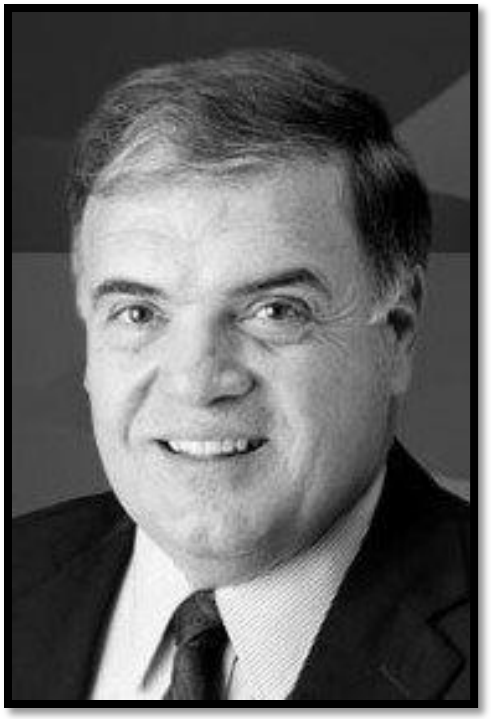
Anderson Union High School
Agriculture Department

Teacher Internship Project

Kathryn Teixeira

AGED 539 - Spring 2014



In loving memory of my father
Paul Anthony Teixeira

December 9, 1955 – June 26, 2013

Service Above Self

Anderson Union High School
Agriculture Department

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Part 1 :

Quality Criteria Narratives

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Quality Criteria 1

Curriculum and Instruction

1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.

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

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

1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

1F. The agriculture department utilizes computer hardware and software as an instructional tool.
(FS 4.2,4.6)

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)
* Computerized Record Book
* Agriscience Fair Report
*Agriculture Term Paper
* Job Resume Job Cover Letter
* Agriculture/FFA Speech Manuscript
* Portfolio Letter of Introduction
* Other Agriculture Related Project

1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)

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

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

Anderson Union High School embodies the required components under Section 52454 of California Education Code in its curriculum. Classes include both Agricultural Science Classes (Ag Science I, Ag Science II, Ag Chemistry, Animal Science and Ornamental Horticulture) as well as technology classes (Ag Mechanics, Ag Welding). Students enrolled in Agricultural classes are graded based upon their involvement in SAE and FFA/Leadership Activities, and are required to participate in four activities per semester.

Within our classes, we utilize the Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector, and are working towards a frame shift from science standards to agriculture standards in our Agriscience classes, especially Ag Biology and Ag Chemistry, which were "strongly encouraged" to be competitive with the State Star Test, and have been collaboratively placed within the Science Department.

In Ag Science 1, we identify career paths in agriculture for students, and even with the limited number of classes offered, we are able to have students identify themselves within one of our pathways that are found in the Program Plan.

For the past few years, we have struggled with acquiring class times in our master schedule that allow for our students to freely complete the selected career pathways. In fact, just this last year, our Advanced Agriculture class (Animal Science), designed as the capstone class for the Agriscience pathway, was cut because of low numbers. The problem is that with such a small school, there are only a few places to put classes, and with 1st period Animal Science, and 1st period AP Statistics both offered in the same class period, students that are college bound were forced to choose the capstone math class, as it is the highest math class offered. To combat this, we are working on

offering other classes for our fourth year students that count for a-g credit, including The Art and History of Floral Design.

As part of our curriculum, my teaching partner and I teach a unit on careers in Agriculture for each of our classes. Each class unit differs, as the job market for Ag Welding is much different than that of Ag Biology or Ag Chemistry, but nonetheless, students are informed and educated on the choices of careers in their respective career pathways. Additionally, we have guest speakers from industry and also from Shasta College, Butte College and Chico State come into our classes to talk about options after high school.

As a department, our technology base has grown in the past two years since I arrived on campus. Our officer team and advisors utilize a common "Ag Drive" to save documents that are used by both teachers, and also by and between members of the officer team. Additionally, my teaching partner and I utilize the computer labs on campus for our classes. Some examples of computer based instruction include the use of PowerPoint for direct instruction, and the use of Microsoft Word for writing Agriscience Term Papers, Speech Manuscripts and Term Papers. Students are also trained on how to use of Microsoft Excel for comparing scientific data for their Agriscience Fair Reports and use of Microsoft Publisher to make stationery for Resumes and Cover Letters, as well as develop Newsletters and Flyers for events. Additionally, with the current move to online record books, we use the computer lab for students to work on their online record books.

As part of each class, students are taught recordkeeping through the use of the online Record book. Additionally, students work through record book problem sets to practice their recordkeeping skills.

All of our department record books are maintained in files on our Ag Drive. Periodically, I will back up student files to an external drive to ensure that the students do not lose their information.

In addition to having classes that count for high school graduation credit, Anderson Union High School Agriculture Department also has two classes that count for a-g credit.

Classes counting for credit are:

Ag Science I – High school graduation science requirement

Ag Science II - High school graduation science requirement and a-g Lab Science Credit

Ag Chemistry - High school graduation science requirement and working on a-g Lab Science Credit

Ag Welding - High school graduation Fine Arts requirement

Animal Science/Ornamental Horticulture - High school graduation science requirement

In addition, during the 2014-2015, Anderson Union High School will be offering The Art and History of Floral Design as an a-g Fine Arts requirement class.

Quality Criteria 2

Leadership and Citizenship Development

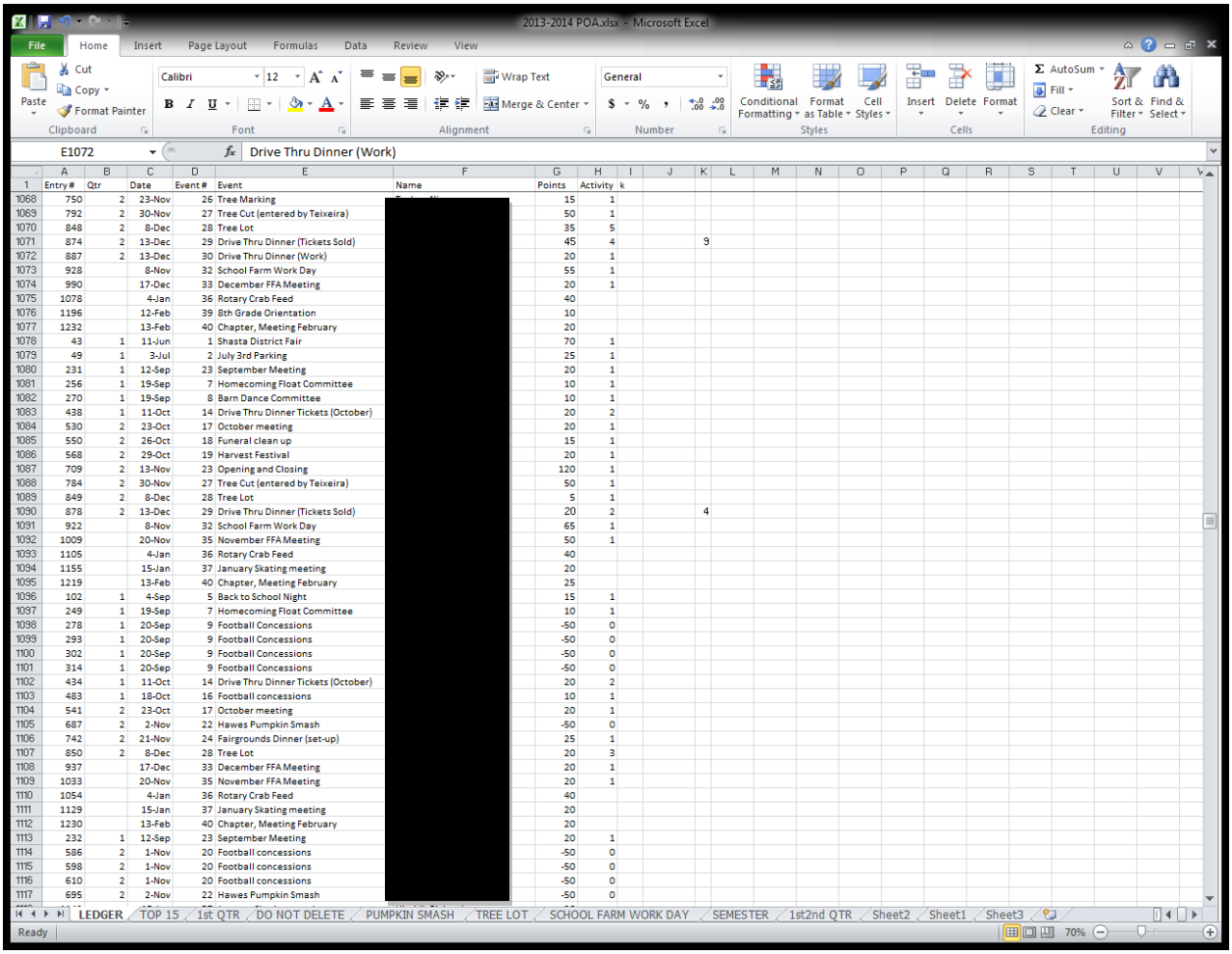
2A. An FFA Chapter has been chartered by the State Association or has been applied for.
2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
2C. Every student is given a grade based upon participation in leadership activities.
2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.
2E. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)
2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7 .0, g.l, 9.2, g.3, * 9.6, I 0. 1)

- Local Best lnformed Greenhand Contest
- Local Creed Speaking Contest
- Local Opening & Closing Contest
- Local Program of Work Committee(s)
- Local Agriscience Fair Exhibition
- Local COOP Quiz Contest
- Local Demonstration Fair
- Local Public Speaking Contest
- Local Parliamentary Procedure Contest
- Chapter Meeting or Activity
- Any Section, Region, or State Activity
- Other Local Activities

Since its beginnings in 1933 Anderson FFA has been a home for students looking to gain leadership and career training for the field of Agriculture. The Anderson FFA Chapter was chartered in 1933. It was the 133rd chapter to be chartered in the California FFA State Association. At the beginning of each school year, we compile our FFA Roster for the R-2 form and provide students with their State FFA affiliation number which they use as a log-in for their online recordbooks.

Each year, at the annual officer training, the officers and advisors go through and develop the Chapter Program of Work. The Anderson FFA Program of Work (Program of Activities) has placed in the top two at both the regional and state level during the past two years (2012, 2013). The current Program of Work is on hand at the Regional Supervisor's office and is also available on our Anderson FFA website, www.andersoncubs.com/ffa.

