successful and profitable flower shop. F. Describe product presentation and the importance of window and store display. G. Identify the primary goals of display. H. Describe the sequence of taking information for a telephone order.	6.0 6.4 6.5 7.0 7.1-7.6 9.0 9.3 9.6 11.0	A3.0 A3.1 A3.3 A5.0 A5.4 A6.0 A6.2 A7.0 A7.4 A7.5 A7.6 A9.0 A9.5 F11.0 F11.4		

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

Instructional Content	Student Outcomes	Fndtn	CTE	CL	CC
<p>8. Introduction to Careers and Continuing Education</p> <ol style="list-style-type: none"> 1. Career opportunities for qualified professional floral designers 2. Other career opportunities in the floral industry 3. Continuing Education 	<p>Goal: The students will demonstrate knowledge and understanding of careers and continuing education.</p> <ol style="list-style-type: none"> A. Describe various employment opportunities in a retail flower shop. B. Outline the skills and experience required to work in specialized areas of floral design. C. Identify other career opportunities within the wholesale and production areas of the floral industry. D. Describe the importance of continuing education in floral design. E. Identify numerous career options within the floral industry. F. Describe and distinguish between the different trade organizations and the opportunities each provides. G. List some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral designer. 	<p>3.0 3.1-3.6 7.0 7.1-7.6</p>		<p>6</p>	<p>9</p>



Syllabus

Ag Mechanics 2

Patterson High School

Teacher: Mr. Pierce



Contact Information: The best way to contact me is through e-mail. Parents and students are welcome to e-mail me at anytime and I will do my best to reply within 24-48 hours. My e-mail address is: Wpierce@Patterson.k12.ca.us. I can also be contacted through the school phone at 892-7450.

Course Objective:

This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears.

Lab Dress:

Shop coats or coveralls, no loose clothing. Long hair must be restrained. Closed toe shoes are required. Safety glasses will be worn at all times.

Course Materials:

Students must have a three ring binder with lined notebook paper and dividers for organization. OSHA approved safety glasses or goggles (prescription or dark glasses are not acceptable). Glasses must have side shields. (goggles can be purchased at Lowe's, Orchard Supply or Home Depot, etc) Students must also supply themselves with their own pair of coveralls. (Coveralls can be purchased at Wal-Mart). A \$25 shop fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. If students do not have means to purchase or need assistance with these items please see me after class or after school.

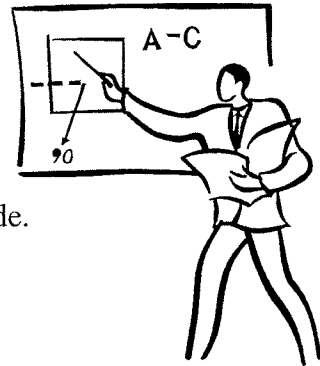
Classroom Rules, Rewards, and Consequences:

Every student has a right to learn and I have the right to teach. Behavior that distracts other students from learning or prevents me from teaching will not be tolerated. If you have any questions, concerns, or suggestions regarding my policies or procedures I will be happy to discuss them after class, however, **do not question my management system while I am teaching.** As your teacher it's my job to prepare you for college, for the workforce, and society. There are many behaviors that are not tolerated in the workforce and therefore will not be tolerated in the classroom. **Tardiness** is not acceptable in the workforce, is not polite in society,

and is not acceptable in my classroom. The first two tardies do not affect your grade but after two your grade begins to lower 0.5% for each tardy in your overall grade. If you are more than twenty minutes late you will be required to have a pass from the office. This is school policy and it will be followed.

Classroom Rules:

1. Follow Instructions.
2. Be prepared. Come to class with the required material and a positive attitude.
3. Keep your hands, feet, and objects to yourself
4. No teasing, bullying, putdowns, or inappropriate language.
5. No hats, cell phones, or electronic devices of any kind will be allowed in class.



Consequences:

Step 1: Warning, either written or verbal

Step 2: Meeting after class

Step 3: Phone call home

Step 4: Referral to administration

*Severe: Directly to administration

At the beginning of each day, a student starts fresh with a clean slate. However, if the student is demonstrating a pattern of negative behavior or receives a classroom consequence on three days within a 5 day period, that student will move up to the next level of consequences until they have demonstrated acceptable classroom behavior for five consecutive days of school. In case of severe misbehavior, a student will be sent directly to the administration.

Rules are to curb and discipline bad behavior. However, there are also rewards for students who are on task, following the rules, completing assignments, showing improvement, etc. Positive behavior will be rewarded with praise, notes home, phone calls home, homework passes, good grades, and a happy teacher.

Homework:

Students are expected to turn in their homework before the start of each class, unless otherwise stated. It is their responsibility to make sure their assignments are completed on time in order to be successful in this class.

Late Work:

I do not accept late work. Turning in work as assigned is crucial to your success in the class. We will maintain fast pace in the classroom and missing assignments will make it difficult to keep up with the coursework.

Make Up Work:

It is your responsibility to get missed assignments while you were absent. Students must have an excused absence to receive make up work. Upon their return students will have three days to turn in their assignments. They will have five school days to make up any quizzes or tests that may have been missed. Cheating and plagiarism are never acceptable and are a serious offence. If any student is caught cheating or plagiarizing they will automatically receive an F on the assignment and will receive disciplinary action. Consult the student handbook for additional information.

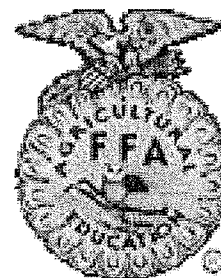
Grading Policy:

PERCENTAGE	GRADE
90% - 100%	A
80% - 90%	B
70% - 80%	C
60% - 70%	D
BELOW 59%	F



Weighted Grading Structure

REQUIRED TASK	PERCENTAGE OF GRADE
CLASS WORK (TESTS, QUIZZES, PROJECTS, REPORTS, AND ASSIGNMENTS)	60%
SAE PROJECTS (RECORD BOOKS)	10%
FFA PARTICIPATION (ATTENDANCE OF 6 ACTIVITIES PER SEMESTER- FUNDRAISERS, MEETINGS AND CONTESTS)	10%
FIRST SEMESTER FINAL	10%
SECOND SEMESTER FINAL	10%



Course Outline:

1st Quarter:

1. Introduction
2. Overview of Agriculture Mechanics
3. Shop tour
4. Safety in Agriculture Mechanics
5. Tool selection and Care
6. Review of Hand and Power Tools



2nd Quarter:

1. Oxy-Acetylene equipment
2. Arc Welding
3. MIG Welding
4. Metal Cutting
5. Iron Working Shears

3rd Quarter:

1. SAE Projects (Record Books)
2. Intro to Small Engines
3. Two and Four Stroke Engines
4. Safety and Tools

4th Quarter:

1. Disassembly
2. Assembly
3. Ignition Systems
4. Carburetors
5. Maintenance
6. Troubleshooting

course title: ag mech 1	grade level 9-12	the ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the ag indus: electrical systems, plumbing, cold metal work, concrete, and oxy-fuel welding and cutting.		
week of school Year	# of days	key idea/theme	standards	activities
week 1-6	30	shop and tool safety	B1.0, B1.1, B1.2, B1.3	shop orientation, demonstration of safe shop practices, videos on shop safety, notes and review worksheets, chapter outline, chapter reviews.
week 7-10	20	electrical	B3.1, B3.2, B3.3, B3.4, B3.5	chapter outline, chapter review, notes and review worksheets
week 11-12	10	plumbing	B4.1, B4.2, B4.3	chapter outline, chapter review, notes and review worksheets
week 13-14	10	concrete	B6.1, B6.2, B6.3	chapter outline, chapter review, notes and review worksheets
week 15	5	surveying	B12.0, B12.1	chapter outline, chapter review, notes and review worksheets
week 16	5	record keeping		fill out record books
week 17-22	30	woodworking	B2.1, B2.2, B2.3, B2.4 B5.1, B5.2, B5.3, B5.4,	notes and review worksheets, videos, tool id, chapter outline and chapter review
week 23-29	35	cold metal work	B5.5	notes and review worksheets, videos, tool id, chapter outline and chapter review
week 30-32	15	oxy-fuel cutting	B7.1, B7.2, B7.3	notes and review worksheets, videos, tool id, chapter outline and chapter review

try. Basic ag mechanics skills and safety which cover woodworking

assessment

safety test in which students must receive a 100%.
Continue to monitor the rest of the year
how to correctly use tools, demonstrate they
understand basic electrical circuits and wiring,
complete a wiring activity, unit test

use tools correctly, unit test, plumbing project
accurately calculate volume and project cost, unit
test, correctly use tools, masonry project
unit test and properly demonstrate how to use
surveying equipment
ongoing throughout the rest of the year
unit test, tool id test, correctly figure a bill of
materials, construction of wood projects
unit test, tool id test, demonstrate layout skills,
complete cold metal projects

unit test, practical test on how to set up, adjust, shut
down the system and demonstrate a proper cut

course title: Ag ROP Welding & Fabrication

grade level 11-12

duration: 1 year

course description: this course is designed to familiarize students with shop safety and general shop practices and project design and fabrication.

- learning goals:
1. students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and
 2. students will understand the importance of correct and safe use of tools and will be able to identify tools.
 3. students will demonstrate knowledge of fasteners and their common uses and will be able to identify fasteners commonly used
 4. students will understand and be able to read and use a ruler or tape to calculate problems involving length, area, volume, and weight
 5. students will have a basic understanding of weld design.
 6. students will have a basic understanding of special processes for cutting unusual thick or thin metal.
 7. students will understand the fundamentals of welding and demonstrate applied skills through project design.
 8. students will develop skills in record keeping.
 9. students will become aware of career opportunities available and the skills required for different occupations.
 10. students will understand and demonstrate the competencies of MIG welding process and be able to operate a MIG welder safely
 11. students will understand and demonstrate skills in the metalworking processes and properly identify types of metal.
 12. students will understand and demonstrate skills involved in oxyacetylene welding.

week of school year	# of days	key idea	standards	activities
week 1-3	15	shop and tool safety	ag mech 6.8 ag core 1.10	shop orientation, videos, notes and review sheets
week 4	5	tool and fastener id	ag core 1.10.1	review worksheets
week 5	5	measurement	ag mech 6.14	notes and review worksheets
week 6-7	10	arc welding	ag mech 6.1, 6.2	notes and review worksheets, videos
week 8-9	10	gas and plasma cutting	ag mech 6.1, 6.2	notes and review worksheets, videos
week 10	5	record keeping	ag mech 6.11, 6.12	fill out record books
week 11	5	careers	ag mech 6.7	notes and worksheet
week 12	5	gas welding and brazing	ag mech 6.1, 6.2	notes and review worksheets, videos
week 13-14	10	MIG Welding	ag mech 6.1, 6.2	notes and review worksheets, videos
week 15-16	10	project planning		notes and review worksheets

Week 17-35

80 project construction

student construction of projects

prerequisite: Ag Mechanics 2 or Instructor approval

1 safe practices to be employed with all tools and machines

sed in ag mechanics.
weight.

ly.

assessment

safety test that students must receive a
100%

tool id test

correctly measure certain items

correctly perform 14 arc welds

correctly perform 6 cuts with torch and 4
cuts with plasma cutter

ongoing throughout the year

3-5 page paper on chosen career

correctly perform 8 gas welds

correctly perform 10 MIG welds
bill of materials and layout and design of
their project

assessment of large project

course title: ag mechanics 2	grade level 10-11	prerequisite ag mech 1		
week of school year	# of days	key idea/theme	state standards	activities
week 1-6	30	shop and tool safety	ag mech B1.0, B1.1, B1.2, B1.3	shop orientation, demonstration of safe shop practices, videos on shop safety, practice test questions, notes and review questions, chapter outlines
week 7-8	10	careers	ag mech 6.7	notes and review worksheets, chapter outline, chapter review, research careers via the computer lab
week 9-10	10	tool and fastener id	ag core 1.10.1 & 1.10.2	notes and review worksheets, chapter outline, chapter review
week 11	5	measurement	ag mech 6.14	notes and review worksheets, tool id
week 12-17	20	welding, cutting and brazing	ag mech B7.1, 7.2, 7.3, 7.4, 7.5	notes and review worksheets, run beads, videos, chapter outline and define terms
week 18-20	15	project planning		chapter outline, chapter review, notes and worksheets, plasma cam software
week 21-22	10	record books	ag mech 6.11, 6.12	fill out record books
week 23-25	15	welding, cutting and brazing	ag mech B7.1, 7.2, 7.3, 7.4, 7.5	review notes and chapters, videos, run beads, and cut
week 26-37	55	project construction		student design and selection

assessment

safety poster of tool selected, self evaluation exercises from the chapter, safety test that students must pass with a 100%.

write a 3-5 page paper on ag mechanics career

tool ID test (Per ag mech state standards)

correctly measure selected items

correctly perform 4 cuts with torch, 6 gas welds, 12 arc welds

figure bill of material for their project, layout and design a project ongoing throughout the rest of the year

correctly perform 12 MIG welds and cut design on plasma cam

student teacher grading

course title: small engines	grade levels 9-12				
this course is designed to give students an introduction to working with small engines. It does include: shop safety, measurements and tools, fasteners, engine operation, two cycle engines, four cycle engines, fuel system, carburetors, ignition systems, lubrication systems, cooling, systems, maintenance, week of school year					
	# of days	key ideas, theme	standards	activities	
week 1-4	20	shop safety	B1.1, B1.2, B1.3	shop orientation, demonstration of safe shop practices, notes and review worksheets, chapter outline and review	
week 5	5	tool id		chapter outline and review, notes and review worksheets	
week 6-7	10	parts id		chapter outline and review, notes and review worksheets	
week 8	5	principles of operation carburetion, ignition, 15 compression,	B10.1, B10.2	chapter outline and review, notes and review worksheets	
week 9-11	15	compression,	B10.3	chapter outline and review, notes and review worksheets	
week 12-13	10	problem solving	B10.6	chapter outline and review, notes and review worksheets	
week 14-17	20	troubleshooting	B10.4	chapter outline and review, notes and review worksheets	
week 18-23	30	disassembly	B10.5	chapter outline and review, notes and review worksheets, videos	
week 24-31	40	overhaul and reassembly	B10.5, B10.6	chapter outline and review, notes and review worksheets, videos	
week 32-34	20	tune up/ service	B10.6	notes and review worksheets, chapter outline	
week 35	5	work orders	B10.6	notes and review worksheets, chapter outline	

sealants, gaskets, engine construction and diagnostic assessment

general shop safety test in which students must receive 100%

tool id test

parts id test

unit test

identify different fuels and fuel systems, correctly label parts

unit test, show understanding of how to use manual

correctly identify and solve problems with small engines, unit test

disassemble engine

assemble engine

students will bring in a engine of their own to repair or service

properly completing a work order

PATTERSON HIGH SCHOOL

AGRICULTURE DEPARTMENT

Pathways

Grade Level	Floriculture	Agriculture Mechanics	Agricultural Science
9th Grade	Agriculture Earth & Environmental Science*	Agriculture Mechanics I	Agriculture Earth & Environmental Science*
10th Grade	Ornamental Horticulture	Agriculture Mechanics II	Agriculture Biology*
11th Grade	Floral Design	Agriculture Mechanics Project	Animal Science*
12th Grade	ROP History & Art of Floral Design*	ROP Welding	Animal Science*

*UC Approved

Quality Criteria
2:
Leadership and Citizenship
Development

Quality Criteria TWO

Leadership and Citizenship

Patterson High School Agriculture Department highly encourages their students to participate in leadership development activities. The students are required to fill out their student data sheet at the beginning of the school year in order to determine their level of participation, SAE projects, and career pathways. The chapter officers work long and hard over the summer to finalize the calendar of activities for the year in order to make it available for the students as soon as they begin school. At that time, students are also required to fill in their record book calendars with the upcoming FFA activities. The teachers as well as the students must record and monitor each student's participation in chapter, sectional, regional, state and national activities in their record books. Our program requires each student to participate in a minimum of 6 FFA activities per semester, totaling 12 FFA activities a year as part of their grade in their agriculture class.

In our three person department, the activities were split up evenly among the advisors. There is a designated teacher to serve as the FFA advisor which is in charge of the FFA officers and leadership conferences. The Patterson Joint Unified School District is very good about approving reimbursements of any expenses made by a teacher during any FFA activity therefore all Patterson High School Agriculture Department instructors are certified agriculture teachers.

AGRICULTURE LEADERSHIP COURSE SYLLABUS 2011-2012

Agriculture Leadership is designed for students that want to gain skills in speaking, planning events and activities and personal development. Ag Leadership is a PASS or FAIL class, and meets before school on Tuesday's and Thursdays from 7-7:45am.

INSTRUCTOR: Mrs. Gumm, Mr. Pierce and Mrs. Morris

- Phone: 209.892.4793
- Email: athomsen@patterson.k12.ca.us

CLASS SCHEDULE

- Ag Leadership will be meeting every Tuesday and Thursday, 7am-7:45am

MATERIALS:

- Notebook
 - Glue Sticks, scissors, colored pencils, crayons, markers, blue or black ink pens, pencils
- **These items must be brought with you to class everyday**

COURSE EXPECTATIONS:

- Students are expected to be prepared for class, with required materials and completed homework on a daily basis.
- Group work, class participation, tests/quizzes, projects/activities, and homework are all components of the class.
- Students are expected to maintain a satisfactory grade. Any student that is not achieving a satisfactory grade is expected to make an appointment with the instructor to seek help.
- Mrs. Gumm will be available before and after school and via email for help on a regular basis.
- Students are expected to complete all text readings and attempt assignments before seeking help.
- Students are expected to follow the class safety rules at all times.
- **Academic Integrity:** While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Any infraction will be dealt with severely. There is a **NO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given zero points and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

ABSENCES & TARDIES:

- It is the student's responsibility to find out about missing assignments (including tests, labs, homework and class work) and make them up **within the same period of time as the absence**.
- It may be necessary for students to come in outside of class time to get make-up work or complete missed assignments.
- Make-up work will not be graded for unexcused absences or absences due to suspension.
- A student is considered tardy if the bell rings and the student is not in his/her assigned seat. School tardy policy will be followed

ASSESSMENT:

Pass/Fail- Classroom Assignments, Public Speaking Project, work all chapter meetings & 4 additional activities

CLASSROOM RULES:

1. Safety rules must be followed or students will not receive credit for the activity.
2. All school policies in the student handbook will be enforced.
3. Have respect for yourself and others.
4. Be on time- be in your seat BEFORE the bell rings each day.
5. Be prepared- have your homework out along with a piece of paper and a pencil each day.

Ag Leadership Course Information Signature Form

To be completed by student

Student Name (please print) _____ Date _____

Student email address (please print neatly) _____

Alternative method for contact _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my parent or guardian.

Student's signature _____

Comments or questions?