In addition to numerous community events, Anderson FFA participates in events that promote leadership development, including local events. Every student enrolled in the Ag Science I class competes in the Local Best Informed Greenhand Contest, Local Opening and Closing Contest and Local Creed Speaking Contest. All students enrolled in Agriculture Courses are required to attend four activities per semester to maintain 100% of their FFA participation for 10% their grade. To keep track of activities, our Sentinel, along with the advisors, utilize a Points Awards Excel document (shown below) that uses the current roster downloaded from the current State FFA Association R2 Roster and allows us to sort by students' name and tabulates their number of activities at any given time.



	Entry #	Qtr	Date	Event #	Event	Name	Points	Activity	k
1068	750	2	23-Nov	26	Tree Marking	[redacted]	15	1	
1069	792	2	30-Nov	27	Tree Cut (entered by Teixeira)		50	1	
1070	848	2	8-Dec	28	Tree Lot		35	5	
1071	874	2	13-Dec	29	Drive Thru Dinner (Tickets Sold)		45	4	9
1072	887	2	13-Dec	30	Drive Thru Dinner (Work)		20	1	
1073	928		8-Nov	32	School Farm Work Day		55	1	
1074	990		17-Dec	33	December FFA Meeting		20	1	
1075	1078		4-Jan	36	Rotary Crab Feed		40		
1076	1196		12-Feb	39	8th Grade Orientation		10		
1077	1232		13-Feb	40	Chapter, Meeting February		20		
1078	43	1	11-Jun	1	Shasta District Fair		70	1	
1079	49	1	3-Jul	2	July 3rd Parking		25	1	
1080	231	1	12-Sep	23	September Meeting		20	1	
1081	256	1	19-Sep	7	Homecoming Float Committee		10	1	
1082	270	1	19-Sep	8	Barn Dance Committee		10	1	
1083	438	1	11-Oct	14	Drive Thru Dinner Tickets (October)		20	2	
1084	530	2	23-Oct	17	October meeting		20	1	
1085	550	2	26-Oct	18	Funeral clean up		15	1	
1086	568	2	29-Oct	19	Harvest Festival		20	1	
1087	709	2	13-Nov	23	Opening and Closing		120	1	
1088	784	2	30-Nov	27	Tree Cut (entered by Teixeira)		50	1	
1089	849	2	8-Dec	28	Tree Lot		5	1	
1090	878	2	13-Dec	29	Drive Thru Dinner (Tickets Sold)		20	2	4
1091	922		8-Nov	32	School Farm Work Day		65	1	
1092	1009		20-Nov	35	November FFA Meeting		50	1	
1093	1105		4-Jan	36	Rotary Crab Feed		40		
1094	1155		15-Jan	37	January Skating meeting		20		
1095	1219		13-Feb	40	Chapter, Meeting February		25		
1096	102	1	4-Sep	5	Back to School Night		15	1	
1097	249	1	19-Sep	7	Homecoming Float Committee		10	1	
1098	278	1	20-Sep	9	Football Concessions		-50	0	
1099	293	1	20-Sep	9	Football Concessions		-50	0	
1100	302	1	20-Sep	9	Football Concessions		-50	0	
1101	314	1	20-Sep	9	Football Concessions		-50	0	
1102	434	1	11-Oct	14	Drive Thru Dinner Tickets (October)		20	2	
1103	483	1	18-Oct	16	Football concessions		10	1	
1104	541	2	23-Oct	17	October meeting		20	1	
1105	687	2	2-Nov	22	Hawes Pumpkin Smash		-50	0	
1106	742	2	21-Nov	24	Fairgrounds Dinner (set-up)		25	1	
1107	850	2	8-Dec	28	Tree Lot		20	3	
1108	937		17-Dec	33	December FFA Meeting		20	1	
1109	1033		20-Nov	35	November FFA Meeting		20	1	
1110	1054		4-Jan	36	Rotary Crab Feed		40		
1111	1129		15-Jan	37	January Skating meeting		20		
1112	1230		13-Feb	40	Chapter, Meeting February		20		
1113	232	1	12-Sep	23	September Meeting		20	1	
1114	586	2	1-Nov	20	Football concessions		-50	0	
1115	598	2	1-Nov	20	Football concessions		-50	0	
1116	610	2	1-Nov	20	Football concessions		-50	0	
1117	695	2	2-Nov	22	Hawes Pumpkin Smash		-50	0	

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e **Year** 2012/13 **School** Anderson Union

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		x
Participated in Opening-Closing Contest - Sectional	x	
Participated in Best Informed Contest - Sectional	x	
Participated in Parliamentary Pro Contests - Sectional		x
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	x	
Submitted State FFA Degree Application	x	
Submitted American FFA Degree Application	x	
Submitted Proficiency Application - Sectional or Regional		x
Submitted Chapter Award Application - Sectional or Regional		x
Participated in Project Competition - Sectional	x	
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)		
Chapter Officer Training	x	
Greenhand Workshops	x	
8th Grade recruitment	x	
TOTAL AREAS MET	20	

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Quality Criteria 3

Practical Application of Agricultural Skills

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

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

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

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

3E. A school vehicle is readily available to each agriculture teacher for all SAE activities ' associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

Practical Application of Agricultural Skills

The practical application of Agriculture Skills is reinforced through student projects outside of the classroom. In both my classes, and my teaching partner's classes, students are graded based upon their involvement in an SAE project. Students earn 10% of their grade for maintaining an SAE project, and first year members earn their SAE grade by developing an SAE plan as part of their career data sheet during their first semester, and then implementing the plan during the second semester.

In addition to a greenhouse on our campus, we also have a school farm that allows for students to have a project regardless of if they have the facilities at home or not. We run a Vegetable Crop Enterprise from January until June, where students can enroll in the enterprise and gain work experience and SAE hours for afterschool work in the greenhouse and shade house.

Every student that has an animal exhibiting at the Shasta District Fair is checked by the advisors every other week from Mid-March until Mid-June. On each of these visits, the animals are weighed, and preventative care including worming, vaccinations or other treatments are administered. Additionally, either my teaching partner, or myself are available to visit a student's house if the student thinks that the animal is not feeling well. During fair season, and throughout the year, by teaching partner and I complete project visits with our students. Although this is something that we could do individually, we chose to visit students' homes together because it provides a united front on our behalf. Although there are some times that only one of us is able to go to a project visit because the other has a meeting or other commitment, we always keep the other teacher in the loop with a full report.

Our department is fortunate to have two trucks that are available to use for SAE activities that are associated with our program. The Ford F250 Crew Cab is the primary vehicle used for weighing

animals and project visits, since we usually take 3-4 students with us to help weigh animals, while our Chevy Single Cab Pick-up is used when it's just my teaching partner or me going to check on an animal. The Single Cab pick-up was a donation from a local company when they replaced their fleet of vehicles. When the use of my personal vehicle is necessary, I can either turn in paperwork to be compensated for mileage with the school gas card for the fuel used on any given school business trip.

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Quality Criteria 4

Qualified and Professional Personnel

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

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

4C. The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A: Not Applicable)

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A: Not Applicable)

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

The current agriculture teachers at Anderson Union High School are myself, Kathryn Teixeira, and my teaching partner, George Wold.

For the 2012-2013 school year, both George and I attended professional development events, including, Shasta Section Fall In-Service, North Coast/Superior Region Road Show, and CATA Summer Conference. In addition, I attended the New Professionals Institute in Fresno, and George attended the Superior Region CATA Spring Regional Meeting at Chico State University.

Whenever we attend a conference or meeting, we submit a conference request form and transportation request to get the travel and transportation costs pre-approved. Depending on the conference, the District will either give an advance to the staff member, or give a reimbursement when the staff member returns their receipts to the district office. Additionally, when supplies are purchased for FFA activities, including fundraisers and meetings, a PO is first approved then issued by Student Government, and then advisors request a check for the reimbursement.

Our school district does not recognize departments on each campus; they only recognize departments at the district level. As such, "Department" meetings usually only happen once per quarter (if that), and are led by the District Department Chair. Moreover, our administration requires that I meet with the Science department for all "department meetings" that follow our Faculty Meetings. Additionally, I am required to meet with the Science department on Collaboration Days. This is something that is a huge area of confusion, and with the new common core, I am hoping that Ag Science will be freed from the Science department for most of these meeting days, as we do teach curriculum that is different from the normal science curriculum.

Nevertheless, the Agriculture staff meets informally, usually every day, or at least every other day. Minutes for these informal meetings are in the form of notes and calendars. We also make a point

to eat lunch together each day and communicate readily via phone and email during the week, as we are on separate sides of the campus for the majority of the school day.

In addition to meeting during the week, my teaching partner and I also meet once per month with our Executive Committee of Officers. One challenge that we have encountered is chapter officers following through with their commitments. For instance, I do not see our chapter secretary during the day, but she is required to turn in her minutes to me for revision. Additionally, Mr. Wold runs many of our community events, and does not see our Vice President during the day because he only has my Science class. I would like for the officer team to meet weekly for a 10-15 minute officer meeting after school, and/or have a central location for checklists/reminders to the students so that they are reminded of their responsibilities.

Anderson Union High School
Agriculture Department

Quality Criteria 5

Facilities, Equipment and Materials

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

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

5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):
* School Farm laboratory
* Greenhouse
* Growing Area
* Agriculture Shop

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

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

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

Facilities, Equipment and Materials

Before I arrived at Anderson Union High School, my teaching partner was balancing a 6 of 6 period class day, an entire FFA program and had three small children at home. Any one of these would be hard enough for any Ag Teacher, but in a one person department, this meant that projects were based on "life or death." Thus, the greenhouse was maintained, but not improved, storage shed was unorganized, had tons of unusable "stuff" that just got put inside to get out of the weather. Additionally, the farm was a mess and needed some major TLC… all things that are easily done, with time.

The Anderson Union High School Agriculture Farm is located across Olinda Road from the campus. When I was offered the position at Anderson Union High School, I toured the farm with George and my impression of the farm was one of the main reasons I accepted the position at Anderson Union High School.

The school farm at Anderson Union High School is an ongoing project. In the last three years we poured concrete in the Beef Barn, built storage facilities in the sheep barn and laid road base for the main driveways. Additionally, electricity and running water were added to the bathroom facilities that were up-cycled when the school built its new football stadium.

In the last three years, few improvements have been made to the greenhouse facilities. Essentially, only things that were "broken" were replaced, and the greenhouse has not been used to its full potential because of the inefficiencies that exist, including non-ergonomic tables heights, overgrowth of weeds and leaking irrigation.