To be completed by parent

Parent's Name (please print) _____ Date _____

Home phone # _____ Work phone# _____

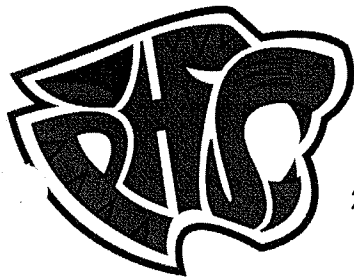
Parent email address (please print neatly) _____

Best time and place to reach parent _____

I have read and discussed the course requirements listed in the syllabus and safety rules with my son or daughter.

Parent Signature _____

Comments or questions?



PATTERSON FFA

200 N. SEVENTH ST. PATTERSON, CA 95363 PHONE 209.892.7450



2011-2012

AUGUST

- 10 Fair Booster Dinner 7pm
- 24 FFA Mtg. /Ice Cream Social 6pm
- 30 PHS FFA Night at the Community Pool

SEPTEMBER

- 10-12 Camp Sylvester
- 16 FFA Meeting 6pm H2O Games
- 22-24 Greenhand Conference
- 25 Tri- Rivers Sectional Softball Tourney (Denair)
- 28 FFA Tri-Tip Dinner Fundraiser
- 29 PHS FFA Night at Boomers

OCTOBER

- 2-3 Officer Leadership Conference (Denair)
- 12 FFA Meeting 6pm Halloween Carnival
- 13 Opening/Closing Contest (Newman)
- 20 PHS FFA Night at Lathrop Corn Maze
- 20-23 National FFA Convention

NOVEMBER

- 9 FFA Meeting 6pm Greenhand Banquet/
- 15 Poinsettia Sale Starts

DECEMBER

- 7 FFA Meeting 6pm Coat Drive
- 17 PHS Ice Skating Trip

JANUARY

- 11 Tri Rivers Sectional Volleyball Tourney (Turlock)
- 18 FFA Meeting 6pm 80's Theme Night
- 21 Tri Rivers Sectional Speaking Contest
- 20 PHS Night at Lathrop Snow Hill

FEBRUARY

- 4-5 MFE/ALA Conference (Sacramento)
- 8 FFA Meeting 6pm Sweetheart Night
- 14-18 FFA Week
- 26 Regional Meeting (Sacramento)

MARCH

- 5 UCDavis Field Day
- 8 FFA Meeting Scavenger Hunt
- 12 Chico State Field Day
- 19 Merced/Lathrop Field Day
- 26 Modesto Junior College Field Day
- 28 State Degree Ceremony Modesto
- 31 Tri- Tip Dinner Livestock Fundraiser

APRIL

- 2 Consumes River Field Day
- 12 FFA Meeting 6pm Egg Hunt
- 16 Fresno Field Day
- 16-19 State FFA Convention Fresno

MAY

- 12 FFA Banquet 6pm/ Cake Auction
- 25 PHS FFA Dodge ball Tourney

June

- 8-10 PHS Officer Retreat- Bass Lake

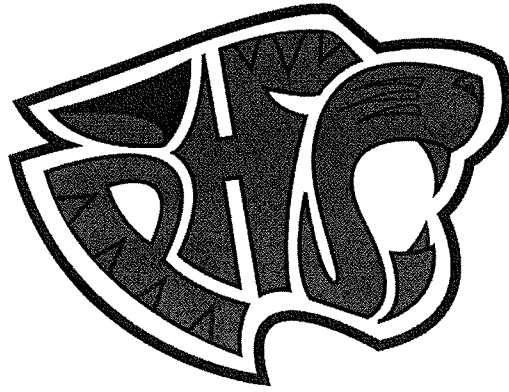


ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 11-12 School _____ #REF!

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	x	
Attended Regional Meeting	x	
Attended Regional Leadership Conference	x	
Attended Greenhand Conference	x	
Attended Made for Excellence Conference	x	
Attended Advanced Leadership Academy	x	
Attended Sacramento Experience		
Participated in Opening-Closing Contest - Sectional	x	
Participated in Best Informed Contest - Sectional	x	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional	x	
Participated in Extemporaneous Speaking - Sectional	x	
Participated in Creed Recitation - Sectional	x	
Participated in Job Interview Contest - Sectional	x	
Participated in Agricultural COOP Quiz Contest - Sectional		
Submitted State FFA Degree Application	x	
Submitted American FFA Degree Application	x	
Submitted Proficiency Application - Sectional or Regional		
Submitted Chapter Award Application - Sectional or Regional	x	
Participated in Project Competition - Sectional		
Participated in any FFA Judging Activity (other than above)	x	
Participated in any other FFA Sectional Activity	x	
Participated in Local Leadership Activities (3 maximum - list below)	x	
1 Camp Sylvester Sectional Leadership Conference	x	
2 Participated in the Lions Club Public Speaking Contest	x	
3 Officer Retreat	x	
TOTAL AREAS MET	21	



PATTERSON AGRICULTURE DEPARTMENT

PROGRAM OF ACTIVITIES



PRESIDENT'S WELCOME

Welcome, fellow FFA members! I am so excited about this upcoming year. With an overwhelming tally of approximately 400 members in our chapter, I look forward to increased member involvement, and more competition when it comes to sectional, regional, and state competitions. As the new president of this chapter, I am looking forward to our growth throughout the year, both as individuals and as a chapter.

The goal of the officers this year is for the members to branch out socially and to bond as a chapter, just as we have done. Having attended numerous conferences and competitions together over the years, we began our period in office as friends. Since that point, we have extended from the level of friendship and become a family. Each day we grow a little closer as a team, learn a little more about each other. Through various leadership workshops, we have bonded and learned what it takes to succeed as a team. It is our wish to share this with our chapter so that we may all grow and bond together.

My fellow chapter officers and I have many plans for our chapter this year. Having such a large number of members, but still so few that become very active, we plan to bring more excitement to the chapter. We have realized that Patterson, as a town, has become suburbanized and is no longer a rural community. The majority of our members are no longer coming from a farming background. This year, it is our goal to "urbanize" some of our activities to appease the less rural-raised students.

Along with the change in certain chapter activities, we hope to get the chapter more active in higher competitions, such as those at the sectional, regional, and state level. If we do grow as a chapter, bringing the members together at the local level, we hope that we can bring them to become involved at these higher competitions. As an individual, I have come to really enjoy these sectional, regional, and state activities, meeting FFA members from other chapters and becoming really involved. It is my goal that we, as a chapter, become more involved in such activities and competitions, so that everyone may have the opportunity that I have been given by being involved at these higher levels.

My fellow officers and I look forward to the year planned and we hope that you take the opportunity being presented to you and allow yourself to grow. Here's to the upcoming year!

Sincerely,

Joseph Melo
President

ADVISOR'S WELCOME

Dear FFA Members,

The FFA Chapter Officers and the FFA Advisor's are extremely excited about this upcoming year. First and foremost we would like to express our eagerness and excitement to get Patterson FFA Members as enthusiastic about being here as we are!

It is time to start gearing up the competition and get our chapter as much involved with the state and national FFA activities as possible. We have a huge number of activities planned for you this year and our plan is to get more student and parent involvement within our program.

We will now be having our monthly chapter meetings on the third Tuesday of the month, unless we have conflicting activities. During the meetings we will have games, activities, and awards, and a chance to go on the TOP 15 Trip!

This summer the FFA Chapter Officers and the Ag teachers spent a few days working hard on planning an exciting year for you. In this process we discovered that we can't do it all without you! We need FFA Members to become members on our Executive Committee to help us raise money, go places, and have fun!

We have tons of ideas and changes that we would like to see happening in the next few years. If you have any questions or concerns, please feel free to contact any of us!

We are looking forward to a successful and fantastic year!

Sincerely,

Mr. Pierce
FFA Advisor
209-892-7450

Other Agriculture Teachers

Mrs. Gumm (209) 892-7450 ext. 196

Mrs. Morris (209) 892-7450 ext. 170

2011-2012 Chapter Officer Team

President- Joseph Melo

Vice President- Karlton Meyers

Secretary- Aly Cortinovis

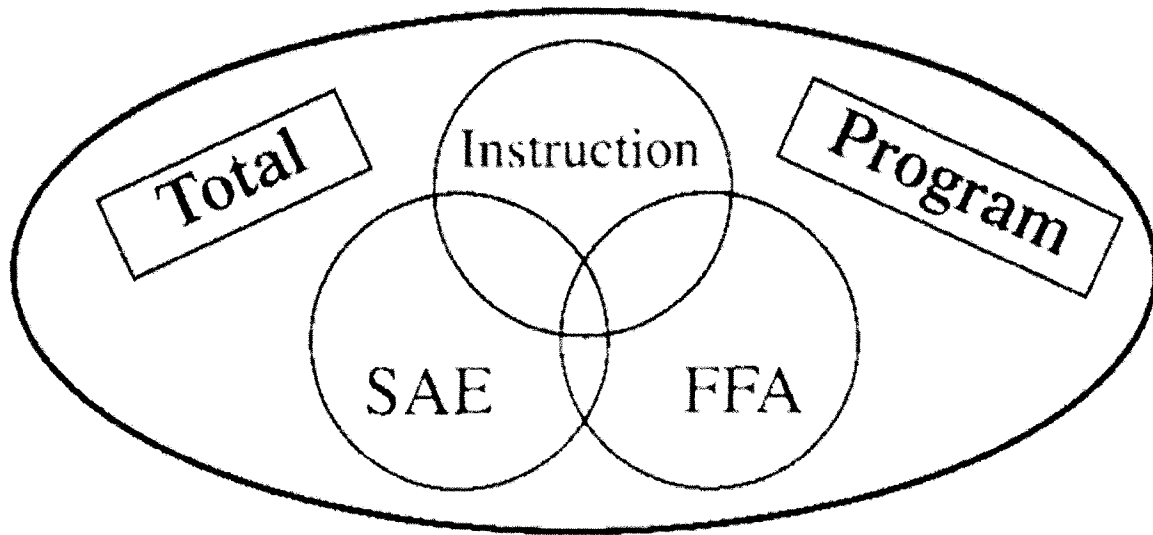
Treasurer- Cecilia Martinez

Reporter- Savanna Varney

Sentinel- Isaac Carter



The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.



All three circles are an important component of student success and diversity of experiences available to all agriculture students.

PATTERSON FFA CHAPTER CONSTITUTION
Adopted September 2006

ARTICLE I – Name and Purposes

- Section A The name of this organization shall be the Patterson Chapter of the Future Farmers of America” and the letters, “FFA” may be used to designate the chapter, its activities, or members thereof.
- Section B The purposes for which this chapter is formed are as follows:
1. To develop competent and aggressive agricultural leadership.
 2. To create and nurture a love of agricultural life.
 3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
 4. To create more interest in the intelligent choice of agricultural occupations.
 5. To encourage members in the development of individual occupational experience programs and establishment in agricultural careers.
 6. To encourage members to improve the home and its surroundings.
 7. To participate in worthy undertakings for the improvement of the industry of agriculture.
 8. To develop character, train for useful citizenship, and foster patriotism.
 9. To participate in 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 Patterson Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.
- Section B This chapter accepts in full the provisions of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

ARTICLE III – Membership

- Section A Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.

- Section B The regular work of this chapter shall be carried on by the active membership.
- Section C Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.
- Section .D Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:
1. They attend local chapter meetings with reasonable regularity.
 2. They show an interest in, and take part in the affairs of the chapter.
 3. Are properly affiliated with the state and national FFA organizations.
- Section E Names of applicants for membership shall be filed with the membership committee.

ARTICLE IV - Emblems

- Section A The emblem of the FFA shall be the emblem for the chapter.
- Section B Emblems used by the members shall be designated by the national organization of FFA.

ARTICLE V – Membership Degrees and Privileges

- Section A There shall be four grades of active membership in this chapter. These grades are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree.
- All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.
- Section B Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)
1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
 2. Learn and explain the FFA Creed, Motto, and Salute.
 3. Describe the FFA emblem, colors, and symbols.

4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/ her own efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D State FFA Degree: Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association

Section E American FFA Degree. Minimum qualifications for election:

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

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

ARTICLE VI - Officers

- Section A The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.
- Section B Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.
- Section C The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The 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 bylaws adopted from time to time.
- Section D Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.
- Section E Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

ARTICLE VII - Meetings

- Section A Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.
- Section B Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.
- Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.
- Section D A majority 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 taken committing the chapter to any proposal or action.

ARTICLE VIII - Dues

- Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B Full local, state, and national dues shall be paid by all active members.
- Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

ARTICLE IX - Amendments

- Section A This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

CLASSES OFFERED BY THE AGRICULTURE DEPARTMENT

AGRICULTURAL SCIENCE 1: Grades: 9-12

Prerequisite: None

This course introduces students to the fundamentals of plant and animal science, farm records, and gives training in leadership and citizenship. The career opportunities in the production and processing of agricultural products, and businesses are studied. The work covered includes a study of California agriculture, natural resources, record keeping, dairy science, beef science, swine science, sheep science, an introduction to plant science, plant propagation, and plant reproduction. This course is the required first year class in the agriculture pathway. (This course meets the Life science requirement for high school graduation.)

AGRICULTURAL EARTH & ENVIRONMENT SCIENCE (P): Grades 9-12

Prerequisite: None

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. Homework consisting of reading, writing, lab reports, etc. will be assigned. This course meets the physical science requirement. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. *(This course meets the elective (G) requirement for entrance into the UC system and is parallel to a college prep physical science course.)*

AGRICULTURAL BIOLOGY (P): Grades 10-12

Prerequisite: Successful completion of Ag Earth & Environmental Science (both semesters)

This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. Class includes significant homework and laboratory activities. **This course meets the Life Science laboratory requirement for entrance into the UC and CSU systems and is aligned to Biology in the science department.**

ANIMAL ANATOMY AND PHYSIOLOGY (P): Grades 11-12

Prerequisite: Ag Biology (P)

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university.

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

AG FLORAL DESIGN I: Grades: 10-12

Prerequisite: Ag Science or Ag Earth and Environmental Science

This class is designed to allow students to apply an artistic approach to floral design. Students will explore element and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. The students will use their skills to make a variety of floral arrangements.

In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition.

Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. Please see the ag department chair for more information about this policy.

ADVANCED FLORAL DESIGN

Prerequisite: Successful completion of Floral Design I

This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

MECHANIZED AGRICULTURE 1: Grades: 9-12

Prerequisite: None

This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking plumbing, tool repair, concrete/bricklaying work, electricity, and careers. **Students must supply their own safety glasses and coveralls.** Safety glasses must be worn at all times in the shop.

Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Please see the ag department chair for more information about this policy.

MECHANIZED AGRICULTURE 2: Grades: 10-12

Prerequisite: Mechanized Agriculture 1

This course builds on basic shop knowledge gained in Mechanized Agriculture 1 - 2. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. **Students must supply their own safety glasses & coveralls.** Safety glasses must be worn at all times in the shop.

Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Please see the ag department chair for more information about this policy.

ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION: Grades: 11-12

Prerequisite: Mechanized Agriculture 2

This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe

shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. **Students must supply their own safety glasses and coveralls.** Safety glasses must be worn at all times in the shop.

Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Please see the ag department chair for more information about this policy.

AGRICULTURE LEADERSHIP: Grades: 10-12

Prerequisite: FFA Officer or Consent of Instructor

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. FFA participation will be part of the grade for this course.

AGRICULTURAL WOOD TECHNOLOGY: Grades: 9-12

Prerequisite: None

This course is designed for the beginning woodworker. Students will learn proper usage of both hand and power tools during the construction of a variety of farm and home projects.

Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Please see the ag department chair for more information about this policy.

AGRICULTURAL METALWORKING: Grades 10-12

Prerequisite: Mechanized Agriculture 1

This course is designed for the beginning metalworker. Students will learn skills in cold metal working, hot metal working, sheet metal work and forging. Units in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding and Plasma Arc cutting will also be covered. Units in safety, measurement and project layout will be reviewed. **Students must supply their own safety glasses and coveralls.** Safety glasses must be worn at all times in the shop. **This is a one semester class.**

Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Please see the ag department chair for more information about this policy.

ROP AGRICULTURAL WELDING AND FABRICATION: Grades 11-12

Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor

Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.

ORNAMENTAL HORTICULTURE: Grades: 10-12

Prerequisites: Ag Science 1 or Ag Biology

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for

plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design. Upon completion of ornamental horticulture and a minimum of three years of high school agriculture, students are eligible for 2 + 2 credit from Modesto Junior College.

AG POWER AND SMALL ENGINES: Grades 10-12

Prerequisites: Ag. Mech I or Instructor approval

Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. **SAFETY GLASSES REQUIRED.**

ADVANCED ORNAMENTAL HORTICULTURE: Grades: 11 - 12

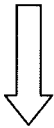
Prerequisites: Ornamental Horticulture

This course will focus on greenhouse management, advanced plant propagation techniques, landscaping, and introductory floriculture will be taught. Students are required to maintain accurate records in their FFA record books, and will design a portfolio of their best class work, including several pictures of completed projects. Major projects include designing and constructing landscape at the Stanislaus County Fair and creating floral arrangements (including corsages and boutonniere).

Agriculture Department Pathways

**Agriculture Science Pathway
(CSU/UC)**

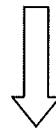
Agriculture Biology



Animal Anatomy

Horticulture Pathway

Floral



Adv. Floral ROP



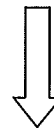
Ornamental Horticulture



Adv Ornamental Horticulture

**Animal Science
Pathway**

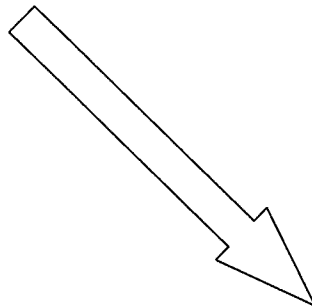
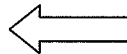
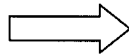
Agriculture Earth Science



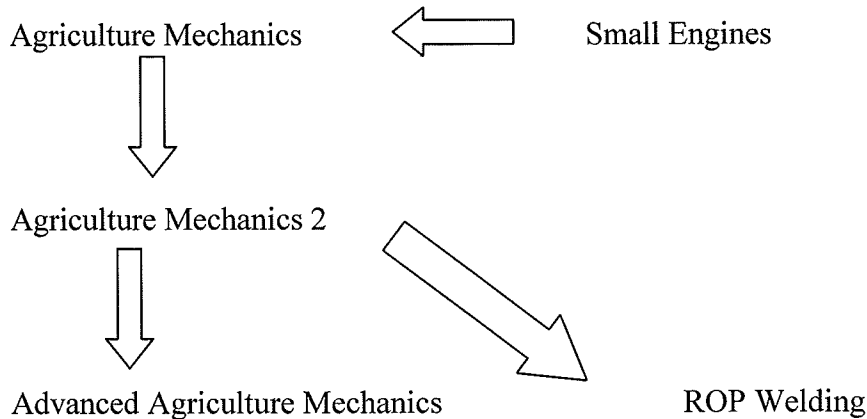
Agriculture Biology



Animal Anatomy



Agriculture Mechanics Pathway



****These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.**

STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

Agriscience Fair – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

Fair Animals – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Steers, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from

\$1,200 or more for a steer to \$20 for a pen of chickens. There is no guarantee that a student's project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for 3-4 times market value. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

Livestock Breeding Projects – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

Plant and Crop Projects – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.

Work Experience Projects – Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

Un-Paid Work Experience Projects – These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.

COMPETITIVE ACTIVITIES THAT ARE RELATED TO CLASS INSTRUCTION INCLUDE:

Best-Informed Greenhand Contest – (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

Creed Speaking Contest – (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

THE FFA CREED

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

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging. For I know the joys and discomforts of

agricultural life and hold and inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

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

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

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

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

Parliamentary Procedure Contest – (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a “mock chapter meeting.” Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

Prepared Public Speaking – (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

Extemporaneous Public Speaking – (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical

subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

Job Interview Contest – (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter, and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

Agriscience Fair – (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

Judging Teams

- Agricultural Mechanics
- Agricultural Pest Control
- Agricultural Sales Contest
- Agriscience Fair
- Agronomy
- Best Informed Greenhand
- Citrus Judging
- Computer Applications
- Cotton
- Creed
- Dairy Cattle Judging
- Extemporaneous Public Speaking
- Farm Business Management
- Farm Power and Machinery
- Farm Record Book
- Floriculture
- Forestry
- Fruit Tree Judging
- Fruit Tree Pruning

General Rules (See Introduction)
Grapevine Judging
Grapevine Pruning
Job Interview
Land Judging (Sample Score Cards)
Light Horse Judging
Livestock Judging (Sample Score Cards)
Marketing
Marketing Plan
Meat Judging (Sample Score Cards)
Milk Quality and Dairy Foods

Natural Resources
Nursery/Landscape
Parliamentary Procedure and Debate
Poultry Judging
Prepared Public Speaking
Scrapbook
Small Engines
Specialty Animal Judging
Vegetable Crop Judging

LEADERSHIP DEVELOPMENT ACTIVITIES INCLUDE:

The Greenhand Conference – (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an over-view of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference – (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

The Advanced Leadership Academy – (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity

builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

The Sacramento Leadership Experience - (This is a skill development activity.) This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conferences that a student will have an opportunity to participate in. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM INCLUDE:

Opening and Closing Ceremonies - (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recited from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

Tri Rivers Section and Central Region FFA Activities - (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

State FFA Convention - (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

National FFA Convention - (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a

convention that each student should hope to one day attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show .

Chapter Activities-

Stanislaus County Fair
Ice Cream Social
Section Officer Retreat
Opening/Closing Contest
MJC Field Day
MFE Conference`
Greenhand Conference
Region Spring Meeting
National FFA Week
Merced Field Day
UCD Field Day
Cal Poly State Finals
Section Speaking Contest
Poinsettia Sales
BIG Contest
Sectional Softball
Sectional Volleyball
State Degree Ceremonies
State Conference
FFA Night at Stockton Thunder Hockey
Camp Sylvester
Advanced Leadership Academy
Chapter Officer Leadership Conference
National FFA Convention
Pass the Pig Fundraiser
.

THERE ARE MANY OTHER ACTIVITIES ABOVE THE CHAPTER LEVEL FOR PATTERSON FFA MEMBERS TO BECOME INVOLVED IN.

STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** - (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.
- **The Chapter FFA Degree** - (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least \$150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.
- **The State FFA Degree** - (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested \$1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter level. An application must be completed and submitted with a minimum of two years of record books.
- **The American FFA Degree** - (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained

records to substantiate an outstanding project, have earned or productively invested at least \$7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.

- **Proficiency Awards** - (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.
- **Project Competition** - (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student's project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.

Point Award System 2011-2012

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Points will be based on the number of activities that you participate in.

Points will be determined by the advisors and the officer team prior to announcing the event.

Example- Showing an animal at the Stanislaus County Fair 1 point for each day you are at the fair with your animal.

- Attending a chapter meeting- 1 point
- Selling 5 poinsettias- ½ point

*The Point Award Schedule is subject to change each year at the Officer's Retreat

Quality Criteria

3:

Practical Application of Agricultural
Skills

Quality Criteria THREE

Practical Application of Agricultural Skills

Currently we offer a wide range of livestock, landscape and mechanics SAEs that can be exhibited at the Stanislaus County Fair. The livestock projects currently held by students include market swine, sheep and goats as well as market rabbit pens and chickens. In addition to the livestock portion of the SAE we also have extensive involvement in the mechanics and wood projects that can be shown at fair. Every students in a mechanics or wood class is required to take at least one small project to the fair. In addition to small projects, many students build trailers, BBQs, large wood working projects and many others. With the implementation of the OH class last year, more students are entering plant projects and we have had a chapter landscape plot which we took 1st place in our division. Every student is required to have an SAE project and an active, up to date record book. Having an SAE project accounts for 5% of the student's academic grade.

Students are allowed to house animals at the school farm with is located right next to our department buildings. Students must sign a school farm use contract and meet the requirements for housing an animal at the farm. Students participate as a group and individually to care for the animals throughout the project and have sole responsibility for the welfare of the animal. Some students are also able to house animals at their homes where permitted by city code. Teachers conduct project visits on a regular basis, at least once a week at the beginning of the projects, and often times three times a week by the time fair approaches. This allows teachers to keep track of progress including weights, vaccinations, and other important information related to the student's project. Teachers use both the school ag truck and personal vehicles to visit students.

ROP Advanced Floriculture

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

1. <i>Introduction to Everlasting Flowers.</i>	<i>Goal: The students will demonstrate knowledge and understanding of Everlasting Flowers.</i>	Fndtn	CTE	CL	CC
1. Types of permanent flowers and foliage. 2. Dried plant material 3. Designing with everlastings	A. Describe various preserving techniques and to be able to dry flowers and leaves successfully for use in floral design. B. Demonstrate proficiency in designing with artificial and dried materials. C. Described the advantages of everlastings over fresh designs.	4.0 4.6 7.0 7.6 11.0	F11.0 F11.1 F11.2	10	15
2. <i>Introduction to Oriental Style of Design</i>	<i>Goal: The students will demonstrate knowledge and understanding of the difference in styles of Oriental Design.</i>				
1. Chinese influence 2. Japanese influence	A. Identify the characteristics of Chinese and Japanese styles of arrangement and distinguish between the two. B. Describe the various Japanese styles of design. C. Explain the benefits of exploring oriental design styles and techniques. D. Identify and gather appropriate supplies to make arrangements in several different Japanese styles.	4.0 4.6 7.0 7.6 11.0	F11.0 F11.2 F11.3	10	15
3. <i>Introduction to Contemporary Design Styles and Techniques</i>	<i>Goal: The students will demonstrate knowledge and understanding of the different styles of contemporary design styles and techniques.</i>				
1. Classic design styles 2. Naturalistic design styles 3. Linear design styles 4. Modernistic design styles 5. Advanced design techniques	A. Specify what constitutes a contemporary floral design. B. Demonstrate proficiency in advanced arrangement techniques. C. Define, sketch, or construct the various contemporary, advanced, classic, naturalistic, linear, and modernistic design styles discussed.	4.0 4.6 7.0 7.6 11.0	F11.0 F11.1 F11.2 F11.3	10	15

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

<p>4. Introduction to Wedding Flowers Floral romance</p> <ol style="list-style-type: none"> 1. Promotion and advertising by retail florist 2. Wedding consultation 3. Styles of bouquets 4. Servicing the wedding. 	<p>Goal: The students will demonstrate knowledge and understanding of Wedding Flowers.</p> <ol style="list-style-type: none"> A. Describe the importance of promotion and advertising to attract prospective brides-to-be. B. Specify the importance of the wedding consultation appointment and the necessity for a floral consultant to be knowledgeable about wedding flowers and professional in helping a bride-to-be select appropriate flowers for her wedding. C. Describe how to conduct a bridal consultation and explain the various floral pieces that are listed on a wedding order form. D. Describe the most popular bouquet styles. E. Describe general approaches to planning and presenting flowers for the ceremony and reception decorations. F. List the fundamental design techniques that are important in creating wedding flowers. G. Construct a simple colonial bouquet and a simple cascade bouquet using foam bouquet holders. H. Construct a cake top in a cake-top holder. I. Describe the importance of servicing weddings that require professional attention at the ceremony and the reception. 	<p>Fndtn</p> <p>4.0 4.6 5.0 5.1-5.3 7.0 7.1 7.2 7.5 7.6 11.0</p>	<p>CTE</p> <p>A2.0 A2.3 A2.4 A4.0 A4.2 A6.0 A6.1 A6.2 A8.0 A8.1 A8.2 A8.3 A9.0 A9.5 F11.0 F11.1 F11.2 F11.3 F11.4</p>	<p>CL</p> <p>40</p>	<p>CC</p> <p>75</p>
<p>5. Introduction to Sympathy Flowers</p> <ol style="list-style-type: none"> 1. Importance of sympathy flowers 2. Trends and regional differences 3. Selling sympathy flowers 4. Overview of sympathy flower designs 5. Maintaining ideal working relations with funeral directors 6. Servicing the funeral 	<p>Goal: The students will demonstrate knowledge and understanding of sympathy flowers.</p> <ol style="list-style-type: none"> A. Identify various sympathy floral designs, tributes, and funeral-related terminology. B. Describe the significant construction techniques in creating sympathy designs. C. List ways a professional retail flower shop can develop a positive working relationship with funeral directors. D. Identify concerns that limit the growth of the sympathy flower business. E. Characterize how to conduct a consultation with a family ordering flowers for their deceased loved one. F. Construct a variety of floral designs including a tied flat spray, a pedestal arrangement, an easel spray and a simple casket spray. 	<p>Fndtn</p> <p>4.0 4.6 5.0 5.1-5.3 7.0 7.1 7.2 7.5 7.6 11.0</p>	<p>CTE</p> <p>A2.0 A2.3 A2.4 A4.0 A4.2 A6.0 A6.2 A8.0 A8.1 A8.2 A8.3 A9.0 A9.5 F11.0 F11.1 F11.2 F11.3 F11.4</p>	<p>CL</p> <p>40</p>	<p>CC</p> <p>75</p>

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the
student will be able to:

Hours
CL=Classroom
CC=Comm. Class

<p>6. Introduction to Harvest and Distribution</p> <ol style="list-style-type: none"> 1. The world flower market 2. Harvest 3. Packing 4. Shipping 5. Distribution 6. Marketing flowers 	<p><i>Goal: The students will demonstrate knowledge and understanding of Harvest and Distribution.</i></p> <ol style="list-style-type: none"> A. Describe the world flower market and the position the United States maintains in this market. B. Discuss the important processes of harvesting, grading, bunching, and conditioning flowers to ensure optimum quality and longevity for the final consumer. C. Explain the various methods of packing and shipping flowers. D. Outline the tradition distribution channel for flowers and describe changes that are taking place in the movement of product from growers to final consumers. E. Summarize the floral industry's advertising and promotion programs. 	<p>Fndtn</p> <p>4.0 4.3 7.0 7.5 7.6 11.0</p>	<p>CTE</p> <p>A2.0 A2.1 A2.2 A2.3 A2.4 A2.5 A7.0 A7.1 A7.2 A7.3 A7.4 A7.5 A7.6 F1.0 F1.4 F8.0 F8.2 F9.0 F9.2 F11.0 F11.3 F11.4</p>	<p>CL</p> <p>6</p>	<p>CC</p> <p>9</p>
<p>7. Introduction of the Retail Flower Shop</p> <ol style="list-style-type: none"> 1. Types of flower shops 2. Location 3. Production presentation and shop layout 4. Employees and responsibilities 5. Marketing 6. Salesmanship and customer relations 7. Wire service 8. Buying and pricing 9. Designing 10. Delivery 	<p><i>Goal: The students will demonstrate knowledge and understanding of the retail flower shop.</i></p> <ol style="list-style-type: none"> A. Identify the primary functions of a retail flower shop. B. Differentiate the major classifications of retail flower operations. C. Explain the characteristics of store location options. D. Characterize the principle responsibilities of employees. E. Summarize the key management responsibilities required for a successful and profitable flower shop. F. Describe product presentation and the importance of window and store display. G. Identify the primary goals of display. H. Describe the sequence of taking information for a telephone order. 	<p>6.0 6.4 6.5 7.0 7.1-7.6 9.0 9.3 9.6 11.0</p>	<p>A3.0 A3.1 A3.3 A5.0 A5.4 A6.0 A6.2 A7.0 A7.4 A7.5 A7.6 A9.0 A9.5 F11.0 F11.4</p>	<p>10</p>	<p>15</p>

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class

Instructional Content	Student Outcomes	Fndtn	CTE	CL	CC
<p>8. <i>Introduction to Careers and Continuing Education</i></p> <ol style="list-style-type: none"> 1. Career opportunities for qualified professional floral designers 2. Other career opportunities in the floral industry 3. Continuing Education 	<p><i>Goal: The students will demonstrate knowledge and understanding of careers and continuing education.</i></p> <ol style="list-style-type: none"> A. Describe various employment opportunities in a retail flower shop. B. Outline the skills and experience required to work in specialized areas of floral design. C. Identify other career opportunities within the wholesale and production areas of the floral industry. D. Describe the importance of continuing education in floral design. E. Identify numerous career options within the floral industry. F. Describe and distinguish between the different trade organizations and the opportunities each provides. G. List some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral designer. 	<p>3.0 3.1-3.6 7.0 7.1-7.6</p>		<p>6</p>	<p>9</p>

course title: Ag ROP Welding & Fabrication

grade level 11-12

duration: 1 year

course description: this course is designed to familiarize students with shop safety and general shop practices and project design and fabrication.

learning goals: 1. students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and

2. students will understand the importance of correct and safe use of tools and will be able to identify tools.
3. students will demonstrate knowledge of fasteners and their common uses and will be able to identify fasteners commonly used.
4. students will understand and be able to read and use a ruler or tape to calculate problems involving length, area, volume, and weight.
5. students will have a basic understanding of weld design.
6. students will have a basic understanding of special processes for cutting unusual thick or thin metal.
7. students will understand the fundamentals of welding and demonstrate applied skills through project design.
8. students will develop skills in record keeping.
9. students will become aware of career opportunities available and the skills required for different occupations.
10. students will understand and demonstrate the competencies of MIG welding process and be able to operate a MIG welder safely.
11. students will understand and demonstrate skills in the metalworking processes and properly identify types of metal.
12. students will understand and demonstrate skills involved in oxyacetylene welding.

week of school year	# of days	key idea	standards	activities
week 1-3	15	shop and tool safety	ag mech 6.8 ag core 1.10	shop orientation, videos, notes and review sheets
week 4	5	tool and fastener id	ag core 1.10.1	review worksheets
week 5	5	measurement	ag mech 6.14	notes and review worksheets
week 6-7	10	arc welding	ag mech 6.1, 6.2	notes and review worksheets, videos
week 8-9	10	gas and plasma cutting	ag mech 6.1, 6.2	notes and review worksheets, videos
week 10	5	record keeping	ag mech 6.11, 6.12	fill out record books
week 11	5	careers	ag mech 6.7	notes and worksheet
week 12	5	gas welding and brazing	ag mech 6.1, 6.2	notes and review worksheets, videos
week 13-14	10	MIG Welding	ag mech 6.1, 6.2	notes and review worksheets, videos
week 15-16	10	project planning		notes and review worksheets

week 17-35

80 project construction

student construction of projects

prerequisite: Ag Mechanics 2 or Instructor approval

safe practices to be employed with all tools and machines

used in ag mechanics.
weight.

ly.

assessment

safety test that students must receive a
100%

tool id test

correctly measure certain items

correctly perform 14 arc welds

correctly perform 6 cuts with torch and 4
cuts with plasma cutter

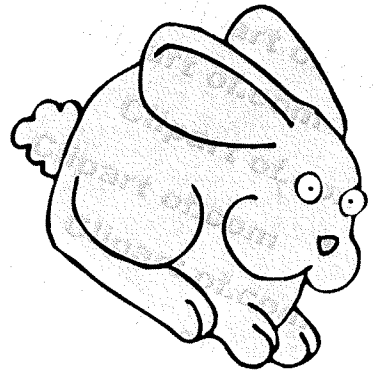
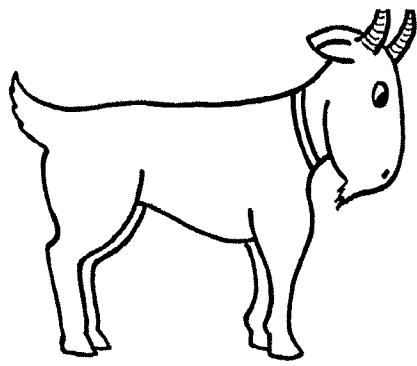
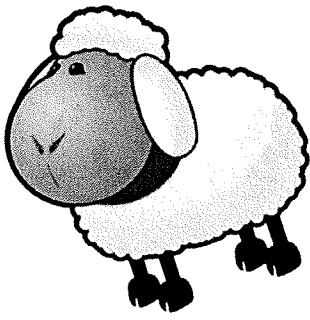
ongoing throughout the year

3-5 page paper on chosen career

correctly perform 8 gas welds

correctly perform 10 MIG welds
bill of materials and layout and design of
their project

assessment of large project



Patterson FFA

Fair Rules

&

Species Estimated Prices

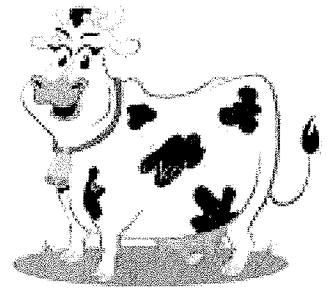
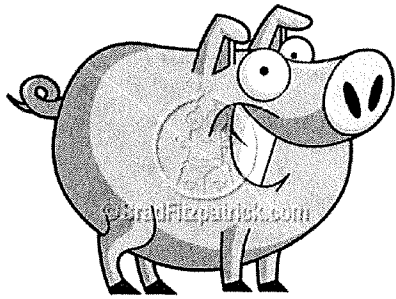
Stanislaus County Fair

July 14th- 24th

Mrs. Gumm: Swine & Chickens

Mrs. Morris: Goats & Horses

**Mr. Pierce: Dairy, Rabbits &
Sheep**



GENERAL RULES FOR PATTERSON FFA EXHIBITORS

1. Because of the importance of scholastic achievement, the Patterson Ag Dept requires its livestock exhibitors to maintain a satisfactory scholastic record of his/her Ag class and be enrolled in an Agriculture class for a complete year starting October 15th. Therefore, if any exhibitor fails to meet this requirement he/she will lose their show privileges.
2. All exhibitors are to follow the directions and advice given to them by the designated advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show and during fairs when the project is being exhibited.
3. All exhibitors are expected to transport their animals and tack to the fair unless other arrangements are made with the advisor.
4. All rules and regulations of Patterson High School will apply to the students who participate at fair, since showing is a school activity.
5. Each exhibitor must read, understand and, follow the rules and regulations in the Fair's Premium Book.
6. Each exhibitor is required to be responsible for feeding, watering, grooming, and keeping an eye on his or her animals for the entire length of the fair.
7. Each exhibitor is required to serve barn duties as assigned and specified by the advisors.
8. All FFA exhibitors will be required to wear an official FFA uniform while showing their own animals or helping others.