As part of my AGED 539 Project, I have chosen to update our greenhouse facility to make it more feasible for everyday class use. As it stands now, it is very difficult to get a full class of students into the greenhouse to do much of anything.

Facilities, Equipment and Materials

We are fortunate to have a Technology Center at Anderson Union High School, and Technology specialists that maintain our media storage and computer labs. The Ag Department has three teacher computers, one officer laptop and six student computer stations. In addition, my Science Lab has two teacher computers. Both classrooms are equipped with LCD projectors and screens and a document camera. Anytime we have an issue with our media, we send an email to the technology help desk, and they try to fix the issue in less than 24 hours.

With all of this technology, the one update that is really needed is a better voicemail system. I have THREE different phone extensions for parents to reach me at, and each has its own voicemail! It would be nice to have a centralized voicemail system, or at least a message center that tells you when you have a voicemail. This being the case, I check voicemails in the mornings and strongly encourage that parents email me rather than call since I do have an office and three classrooms that I call "home" and could be in anyone of them at any one time!

Anderson Union High School
Agriculture Department
Quality Criteria 6
Community, Business and Industry Involvement

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

6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings)

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

* Job Market Description
* Targeted Occupations
* Total Program Goals & Objectives
* Program Description - Courses, SAE, FFA
* Course Subject Matter Outlines
* Program Completion Standards
* 5 Year Facility & Equipment Acquisition
* Current Year Budget
* List of active placement sites

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

Community, Business and Industry Involvement

Our Advisory Committee is chaired by Mr. Vic Woolery and meets three times per year.

At the first meeting in the fall, Mr. Wold and I present the current year's Program of Activities and Comprehensive Program Plan. Throughout the school year, we review and make changes to the Comprehensive Program Plan for the following year.

Our current Ag Advisory Council Committee is:

Mr. Vic Woolery	Retired Ag Teacher, Shasta District Fair Board Member, Chair AUHS Agriculture Department Advisory Committee
Mr. Ivar Amen	Owner, Shasta Farm and Equipment; AUHSD School Board Member
Mr. Greg Hawes	Owner, Hawes Ranch and Feed Supply
Mrs. Joy Tucker	Parent; CAL Fire COO
Mr. Joe Kneer	Sierra Pacific
Mr. George Winship	News Reporter, Anderson Valley Post
Ms. Mary Ann Sturges	Owner, Anderson RV Rentals
Mr. BJ Macfarlane	Instructor, Shasta College Agriculture Department
Mr. Chris Carmona	Parent, City of Redding
Ms. Norma Comnick	Retired Anderson City Council Board Member

The Advisory Committee met in the fall, winter, and will meet again in the late spring.

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Quality Criteria 7
Career Guidance

7A. Students are counseled regarding: (FS 3.0)

*Career opportunities in Agriculture and Agribusiness
*Agriculture and academic courses necessary to complete career pathway offerings
*Post-secondary education and training options.

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

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

We are very fortunate that our students receive counsel from our Counseling department on college readiness. In addition, we have students from CSU Chico, Butte College and Shasta College Agriculture programs come and talk to our students about Agriculture in College. In addition, in the Ag Mechanics and Welding students are visited by representatives from Lincoln Tech and WyoTech each year to talk about opportunities in career fields that the institutions offer.

Currently, our completed career plans are kept as part of the student permanent student file. With the movement towards online recordbooks, we are also working on making this information available digitally as well.

In the past, Anderson Union High School had agriculture courses that were 2+2 articulated with Shasta College, but at this time, none of the Agriculture courses that are offered at AUHS are 2+2 articulated.

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Agriculture Department
Quality Criteria 8
Program Promotion

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

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

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

Our department growth has remained constant in the past three years because of our program promotion… both directly and indirectly. At Anderson Union High School, we have many events that promote our program to 8th grade students, and one of the best ways that we get 8th grade students involved in our chapter is through the Discovery Degree program. Each year, a select few students from 8th grade are chosen as Discovery Degree members to be a part of our summer program. Moreover, in the past two years, 8th graders have actually qualified for our Points Award trip by attaining one of the top 25 spots in our chapter point's race.

Not all 8th grade students can be a part of our Discovery Degree Program, and to reach the other students, our chapter officer team selects a team of students to present to the 8th grade science classes at each of our two feeder schools. The FFA members lead students in icebreakers and games about the FFA, and also share projects. The "recruitment team" also made a pump up video to show at the middle schools this year.

In the spring at the annual 8th Grade Orientation night, FFA advisors and students meet with prospective 8th graders and talk about the opportunities in Anderson FFA. In 2012, one of my students took on the responsibility of creating a recruitment brochure for our chapter. Since then, we have just made minor adjustments to the brochure, but I am looking forward to having another student develop one this coming year.

Of the two comprehensive high schools in the Anderson Union High School District, Anderson Union High School is in the much lower socio-economic area. Thus, we have many students that have financial hardships that would otherwise hinder their ability to have an SAE project or travel to student leadership conference.

For student animal projects, we work very closely with our local USDA office to secure loans for our students to start up their projects. In addition, students can work off their deposit for farm rental by working ten hours on the school farm.

Students can earn FFA bucks for selling tickets for Drive Thru Dinners and other fundraisers to use towards their leadership convention trips, FFA jackets or any other FFA expenses, including animal feed. In addition, we work with students to make payment plans for students that want to attend, but can not afford the lump sum of the cost.

Finally, students that want to order an FFA jacket to show their animals at the fair can order a jacket, and then use their fair check to pay for the jacket.

Anderson Union High School
Agriculture Department
Quality Criteria 9
Program Accountability and Planning

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

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include:

(1) Five Year Equipment Acquisition Schedule;
(2) Chart of Staff Responsibilities;
(3) FFA Program of Work;
(4) Advisory Committee Roster; and
(5) Advisory Committee Minutes.

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

9D. The Graduate Follow-Up data collected was entered with the On-line R2/FFA Roster Data Entry by October l5th.

9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

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

The comprehensive program plan at Anderson Union High School has been on file with the Regional Supervisor, and this past year received an extensive overhaul with the revision of classes offered, and also reformatted to match our school documents.

Our department compiles Graduate Follow-Up data and sets aside class time to complete student data sheets and then compile the information to be submitted. The Online R2 and FFA Roster are submitted to our regional supervisor along with the comprehensive program plan and AIG expenditure reports each year, and the R-2 Roster is uploaded before the deadline.

When I was hired at AUHS, the Agriculture department was limited to 6 sections of Agriculture classes. Since 2011, we have permanently expanded to 8 sections, with plans to expand to 9 next year. We have increased the number of students retained from 9th grade to tenth grade with the inclusion of a second agriculture biology class, and added a third year science class, although we lost our capstone Animal Science/OH class. Currently, we are battling to add back the junior/senior level class for students to complete their fourth year of Agriculture classes without having to take a welding/mechanics class, but with school retention numbers suffering, this is a constant battle.

Anderson Union High School
Agriculture Department
Quality Criteria 10
Class Numbers

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

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

Class Numbers

There are 163 non-duplicate students in Agriculture classes, of which, 71 are freshmen. This makes the total number of students enrolled, including 0.5 for freshmen, 133.

R2 Teacher Information
Anderson UHS,Anderson
Year: 2013

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Wold II	George	H	Male	White	26	Agriculture Specialist	70619	7062	0	0	Y
Teixeira	Kathryn	L	Female	White	4	Agriculture Specialist	44826	4483	0	0	Y

Teixeira, Kathryn					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:45	Grad Point	20	Non-Ag
1	2	8:43	Ag Biology	27	Ag Biology
1	3	9:40	Ag Biology	20	Ag Biology
1	4	10:37	Prep	0	Prep
1	5	12:09	Ag Chemistry	19	Other Ag
1	6	1:06	Project	0	SAE
1	7	1:41	Leadership	21	Unknown

Wold II, George					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:45	Agricultural Welding	22	Ag Mechanics
1	2	8:45	Prep	0	Prep
1	3	9:40	Agriculture Science I	27	Agriscience I
1	4	10:37	Agriculture Science I	27	Agriscience I
1	5	12:09	Agricultural Mechanics	22	Ag Mechanics
1	6	1:06	Project Period	0	SAE
1	7	1:36	Agricultural Welding	22	Ag Mechanics

Anderson Union High School
Agriculture Department
Quality Criteria 11
Full Year Employment

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.

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

With 143 students enrolled, including 0.5 freshmen, my teaching partner and I both receive 10% of our wage base salary for 30 days of work in the summer as extended contract.

R2 Teacher Information
Anderson UHS,Anderson
Year: 2013

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Wold II	George	H	Male	White	26	Agriculture Specialist	70619	7062	0	0	Y
Teixeira	Kathryn	L	Female	White	4	Agriculture Specialist	44826	4483	0	0	Y

Additionally, we have a project supervision period that is in addition to our normal prep period. We use this time to meet with students about their projects, complete applications with students and work with students on speeches and teams.

Anderson Union High School
Agriculture Department
Quality Criteria 12
Program Achievement

12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional $7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2013.

Number of Students on Previous Year's R-2 Report: 190

12A Leadership and Citizenship Development

20 Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of the activities)

12B Practical Application of Occupational Skills

10 Number of students who received the State FFA Degree (must be at least 5 percent of the R2 number)

12C Qualified and Professional Activities

2 Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities Verification Page)

12D Community, Business, and Industry Involvement

3 Number of meetings held by the local Agriculture Advisory Committee (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Vic Woolery

Phone Number of Agriculture Advisory Committee Chair: 530-347-4715

12E Retention

31% Number of students from the 2009 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be at least 30% of the 2009 Freshman cohort

12F Graduate Follow-Up

12 Number of program completers graduating last year

11 Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report

Anderson Union High School
Agriculture Department

Part 2:

Project Report

Name: Kathryn Teixeira
Address: 1224 Hall Street
City, State, Zip: Arbuckle, CA 95912
Phone: 805.264.5204
E-mail: kteixeira@auhsd.net

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: Quality Criteria 5 - Facilities, Equipment and Materials

Goal or Purpose of the Project:

The goal of this project is to make improvements to the existing Greenhouse and Storage facilities to make them more efficient as a classroom laboratory.

Specific Objectives to Accomplish (Be as detailed as possible):

1. Improve ergonomics of greenhouse tables by raising them 12-24"
2. Improve the walkways in the greenhouse by replacing gravel with concrete.
3. Replace existing stationary hanging irrigation system, with table centered irrigation.
4. Replace siding on existing storage shed.
5. Improve tool storage in Greenhouse.