FFA UNIFORM

Boys- white slacks, white shirt, FFA tie and FFA jacket.

Girls- white slacks, white shirt or blouse; FFA scarf and FFA jacket.

9. All FFA exhibitors are to attend the awards program at every fair.
10. Market animal exhibitors are required to write "Thank You Letters" to their buyers and complete their record book before they receive their premium money.
11. All exhibitors must attend assigned meetings by the designated advisor unless prior arrangements have been made.
12. The advisor of any species will have the authority to take whatever disciplinary action is necessary to any student that fails to comply with the rules.
13. All exhibitors must remove their vehicles from the fairgrounds prior to 8AM unless approved by Advisor.
16. After final feeding and release of student from chores the instructor is no longer responsible for students.

14. Each exhibitor is responsible for getting their own transportation to and from the fair. Students ay not drive with students.

15. Each exhibitor must go and cellist for their own buyer and/or help the boosters raise money to buy your animal. The exhibitor may go out on their own to do this or there will be a designated day in which all exhibitors will have the opportunity to go with the species leaders.

16. Each exhibitor MUST find a place to house their animal

17. Patterson Boosters: Students will be required to sell at least 10 tri tip dinner tickets to contribute to the booster program. Those students that do not participate names will not be submitted to the boosters to purchase their animal at the fair.

18. Students who seek outside donations and do not turn donations into the boosters will not be allowed to show at the fair with Patterson FFA. Not only is this against the rules of the chapter, but it is also illegal for a company/ individual to write a check to someone and claim it as a donation for taxes.

19. Any student who seeks donations from companies must submit them to the Patterson Auction Boosters to go towards the purchase of their animal.

Discipline Policy

This policy will be followed for all events related to the student and their project
(raising of animal, meetings, fair)

1st~ Warning

2nd~ Call Parent

3rd~ Student will not show animal at the fair

.

Parent's Signature: _____

Student's Signature: _____ Date: _____

Rabbit Estimated Costs

<u>Item:</u>	<u>Estimated Price</u>
Rabbit _____	\$20-50
Feeder & waterier _____	\$10.00
FFA Jacket _____	\$65.00
Feed _____	\$12.00 and up
Cage _____	\$15.00 and up
Standard of Perfection Book _____	\$15.00 and up
Nail Clippers _____	\$2.00
Brush _____	\$3.00
Square Piece of Carpet _____	\$2.00 Lowes or Home Depot
Shavings _____	\$10.00 per bag
Fair entry fee _____	\$5.00
Estimated Grand Total _____	\$ 156 and up

** You must be in whites to show at the fair, which include white pants, blouse/collard shirt, black boots, and FFA jacket.

Mr. Pierce
FFA Rabbit Advisor at
209-892-7450 ext 298

Sheep Estimated Costs

<u>Item:</u>	<u>Estimated Price</u>
Sheep_____	\$200.00 and up
Feeder & waterier _____	\$25.00 and up
Feed_____	\$15.00 per bag you will use about 12 bags (\$180)
FFA Jacket _____	\$65.00
Show Supplies & Vet Fee to Patterson FFA_____	\$25.00 (Brush, Show sheen, spray bottle, soap, Halter, wormer, etc) Will be paid at the end of the fair
Shavings_____	\$50
Fair entry fee_____	\$5.00
Estimated Grand Total _____	\$ 550
Estimated Income 4.00/lb @ 150_____	\$ 600
Profit_____	\$ 50.00

** You must be in whites to show at the fair, which include white pants, blouse/collard shirt, black boots, and FFA jacket.

Swine Estimated Costs

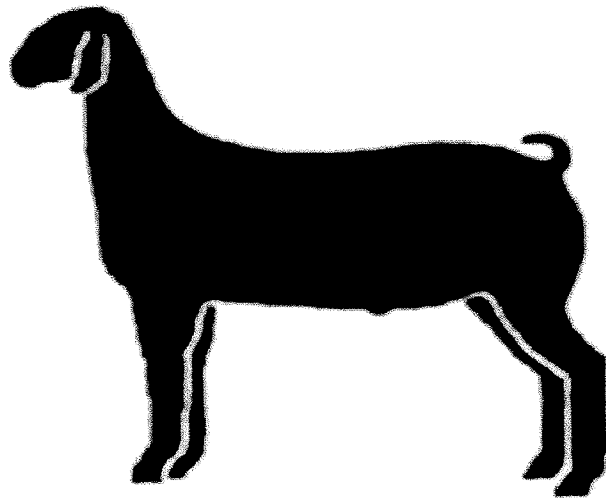
<u>Item:</u>	<u>Estimated Price</u>
Pig_____	\$300 and up
Feeder & water _____	\$25.00 and up
Feed_____	\$15 per bag you will use about 15 bags (\$225)
FFA Jacket _____	\$65.00
Show Supplies & Vet Fee to Patterson FFA_____	\$35.00 (Brush, Show sheen, spray bottle, soap, Halter, wormer, etc) **Will be paid at the end of the fair
Shavings_____	\$20
Fair entry fee_____	\$5.00
Estimated Grand Total _____	\$ 675
Estimated Income 2.75/lb @ 250_____	\$ 687.50
Profit_____	\$ 12.50

** You must be in whites to show at the fair, which include white pants, blouse/collard shirt, black boots, and FFA jacket.

** Any questions regarding raising pigs and or the cost, please do not hesitate to contact

Mrs. Gumm
FFA Swine Advisor at
209-892-4793

Patterson
FFA
Market Goat
Project



Goat Exhibitors

Congratulations on making a commitment to raising a market goat for the Stanislaus County Fair this year. You will be receiving your animals soon and should start preparing for their arrival.

First order of business is getting your goat's pen ready. If you are not keeping your animal at the school farm you need to build a pen for your goat. The size should be around 8 feet X 16 feet. This will give your goat plenty of room to roam and exercise. It should also have shade and protection from rain and wind.

You want to keep your goat healthy. Just how do you do that? It is a lot like how you take care of yourself. Set up a routine and follow it.

- Feed your animal 2 times a day. Be sure to set up certain times that you know you will be able to feed your goat. It is best if you always feed your animal at the same time everyday. If you feed him at 7:00 am every morning and at 4:00 pm everyday, your goat will be familiar with this routine and will grow good for you. If you feed at 7:00 am one morning and 4:00 pm, 9:30 am and 5:00 the next, 8:00 and 3:30 the next, 10:00 and 4:30 the next day... then your animal's metabolism isn't going to work as consistently and your growth target may get fouled up. Consistency will help your animal. Although the closer you get to your market weight and date, you may want to decrease the amount of feed and feed more often during the day... stretch the feed into three feedings instead of two.
- NEVER feed your animal on the ground! Place hay in a feeder or a bucket, never on the ground. The goats step on their food and can urinate and defecate on it. You wouldn't want to eat food like that, be sure your animal isn't either.
- Clean Water - Be sure that if you are giving your goat water in a bucket that you don't just always add water to the bucket. Dump the bucket out and clean it. Your animal will sometimes drop little pellets into the water. Think to yourself if YOU would want to drink the water. If the answer is NO, then you should probably be cleaning it out.
- Clean your pen daily. You wouldn't like to sleep in dirty bed, neither do your goats. Sweep out their pens and pick up their feces. Keeping a clean pen will help to raise a healthy goat.
- EXERCISE DAILY!!! You are raising a market goat that is heavily muscled and market ready. If you do not build muscle in your goat then you will not make market at the fair. It is important to walk your goat or run it to build muscle. The more muscle you build on their legs and loin, the better they will do at the fair!
- Every day when you feed take a look at your goat. Get to know them and their habits. Be sure your goat is E.A.T.E.N.! Check the following:
 - Ears** - be sure that they aren't cold. Your goats ears should be warm, if they are cold then that is usually a sure sign that they are sick.
 - Appetite** - if your animal's isn't hungry and doesn't want to eat, this could indicate a problem.
 - Tail** - the tail should be up. When your goat's tail is down then it is also a sign that they aren't feeling too good.
 - Eye** - around the bottom of the eye the skin inside should be pinkish to red in color. If

your goat's eye's are lacking color or are very white, this may indicate anemia - which could be caused from worms.

Nose - be sure that it isn't runny. If your goat's nose has a clear runny nose, it may just have the sniffles from the cold, or from running around excising. If it is more mucus and yellow or green, it may be an infection. You may need to listen to it's breathing.

If your goat is sick it is a good idea to take it's temperature and call the vet. A normal temperature for a goat is 102 F.

Things that are serious, and a veterinarian needs to be contacted.

- Respiratory problems, pnemmonia
- Pinkeye or gunky eyes
- Sores at the mouth
- Not eating and cold ears
- abcesses (except for Covexin 8 shots that have been given in the neck - these may cause a lump, but it will go away)
- If your goat acts listless, dizzy and blind, this could be contributed to a Thiamine Deficiency. Consult your vet immediately.

Dr. Wallace, G-N Veterinary, Newman

(209) 862-2688

Mark your calendars for the Stanislaus County Fair. You are required to be there every single day of the fair. If you can not make it to the fair, then you will not sell your animal. DO NOT PLAN A FAMILY VACATION DURING THIS TIME!!!!

JULY 15 – JULY 24, 2011

Important Contacts

Mrs. Morris (209) 814-5392

Mrs. Gumm (209) 485-6417

Mr. Pierce (209) 485-6847

Congratulations again and best of luck. This is a great experience and I hope you enjoy it. And always remember to have fun!!

Market Goat Project

Proposed Budget

Estimated Expenses	
Description	Cost
Goat Purchase	\$200
Feed & Vet Supplies	\$135
FFA Jacket	\$65
Show Uniform	\$50
Show Supplies	\$25
Fair Entry	\$8
Buyer Thank You Gift	\$20
Total Estimated Expenses	\$503

Estimated Income	
Description	Cost
Sale of Animal (\$5/lb X 105lb goat)	\$525
Total Estimated Income	\$525

Estimated Profit	
Description	Cost
Total Estimated Income	\$525
Total Estimated Expenses	\$503
Total Estimated Profit	\$22

The \$5/pound is based on the price that Patterson High students received at the 2009 Stanislaus County Fair for their goat projects.

Market Goats average a weight of 75 -110 pounds. The heavier your goat the more money you will make, because the payout is based on a dollar amount per pound.

Patterson FFA Fair Meeting

Stanislaus County Fair

Dairy Cattle: July 10 – July 16

Beef, Sheep, Swine, Goats: July 15 – July 23

Agenda

- Welcome
- Different Species & Budgets
- School Farm
- Discipline
- Patterson Livestock Boosters
- Questions
- Sign in with different species

Animals

- Different animal budgets are in packet
- Turn in Yes I am showing survey by February 16th to your Ag Teacher
- If purchasing an animal through the FFA money will be due on March 15, 2012.
- Show supplies and Vet supplies money will be paid to Patterson FFA by July 1st, \$ amount depending on species.

School Farm

- Houses
 - 9 pigs
 - 6 sheep
 - 12 goats
- Application
 - Due by February 16th
- Contract
 - Rules of the Farm

Discipline Policy for ALL Patterson FFA students with livestock

- 1st Step- Warning
- 2nd Step- Call Parent
- 3rd Step- Student will not show at the fair, animal will be removed from fair
- This policy will be in effect for all events!
- All advisors are in charge.

Patterson Livestock Boosters

- Purchase all animals from the Stanislaus County Fair Livestock Auction
- If seeking donations outside of boosters you will be responsible for finding your own buyer, and not allowed to go through PLB
- Fundraiser:
 - Drive Thru Tri Tip Dinner March 27th
 - Each student needs to sell 10 tickets & participate at the fundraiser
 - If students do not sell tickets and participate at the fundraiser, name will not be submitted to Patterson Livestock Boosters to purchase animal at the auction.

FFA Jackets

- Each student will need their OWN FFA Jacket to show in at the fair
- Mrs. Morris will be taking sizes TOMORROW 2/7/2012 at 3pm in room 901
- Cost= 65.00 Jacket with Tie/Scarf, tax & shipping
- You may also order online @ www.ffa.org
 - Our chapter number is CA0173 when ordering

What Questions do you have??

Remember survey & school farm contract due February 16th.

Please sign in based on what species you are showing, designate if you are getting the animal through the chapter, and if you need to keep it at the school farm.

Quality Criteria

4:

Qualified and Professional Personnel

Quality Criteria FOUR

Qualified and Competent

Patterson High School Agriculture instructors are fully credentialed to teach the classes that they teach such as: Agriculture Biology, Agriculture Earth Science, Agriculture Mechanics, Ornamental Horticulture, Agriculture/ROP Floral Design, and Agriculture Small Engines. All four instructors have met the requirements of teaching and agriculture experience to obtain their agriculture credentials. The instructors use a variety of teaching strategies and methodologies to teach their students with the fact that not every student learns the same way. As they say, "if the students cannot learn the way we teach, then we shall teach the way the students can learn." Therefore, the instructors design their lessons to include lecture, note taking, checking for understanding, activities or labs and evaluations. Evaluations are expected from the students through an exam, presentation or project.

Professional development is highly encouraged by the Patterson Joint Unified School District. We held department meetings every Monday during our prep period. We also attend CATA regional meetings, CATA road show, New Professionals Conference, National Convention workshops, and the annual CATA summer conference. These professional developments provide the instructors with new strategies, resources, activities and ideas for the classroom. They also provide skills and knowledge attained for both personal development and career advancement. We also like meeting new teachers and like to share our ideas and information with them.

Amy Gumm

Grew up in Woodland, California and was inspired by her grandfather who was an ag teacher for nearly 30 years to study agriculture education. She received her Bachelor's of Science from Chico State University and her Master's from UC Davis. She has been at Patterson High School for 6 years and is currently the department chairman. She teaches Floral Design, ROP Advanced Floral, Animal Anatomy and Agriculture Biology. She also coaches the Floral judging team and helps prepare students for the Prepared Public Speaking Contest.

Nicole Morris

Growing up on her family's dairy, agriculture has always been her passion. After high school Nicole studied at California Polytechnic State University, San Luis Obispo, where she earned a degree in Agriculture Business in 2008. Then she enrolled in the Ag Education Credential and Masters program, where she is currently working towards receiving her master's degree. She teaches Agriculture Earth Science, Agriculture Biology and Ornamental Horticulture. She coaches the Dairy Products team, job interview, and creed speakers.

William Pierce

Being an alumni from Patterson High School, William returned home after receiving his B.S. in Dairy Science from California Polytechnic State University, San Luis Obispo. He worked as a dairy herdsman for nearly 10 years before deciding to become an ag teacher. He received his Vocational-Education Credential and continues to take summer courses at Cal Poly. He teaches Ag Mechanics 1&2, ROP Ag Mechanics, and Small Engines. He coaches the Small Engines and Farm Power teams.

FFA Chart of Responsibilities			
<u>AREA</u>	<u>MORRIS</u>	<u>GUMM</u>	<u>PIERCE</u>
Officer Team			X
FFA Duties	X	X	X
<u>Meetings</u>			
Executive Meetings		X	
General Meetings	X	X	X
Advisory Meetings	X	XX	X
<u>Activities</u>			
Officer Retreat	X	X	XX
Achievement Trip			x
Camp Sylvester		X	X
Greenhand Conference	X	X	
COLC		x	
National FFA Convention			X
Local Project Competition	X	X	X
Sectional Project Competition	X	X	X
Tulare Farm Show			X
FFA Week	X	X	XX
Made for Excellence			X
Advance Leadership Academy			X
Greenhand/Chapter Degree Banquet	X	X	XX
Annual End of the Year Banquet	X	X	XX
State FFA Conference		X	X
Sectional Softball	X	X	X
Sectional Volleyball	X	X	X
Spring Sectional Activity	X	X	X
Fall Chapter Activity (Corn Maze)	X	X	XX
Spring Chapter Activity (Softball)	X	X	XX
State Degree Ceremonies	x	x	x
Loins Club Dinner	X		
<u>Fundraisers</u>			
Poinsettia Plant Fundraiser		X	
Pass the Pig	X		
Canned Food Drive			X
Candle- Floral		X	
Tri Tip Dinner Fundraiser			X
Placemates	X		
Spaghetti Dinner			X
<u>Teams and Contests</u>			
BIG	x	x	
Creed	x	x	
Open/ Closing Ceremonies		X	X
Davis FD	x	X	X
Chico FD	x	X	X
Modesto FD	x	X	X

Merced FD	x		X
Fresno FD	x	X	X
Cal Poly State Finals	x	X	x
Milk Products	x		
Small Engines			X
Floral Team		x	
Ag Mechanics			X
Dairy			X
Computers		x	
	X		
<u>Fair and Duties at Fair</u>			
Stanislaus County Fair	x	x	x
Dairy			X
Rabbits		X	
Beef		X	
Sheep			x
Swine		X	
Goats	X		
Landscape Booth	x		
<u>Applications, Awards, and Forms</u>			
Program of Activities	x	X	X
Point Award Forms	x	X	X
Greenhand Degree	X	X	X
Chapter Degree	X	X	X
Chapter Awards	X	X	X
State Farmer Application		X	
Americ. Farmer Application		X	
Proficiency Award	X	X	X
Star Counselor/ Administrator App		X	
Regional/ State Chapter Awards		X	
R-2		X	
Ag Incentive		X	
<u>Advisory Committee</u>			
Contacting Members		X	
Taking, Preparing, and Typing Minutes	x		
Preparing Agenda		X	
Advisory Binder		X	
<u>Vehicle and Equipment</u>			
<u>Maintenance</u>			
Truck			X
Shop Tools			X
Ag Science Equipment		X	
Suburban			X
<u>Professional Involvement</u>			
Sec. Mtgs/ In-services	X	X	X
Reg. Mtg/ In-services	X	X	X
CATA State Conference	X	X	X

Stanislaus Fair Mtgs	X	X	X
Voc Ed Mtgs	X	X	X
School Board Mtg			
School Committees			
<u>Accounts</u>			
FFA		X	
VEA		X	
Ag Incentive		X	
AG Shop			X
AG Floral		X	
Ag Scholarships		X	
ROP		X	

Patterson Ag Department Meeting Minutes

11.2.09

Amy called the department meeting to order at 7am.

Amy informed the department of the staff meeting on Wednesday after school. They discussed the upcoming Regional CATA meeting and road show and decided to meet at the school at 7am on Friday to go over to the meeting together on Friday the 13th. Amy spoke about the Leadership Class and informed the other instructors that they did not need to attend the class every Wednesday unless they were asked to be there, to many dictators and students were confused on who to go to for advice, etc. William would be present in the class because he is in charge of the Officer team which runs the class and Amy is the instructor for the class. Amy also talked to the department about keeping students in their classrooms and if students were not in their class at that time to have them removed if they did not leave when asked. Amy asked for Pacing Calendars by Friday for the Ag Incentive Binder. MFE/ALA conference was talked about the decided the money would need to be turned in by Wednesday.

Patterson Ag Department Meeting Minutes

10.26.09

Amy called the department meeting to order at 7am.

Amy told the department that they did not need to complete in lieu slips for FFA activities because it is intracurricular. She also said that they need to turn them into the teacher if they are doing it for a field trip, etc. so they know if they were excused from all classes. Amy mentioned the State FFA Officer team will be visiting January 13th and we need to find a boy and a girl for them to stay with. William asked for the invites for the Greenhand Banquet to be emailed to him so that he can have the students print and mail them. Club Day was also discussed to be held on the 20th of November.

Patterson Ag Department Meeting Minutes

10.12.09

Amy called the department meeting to order at 7am.

Amy asked for the class lists so she could finalize the r2 report. Amy talked about the advisory meeting since Nicole and William both had to leave the meeting early. The livestock trailer was discussed and moving the garbage dumpsters as well as animal housing off campus. The department talked about the livestock boosters and decided that the spring tritip fundraiser would go towards the livestock boosters. Amy was going to call Pat to ask if they knew of a dollar amount they needed. Amy informed the department of the procedure for deposits and reimbursements and that all needed to go through her before going to the office. The opening and closing contest was discussed and how we were going to get to the contest. Amy also said she would email Lauren Stroud and let her know how many teams would be coming from Patterson.

Patterson Ag Department Meeting Minutes

10.5.09

Amy called the department meeting to order at 7am.

The department developed a 5 year plan, adding to things from previous years. Amy said that we would be having a visit by the State FFA Officer team but she was not sure on the exact dates yet. Amy asked that we take down names of students that would like to volunteer at the Corn Maze. MFE was talked about that it would cost 100. this year and students needed to pay 50 for the conference. Steer meeting afterschool Wednesday. Super Friday was discussed, Nicole would be doing Job Interview, Creed and BIG. Amy would do Prepared and William Extemp. COLC, Corn Maze and Opening and Closing contest was discussed for FFA.

Patterson Ag Department Meeting Minutes

9.21.09

Amy called the department meeting to order at 7am.

The CATA meeting in Hughson on Tuesday was discussed. The tri tip dinner fundraiser was discussed and ticket sales would stop this coming Friday. Aly Cortinvois would call the different meat lockers to get a price on tri tip and then order what was needed. Sectional Softball was discussed with 2 teams going on Saturday. The Greenhand Conference is the 23rd and there are currently no spots left for the conference. Corn Maze was discussed and Amy said she would call about a bus.

Patterson Ag Department Meeting Minutes

9.14.09

Amy called the department meeting to order at 7am.

Club day was discussed and we made 321 from it with a plan to get more food for next time. Tri tip dinner tickets last day to sell is the 25th. Pacing calendars are due to the office on the 28th. Sectional Softball there are no vans available so we need to find ways to get all the students to denair. The FFA meeting would be burritos and bingo, burritos have been ordered and the bingo cards need to be made.

Patterson Ag Department Meeting Minutes

9.8.09

Amy called the department meeting to order at 7am.

There is a Voc Ed meeting tonight at 5pm, all teachers need to attend. Club day is next week, a change box needs to be requested. Greenhand conference on the 23rd, 16 spots available. Officers need to pay 50 for camp Sylvester. COLC all officers have been signed up to go.

Patterson Ag Department Meeting Minutes

8.31.09

Amy called the department meeting to order at 7am.

Amy informed staff of the staff meetings the 1st Wednesday of the month after school. Club day was discussed and what we would like to serve. R2 sheets were passed out and asked to be returned by Friday. Tri Tip tickets would be going out on Tuesday. The FFA meeting was discussed and Moses is incharge of the burritos. The boomers trip is being organized by Cecilia.

Patterson Ag Department Meeting Minutes

8.24.09

Amy called the department meeting to order at 7am.

Amy shared the minutes from the Leadership Meeting, the department chair involvement in visiting classrooms, instructional tours, pacing calendars and benchmarks. William shared the FFA activities coming up with boomers, labor day weekend docents (going to ask leadership) and the tri tip dinner fundraiser, we needed to start selling tickets. Nicole talk about the placemat fundraiser and the letters that were going to be sent out. Amy asked the department where they would like purchase orders to. Amy asked for Visions for the CTE Grant, some things they came up with were a lab room, a computer room and equipment. 5

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 11-12 School #REF!

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Thomsen	Pierce	Morris		
Fall Region Meeting	X	X	X		
Region In-service Day					
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*					
Summer Conference	X	X			
University AgEd Skills Week		x			
Professional Development **			X		

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a minimum of two other Professional Development activities than those listed above. Explain the Professional Development:

1 New Professionals

2

3

4

Quality Criteria

5:

Facilities, Equipment and Materials

Quality Criteria FIVE

Facilities, Equipment, and Materials

The facilities and equipment at Patterson High Schools is new. In 2009 our department was remodeled due to Title I Funding. All facilities and equipment complies with health and safety standards as well as all Fire Codes. The Agriculture Department has sufficient materials and supplies to serve all students and each student has the opportunity to use all of the supplies and facilities to further their academic and instructional needs.

The Agriculture Department has use of three classrooms that are fully equipped with built in technology including LCD projectors, laptops, whiteboards and speakers. Each classroom has storage and sinks for labs. All of the classrooms also have lab tables instead of desks that can be moved to suit the needs of the teacher. In addition to the classrooms, the department has a mechanics shop equipped with machinery and welding stations. In one of the classrooms in the walk in floral cooler as well as all of the setups for the floral class. The floral class is equipped with all of the hand tools necessary for the successful completion of the class. Textbooks are provided in each classroom for each course taught, and students have access to a take home book provided through the on campus book room. We share a large office in near the Ag Mechanics shop, that houses 3 desks, storage area and department supplies. In addition to the classrooms and shops, the department has one school truck that seats 5 people and a suburban that seats 9. We are currently looking for a livestock trailer. We currently borrow trailers and use district vehicles when needed for travel. The school farm is equipped with a barn for the pigs and covered pens for the sheep and goats. There are wash racks, a show pen, tool storage areas and indoor wash and sheering areas. The facility is secure with padlocks and combination locks for student access to the site.

Patterson High School Agriculture Department
Five Year Plan

2011-2012

1. Purchase new hand tools for shop and greenhouse
2. Implement Ornamental Horticulture
3. Purchase blocking table and chutes
4. Purchase new signs for livestock at fair
5. Purchase virtual microscope
6. Purchase Heating pads for greenhouse

2012-2013

1. Purchase new show supplies for all species
2. Add 4th Ag Teacher
3. Purchase new computers for an Ag computer lab
4. Start Farm day for local students
5. Purchase new ag truck
6. Purchase new chop saw, and metal lathe

2014-2015

1. Purchase 2 new arc welders and new plasma cutter
2. Start summer freshmen welcome day in the park.
3. Add ROP Vet Science Class
4. Start FFA Week Parade
5. Start Plant Sales

2016-2017

1. Fix up Sheds
2. Implement an actual floral shop
3. Start an Animal Production Class
4. Build a small animal facility
5. Upgrade School Farm
6. Add Ag Business Course

2017-2018

1. Replant garden plots
2. Add 5th Ag Teacher
3. Purchase livestock trailer
4. Purchase laptops for agriculture teachers

W. DEPARTMENT INVENTORY

Step 1 Require staff members to keep accurate records of all inventory with in their area.

Step 2 Develop a list of all inventory in the department.

Step 3 Update this list at least once a year so you can ensure that inventory is not disappearing.

Step 4 Share this information with your advisory committee so Together you can determine present or future needs of the program.

Idea's It is crucial that ag programs maintain and account for all inventory on a yearly basis.

Make this an end of the year requirement so it doesn't get Forgotten.

Note The form included is a simple yet efficient way to keep track of inventory.

Patterson Agriculture Department
Inventory

Floral Lab

Walk in Floral Cooler
2 door Classroom Cooler

Ag Department

Laptop Station with 25 laptops

Ag Mechanics Shop

Drill Press
Plasma Cam
2 Bandsaws
Brake
Planner
Metal Shear
Spot Welder
Floor Grinder
Disc Sander
Chop Saw
Miter Saw
Table Saw
Hoist
14 arc welders
3 MIG welders
Torch
Welding Tables
Horizontal Bandsaw

Greenhouse

15 Aluminum Tables
2 Utility Carts

Shadehouse

12 Wooden Benches

2009-2010 SHOP REMODEL WISH LIST

2-BAND SAWS 110V 50 A max

1-TABLE SAW 230V 7A

1-DISC SANDER 208-220V 2A

1-PLANER 110V

1-DRILL PRESS 230V 6A

1-FLOOR GRINDER 208-220V 3A

3-MIG WELDERS THEY CAN BE STORED ANYWHERE. THEY REQUIRE 220V OUTLETS WHICH I WOULD LIKE BETWEEN THE ROLL UP DOORS AND ALSO OUTSIDE SO WE CAN WORK IN AND OUTSIDE THE SHOP 5 OUTLETS INSIDE AND OUTSIDE.

5-BENCH GRINDERS 110V OUTLETS EVERY 8 FEET ALONG THE BENCH TABLE ON SOUTH WALL.

1-IRON WORKER 220V

1-SPOT WELDER 110V

1-CHOP SAW 110V

I WOULD LIKE TOOL STORAGE CABINETS THAT RUN THE LENGTH OF THE WORK BENCH AREA. STORAGE COMPARTMENTS UNDER THE WORKBENCH.

I'D ALSO LIKE A HAND WASH STATION WITH HAND DRYERS IF POSSIBLE INSTEAD OF PAPER TOWELS(CLEANER), FIRST AID STATION WITH SHOWER AND EYE WASH STATION.

FOR THE CLASSROOM I NEED WHITE BOARDS, POWER POINT, TWO COMPUTERS, PRINTER, INTERNET ACCESS, TV WITH DVD PLAYER. ALONG THE SOUTH WALL I'D LIKE TO PUT THE NEW LOCKERS WE BUILT THIS YEAR. LASTLY A PULL A WAY SCREEN OR DRAPE OF SOME SORT SO I CAN CLOSE OFF THE REST OF THE SHOP WHILE DOING IN CLASS INSTRUCTION.

JUST OUTSIDE THE SHOP NEXT TO THE NORTH ROLL UP DOOR I'D LIKE TWO AREAS INSTEAD OF ONE TO STORE BOTTLES OF GAS AND OXYGEN. ONE FOR OXYGEN AND ONE FOR THE GASSES ALONG WITH AIR JUST INSIDE BOTH ROLL UP DOORS.

RUNNING DOWN THE MIDDLE OF THE SHOP I'D LIKE 110 DROP LINES ALONG WITH AIR.

YELLOW SAFETY ZONES AROUND FLOOR EQUIPMENT

WATER ACCESS NEAR NEW WELDING STATIONS

Patterson Agriculture Department Budget

Funds Available	13,928.00	13,928.00	8,000.00	ESTIMATE
Description	Incentive Grant	Funds District Match	CTE	
<u>Curriculum Budgets</u>				
Ag Mechanics 1	1,000.00	1,000.00	1,000.00	
Ag Mechanics 2				
Floral	2,250.00	2,250.00		
Ag Earth			500.00	
Ag Biology	250.00	250.00	500.00	
Small Engines	250.00	250.00	500.00	
Animal Anatomy			500.00	
Total	3,500.00	3,500.00	3,000.00	
<u>Departmental Budget</u>				
CATA Summer Conference	2,000.00	2,000.00		
Conferences	2,000.00	2,000.00	1,400.00	
National Convention				
Fair Supplies	500.00	500.00	1,000.00	
Vehicle	3,000.00	3,000.00		
Subs.			2,100.00	
FFA Dues	1,628.00	1,628.00		
FFA	1,300.00	1,300.00	500.00	
Total	10,428.00	10,428.00	5,000.00	
Total for 2009-2010 School YR	13,928.00	13,928.00	8,000.00	
Total Amount from all Funds			35,856.00	

Quality Criteria

6:

Community, Business and Industry
Involvement

Quality Criteria SIX

Community, Business, and Industry Involvement

Patterson High School Agriculture Advisory has individuals who support the agriculture program they represent the community, business, industry, students, parents, district, staff and labor that serve on their advisory committee to provide guidance. The agriculture instructors use the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area. A roster of the Agriculture Advisory Board is kept and updated as needed. The Patterson FFA is very fortunate to have an extremely supportive community.

The Patterson Agriculture Advisory Board meets a minimum of two times a year to review program development and funding such as the Agriculture Incentive Grant review. The committee also provides guidance and support in the preparation of students for success in agriculture. The committee is also highly involved in school wide operations and district changes that could affect the agriculture program and staff. The committee supports and guides the program in and challenges the program and staff might face.

Patterson High School Agriculture Department

Advisory Committee

<u>Name</u>	<u>Address</u>	<u>Phone Number/email</u>
Patrick Alves	755 Eucalyptus Ave. Patterson, Ca. 95363	209-892-6983
John Azevedo	1337 Magnolia Ave. Patterson, Ca. 95363	209-892-6961 jazevedo50@yahoo.com
Ken Bays	11331 Raines Rd. Patterson, Ca. 95363	209-892-5301 kmbays@gmail.com
William Hoobler	3201 W. Monte Vista Ave. Turlock, Ca. 95380	209-601-0418 cell 209-667-5101 wrk whoobler@agloan.com
*Jim Melo	P.O. Box 517 Patterson, Ca. 95363	209-892-2661 wrk jmelo_melo@yahoo.com
David Santos	P.O. Box 1058 Patterson, Ca. 95363	dsantos@cv-access.com
Bobby Yamamoto		209-678-3111 blyamamoto@aol.com
Elana Davison	941 Rose Ave Patterson, Ca 95363	209-480-5504 edavison@patterson.k12.ca.us
*Committee Chair		

Advisory Meeting Agenda
November 2, 2011

I. Approve minutes from last meeting

II. Old Business

- Livestock Auction Boosters- Nicole

IV. New Business

- FFA Events- William
 - Greenhand Banquet
 - Helping Hands Committee
- School Farm Manager- Amy
- Milk Machine- William
- Classes for Next Year- Amy
- CTE Budget/Perkins- Amy
- Fundraisers – Amy
 - Tri Tip- Nicole
 - Helping Hands T-shirts- Nicole
 - Poinsettia- Amy
- Classes
 - Ag Mech/ROP Welding – William
 - Floral/ ROP Floral – Amy
 - Animal Anatomy – Amy
 - Ag Earth – Nicole
 - Ag Biology –Nicole
 - Ag Leadership- Amy
 - Academy- Amy
- New Committee Members
- Next Meeting

Advisory Meeting Agenda
March 8, 2011

I. Approve minutes from last meeting

II. Old Business

- a. FFA Events- William
 - a. Helping Hands Committee – Meet after school on Mondays to clean up the agriculture department.
 - b. Milk Machine – Sell milk before and after school.
- b. School Farm Manager- Amy
- c. 2011-2012 Classes- Amy
 - a. Hopefully have the Ornamental Horticulture class up and running
 - b. Push for a 4th ag teacher, even if only part-time.
- d. CTE Budget/Perkins- Amy
 - a. Never received a budget from CTE Chair, Aaron Wheeland
- e. Fundraisers
 - a. Poinsettia Sales running from November 22 – December 3, 2010: \$12 per poinsettia, pre-sales only- sold 450 poinsettias 2700.00 Profit
- f. New Ag Advisory Committee Members
 - a. Start a 3 year term

IV. New Business

- FFA Events- William
- Fundraisers
 - Tri Tip- Nicole
- Classes
 - Ag Mech/ROP Welding – William
 - Floral/ ROP Floral – Amy
 - Animal Anatomy – Amy
 - Ag Earth – Nicole
 - Ag Biology –Nicole
 - Ag Leadership- Amy
 - Academy- Amy
- Next Meeting

Advisory Meeting Agenda
April 12th, 2010

I. Approve minutes from last meeting that was held on October 6th

II. Old Business

- Ag Remodel- Amy
- Livestock Auction Boosters- Jim & Nicole
- Ag Academy- Amy

IV. New Business

- FFA Events- William
 - State FFA Convention
 - FFA Officer Elections
 - Banquet
- School Farm/Greenhouse Area- Nicole
- Classes
 - Ag Mech/ROP Welding – William
 - Floral/ ROP Floral – Amy
 - Animal Anatomy – Amy
 - Ag Earth – Nicole
 - Ag Biology –Nicole
 - Ag Leadership- William
- Next Meeting

AGRICULTURE EDUCATION ADVISORY COMMITTEE
MEETING MINUTES
November 2, 2011

Present: Bob Yamamoto, Ken Bays, Jim Melo, Amy Gumm, Nicole Morris, William Pierce

Meeting called to order at 4:44pm by Amy Gumm.

Minutes from the previous meeting were read and approved by Ken Bays and seconded by Bobby Yamamoto. Motion passed.

Old Business:

- a. Patterson Livestock Auction Boosters
 - a. Report by Nicole Morris – Creating a committee to change things and the way the boosters runs. Possibly create a board with a representative from Patterson 4-H and Patterson FFA. Also, discussed fundraising options to raise more money so students would receive more for the sale.
- b. Patterson FFA Fair Policy
 - a. Report by Nicole Morris and Amy Gumm – Students are not allowed to receive donations from outside sources and still allow the Patterson Auction Boosters to buy their animals. If they want to collect donations they either need to be made to the Patterson Auction Boosters or use the donations to buy their own animal.

New Business:

- a. FFA Events
 - a. Report by William
 - b. Greenhand Banquet – November 9, 2010.
 - c. Helping Hands Committee – Meet after school on Mondays to clean up the agriculture department.
 - d. Milk Machine – Sell milk before and after school.
- b. School Farm Manager
 - a. Report by Amy
 - b. Possibly hiring a school farm manager to work a couple hours a week to maintain the weeds and fix up the shed. They would be paid at the end of the year with a scholarship.
- c. 2011-2012 Classes
 - a. Report by Amy
 - b. Hopefully have the Ornamental Horticulture class up and running
 - c. Push for a 4th ag teacher, even if only part-time.
- d. CTE Budget/Perkins
 - a. Repot by Amy
 - b. Never received a budget from CTE Chair, Aaron Wheeland
 - c. Have not yet had a Voc Ed/CTE Advisory meeting

- d. Ken Bays & Dave Santos for the agriculture department on the CTE advisory board
- e. Fundraisers
 - a. Report by Nicole
 - b. Fall FFA Tri-Tip Dinner - \$3,074.35 Profit
 - c. Helping Hands T-Shirt Sponsorships - \$1,400 Profit
 - d. Poinsettia Sales running from November 22 – December 3, 2010: \$12 per poinsettia, pre-sales only
- f. Agriculture Classes
 - a. Amy: Ag Leadership (1), Floriculture (2), Animal Anatomy & Physiology (1), Ag Biology P (1), ROP Floral (1)
 - b. Nicole: Ag Earth Science P (3), Ag Biology P (2)
 - c. William: Small Engines (1), Ag Mechanics 1 (1), Ag Mechanics 2 (1), Advanced Ag Mechanics (1), ROP Ag Mechanics (1)
 - d. All class are full and have at least 34 students in each section.
- g. New Ag Advisory Committee Members
 - a. Try to get more of the community involved and on the ag advisory board.
 - b. Potential new members: Doug Juncker, Todd Craven, Frank Chacon, Richie Barbaste, Marty Barbaste, Johnny Azevedo, Annie Azevedo, Nancy Sil, Christopher Bettencourt, Corrin Yamamoto, Antony Trinta, Mike Salsa, Jennifer Cozart, Johnny Morris
- h. Next Meeting
 - a. Winter 2012?