Estimated number of hours on this project: 150

Estimated expenditures ($) on this project (your costs) : less than $150

Proposed timeline for completion of the project:

November 2013 – clean greenhouse, find location for existing plants, remove tables from greenhouse, raise tables, reside shed, prep greenhouse for forms and concrete
December 2013 – Set forms for concrete, pour concrete, replace tables into greenhouse, move plants back to greenhouse
January 2014 – Replace irrigation system,
February 2014 – Project COMPLETE! Plant seeds for 2014 Plant Sales

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will inform Cal Poly of the progress on a regular basis (bi-weekly) via email and pictures. Additionally, I will keep a journal of activities and pictures to document the project.

For Office Use Only:

Project Approved By: B Kelley

Date of Approval: 11/8/13

Quarter student will enroll in AGED 539: _____

Background

Before I arrived at Anderson Union High School, my teaching partner was balancing a 6 of 6 period class day, an entire FFA program and had three small children at home. Any one of these would be hard enough for any Ag Teacher, but in a one person department, this meant that projects were based on "life or death." Thus, the greenhouse was maintained, but not improved, storage shed was unorganized, had tons of unusable "stuff" that just got put inside to get out of the weather.

Since I arrived at AUHS in 2011, few improvements have been made to the greenhouse facilities. Essentially, only things that were "broken" were replaced, and the greenhouse has not been used to its full potential because of the inefficiencies that exist, including non-ergonomic tables heights, overgrowth of weeds and leaking irrigation.

As part of my AGED 539 Project, I have chosen to update our greenhouse facility to make it more feasible for everyday class use. As it stands now, it is very difficult to get a full class of students into the greenhouse to do much of anything.

The goal of this project is to make improvements to the existing Greenhouse and Storage facilities to make them more efficient as a classroom laboratory. When I first start out on this project, I had five specific objectives:

1. Improve ergonomics of greenhouse tables by raising them 12-24"
2. Improve the walkways in the greenhouse by replacing gravel with concrete.
3. Replace existing stationary hanging irrigation system, with table centered irrigation.
4. Replace siding on existing storage shed.
5. Improve tool storage in Greenhouse.

Project Review

Objective 1: Raising Greenhouse Tables

Using channel stock, my teaching partner and I designed extenders for the tables in the greenhouse. This part of the project might seem simple; this was probably the hardest part of the project. The tables have been in place for a number of years, and the lag screws holding them together were difficult to remove. We ended up leaving the outer benches at a lower height because of this complication. Mr. Wold's Ag Mechanics and Welding students have been working on moving the platforms up for the tables.

Objective 2: Concrete walkways in Greenhouse

This, which seemed like the most difficult task, was actually the simplest. Granted, there was more than 400 man hours put into this part of the project (20-30 kids over the course of two weeks) to move gravel out, set boards and pour concrete, this improvement has made all the difference in the world. The Greenhouse not only looks more professional, it also is easier to clean and water in the greenhouse.

Objective 3: Replace Irrigation System

This objective was at the center of lunch time discussion for weeks following the submission of my graduate project proposal. Initially, the idea was to make the irrigation system stationary to the tables, but we quickly realized that it was not the best suited for our moving tables. Instead, we replaced the existing solenoid valves, installed new spray heads, and moved the spray heads up to adapt to new table weights. Additionally, in November, the water was completely shut off to the greenhouse without our knowledge because of a pipe that froze. Instead of being able to isolate the irrigation system and the faucets in the greenhouse, there was only one shut off valve to the entire

greenhouse. Thus, we added a ball valve to the current system so that we can turn off the irrigation system independent of the hose bibs in the greenhouse.

Objective 4: Replace storage shed siding

Replacing the siding on the existing storage shed was the most fun I had during this entire process, except for pouring the concrete of course. I had three students come in on a non-school day and over the course of 6 hours, we tore down the old siding and then put up the new siding. Once we got the new siding up, my teaching partner said he wanted to re-roof the shed and also put up edging to make it look "pretty." This was a common theme as we finished parts of this overhaul. We would fix one thing, which would inspire the next. The maintenance department is also going to help us paint the shed when they re-paint other buildings this summer.

Objective 5: Improve Greenhouse tool storage

Improving tool storage in the greenhouse is no longer needed. The tools that were previously stored in the greenhouse were moved to the storage shed when we removed the grow lights from the storage shed in exchange for some steel to another Ag Department in the area. Taking the tools out of the greenhouse also improved the aesthetic in the greenhouse and made more room in the greenhouse. If I were to make any "storage" in the greenhouse in the next year, it would be a better way to store the hoses used to hand water the plants before we put them onto the automatic irrigated greenhouse tables. We've looked at some hose suspension systems that keep the hose up off the ground entirely, but more than likely, we will have students build a rack in Ag Welding.

Time invested

The total number of hours spent on this project is innumerable, but I did spend 8 days with my Ag Biology classes clearing gravel, one full day pouring concrete, and one full day residing the shed.

Conclusion

This project was a great starting point for the total revitalization of our greenhouse area. It solved some of our big problems in the greenhouse, but also brought new problems to light. The benches in the greenhouse were much more labor intensive to take apart than originally thought, and because of time constraints, the benches are only partially through their conversion. We will raise the outer benches when time allows, but raising the middle benches has made a huge difference in the ability to work for long periods in the greenhouse without back fatigue. The irrigation system is fixed and water is now turned on to the stationary benches so that the plants receive consistent watering. Due to lack of space on the stationary tables, succulents are being hand watered, which actually allows for better management of the drought resistant plants.

The storage shed overhaul was a huge success, and when we asked maintenance for the paint color to paint the shed, they offered to help us paint it after Spring Break. We also are planning on reroofing and putting up edging this summer to finish off the shed. However, during the process of tearing down the old siding, we realized the door jamb wasn't sitting straight. When we tried to move it, we actually cracked the side of the door frame and caused some damage that will also be needing repair.

Student moral for the greenhouse is high. By including the students in this project, they have taken ownership of the greenhouse, and are proud to show it to their friends. Mostly, this facelift makes it look so much cleaner, and definitely more professional.

If I were to do this project over again, I would allot more time, and break it down into smaller projects (one to two per year) not all at once. It was a bit overwhelming, but has set the ball rolling for other improvements to our facilities, and hopefully even new classroom, shop, lab and office facilities in the coming years.

The Greenhouse restoration project began with a good cleaning from the summer without water. The students detached and moved the tables out of the greenhouse.

Students also helped measure for concrete forms and planned the concrete walkways in the greenhouse.

Masters Project AGED 539 Update

January 23, 2014
By Kathryn Teixeira

Over the past few weeks, we have been working towards getting the greenhouse ready for concrete by cleaning to moving and re-organizing plants. Today the students began preparing for the concrete. Mr. Wold's first period class removed the tables from inside the greenhouse. We will build leg extensions to raise these tables before we put them back in. Then my second and third period classes began the painstaking process of moving the existing gravel to lower the grade to prepare for concrete forms. Moving forward with this project, we hope to start forming next week, and then pour before Valentines Day. I contacted a nursery grower today to get plugs that will be in at the beginning of March, so we plan to have all tables back in place by then.

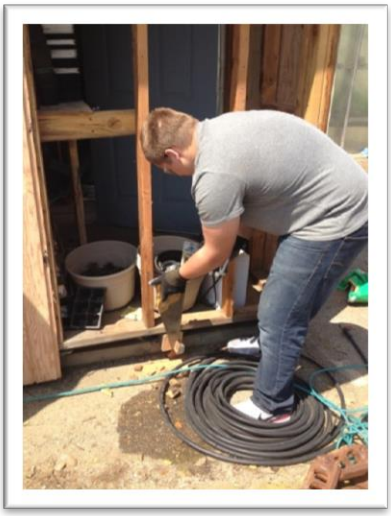
Students begin moving material to set forms for the concrete walkways in the greenhouse.

The initial condition of the greenhouse, after moving all plants to the stationary benches

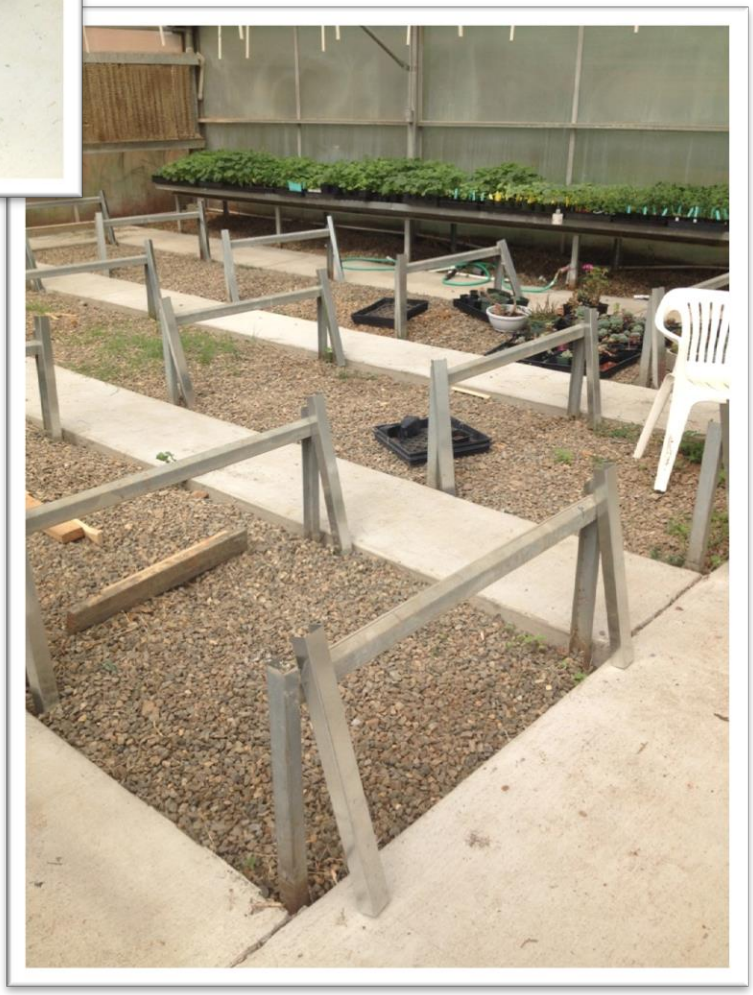
Students in front of the Greenhouse where we are setting grade for the new concrete to be poured

Above and Left: Students work to clear gravel for the concrete walkways in the greenhouse

On the day of the concrete pour, six students, along with the help of our concrete expert, Jake Stepp, poured the concrete in the greenhouse. The students wheel barrowed in the concrete, skreeded the concrete and did all of the finishing with the help of Jake.