Meeting Adjourned at 5:56pm, motion by Ken Bays, second by Jim Melo.

Minutes submitted by Nicole Morris, PHS Agriculture Teacher.

AGRICULTURE EDUCATION ADVISORY COMMITTEE
MEETING MINUTES
April 12, 2010

Present: Bob Yamamoto, Ken Bays, Jim Melo, Amy Gumm, Nicole Morris, William Pierce

Meeting called to order at 4:06pm by Amy Gumm.

Minutes from the previous meeting were read and approved by Jim Melo and seconded by Bobby Yamamoto. Motion was approved.

Old Business:

- a. Ag Department Remodel
 - a. Amy Gumm reported on the move in!! Students started the second semester in the new building. Just a few things that need to be updated: Circuit Breakers keep losing power, AC in shop, clean up the front area – plant sod. Other than that, things are going well and students are enjoying the new environment.
- b. Livestock Auction Boosters
 - a. Reported by Nicole Morris – Patterson FFA raised over \$8,000 with the tri-tip dinner fundraiser and are making a donation to the Patterson Auction Boosters for \$4,500 to help support our students.
 - b. Reported by Jim Melo – Talked to Pat about prices, which he is not sure on yet. Says that they have to make cuts somewhere, and the price/lb will be lower than last year. (Pat meet with the department and Jim before the meeting to go over the FFA's final numbers and talk about our \$4,500 donation)
- c. Ag Academy
 - a. Reported on by Amy Gumm.
 - b. Purchased a PlasmaCam for the Ag mechanics program worth \$10,000. Installed in March in the new department and students have been working on it.
 - c. Recruiting new students at the moment and estimating 30 students in both the sophomore and junior classes next year.
 - d. Taking the Academy students to the beach in May to celebrate their year of hard work.

New Business:

- a. FFA Events
 - a. Reported on by William
 - b. Taking 23 students to Fresno for the Annual State Leadership Conference.
 - c. 2010-2011 FFA Officer Elections: Students must apply, interview, campaign and then give a speech. Officers will be voted on in each class. The votes will be tallied and the top 6 students receiving the

most votes will be the following year's officers. The advisors will then select the appropriate office for each of the newly elected members.

- d. End of the Year Awards Banquet: Tuesday, May 4th, 2010 at 6:00pm in the PHS Cafeteria
- b. School Farm & Greenhouse Area
 - a. Nicole reported on the students at the school farm and cleaning up the area. The school farm is housing 9 market goats, 4 market lambs and 11 market hogs. Students are responsible for feeding their animals twice a day, and cleaning up their pens.
 - b. During spring break we will be planting trees to surround the area and clean up the greenhouse.
- c. Agriculture Classes
 - a. Amy: Floriculture (2), Animal Anatomy & Physiology (1), Ag Biology P (1), ROP Floral (1)
 - b. Nicole: Ag Earth Science P (3), Ag Biology P (2)
 - c. William: Ag Leadership (1), Ag Mechanics 1 (2), Ag Mechanics 2 (2), ROP Ag Mechanics (1)
- d. Next Meeting
 - a. Fall 2011? October, November?

Meeting Adjourned at 5:20pm, motion by Ken Bays, second by Jim Melo.

Minutes submitted by Nicole Morris, PHS Agriculture Teacher.

AGRICULTURE EDUCATION ADVISORY COMMITTEE
October 16, 2009

Present: Bob Yamamoto, Ken Bays, Dave Santos, Jim Melo, Bill Hobbler, Mark Wheeler, Christine Bays, Amy Gumm, Nicole Morris, William Pierce

Meeting called to order at 4:06pm by Amy Gumm.

Minutes from the previous meeting were read and approved by Dave Santos and seconded by Bobby Yamamoto. Motion was approved.

Old Business:

- a. Ag Department Remodel
 - a. Tour and presentation by Mark Wheeler. The biggest discussion was on how to finish the floor and still make it safe for the students. The construction crew had polished out an area, all though it looked nice it was slick and unsafe for students. A suggestion would be to keep the original floors just bead wash the area and add a sealant. We still need to order furniture and we are still on schedule for the December 15th move in date.
- b. FFA Tri-Tip & Placemat Advertisement
 - a. Nicole Morris reported on the fundraisers.
 - b. Placemats raised \$2,250.
 - c. Tri-Tip raised \$2,285. Suggestions for next time would be to add baked potatoes, maybe melon. Have another fundraiser in March.
- c. Ag Incentive Grant Visit
 - a. Amy Gumm reported on the visit, which would occur December 1st.
 - b. Would like to have one representative from the ag advisory committee to meet with Mr. Harris.
- d. Ag Academy
 - a. Reported on by Amy Gumm.
 - b. Students traveled to Sacramento to visit WyoTech.
 - c. Possible spring tours include visiting local ranches, farms, machine shops so students could get a sense of a career.
 - d. Also have businesses come in to give presentations to the students on opportunities in the ag mechanics industry.
 - e. Received the computer docking cart with 25 laptops for student use. Wprth \$26,000.
 - f. Purchased a PlasmaCam for t he Ag mechanics program worth \$10,000. Installed in January in the new department and students have been working on it.

New Business:

- a. Livestock Auction Boosters

- a. Nicole reported on how we could help the Auction Boosters. At a previous meeting there was some talk with the boosters and the PHS ag department about hosting a large dinner/dance to raise money for the fair, but that fell through. Instead PHS Ag Department took matters into their own hands and will have a fundraiser to make a donation to the boosters.
- b. Tri-Tip dinner fundraiser to be held in March 2010. Proceeds will go towards students who are showing an animal and a donation will be made to the Auction Boosters.
- c. We need to try to get our numbers to Pat in February for the fair budget.
- b. School Dumpster & Grease Barrels
 - a. The school/maintenance have a large trash compactor next to the school farm. It is an eye sore and smells. Ag advisory members will make phone calls to try and get it moved.
 - b. There are 4 grease barrels next to the school farm that are not in use and smell disgusting. If possible we would like to remove them, chop them up and scrap them.
- c. Next Meeting
 - a. December??? January?

Meeting Adjourned at 5:20pm, motion by Dave Santos, second by Jim Melo.

Minutes submitted by Nicole Morris, PHS Agriculture Teacher.

Quality Criteria 7: Career Guidance

Quality Criteria SEVEN

Career Guidance

Several times a year the teachers within the department discuss course offering with administration, parents and the community to make sure the current and future course offerings are in line with what the community of Patterson needs to serve its students. We are also mindful of keeping college bound students in the program through vigorous science based courses and well as encouraging career skill development through CTE and ROP courses. Patterson offers several opportunities for both incoming freshman and their parents to make informed decisions throughout the balloting process. Teachers also meet with students to discuss class opportunities for the following year in regards to their plans and goals.

Early in the student's 8th grade year, students receive information about class opportunities for their freshman year, including agriculture courses. Patterson FFA takes its officer team and advisor to the Junior High to meet with 8th grade students to discuss opportunities within the FFA including academic classes and electives that are available. In October, 8th Grade Parent Night invites all incoming freshman and their parents to a showcase of student clubs, sports and importantly, an explanation of class offerings. Students and parents are provided with a list of agriculture classes offered as well as what year students should be taking them. This allows students to see what classes meet college and graduation requirements as well as elective requirements. Students and parents are encouraged to ballot for classes based on information available to them.. Throughout the year students are called in by their counselors to discuss how their classes are supporting their goals and the importance of selecting the correct classes to keep on track.

To support the needs of current students who will eventually be entering the college world or the work force, we make every effort to bring in industry personnel to discuss life in the work force as well as the skills needed to be successful. Technical school representatives come to speak to our classes about how to success in high school and beyond.

The last and probably most important aspect of our career guidance strategy is to involve our advisory committee in the discussion of our course offerings and what classes we should add or take away from our program. Our committee consists of members of the community from a variety of sources including the natural resource industry, public protection, contracting, agriculture and education. Their input is valuable in providing us with current perspectives of what skills and qualities our students will need to be successful.

JOB MARKET DESCRIPTION

Agriculture is the most important industry in the United States with California being the number one state in production and the San Joaquin Region its most important area. As the look of agriculture in this area changes, it is vital that the educational facilities keeps pace with this by supplying students prepared to enter this vast job market.

Patterson is located in West Stanislaus County. The climate is one of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild to cold weather. The extremes have brought freezing temperatures that have caused crop damage.

Crop production dominates the area yet there is livestock production as well. Agriculture enterprises include, tomatoes, melons, hay, beans grains, grapes, citrus, nuts, dairy, silage, and many others. Irrigation is a must during the dry summers. Farmers get their water from irrigation districts and well supplies. Allocation of water has been a continuing problem on the west side.

Statistics show that 80% of Patterson High School graduates attend post secondary education with the remainder joining the work force. Because of the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands-on vocational skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a job. Such job areas can include, mechanics, welder, secretary, farm manager, maintenance, landscaping, as well as others. It is the job of the Agriculture program to provide these students with the vocational skills necessary for successful employment.

TARGETED OCCUPATIONS

We train our students 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 Mechanic, Equipment Operator, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/ Mechanics

Welder

Welder/Helper, Fabricator, Specialized Repair and Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper

Ornamental Horticulture

Greenhouse Management

Nursery & Turf Operator

Landscape

Floriculture

Agribusiness/Computers

Agribusiness

Jobs

Greenhouse Worker, Foreman
Maintenance, Propagator,
Tissue Culture

Nursery Worker, Salesman,
Plant Propagator, Gardener,
Golf Course Maintenance

Grounds Worker, Gardening
Business, Garden Store Sales

Floral Design, Floral Sales,
Floral Delivery

Jobs

Ag Sales, Banking, Keyboard
Operator, Farm Accounting,
Ag Secretary/Bookkeeper,
Inventory Maintenance

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name	_____	I. Locator Data:
	Last Name	Street Address: _____
B. Gender:	Male _____	Phone Number: _____
C. Date:	_____	Parent/Guardian Name (Print Full Name For Each)
D. Year in Agriculture Program:	_____	Mr. _____
E. Grade Level in School:	_____	Miss/Mrs./Ms. _____
F. Program of Instruction Being Pursued: (Select Only One)	_____	J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
	Plant & Soil Science (4010)	_____
	Animal Science (4020)	_____
	Agricultural Mechanics (4030)	_____
	Agricultural Business (4040)	_____
	Ornamental Horticulture (4050)	_____
	Forestry & Natural Resources (4060)	K. Please indicate below your plans after graduation from high schools:
	Agriscience (4070)	1. Go to Work Full - Time _____
G. I Am Taking This Course Because: (Select One)	_____	No Further Education _____
	I plan a career in agriculture	Some College Later _____
	Not a career, just an interest in agriculture.	2. Go to College _____
	Not interested, placed in class.	Community College _____
H. Ethnic Origin: (Select Only One)	_____	Four Year College _____
	White	Full-Time Student _____
	Hispanic	Part-Time Student _____
	Black (Except Hispanic)	Agriculture Major _____
	Filipino	Non-Agriculture Major _____
	Asian or Pacific Islander	3 Go Into Military Service _____
	American Indian/Native American	
	Other	

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

[illegible]

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

[illegible]

N. Planned Department Activity (FFA)

[illegible]

Parents/Guardians Signature:

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name **Ackman** **Abigail**
Last Name First Name, MI

B. Gender: Male Female **X**

C. Date: 09/10/11

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

E. Grade Level in School: 4th
(9, 10, 11, 12)

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

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

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

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

H. Ethnic Origin: (Select Only One)

- X** White _____
- Hispanic _____
- Black (Except Hispanic) _____
- Filipino _____
- Asian or Pacific Islander _____
- American Indian/Native American _____
- Other _____

I. Locator Data:

Street Address: ~~1745 Elm Drive~~ _____

Phone Number: ~~800-888-8888~~ _____

Parent/Guardian Name (Print Full Name For Each)

Mr. Tyler Ackman _____

Miss/Mrs./Ms. Betsy Ackman _____

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

Dental Hygienist

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

1. Go to Work Full - Time

- No Further Education _____
- Some College Later _____
2. Go to College **X** _____

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major **X**

3 Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name Boschi **Bailey M**
Last Name First Name, MI

B. Gender: Male Female **X**

C. Date: 09/10/11

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

E. Grade Level in School: 1st
(9, 10, 11, 12)

I. Locator Data:
Street Address: [REDACTED]
Phone Number: [REDACTED]
Parent/Guardian Name (Print Full Name For Each)
Mr. Jim Boschi
Miss/Mrs./Ms. Maria Boschi

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

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

Ag Teacher _____

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

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

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

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

H. Ethnic Origin: (Select Only One)

White
X Hispanic
Black (Except Hispanic)
Filipino
Asian or Pacific Islander
American Indian/Native American
Other

Community College _____
Four Year College X
Full-Time Student X
Part-Time Student _____
Agriculture Major X
Non-Agriculture Major _____
3 Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name Campo **Josh J**
Last Name First Name, MI

B. Gender: Male X Female
C. Date: 09/10/11
D. Year in Agriculture Program: 4th
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 4th
(9, 10, 11, 12)

I. Locator Data:
Street Address: 15000 M 100 RD 10000
Phone Number: 208-263-6363
Parent/Guardian Name (Print Full Name For Each)
Mr. Johnny Campo
Miss/Mrs./Ms. Becky Campo

F. 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)

Crop PCA - Work for Del Don Chemical Company

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

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

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

H. Ethnic Origin: (Select Only One)

 White
X Hispanic
 Black (Except Hispanic)
 Filipino
 Asian or Pacific Islander
 American Indian/Native American
 Other

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

1

**Patterson High School
Agriculture Department**

Ag Class Enrollment	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Freshmen	233	250	108	109	121
Sophomores	123	107	92	84	104
Junior	102	93	70	102	98
Seniors	40	56	60	71	88
Total	498	506	330	366	411

* 4 Teachers

* All data provided by California Agriculture Education Department, reflects the R2 Annual Student Report

**Patterson High School
Agriculture Department**

Ag Class Enrollment	2009-2010	2010-2011
Advanced Ag Mechanics ROP	11	16
Advanced Floral ROP	9	11
Ag Biology P	119	122
Ag Earth Science P	127	126
Ag Floral	34	62
Ag Leadership	11	17
Ag Mechanics 1	30	21
Ag Mechanics 2	27	27
Ag Mechanics Advanced	18	32
Animal Science & Anatomy	14	22
Small Engines	18	26
Total	418	482

*Enrollment based on EduSoft Enrollment

R-2 Data Roster 2011

Aguilar Rodea, Jerome	2
Aguilar Villagomez, Stacy	1
Alcauter Perez, Leonires	3
Alcauter Perez, Ricardo	1
Alcazar, Stephanie	1
Alfaro Gallardo, Roel	1
Allen, Brandon	1
Allmon, Karissa	3
Alojipan, Nettie	3
Alvarado, Manuel	2
Ama, Irie	1
Anderson, Andreas	1
Anguiano, Patricio	3
Apostol, Phillip Diamond	2
Arciniega Ramirez, Daniel	1
Arciniega, Eduardo	1
Arestegui Barba, Christian	1
Arevalo, Alyah	1
Ario Adams, Tywayne	1
Arredondo, Allegra	1
Arteaga, Aimmee	4
Avila, Emely Elena	2
Avila, Jose	1
Awai-Arellano, Gabirel	2
Aziz, Khalid	2
Balderas, Ireri	1
Balderas, Jazmyn	
Ballard, Aisa	2
Banks, Brandy	2
Barajas, Jessica	1
Barbontin, Ivan	1
Barbosa, Eric	1
Barbosa, Osvaldo	1
Barletta, Nicole	1
Barrientos, Samantha	2
Becerra, McKayla	1
Becerra, Salvador	1
Bellini, Dalton	2
Bellini, Victoria	3
Beltran, Anthony	4
Beltran, Vanessa	1
Benitez, Riquel	2
Benitez, Veronica	3

Bernard, Jasmine	2
Bettencourt, Mark	3
Blanco, Erika	1
Borba, Austin	1
Boschi, Bailey	1
Botello, Breyanna	
Bracamontes, Jesus Emanuel	1
Bracamontes, Lesslye	4
Brambila, Mellissa	2
Brambila, Merrissa	2
Bristow, Evangeline	1
Brouse, Tanya	1
Burns, Brian	1
Burress, Joseph	4
Cabrera, Martin	1
Caeton, Natalee	2
Calip, Shalandus	2
Campbell, Zachary	1
Campo, Joshua	4
Campos Rodrigues, Jose	1
Cantu, Divinia	1
Cardona, Yolanda	1
Carranza, Sarah	2
Carrillo, Iridian	3
Casillas Duenas, Yaneth	1
Castellanos, Lariza	1
Castillo, Mario	1
Castro, Maria	1
Centeno, Ernesto	1
Centeno, Juan Jesus	2
Cerutti, Denise	3
Cervantes, Erick	1
Chacon, Steven	3
Chadwick, Eloa	1
Chairez, Avree	1
Chan, Alang	1
Chatman, Selena	1
Chavez, Angelica	1
Chavez, Daniel	3
Chavez, Jessica	3
Chavez, Nichole	1
Chavez, Odalys	1
Chavez, Victor	1
Chavez-Reyes, Virginia	3
Christiansen, Dylan	1
Coble, Sara	1
Collins, Leroy	1

Contreras, Jose	2
Contreras, Jose	2
Cook, Alexis	2
Cosio, Ashley	2
Craven, Shealyn	1
Cruz, Karissa	1
Csicsery, Matthew	2
Davis, Jacob	4
De Anda, Bryan	3
Debler, Kristan	1
Delgadillo, Jonathan	2
Delgado, Dulce	1
Delgado, Jorge	1
Delgado, Luis	1
Delgado, Omar	2
Destura, Gerald	1
Diaz, Audrey	1
Diaz, Jose	1
Diaz, Mariana	2
Diosdado Chavez, Arturo	1
Dixon, Joseph	4
Duke, Marcos	2
Duque, Ruben	2
Durazo, Caesar	1
Dynes, Samuel	2
Eseroma, Thomas	1
Esparza, Timothy	1
Espinoza Regalado, Jorge	1
Espinoza, Ashley	1
Espinoza, Lauren	1
Esquivel, Christopher	1
Estrada, Cesar	1
Estrada, Hannah	1
Estrada, Hannah	1
Farias, Kristina	2
Fernandez, Wendi	2
Fernandez, Wendi	2
Ferrer, Elsi	
Figueroa, Andres	1
Fitch, Sarah	1
Fitoria, Joselin	2
Flores, Arianna	1
Foster, Najse	1
Franz, Frank	1
Galdon, Christopher	2
Gallardo, Jose	
Gallegos, Jasmine	1

Gamboa, Katarina	3
Garcia Ramos, Maybeth	2
Garcia, Alexis	2
Garcia, Alexis	2
Garcia, Jerardo	
Garcia, Jesus	1
Garcia, Juan	1
Garcia, Laura	1
Garcia, Omar	1
Garcia, Soledad	1
Garcia, Vicente	1
Garibay, Michelle	1
Gassant, Edmil	1
Gebbing, Alexander	1
Geiser, Antonette	1
Gerig-Triano, Makayla	4
Gomez-Garcia, Luis	4
Gonzales, Tessa	3
Gonzalez, Azalea	1
Gonzalez, Bianca	1
Gonzalez, Efrain	1
Gonzalez, Elena	2
Gonzalez, Eric	
Gonzalez, Eric	4
Gonzalez, Eric	4
Goubert, Jeremy	2
Goubert, Jeremy	2
Goubert, Jordan	4
Grajeda, Margarita	1
Green, Mikaela	3
Gregg, Cody James	4
Griffith, Jacob	2
Guerrero, Monica	1
Gutierrez, Rudy	1
Guzman, Monica	1
Guzman, Paul	1
Hance, Kurtis	3
Hansen, Courtney	1
Heerey, Gurkirt	1
Henriquez, Vada	1
Hermosillo, Andrea	1
Hernandez, Andrea	1
Hernandez, Geraldine	1
Hernandez, Gerardo	1
Hernandez, Isaac	1
Hernandez, Jessica	1
Hernandez, Maria	2

Hernandez, Maria	2
Herrera Morales, Andres	1
Herrera, Jessica	1
Hervey, Dylan	2
Hervey, Tyler	4
Hinojosa, Cesar	1
Hollis, Rueben	2
Homen, Michaela	1
Houston, Quincy	2
Huereca, Dillon	1
Hughs, Anthony	1
Hunt, Darrius	1
Hurtado, Miguel	4
Isarraraz, Raquel	1
Jack, Haleigh	3
Jack, Thomas	1
Jack, Thomas	1
Jardine, Brittney	2
Jauss, David	1
Jessup, Devin	2
Joaquin Romo, Cristian	1
Johnson, Marshall	1
Johnson, Marshall	1
Jordan, Jacob	1
Juarez Orozco, Vanessa	1
Justman, John	1
Kaderlik, Melissa	1
Kaderlik, Melissa	
Kelepi, Daniel	1
Knezevich, Neakolas	2
Knezevich, Neakolas	2
Knezevich, Savanna	3
Knezevich, Savanna	3
Koontz, Kaila	1
LaFleur, Dakota	1
Lawrence, Gregory	1
Lawson, I'mia	1
Lee, Kathryn	2
Lemus, Kevin	2
Leyva-Cuevas, Elizabeth	1
Lindsey, Keana	1
Lopez, Luis Alfredo	1
Lopez, Roman	1
Love, Ryan	1
Lum, Ronald	
Luna, Christopher	2
Maciel, Esmeralda	1

Maldonado, Gabriella	1
Mariscal, Victor	2
Mariscal, Victor	2
Martinez, Adriana	2
Martinez, Alexander	1
Martinez, Cassandra	1
Martinez, Elizabeth	1
Martinez, Gabriel	1
Martinez, Juan	1
Martinez, Melanie	1
Mata, Santana	2
Matthew, Amazing	1
Mayne, Johnny	1
Mccafferty, Kevin	4
McDonnell, Robert	1
McManus, Tyler	1
McNamara, Reilly	1
Mejia, Erick	2
Mejia, Erick	2
Melendez, Jamie	
Mendoza, Guadalupe	1
Mendoza, Jasmine	1
Mendoza, Jessica	1
Mendoza, Maricela	2
Meza, Miguel	1
Miller, Victorya	1
Miller, Victorya	1
Miranda, Cristina	2
Moon, Melanie	1
Morales Herrera, Jose	1
Morales, James	1
Morgan, Kaitlynn	1
Murillo, Dylila	1
Navarro, Tomas	2
Noriega Villarreal, Eli	1
Noriega Villarreal, Eli	1
Noynola, Chanda	1
Nunes, Dean	3
Ockey, Ty	2
Ockey, Ty	2
Oleson, Chesney	2
Ortega, Cesar	3
Ortega, Daniel	1
Ortiz, Danny	1
Ortiz, Montserrat	3
Owles, Angelica	1
Palafox, Brianna	1

Parra, Crystal	2
Paulisich, Ashaki	1
Pepe, Ana Sofia	1
Perez, Alma Rosa	2
Perez, Anthony	1
Perez, Elajah	1
Perez, Emanuel	1
Perez, Jonathan	2
Perez, Laura	1
Phillips, Daphney	
Pimentel, Amanda	1
Pineda, Samantha	1
Pinto, Victoria	1
Portillo, Malik	1
Pulido, Maria	2
Quevedo, Jackeline	1
Quintero, Gladys	2
Ramirez, Cheyenne	1
Ramirez, Cristina	1
Ramirez, Daniel	2
Ramirez, Rafael	1
Ramirez, Sterling	2
Ramirez, Vanessa	2
Ramos, Saray	2
Rangel, Omar	1
Renteria, Jessica	2
Reynoso, Jolani	1
Reynoso, Jolani	1
Rhodes, Kierstan	2
Rincon, Pavel	1
Rios Gonzalez, Stephany	1
Rios Gonzalez, Stephany	1
Rios, Natalie	3
Rivera, Robert	
Roberts, Joshua	2
Roberts, Joshua	2
Robertson, Alexander	2
Robinson, Makayla	2
Rodelo, Luis Gerardo	1
Rodgers, Victoria	1
Rodriguez Ortiz, Alexia	1
Rodriguez Ortiz, Bianca	2
Rodriguez, Alanis	1
Rodriguez, Alexandria	
Rodriguez, Fernando	1
Rodriguez, Fernando	1
Rodriguez, Jennifer	3

Rodriguez, Justin	1
Rodriguez, Mariah	2
Rodriguez, Noah	1
Rosas, Ulises	2
Ruiz, Curtis	3
Ruiz, Selena	2
Ruvalcaba, Eduardo	2
Saballos, Alexander	1
Salazar, Alex	2
Sanchez Navarro, Edgar Misa	1
Sanchez, Emily	2
Sanchez, Jesus	1
Sanchez, Keegan	3
Sanchez, Sarah	2
Sandoval, Courtney	3
Sanpei, Brooke	1
Santana, Manuel	1
Santana, Samantha	2
Santiago, Sandra	3
Santiago, Sandra	3
Saucedo, Guillermo	2
Sawyer, Baily	1
Schaa, Brooke	1
Schaa, Brooke	1
Schaa, Dalton	1
Schaa, Dalton	1
Schaa, Heather	2
Schaa, Matthew	1
Schilp, Hailee	2
Serrato, Vicente	3
Sevilla, Karen	2
Sevilla, Karen	2
Sidhu, Harman	2
Singh, Gurwinder	1
Sisneros, Jennifer	1
Smith, Camden	2
Smith, Nicholas	1
Smith, Rakiya	1
Snider, Alysa	1
Solis Lopez, Carlos	1
Solorio Madrigal, Nancy	2
Solorio Morales, Jackelin	1
Soria, Shane	1
Sosa, Katherine	2
Stanton, Nathan	1
Stanworth, Michael	2
Tanner, Caitlyn	1

Tenorio, Melissa	1
Thompson, Jake	2
Tinoco-Contreras, Yesenia	1
Torres Raya, Angeles	3
Tosetti, Samantha	2
Tracy, Cameron	1
Troxler, Trevor	2
Tupuola, Aimee	3
Varela, Eliana	2
Vargas, Bryan	2
Vargas, Claudia	1
Vazquez, Daniel	2
Vega Valdez, Benjamin	1
Venegas, Diana	2
Vento, Cassidy	3
Ventura, Guadalupe	1
Villanueva, Daniel	2
Villanueva, Daniel	2
Villasenor, Martha	1
Villeda, Noel Ivan	2
Wagstaff, Joshua	1
Ward, Nickolous	2
Washburn, Megan	2
Wellons, Nicole	1
Wellons, Vanessa	2
Williams, Robert	1
Wilson, Jonathan	4
Woodward, Cari	1
Wraa, Ryan	3
Wylie, Roy	1
Zambrano, Marin	
Zaragoza, Mayra	3
Zuleta, Wendy	1

Articulation Agreements

Currently we are in the process of articulating Floral and Agriculture Mechanics with Modesto Junior college. There have been some secretary errors and the past year the classes were never articulated.

Quality Criteria

8:

Program Promotions

Quality Criteria EIGHT

Program Promotion

Patterson High School Agriculture Program has a plan for program promotion and recruitment throughout the school year. The Agriculture instructors and chapter offices work really hard on a continuous promotion and recruitment program. Program promotion and recruitment activities are planned and conducted during the year to inform the community such as recruitment brochures, FFA Facebook page, Ag awareness day, local Farm Day and recruitment towards the junior high school.

Program promotion is an ongoing activity during the year with conducting a games and displays during 8th grade night and passing out brochures. The local Farm Day introduces primary students, inner city students, non Ag students, and community members to the Patterson Agriculture program and their developments and accomplishments. Also, during FFA week, we host lunch time activities everyday to promote the ag department and recruit current PHS students. Within the program competition and accomplishments are a major role in motivating the students to get involved. Therefore, announcements are maintained of their accomplishments in the school's PA morning announcements and the town's newspaper. Patterson's Agriculture Program thrives on program promotion and recruitment.

The Future Farmer

Patterson FFA Chapter

Blue Ribbons! Stanislaus County Fair 2009

This year over twenty six Patterson FFA students participated in the 2009 Stanislaus County Fair. Patterson's livestock included pigs, rabbits, sheep and goats.

All of Patterson's FFA sheep made market. Their owners, Lauren Schryver, Karlton Meyers, Jessica Chavez, Kristina Alaniz, Kristin Furzes, and Savannah Varney made this possible with the hard work of caring for their animals and participation in showman ship practice. Both Meyers and Varney proceeded to finals for showman ship in true novice.

Eleven of Patterson FFA swine were shown at the fair this year. Their dedicated handlers included Alyssa Cortonovis, Evan Bachelor, Adrian Laurel, Caleb Martinez, Sam Vento, Savannah Vento, Abigail Ackman, John Wilson,

Samantha Lesley, Preston Plaughner and Jeremiah Grover. We are proud to say that all but one of our swine made market. Although none of our swine owners went to finals for showmanship they realized that swine showmanship is one of the most competitive at the Stanislaus Fair.

This was the first year we had students sell market goats at the fair. They included Jake Davis, Jordan Goubert and Tyler Hervey. All three boys did outstanding with their goats and placed in the top half of all their classes. Davis made it to the Champion Drive with his middle weight boer.

Christine Bays, Amber Bond, Isaac Carter, Cecilia Martinez, Erika Montes and Veronika Silva all exhibited their rabbit projects at the county fair. Bays did ex-

tremely well with her meat pen of rabbits and sold them at the livestock auction.

Although we expected for two dairy to be shown by Patterson FFA students unfortunately some of the prerequisite requirements were not met for dairy showing. The Patterson Chapter is optimistic for the upcoming year. It is expected to have a increase in livestock showing. As always our Agriculture advisors and fellow livestock owners encourage any FFA member to participate in the memorable experience of raising an animal and showing at the Stanislaus County Fair.

FFA Fun!

This year we are making many improvements in Patterson's Chapter, this includes our monthly meetings and field trips. At our first monthly Chapter meeting of the year we had over one hundred and fifty FFA students attend. Although Patterson High has only been in session for two months with the help of our wonderful advisors our FFA students have already been on two field trips! The first being the trip to Boomers where students were able to play games, ride attractions and

spend time with fellow students. Our second field trip was our annual FFA Sectional Softball Tournament. Over twenty FFA students attended, although we were not able to keep our winning tradition all of the participants had fun which was the main goal of the tournament. At our second FFA meeting of the year we ended the night with burritos and bingo! It was a great evening and everyone had fun. Our next field trip is scheduled for October 8th.



We are taking a bus and fifty FFA members to Delloso Farms in Lathrop for the corn maze and haunted house! The trip is open to the first 50 students and costs \$15. We would like to encourage all FFA students to try and attend the numerous upcoming field trips!!!!

Meet the Officers

The Patterson FFA Chapter is proud to present to you our 2009-2010 Officers. Leading the officer team as President Joe Melo returns for his second year in office, proceeding him we have Karlton Meyers installed as Vice President, returning as sentinel we have Iassac Carter, we have installed Alyssa Cortonovis as secretary, Cecilia Martinez as treasurer and Savanna Varney as reporter.

Our officer team strongly believes in order to be a strong chapter they must commit to being a strong officer team so we may focus on improving our weaknesses. The Officers attended their traditional officer retreat with the help of the Bays family who was generous enough to loan their beautiful guest house to our team. During this retreat the officer team worked on team building exercises and



planned our chapters' upcoming year. There are expected to be many improvements during our new officer's term which included more publicity, fundraisers and much more. Our officer team also attended camp Sylvester were they

represented the FFA Chapter and voted for Tri Rivers sectional officers as well as strengthen their bond. Our officer team has high hopes for the upcoming year and would like to thank all of their fellow students for being so supportive.

Many Thanks

We started the year with a fundraising activity that would allow local businesses to advertise in our 2009-2010 placemat ads. The placemat advertisements will be used at all dinners and FFA functions throughout the year. The support we had from the community was unbelievable and we were able to raise funds for our FFA members. Money raised will help pay for conferences, field trips, competitions and activities. We would like to thank all of the businesses who supported the Patterson FFA.

2009-2010 Business Supporters

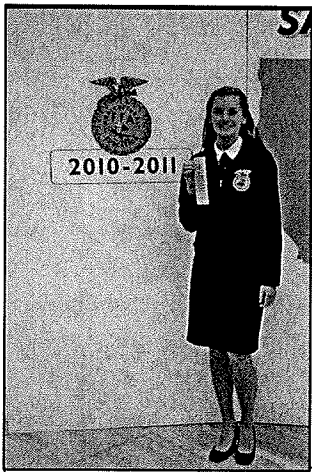
- ♦ 4L Processing
- ♦ A.L.L. Roofing Materials
- ♦ AGMEC
- ♦ Allard Farms
- ♦ Alves Ground Spraying
- ♦ American AgCredit
- ♦ Bobby Yamamoto Farms, Inc.
- ♦ Bays Ranch
- ♦ CCC
- ♦ Celebrating Home—Kathy Garcia
- ♦ Domingos Silva Club Lambs
- ♦ Dompe Warehouse
- ♦ Double Horseshoe Quarter Horses
- ♦ Ernie's Taqueria
- ♦ G—N Veterinary Hospital
- ♦ Jerry Goubert Farms
- ♦ JS Machine & Welding
- ♦ Kingdom Kidz
- ♦ Lincoln Financial Advisor
- ♦ McAuley Ford
- ♦ Mello Turf Ranch
- ♦ Melo Machine & Manufacturing
- ♦ Michael Lara Farms
- ♦ My Sister's Closet
- ♦ Napa-Greer Motor Parts
- ♦ Oak Valley Community Bank
- ♦ Patterson Auto Care
- ♦ Patterson Lions Club
- ♦ Perez Farms
- ♦ PJT Cattle
- ♦ Schut Insurance Services
- ♦ Thompson Chevrolet
- ♦ Trinta Ranch
- ♦ Westan—West Valley Agriculture Services
- ♦ West Valley Auto & Supply
- ♦ Westley—El Solvo Volunteer Fire Department
- ♦ Westside Hulling Association
- ♦ Y & L Farms
- ♦ Yosemite Farm Credit

Leading in Agriculture: Patterson FFA

Written by: Jessica Chavez, Chapter Vice President

It is the second semester of the school year and most students are looking forward to summer, but at Patterson FFA we are gearing up for field days, the 83rd State FFA Leadership Conference, and the Stanislaus County Fair. With 485 students in the FFA program, there are numerous opportunities for students to develop their leadership skills, compete in career development events, attend conferences and take on the responsibility of raising a livestock project.

We started the 2011 year off with our Tri-Rivers FFA sectional speaking contest. The event consists of 5 different speaking events that students can compete in. The prepared public speaking contest is an event for students to research an agricultural related issue, prepare a manuscript, give their 6-8 minute speech, and answer questions from the judges. This year we had 2 students from Patterson FFA participate, Megan McWilliams and Isabella Howell. McWilliams was 3rd in the event and moved on to the regional preliminaries to compete against students from across the Central Region. Extemporaneous public speaking tests students' abilities to think on the spot, write a 3 minute speech, and answer questions from the judge on the topic they drew from a hat. Cassidy Vento and Cecilia Martinez both competed, and Vento was 4th in the contest and also moved on to compete at the next level.



Theresa Bays at the Central Region FFA Speaking Finals.

The creed recitation contest is only open to freshmen. They are judge on their memorization, annunciation, presentation of the creed and their ability to answer 3 questions on the FFA creed. Riquel Benitez and Justin Saejao both competed and enjoyed the experience. The job interview contest requires students to prepare a cover letter, resume, complete an application and go through an interview round with judges asking questions pertaining to the agricultural industry. This year we had 6 individuals compete at the sectional level; Theresa Bays, Adriana Becerra, Sarah Carranza, Isaac Carter, Laura Thompson, and Solomon Weaver. Thompson was awarded 1st place in the contest, Bays received 2nd, Carter was 3rd and Becerra was 8th. Thompson, Bays, and Carter moved onto the preliminary finals, and from there Theresa Bays moved on to the regional finals. Bays competed on February 26th in Shingle Springs and received 5th place in the event.

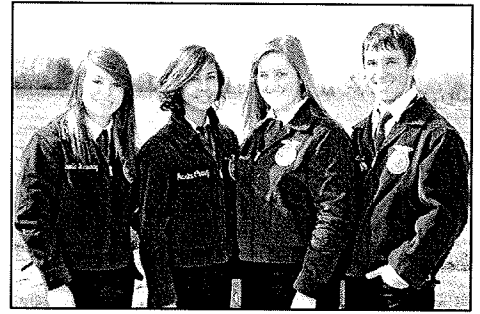
Field day season has begun, and our judging teams have been hard at work. The major agriculture colleges and universities host the FFA contests on weekends, allowing students from throughout the state to compete in their respected contests. At Patterson High School we have 4 judging teams that compete weekly. The small engines team, Sam Melo, Solomon Weaver, John Bingham, and Thomas Dodd, compete in tool identification, engines theory, troubleshooting and problem solving. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training Future Farmers in the skills and safety practices needed in diagnosing engine malfunctions. At UC Davis Field Day, Sam Melo was 3rd high individual overall and the team also took 3rd high team honors at the contest.

Jackeline Sanchez, Mikaela Green, Mario Diaz-Keller, Denise Ruiz, and Arlene Antonio make up the floriculture judging team. The Floriculture Career Development Event seeks to effectively prepare students for the expectations of the agricultural floral industry. The students seeking careers in the floricultural field must not only develop a high degree of knowledge and skill, they must also use critical thinking and oral communication skills. They will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut

flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards.

The farm power and machinery contest is designed to test a student's mechanical skills and abilities relating to power equipment used in agriculture, and shall serve as a training forum for students interested in pursuing a career as an equipment technician. Team members compete in parts & tool identification, general machinery test, troubleshooting of farm equipment and machinery, and operation of tractors and equipment. This year's team includes Makayla Triano, Jake Davis and Nick Martin. At UC Davis the young men took 6th high team in the contest and Triano was 8th high individual.