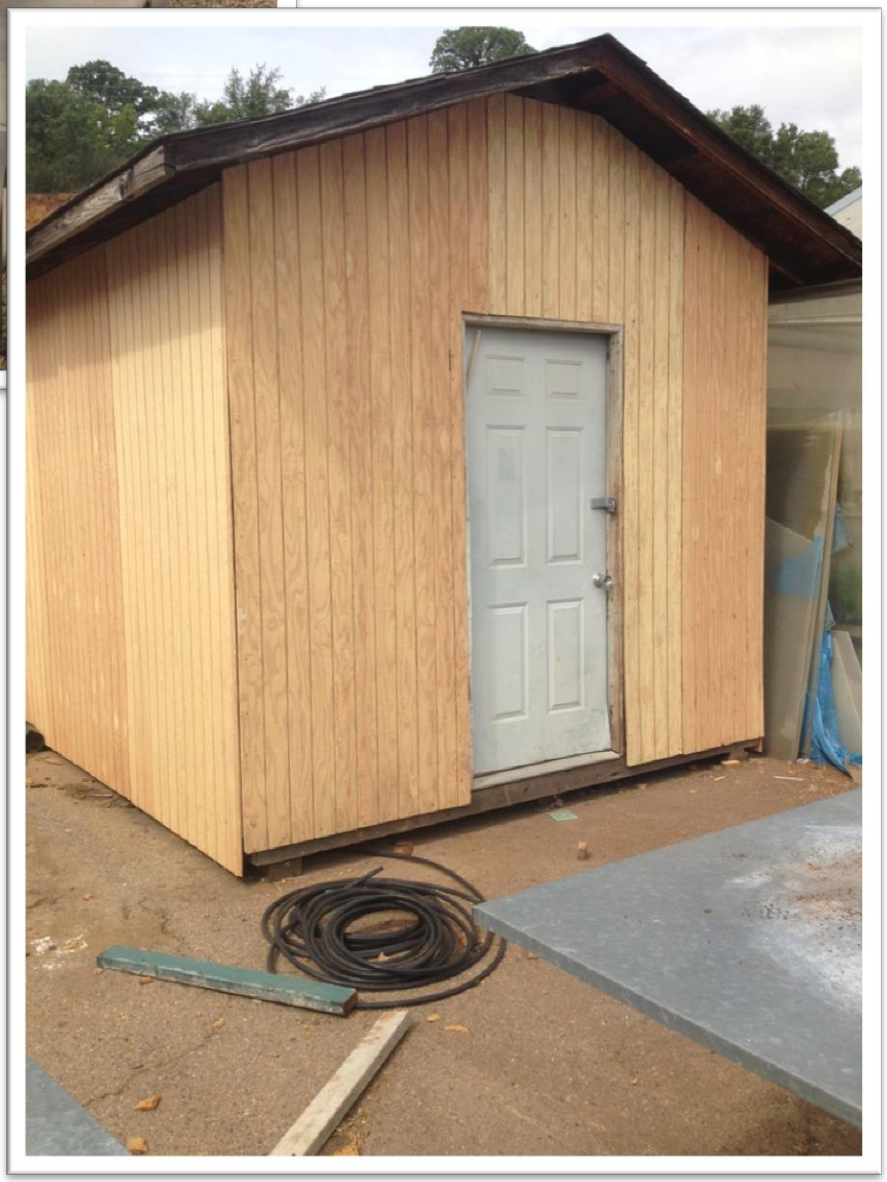


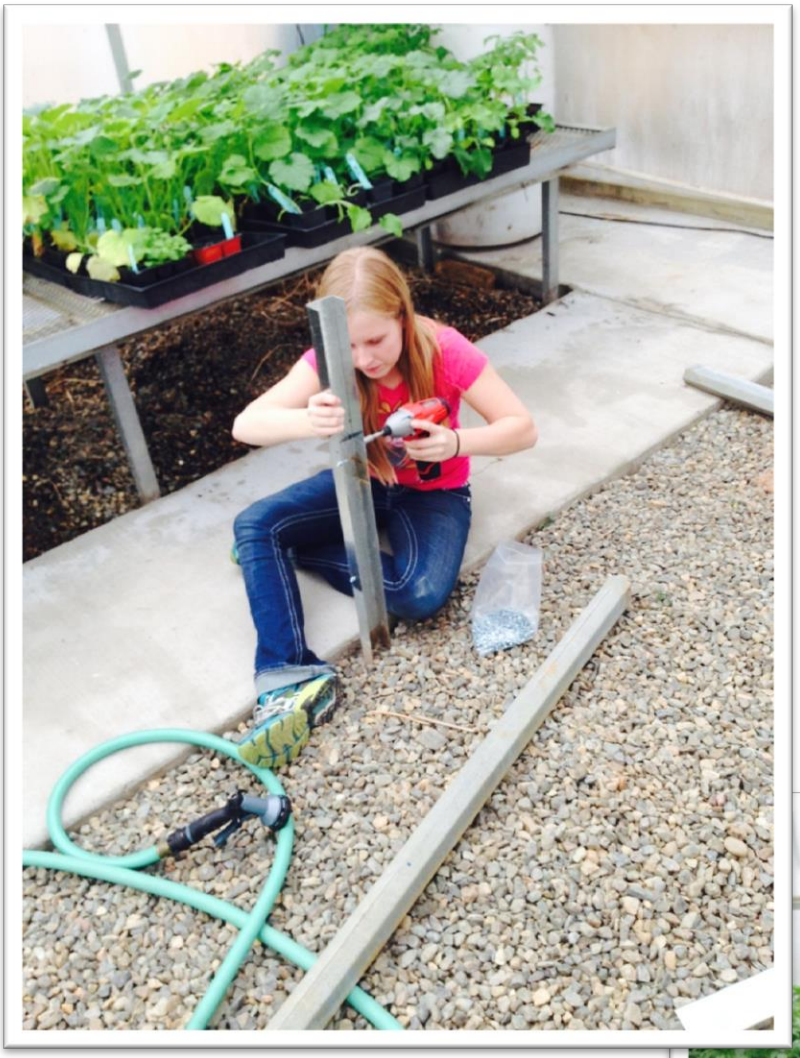
Garrett, Drake and Chris were the A-Team on this part of the project. These students measured, cut and installed the new siding for the shed, in addition to tearing off the old siding and disposing of it in the dumpster.



Top Left: The succulents are temporarily stored in a hand watering area while the tables are being finished in the greenhouse.
Top Right: The new walkways in the greenhouse have made it much easier to keep the greenhouse clean.
Right: While installing the new leg extensions, the students laid out each extension and raised each pair of legs, then tested level. The leg extensions took much more time than originally planned but was a great change in the greenhouse.

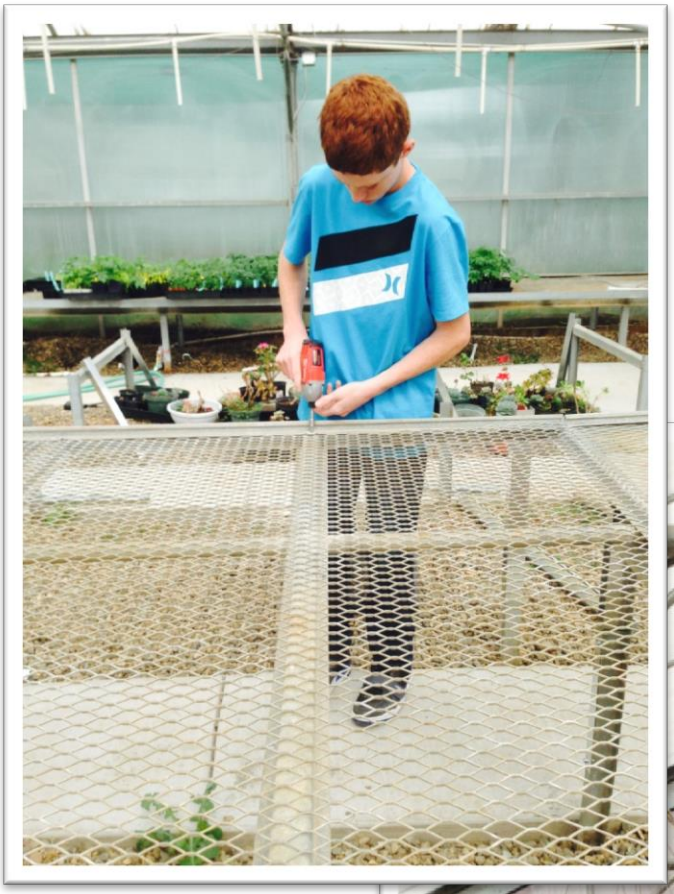
Left: The stationary benches were used during the duration of the project. Hose storage in the greenhouse is one of the next changes we will make.
Below: Re-siding the shed solved rodent and critter problems, the shed will be painted, re-roofed and have edging installed in the coming months.