Lastly, the milk quality and dairy foods team; Jessica Chavez, Daniella Hernandez, Heather Schaa, Josh Campo, Veronica Benitez, Adriana Becerra, and Kristen Barnes, received 7th high team in the UC Davis contest, and Schaa was 9th high individual overall. To enhance learning activities related to milk quality, federal milk marketing, attributes of milk products and substitutes for them. The focus of this contest is on achievement of high quality raw milk, federal milk marketing orders and attributes of selected products of milk. Students judge milk to determine any off-flavors, identify cheeses, determine real vs. imitation products, and take a test on the dairy industry.



Dairy Products Team Members
– UC Davis

Upcoming field days include Chico State University, Merced College, CSU Fresno, Cosumnes River College, and Cal Poly, San Luis Obispo. Each contest competes in the state FFA finals and will determine the state winner in each event.

The Stanislaus County Fair is quickly approaching and students are feeding their livestock projects and preparing for the upcoming show season. This year Patterson FFA has 5 members showing market sheep, 17 market goat exhibitors, 27 market hogs, 3 dairy heifers, and 5 members showing rabbits. It will be a busy time, but very rewarding for all students involved. To help fundraise for the project of the livestock animals at the fair, we will be holding our annual Tri-Tip Drive Thru Dinner, Thursday, March 31st. The meal is family style and includes a whole cooked seasoned tri-tip, a bag of salad, 4 baked potatoes, 4 dinner rolls, and 4 cookies. The cost of the family meal is \$30, and customers will drive thru the 7th street PHS parking lot to grab their dinners. All proceeds will be donated to the Patterson Livestock Auction Boosters to help purchase our student projects at the fair. If you are interested in tickets please contact Mrs. Morris, 209-814-5392, nmorris@patterson.k12.ca.us.

The 83rd Annual California State FFA Leadership Conference is right around the corner. This year's theme is Discover your Adventure, and presents a great opportunity for students to explore leadership avenues, gain skills, and discover their potential. We have fundraised for this event to reduce the costs to the students, and this year we gave a scholarship to a deserving student to attend the conference at no cost to them. Patterson FFA will be taking 15 students to Fresno during April 16th-19th for the event, in hopes that they will make connections with the other 4,000 FFA members who will be attending the conference from California.

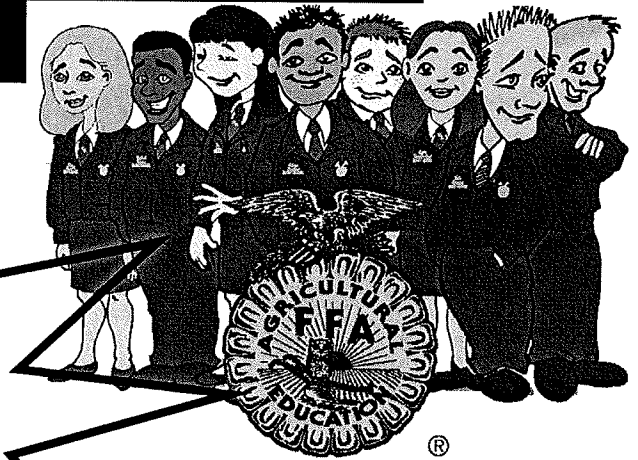
In May our student committee is organizing a farm day at our agriculture department to educate children about agriculture and its importance. The event is open all third graders in our district, and we are expecting around 375 students. Student chairmen will be working at six different stations focusing on plant science and animal science to educate the younger classmen. This is just another example of Patterson FFA stepping up and leading in agriculture.



Students talking with a local farmer at our PHS Tractor Show during FFA week.

Patterson FFA is thriving at Patterson High School and we hope our traditions continue to grow. We are fortunate to have so much support from all of the staff at Patterson High School and within our Patterson community. Thank you again to those who have encouraged our students, supported our program and motivated us to succeed.

FFA MEETING



**BURRITOS &
BINGO**

\$3.00

Chicken or Carne Asada
Burritos & Bottled Water

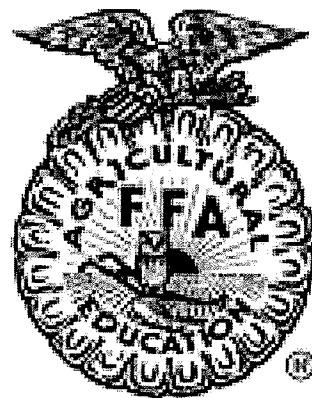
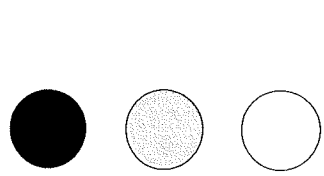
All burritos are pre-sale,
buy them from your teacher before 9/11

Tuesday, September 15th

6:00pm

PHS Cafeteria

This is 1 FFA Activity if you attend the meeting.



Patterson FFA

Mountain Mike's

Pizza Fundraiser

Tuesday, February 8th, 2011

5:00pm—9:00pm

Mountain Mike's Pizza—Ward Avenue

Dine In, Pick-up or Delivery

The profits will help support all FFA
members and FFA activities.

**EARN FFA
ACTIVITY
POINTS**

For every \$25 your family
spends, you will get 1 FFA activity
point. Please bring your receipt
to your Agriculture Teacher
before Friday, February 11th to
receive credit.

AG MECHANICS ACADEMY

Dinner

Tuesday, October 5th
6:30pm

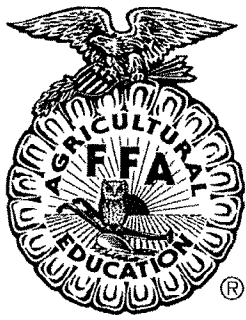
PHS Cafeteria

Ag Mechanics Academy students
and their parents are invited to
attend dinner and an
informational meeting.

Tri-Tip  Rice  Salad

 Rolls  Dessert

Please RSVP to Amy Gumm by October 1st.
athomsen@patterson.k12.ca.us (209) 892-7450, ext. 293



California FFA State Conference Letter

Patterson FFA

Dear _____ and Parents,

Congratulations again on attending the California FFA State Leadership Conference. The purpose of this conference is to build leadership, promote student growth and achievement, and meet new members in the FFA. Below is the schedule for the conference including departure and return. Also, included is what each participant needs to bring for the week. If you have any questions about the conference please do not hesitate to contact Mrs. Morris.

Schedule

Saturday, April 21st:

1:30pm: Meet at PHS, 9th street parking lot. Please eat lunch on your own, because we will not be stopping for food until dinner time. Travel to Fresno.

3:30pm: Check into hotel.

5:30pm: Eat dinner and travel to convention center

Sunday, April 22nd:

6:30am: Depart for convention center

7:30am – 3:30pm: Attend conference workshops and sessions.

9:30pm: Return from conference to hotel

Monday, April 23rd:

6:30am: Depart for convention center

7:30am – 3:30pm: Attend conference workshops and sessions.

6:00pm: Chapter Dinner (Paid for, by the FFA Chapter)

7:30: Eli Young Band Concert

9:30pm: Return from conference to hotel

Tuesday, April 24th:

6:30am: Depart for convention center

7:30am – 12:00pm: Attend conference workshops and sessions.

12:15: Depart Fresno and head for Patterson.

3:00pm: Arrive at PHS!

What you need to pack/bring

Money: Most breakfasts, lunches and dinners will be provided. However you will need to buy dinner on Saturday, and lunch on Monday and Tuesday. There is also an FFA Store at the convention center for you to purchase FFA apparel and

gifts. \$40 is recommended to cover your meals and snacks. Bring more if you plan on shopping!

Bathing Suit: There is a pool at the hotel, you will have a sometime on Monday afternoon to swim.

Clothes: On Saturday night and Monday night you can dress in casual/school appropriate clothes. **NO SHORT SHORTS, LOW CUT TOPS, GANG RELATED APPAREL**

FFA Uniform:

Girls: 2/3 Black Knee Length skirts (NOT TIGHT OR SHORT), 2/3 White Button Down shirts with a collar, FFA Jacket, FFA Scarf, 2/3 pairs of Nude/Neutral color nylons, Black-close toed flats or small heels (make sure they are comfortable and you can walk in them!!!)

Boys: 2/3 Black dress slacks, 2/3 White Button Down shirts with a collar, FFA Jacket, FFA tie, Black-close toed shoes (Dress shoes, Black vans – NO DIRTY COWBOY BOOTS)

Payments

If you have paid the full \$250, or received a FREE trip please disregard this section.

OR

You have made a payment(s) of \$_____, you still owe \$_____. This money must be received by Thursday 4/19/2012.

Permission Slip

Please complete the attached permission slip and return by Thursday 4/19/2012.

You will be excused from school Monday & Tuesday next week. Tuesday is the start of CSTs, so you will have to make up that testing day. The school will arrange for a time when you can do so.

Hotel Information:

Fairfield Inn & Suites by Marriott Fresno Clovis
50 N. Clovis Ave
Clovis, CA 93612
Phone:559-323-8080

Mrs. Morris (209) 814-5392

Mr. Pierce (209) 495-6847

Why enroll in agriculture?

Recruitment Presentation

Agriculture Classes

- Core Science Classes
 - Agriculture Earth Science – College Prep
 - Agriculture Biology –College Prep
 - Animal Anatomy & Physiology – College Prep
- Electives
 - Ag Mechanics 1
 - Ag Mechanics 2
 - Ag Small Engines & Power Mechanics
 - Ag Mechanics 3
 - Advanced Ag Mechanics ROP
 - Ornamental Horticulture
- Fine Art Credit Classes
 - Introduction to Floral Design
 - Advanced Floral Design ROP

FFA Opportunities

- Leadership Development
 - Attend Leadership Conferences (Greenhand Conference, State FFA Conference, National FFA Convention)
 - Judging Teams
 - Officer Responsibilities
 - Speaking Competitions
- Supervised Agriculture Experience
 - Raising a market animal for the Stanislaus County Fair
- Monthly Activities
 - FFA Meetings
 - FFA Fun Nights! (Lathrop Corn Maze, Stockton Ports Game, Bowling, Ice Skating, Boomers, FunWorks)
- Community Service
 - Annual Earth Day
 - Campus and Town Beautification
 - Coats for Kids
 - Canned Food Drive

Quality Criteria

9:

Program Accountability and Planning

Quality Criteria NINE

Program Accountability

The Patterson High School Agriculture Program is a comprehensive program that is coming together to meet the needs of its students and the community. Our last formal review from Mr. Harris was in December of 2009. There is a high level of accountability that Patterson is currently trying to reach through self review and through working with our Regional Supervisor. We have worked really hard to ensure that our program is in compliance of the Comprehensive Program Plan.

Every year we fill out the application for the Agriculture Incentive Grant and make sure that our program is in compliance with the requirements set for by the state for the grant. We also are required to comply with the requirements for receiving federal Perkins funds as well as ROP funds from Stanislaus County. Records and reports are submitted as required and all information regarding budget and matching of funds is approved by the Patterson Joint Unified School District Board of Education.

JOB MARKET DESCRIPTION

Agriculture is the most important industry in the United States with California being the number one state in production and the San Joaquin Region its most important area. As the look of agriculture in this area changes, it is vital that the educational facilities keeps pace with this by supplying students prepared to enter this vast job market.

Patterson is located in West Stanislaus County. The climate is one of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild to cold weather. The extremes have brought freezing temperatures that have caused crop damage.

Crop production dominates the area yet there is livestock production as well. Agriculture enterprises include, tomatoes, melons, hay, beans grains, grapes, citrus, nuts, dairy, silage, and many others. Irrigation is a must during the dry summers. Farmers get their water from irrigation districts and well supplies. Allocation of water has been a continuing problem on the west side.

Statistics show that 80% of Patterson High School graduates attend post secondary education with the remainder joining the work force. Because of the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands-on vocational skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a job. Such job areas can include, mechanics, welder, secretary, farm manager, maintenance, landscaping, as well as others. It is the job of the Agriculture program to provide these students with the vocational skills necessary for successful employment.

TARGETED OCCUPATIONS

We train our students 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

Jobs

Crop Production

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

Jobs

Mechanics

Small Engine Mechanic, Equipment Operator, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/ Mechanics

Welder

Welder/Helper, Fabricator, Specialized Repair and Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper

Ornamental Horticulture

Greenhouse Management

Nursery & Turf Operator

Landscape

Floriculture

Agribusiness/Computers

Agribusiness

Jobs

Greenhouse Worker, Foreman
Maintenance, Propagator,
Tissue Culture

Nursery Worker, Salesman,
Plant Propagator, Gardener,
Golf Course Maintenance

Grounds Worker, Gardening
Business, Garden Store Sales

Floral Design, Floral Sales,
Floral Delivery

Jobs

Ag Sales, Banking, Keyboard
Operator, Farm Accounting,
Ag Secretary/Bookkeeper,
Inventory Maintenance

Appropriate Credentials

Instructor Name	Credential	Institution
Amy Gumm	-Single Subject Agriculture -Agriculture Specialist	UC Davis
Nicole Morris	-Single Subject Agriculture -Agriculture Specialist	Cal Poly, SLO
William Pierce	Designated Subject- Agriculture Mechanics	

Perkins Allocation

Auto Mechanics:	$\$3,629 - 250$	$= 3,379$
Agriculture:	$\$9,605 - 250 - 274.72$	$= 9,080.28$
Home Economics:	$\$7,076 - 250 - 384.12$	$= 6,441.88$
Business:	$\$7,076 - 250 - 978.72$	$= 5,847.28$
Work Experience:	$\$1,600$	$= 600$
	<u>\$29,586</u>	<u>25,348.44</u>

Patterson Agriculture Department Budget				
Funds Available	13,736.00	13,736.00	8,000.00	ESTIMATE
Description	Incentive Grant	Funds District Match	CTE	
<u>Curriculum Budgets</u>				
Ag Mechanics 1	2,000.00	2,000.00	1,000.00	
Ag Mechanics 2	500.00	500.00		
Floral	2,250.00	2,250.00		
Ag Earth			500.00	
Ag Biology	250.00	250.00	500.00	
Small Engines	250.00	250.00	500.00	
Animal Anatomy			500.00	
Total	5,000.00	5,000.00	3,000.00	
<u>Departmental Budget</u>				
CATA Summer Conference	1,000.00	1,000.00		
Conferences	1,000.00	1,000.00	1,400.00	
National Convention	2,000.00	2,000.00		
Fair Supplies			1,000.00	
Vehicle	3,000.00	3,000.00		
Subs.			2,100.00	
FFA Dues	1,500.00	1,500.00		
FFA	236.00	236.00	500.00	
Total	8,736.00	8,736.00	5,000.00	
Total for 2009-2010 School YR	13,736.00	13,736.00	8,000.00	
Total Amount from all Funds			35,472.00	

Quality Criteria
10:
Student-Teacher Ratio

Quality Criteria TEN

Student – Teacher Ratio

The Patterson High School Agriculture program's instructors continually battle with the site administration to respect the student – teacher ratio, 25 students per Ag science class and 20 students per Ag shop classes. As of now, the program has enough student flow for the possibility of hiring a fourth agriculture teacher, but due to budget the department cannot hire at this time. Therefore, the program will continue with what we have, which is on average 150-200 students per teacher with one preparation period in a six period day.

The agriculture teachers have undergone extensive professional development to properly manage their classrooms. They highly promote an effective and safe environment for their students regardless of the number of students within their classes.

Teacher-Student Ratio

At Patterson High School, we do not meet the Student-Teacher Ratio of no more than 25 students per teacher. Our school is impacted and busting at the seams. Being the only high school in a town with a population of nearly 20,000 we do not have enough teachers. In the Ag Department we are also short handed and in need of another teacher for our growing program. We exceed the limit of 60 students per teacher for SAE.

For Example this is how my Teacher-Student Ratio looked in my class.

- 6 periods at 60 minutes
- 2 Ag Earth P, 2 Ag Bio P, 1 OH
- Average class size was 39, total students I taught during 3rd year was 200
- Largest class was 44, and I did not even have enough stools or table space for them. They had to borrow stools everyday from the ag shop, and sat along the side counters.

Quality Criteria
11:
Full Year Employment

Quality Criteria ELEVEN

Full Time Employment

Patterson High School has three full time agriculture instructors who are employed under a twelve month contract with the district. The teachers are paid the base salary that is based on a twelve month contract on the salary schedule. In addition to their base salary, teachers are paid 5% of their base salary for extended contractual hours. All teachers also have a project supervision period at some point during the school day.

Full Year Employment

At Patterson High School, we were contracted for the full year. Our FFA stipend was just barely over the \$1,600 minimum. However we were assigned much more than 60 students for SAE and project Supervision per teacher. And we did not receive a paid project supervision period.



Patterson Joint Unified School District
 510 Keystone Boulevard
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 Tel 209.895.7700 - Fax 209.892.5803

*"Ensure excellence in education and
 cultivate healthy, contributing citizens!"*

PHILIP M. ALFANO
 Superintendent

STEVE MENGE
 Assistant Superintendent
 Administrative Services

VERONICA MIRANDA
 Assistant Superintendent
 Educational Services

DAVID HODGE
 Director
 Special Education

CERTIFICATED SALARY SCHEDULE 2012-13
 (SALARY SCHEDULE INCLUDES 7 FURLOUGH DAYS FOR 2012-2013)

GRADE	A	B	C	D	E	F
STEP	0-29	CREDENTIALLED	+45	+60	+75	*LONGEVITY
1	38,985	40,836	42,687	44,539	46,391	
2	40,836	42,687	44,539	46,391	48,243	
3	42,687	44,539	46,391	48,243	50,095	
4	44,539	46,391	48,243	50,095	51,946	
5	46,391	48,243	50,095	51,946	53,798	
6	48,243	50,095	51,946	53,798	55,650	
7	50,095	51,946	53,798	55,650	57,502	
8		53,798	55,650	57,502	59,353	
9		55,650	57,502	59,353	61,205	
10		57,502	59,353	61,205	63,057	
11		59,353	61,205	63,057	64,909	
12			63,057	64,909	66,761	
13				66,761	68,612	
14					70,463	
1 ST	LONGEVITY					72,412
2 ND	LONGEVITY					74,362
3 RD	LONGEVITY					76,311
4 TH	LONGEVITY					80,287

5% for Masters & Doctorate = \$2,042
 5% of A-1 for Longevity 1,2 & 3 = \$1,949
 4th Longevity increase on cell
 5% of A-1 for FFA = \$1,949
 3% for Bilingual Certificate
 3% for Special Educ. Credential
 3% for Credential with Bilingual Crosscultural Emphasis/BCLAD
 National Board Certification = \$1,000

1.76 WORKING DAYS

EFFECTIVE: 07-01-12

BOARD APPROVED: 07-02-12

Board of Trustees

Michele Bays • Amy Hussar • Kay Silva Johnson • Bruce Kelly • Grace McCord • Ruben Pifia • Jose Reynoso