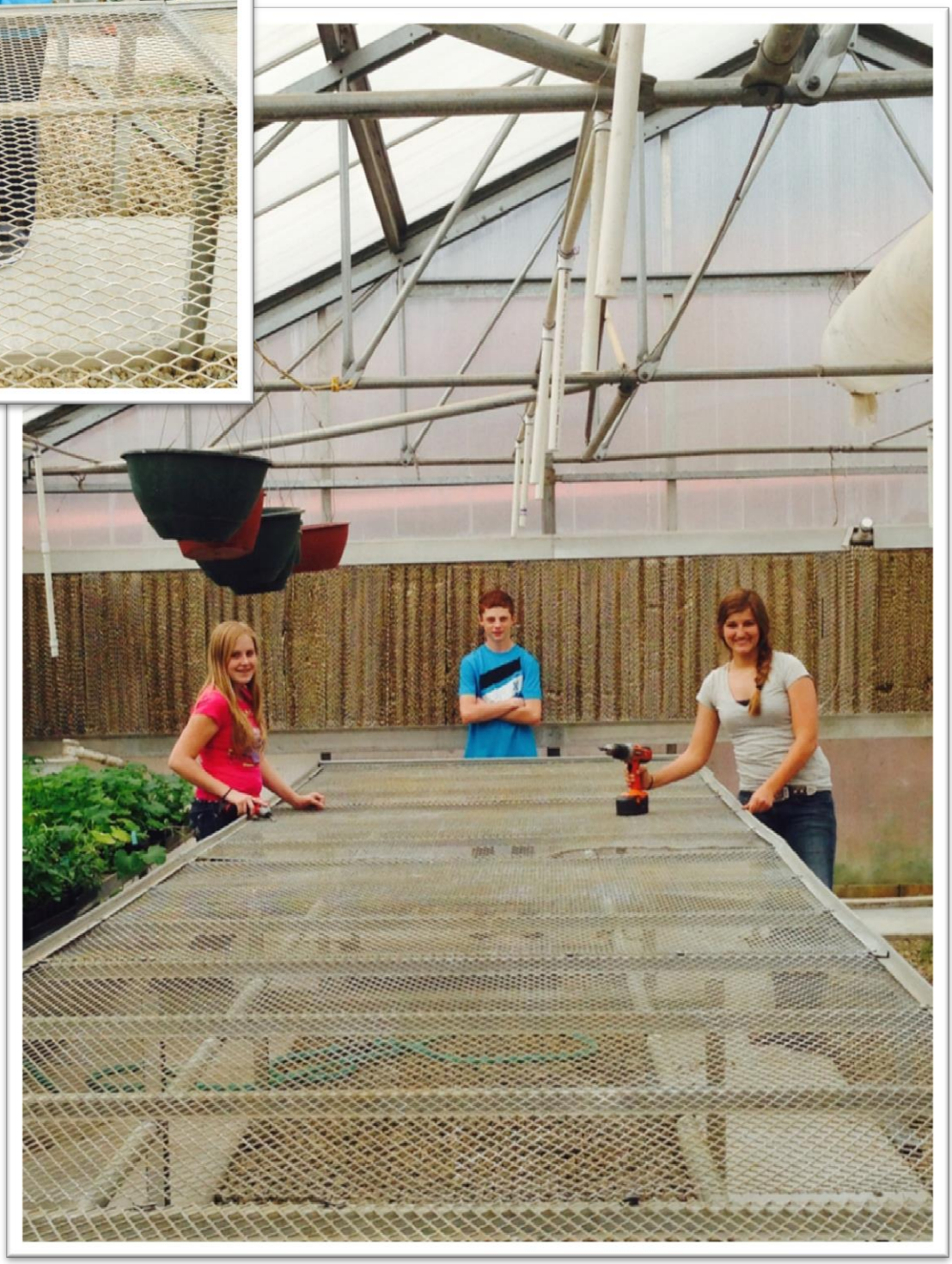


Having students help throughout this project was one of my biggest goals. Students stayed after school, came in on weekends, and truly helped make this project happen! They are also really great about reminding me to take pictures.

Left: Kaylee tightens screws on one of the leg extensions Below: Sarah and Mekylah place the cross bar that the rolling tables rest upon



Left: Brian installs the metal screws to connect the expanded metal back to the frame. There were many places that the expanded metal needed to be reattached to the frame after we moved the table tops back in.
Below: Kaylee, Brian and Sarah show the now waist height benches.



Anderson Union High School
Agriculture Department

Part 3:

Supporting Completion Materials

Anderson Union High School
Agriculture Department

Table of Contents

Anderson Union High School
Agriculture Department

1

Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

[redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Engineer (Ag Related)

H. Date: September 11, 2013

I. Locator Data

Street: [redacted]
City, Zip: LeHaven, 96023
[redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr. [redacted]
Mrs.

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

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

3. Go Into Military Service ____

9/9/2013

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2011-12	School Year	2012-13	School Year	2013-14	School Year	2014-15
Course		Course		Course		Course	
AP Science I		AP Biology		English 3		English 4	
Principles Design		World History		History 178		US History	
Algebra I		Algebra 2 Honors		Professional Seminar		AP Human	
Geometry		Algebra 2		Trigonometry		AP Business	
Life Skills		AP Mechanics		AP Chemistry		Student Gov	
P.E.		P.E.		P.E.			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Market Hog	1	Market Hog	1	Market Hog	3	Market Hog	3
		Show Breeding	2	Show Breeding	4	Show Breeding	4

N. Planned Department Activity (FFA)

SLC	MFF	ALA	SLC
State Convention	State Convention	State Convention	State Convention
Tree Lot	Regional Convention	LCLC	LCLC
Opening and Living Contest	LCLC	Opening and Living Contest	Opening and Living Contest
FFA Meeting	Opening and Living Contest	FFA Meeting	FFA Meeting

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name: [redacted]
Last Name | First Name, MI

B. Gender: Male _____ Female ✓

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Physiologist or Ag. Science

H. Date: 9/11/13

I. Locator Data

Street Address: [redacted]
City, Zip: Redding, CA
Phone Nu[redacted]
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr.
Miss/Mrs./Ms. [redacted]

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
Some College Later _____

2. Go to College ✓

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

3. Go Into Military Service _____

9/9/2013

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
School Year	School Year	School Year 13/14	School Year
Course	Course	Course	Course
Ag Sc. I	Ag Bio	Geometry	Statistics
Personal Growth	AP history	Choir	English
Athletics II	Trig	Art I	Government
P.E.	Ag II	AP English 3	Anatomy
Ag I	English 2	Ag Chem	Economics Ag class
English I	Animal Sc.	History 3	Choir

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Meat Chickens	10	Meat Chickens	12	laying Chickens	9	laying Chickens	9
		laying Chickens	11	Meat Chickens	10	Meat chickens	10

N. Planned Department Activity (FFA)

~~Department~~ CLC	MFE	Ag	WLC
State Conv	CCLC	State Conv	State Conv
Chapter meeting	National Conv	fair	fair
tree lot	Chapter meeting	Chapter meeting	Chapter meeting
Opening & Closing	State Conv	tree lot	Opening & Closing

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Currently I am interested with the Idea of becoming a vet

9/9/2013

H. Date: 9-11-13

I. Locator Data

Street Address: [redacted]
City, Zip: Anderson 96007
Phone Numb[redacted]
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each)
Mr.
Miss/Mrs./Ms. [redacted]

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College [redacted]
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

1 Student Data Sheets

Teixeira 8

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	11-12	School Year	12-13	School Year	13-14	School Year	
Course		Course		Course		Course	
P.E		P.E		AP English Literature		AP English Language	
English 1 Honors		English 2 Honors		SC 174-178 U.S. History		Economics/government	
Personal finance/ geology		AP World History		Pct		Spanish 2	
Band		Ag welding		Spanish 1		Ag mechanics	
Ag Science 1 (Forestry)		Ag Science 2		Ag ~~Science~~ Chem		Calculus	
Algebra 2		Trigonometry		Geometry		Animal Science	

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Market lamb	1	Market lamb	1	Market lamb	1	Market lamb	1
		~~Show~~ Heifer	1H	Heifer	2H	Heifer	

N. Planned Department Activity (FFA)

State Convention	MEE	Chapter meetings	
Opening & Closing	State Convention	ALA	
Fair	Project comp	State Convention	
Chapter meetings	Chapter meetings	project comp	
	Opening & Closing Ceremonies	Fair	

Parents/Guardians Signature [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male _____ Female X

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Ag teacher

H. Date: 10-4-13

I. Locator Data

Street Address: [redacted]
City, Zip: Redding, CA
Phone Nu[redacted]
Email:
Parent/Guardian Name (Print Full Name For Each):
Mr.
Miss/Mrs./Ms. [redacted]

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
Some College Later _____

2. Go to College X

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

3. Go Into Military Service _____

Cal Poly
Chico State

9/9/2013

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
School Year 2012-2013	School Year 2013-2014	School Year 2014-2015	School Year 2015-2016
Course	Course	Course	Course
Ag Science I	Ag Science II	Ag Chem	Advanced Ag
English I	English II	English III	English IV
Algebra	Geometry	Math	Math
PE	Ag Welding	Elective	Elective
Personal Growth	World History	U.S. History	Econ
Sign language I	Sign language	Sign language	Free

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine	1	Steer	1	Steer	1	Steer	1
		welding	1	welding	1	welding	1

N. Planned Department Activity (FFA)

FFA meeting	MFA	ALA	SLA
Drive Thru Dinner	Drive Thru Dinner	Drive Thru Dinner	Drive thru Dinner
State Convention	Tree Cut	Flag Set up	CRAB FEED
Crab feed	Tree lot	Tree lot	Homecoming Parade
Fair	Fair	Fair	Fair

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female √

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Pediatrician (Babysitting)

H. Date: 10-11-13

I. Locator Data

Street Addres [redacted]
City, Zip: Anderson CA 96007
Phone [redacted]
Email:
Parent/Guardian Name (Print Full Name For Each): /
Mr.
Miss/Mrs. [redacted]

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

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

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

1. Go to Work Full - Time ____

No Further Education
Some College Later X

2. Go to College ____

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

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
School Year 2013-2014	School Year 2014-2015	School Year 2015-2016	School Year 2016-2017
Course	Course	Course	Course
Ag Science (H)			
English I	English II	English III	English IV
Algebra	Algebra	Algebra	Algebra
Drama	Drama		
Personal growth	World History	US history	Econ
Study Hall	Study hall		

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig	1	Pig	1	Pig	1	Pig	1

N. Planned Department Activity (FFA)

FFA meeting	FFA meeting	FFA meeting	FFA meeting
Drive-thru dinner	Drive-thru dinner	Drive-thru dinner	Drive-thru dinner
State convention	State Convention	State convention	State Convention
Crab feed	Crab feed	Crab feed	Crab feed

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male _____ Female ✓

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Therapist (Vetrinarian)

H. Date: 10-4-13

I. Locator Data

Street Address [redacted]
City, Zip: Redding, 96001
Phone [redacted]
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr.
Miss/Mrs./Ms. [redacted]

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
Some College Later _____

2. Go to College ✓

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

3. Go Into Military Service _____

UCLA

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2012 - 2013	School Year	2013 - 2014	School Year	2014 - 2015	School Year	2015 - 2016
Course		Course		Course		Course	
Ag Science 1		Ag Science 2		Ag Chem		Advanced Ag	
Honors English 1		Honors English 2		English 3		English 4 J	
Algebra 1 J		Geometry		Trig		Statistics	
Dance		Dance		Dance		Dance	
Personal Growth		AP World History		U.S. History		Economics / Gov.	
Choir		Spanish 1 J		Spanish 2 J		Fine Arts (ceramics)	

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Greenhouse J	1	Chickens	1	Chickens	1	Chickens	1

N. Planned Department Activity (FFA)

FFA Meeting	FFA Meeting	FFA Meeting J	FFA Meeting
	Christmas trees		
	Crab Feed		

Parents/Guardians Signatur[redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Marine Biologist

H. Date: 10/4/13

I. Locator Data
Street Address: [redacted]
City, Zip: Cotati, 94931
Phone Numb[redacted]
Email:
Parent/Guardian Name (Print Full Name For Each):
(Mr.)
Miss/Mrs./Ms. [redacted]

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

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

3. Go Into Military Service ____

9/9/2013

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2012	School Year	2013	School Year	2014	School Year	2015
Course		Course		Course		Course	
Algebra 1		P.E		Ag chemistry		Floral Design	
Spanish 1		Spanish 2.		Algebra 2		econ / Govt	
English 2 H		Ag science 2c. Bio.		English 3		trig.	
Personal Growth		English 2		US History		English 4.	
Ag Science 1.		world History		Spanish 3		Anatomy	
P.E		Geometry		Choir		Advanced Ag.	

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Gardening		Gardening		Gardening		Gardening	
Chickens	20	Greenhouse		Greenhouse			
Ducks	3						
Geese	3						

N. Planned Department Activity (FFA)

Helped Drive thru Dinner	Chapter Meeting	Chapter Meeting	Chapter Meeting
Opening & Closing	Car Wash	car wash	Carwash
Crab Feed	crab feed	Drive thru Dinner	Drive thru Dinner
Chapter Meeting	Drive thru Dinner	Christmas tree cut	

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

(fish and Game) or (Marine Biologest)

9/9/2013

H. Date: 10/4/13

I. Locator Data

Street Address: [redacted]

City, Zip: Anderson CA 96007

Phone Numb [redacted]

Email: ____

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

Mr.

Miss/Mrs./Ms. [redacted]

J. 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)

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

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

(Humboldt State) for (Academy)

1 Student Data Sheets

Teixeira 18

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2012-2013	School Year	2013-2014	School Year	2014-2015	School Year	2015-2016
Course		Course		Course		Course	
1 English 1		0 Jazz (Band)		0 Jazz (Band)		0 Jazz (Band)	
2 Personal growth		1 Band		1 Band		1 Band	
3 Algebra 1		2 Ag Biology		2 Ag Chem		2 Advanced ?	
4 Algebra lab		3 Beginning Algebra		3 English 3		3 English 4	
5 Ag Science 1		4 English Two		4 us history		4 Econ & Govt.	
6 Band		5 World History		5 Geometry (Math)		5 Ag welding	
		6 Ag welding		6 Ag welding			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
None		Welding	1	Welding	1	welding	1
green House		Show animal	1	Show animal		Show animal	1

N. Planned Department Activity (FFA)

Green Hand (GR)	FFA meeting	FFA Meetings	FFA meet
Shasta College Feed	Homecoming parade	Homecoming Parade	Homecoming Parade
FFA Meetings	fees	fees	fees
	goat	Pig	Steer

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

A Fire Fighter (Pig Farmer)

H. Date: 10/04/13

I. Locator Data
Street Address [redacted]
City, Zip: Redding 96002
Phone [redacted]
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr.
Miss/Mrs./[redacted]

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

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

3. Go Into Military Service X
Navy

9/9/2013

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2012-2013	School Year	2013-2014	School Year	2014-2015	School Year	2015-2016
Course		Course		Course		Course	
Ag Science (I)				Ag Chem		Advanced Ag	
English (I)		English II		English III		English IV	
Algebra		Pre Algebra		Geometry		Statistics/Elective	
P.E.		P.E.		Elective		Elective	
Personal growth		World History		U.S History			
		Foreign Language (ASL)		Foreign Language (ASL II)			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine	1	Swine	1	Swine	1	Swine	1

N. Planned Department Activity (FFA)

FFA Mtg	FFA Mtg	FFA Mtg	FFA Mtg
Every Feed (10/26/2013)	every Feed	every Feed	every Feed
Fair	Fair	Fair	Fair
Christmas tree Sale	Christmas tree Sale	christmas tree Sale	Christmas tree Sale
GLC	MFC	ALA	SLE

Parents/Guardians Signature: [redacted]

9/9/2013

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. [redacted]
Last Name First Name, MI

B. Gender: Male _____ Female X

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Vet

H. Date: 10-04-13

I. Locator D: [redacted]
Street Add
City, Zip: Cottonwood 96
Phone Num
Email:
Parent/Guardian Name (Print Full Name For Each):
Mr.
Miss/M [redacted]

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
Some College Later _____

2. Go to College X

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

3. Go Into Military Service _____

I want to go to a four-year college that is good in their Medical vet branches, they have a high

9/9/2013

1 Student Data Sheets

Teixeira 22

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2012-13	School Year	2013-14	School Year	2014-15	School Year	2015-2016
Course		Course		Course		Course	
Geometry		P.E.		Ag. Chemistry		Advance Agriculture	
Ag Science I		World History		Trigonometry		Math	
Personal Growth		Ag Science II		Sign Language II		Econ/ government	
Art		Algebra 2		English III		Cooking	
P.E.		Sign Language I		U.S. History		Sign Language III	
English I		English II		Cooking		English IV	

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Market Hog	1	Market Hog	1	Market Hog	1	Market Hog	1
		Greenhouse		Breeding Swine	3	Breeding Swine	3
				Greenhouse		Greenhouse	

N. Planned Department Activity (FFA)

Chapter Meetings	Chapter Meeting	Chapter Meeting	Chapter Meeting
GLC	MFE	ALA	Fair
Shasta District Fair	State Convention	Fair	POA
State Convention	Shasta District Fair	National Convention	National
Drive thru Dinner	Crab Feed	State convention	State

Parents/Guardians Signature: [redacted]

9/9/2013

Anderson Union High School
Agriculture Department

2

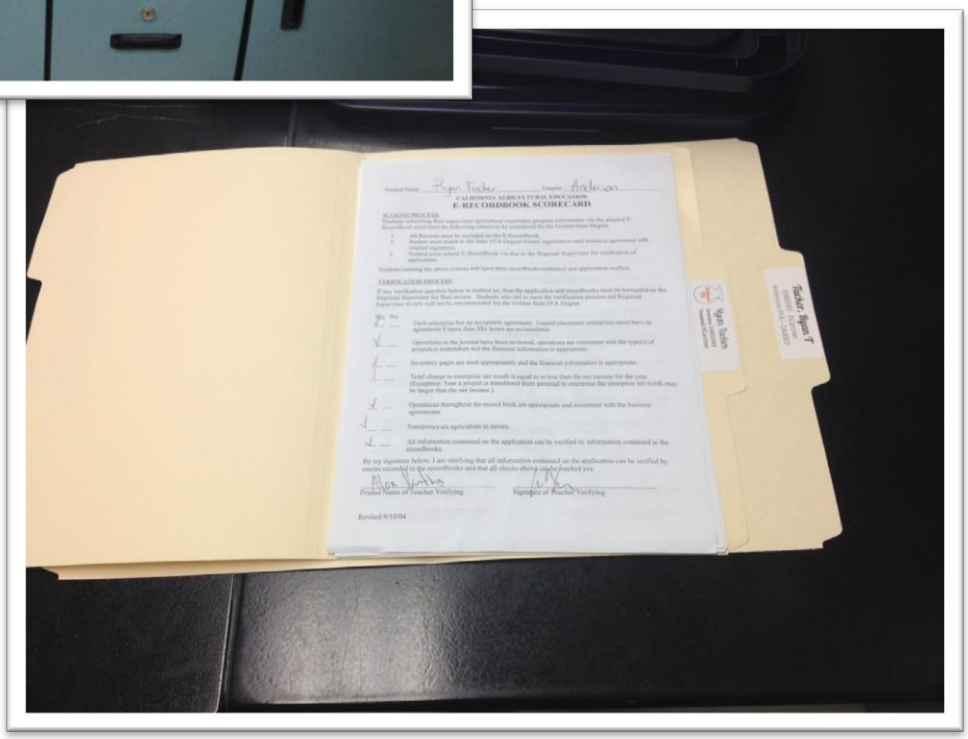
Permanent Agriculture Student Files

2 Permanent Agriculture Student Files

The Permanent Agriculture Student Files for Anderson Union High School are housed in the Agriculture Department.

Each student in the department has a file where we keep data sheets, signed business agreements, degree applications, speech manuscripts, CDE information, etc. Program completer files are kept past graduation for use in completing American Degrees.

This year, I re-printed the labels of all the students on our roster, so that it includes their online record book username and password. I also moved the files from a file cabinet, to bins that are easier to access, and fit inside my classroom better than a file cabinet. I also designated specific hanging folders for each class, Green for freshmen, Orange for sophomores, yellow for juniors and blue for seniors. Additionally, I have red folders for overflow and graduates.



Anderson Union High School
Agriculture Department

3

Course Outlines

COURSE TITLE: Agriculture Science II

PREREQUISITE: Successful completion of Agricultural Science I
GRADE LEVEL: 10th
LENGTH OF COURSE: 1 Year
COURSE DESCRIPTION: Agricultural Science II is a comprehensive course which continues the basics of agriculture through further and more extensive investigations of the scientific principles surrounding agricultural production and research. Special attention is given to the development of investigative skills and the knowledge of body systems, functions and life processes.

OUTLINE:

I. State and National Agricultural Production
   a. Ag Processing and Marketing
   b. Record Keeping and SOEP's
II. Introduction to Agricultural Biology and Agriscience Science
   a. What is Ag Biology?
   b. Career Opportunity in Agriscience
   c. What is research and why is it important?
III. Plant Science
   a. Basic Plant Structure
   b. Plant Growth, Reproduction and the Seed and Asexual Reproduction
   c. Changes in Modern Crop Production
IV. Cell Biology/Cytology
   a. Cell Physiology: Plant and Animal Cells
   b. Cell Types and Functions: Cell Division and Genetics
V. Animal Science
   a. The Internal Systems of Animals
   b. Animals and Human Nutrition
   c. Animal Health and Infectious Agents
VI. Agriculture and the Environment
   a. Renewable vs. Nonrenewable Resources
   b. Forms of Energy and the Costs
   c. Outdoor and Rural Recreation

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in or lives, as well as advanced scientific principles common to all plants, animals and research in the field of agriculture.
2. Each student will receive the skills and training needed to complete appropriates secondary courses in science either at the college preparatory or general education level.
3. Students will learn more advanced record keeping skills including further and more detailed laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will further develop leadership skills through involvement in the FFA. The development of these skills will insure a supply of workers and professionals to lead agriculture and agriscience into the next century.
5. Each student will maintain a Supervised Occupational Experience Program. Second year agriculture students are expected to increase the scope and complexity of their projects.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports.
3. All students will work in teams to complete group projects, including a five week long experience researched, developed and executed by the students groups.
4. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

COURSE TITLE: Agriculture Science IIC
PREREQUISITE: Successful completion of Agriculture Science I/Science I
GRADE LEVEL: 10
LENGTH OF COURSE: One year
COURSE DESCRIPTION:
The goal of this course is to give university bound students of agriculture science the opportunity to explore agriscience in an accelerated and academically challenging atmosphere within the realm of the agriculture classroom. Subjects to be studied include plant science, animal and human physiology and anatomy, infectious diseases, physical science, environmental science and proper laboratory procedures and analysis. In addition to the course work and assigned laboratory exercises, students will be required to complete projects outside the classroom (Supervised Agricultural Experience Program), as well as participate in leadership training experiences through the FFA. This course satisfies the University of California laboratory science requirement for admission.

COURSE OUTLINE:

I. Introduction to Agriscience
    a. What is Agricultural science and why is it important?
    b. How does science in agriculture impact the student?
    c. What are the career opportunities for the student in agriculture science?
II. Agricultural Research
    a. Why is research important?
    b. What does an Agricultural researcher do?
    c. How do researchers go about conducting research?
    d. What are the principles of research?
III. Agriculture and the Environment
    a. What are the characteristics of living things?
    b. Introduction to genetics and origin of life
    c. What are the inorganic characteristics that support life?
        i. Soil and Water: The Chemical Foundation
        ii. How do living organisms interact with the environment?
        iii. How are plants and animals classified?
IV. Plant Physiology, Reproduction, Photosynthesis and Growth
    a. What are the structures and functions of plants?
    b. How do plants grow?
        i. Sexual reproduction
        ii. Asexual reproduction

c. How have modern agricultural practices and biotechnology changed plants.
d. What is the role of plants in nutrition and medicine

V. Animal Physiology, Reproduction, Nutrition, Health, and Behavior
a. What are the internal systems of animals? How do these systems differ among species? How are they similar?
b. How do these systems interact to sustain life and promote growth?
c. What factors affect the feeding and nutrition of animals?

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in our lives, as well as advanced scientific principles common to all plants, animals and research in the field of agriculture.
2. Each student will receive the skills and training needed to complete appropriate secondary courses in science either at the college preparatory or general education level.
3. Students will learn more advanced record keeping skills including further and more detailed laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will further develop leadership skills through involvement in the FFA. The development of these skills will insure a supply of workers and professionals to lead agriculture and agriscience into the next century.
5. Each student will maintain a Supervised Occupational Experience Program. Second year agriculture students are expected to increase the scope and complexity of their projects.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports. Laboratory exercises will account for 40% of the course work.
3. All students will work in teams to complete group projects, including a five week long experiment researched, developed and executed by the student groups.
4. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

COURSE TITLE: Agricultural Chemistry
PREREQUISITE: Successful completion of Agriculture Science II/Biology
GRADE LEVEL: 11
LENGTH OF COURSE: One year
COURSE DESCRIPTION:
Agricultural Chemistry is a comprehensive initial exposure to the field of chemistry. The course serves to help all students develop an understanding of chemistry and its role in agriculture to provide a foundation for those who intend to continue on in the area of agriculture science. The course of study includes general chemistry, atomic properties, the periodic table, balancing equations, gas laws, and organic chemistry with a strong emphasis on dimensional analysis and real

world applications. Students will develop understanding of the complex concepts through lab based learning. As part of the Agricultural Chemistry curriculum, students are required to participate in FFA activities and keep record of a Supervised Agricultural Experience (SAE) in a California FFA Record Book.

COURSE OUTLINE

Units of study for Agricultural Chemistry include:

Careers in Agriculture, Atomic Structure, Nuclear Chemistry, The Periodic Table, Chemical Bonding, Chemical Names and Formulas, Chemical Equations and Reactions, Stoichiometry, Gases, Solutions, Acids & Bases, Thermochemistry, Reaction Rates, Equilibrium, and Lab Techniques.

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in our lives, as well as advanced scientific principles common to all plants, animals and research in the field of agriculture.
2. Each student will receive the skills and training needed to complete appropriate secondary courses in science either at the college preparatory or general education level.
3. Students will learn more advanced record keeping skills including further and more detailed laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will further develop leadership skills through involvement in the FFA. The development of these skills will insure a supply of workers and professionals to lead agriculture and agriscience into the next century.
5. Each student will maintain a Supervised Occupational Experience Program. Second year agriculture students are expected to increase the scope and complexity of their projects.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports. Laboratory exercises will account for 40% of the course work.
3. All students will work in teams to complete group projects, including a five week long experiment researched, developed and executed by the student groups.
4. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

Anderson Union High School
Agriculture Department

4

Daily Grade Sheets

I keep a written copy of my grade sheets in the front of my roll book. For the first year or so, I tried to keep a separate gradebook and roll book, but I found that I was always leaving one or the other in a different classroom. I acknowledge every assignment in my paper grade book in case the computer decides to go down.

Additionally, at the beginning of second and fourth quarter, I put in students' grades for FFA and SAE Participation. Although they do not count for the progress reports and Quarter grades, I put them in as Assignment #1 and Assignment #2 so that the students know that they are required to complete the assignments. During my first year teaching, this was a huge issue with some parents that "didn't know" their student had to attend four FFA activities per semester, even though it was on their signed copy of the class syllabus.

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Gradebook Summary
2 - Ag Science 2C - S
Teixeira

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		100	100	15	15	15	15	25	10	30	20	10	20	30	10	30	
**Grading Completed:		☐	☐	☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	12 Assmnts
[redacted]	10			6	5				12	27	15	10	12	15	10		65.33
	10			8	7		10		7	21	20	7					51.11
	10			8					4	7	9	5			10	10	34.66
	9			6	6	8	8		8	27	17	8	20	30			76.88
	10			10	7	10	10		11		19	7	16	30	10		73.33
	10			10	9	10	10		11	29	19	9	15	15	10		80.88
	10				11	13	10		9	30	15	10	18				67.11
	9			15	15		11		10				18	30	10		64.00
	10			15	13	15			10	25	20	10	16	30	10	30	88.44
	10			10	5	9	10		11	25	20	4	20	30	10		84.00
	10			0	4				10	25	8	8	4		10		46.22
	10			11		12			8	20		7			7	29	44.44
	10			8	5	9	8		8	24	16	5	8	29	5		71.11
	10			8	9	6	10		10	19		10		26	10		48.00
	10			10	9		10		11	29	17	10	18	30	10	30	84.00
	10			10	8				9	20	20	10	16	27	10	26	73.33
	10										8			15			10.22
	10				6	15	15		10	29	17	9	17	30	10		85.77
	10			10	5	13	10		12	28	18	10			10		51.55
	10			7	3	6	4		9	27	7	9		21	10		59.11
	10			15	6		11		11	25	18	7	16	24	9	27	78.66
	10			15	7	14	10		11	26	17	10	18	1	10		77.33
	10			13	10	12	15		8	20	7	7	15			0	63.11
	10			8	4		6		10	27	2	10					45.33
	10			8	4	10	10		6	20	20	10	20	30	10		81.33
Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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Gradebook Summary
2 - Ag Science 2C - S
Teixeira

#	Type	Description	Assigned	Due Date
1	*Participation - FFA	FFA Participation	1/1/2014	5/30/2014
		As part of the Agriculture Biology Class, students are REQUIRED to participate in four (4) FFA Activities per semester.		
2	*Participation - SAE	SAE Project/Recordbook	1/1/2014	5/30/2014
		As part of the Agriculture Biology Class, students are REQUIRED to have proof of a Supervised Agricultural Experience Project, as indicated by their Business Agreement in the FFA Recordbook.		
3	Homework/ Classwork/Labs	Week 1 Cover Page	1/7/2014	1/13/2014
4	Homework/ Classwork/Labs	Week 2 Cover Page	1/13/2014	1/21/2014
5	Homework/ Classwork/Labs	Week 3 Cover Page	1/21/2014	1/27/2014
6	Homework/ Classwork/Labs	Week 4 Cover Page	1/27/2014	2/3/2014
7	Homework/ Classwork/Labs	Chapter 9 Vocabulary	1/8/2014	1/15/2014
8	Homework/ Classwork/Labs	Study Guide 9.1	1/10/2014	1/15/2014
9	Homework/ Classwork/Labs	Chapter 9 Notes	1/9/2014	1/15/2014
10	Homework/ Classwork/Labs	Modeling Monohybrid Crosses (Classroom Activity)	1/14/2014	1/17/2014
11	Homework/ Classwork/Labs	Study Guide 9.2	1/13/2014	1/22/2014
12	Homework/ Classwork/Labs	Spongebob Genetics	1/27/2014	1/31/2014
13	Homework/ Classwork/Labs	Calf Lab	1/21/2014	1/28/2014
14	Homework/ Classwork/Labs	DNA, RNA and Protein Synthesis Worksheet	1/29/2014	1/31/2014
15	Homework/ Classwork/Labs	Study Guide - Chapter 10	1/29/2014	1/31/2014

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Gradebook Summary
3 - Ag Science 2C - S **Teixeira**

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		100	100	15	15	15	15	25	10	30	20	10	20	30	10	30	
**Grading Completed:		☐	☐	☑	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☐	13 Assmnts
[redacted]	10			9	4	4	4		10	21	20	10	19		10	22	67.75
	10			8	11	7	8		10	30	17		10	*NA	10		74.88
	10			14	12	15	11		9	27	18	9	19	28	10	30	92.65
	10			10		13	15		10		18		16		10		60.00
	9			15	6	13	15		9	29	16	9	16	30	8	22	82.04
	10																0.00
	10			8	8		10		10		16				10		45.71
	10										19		19				35.91
	10			15	4				10	25	2	10	19				42.85
	10			10	3		8		9	19	17	10	20		8	30	62.85
	10			9	11	15	15		9	27	15	7		23	9	24	77.55
	10			14	11	14	15		10	30	9	10	20	30	10	30	91.02
	10			10							19				10		30.20
	10			15	11	13	15		10	15	14	10					62.44
	10			15	10		15		8	25	20		20				60.40
	10			8	3	6	2	25	9	25		10	20	30	10	10	72.65
	9			15					6	10	20	7			10	30	30.22
	10			10	14	10	14		7	28		10	8		10		65.71
	10			8			10		9	29	20		15	30	10		67.75
	10			6		7	2		6	25	19	7	16	19	5		68.16
	10			10	9	10	8		9	29	18	10	20	30	10		88.97
Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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Gradebook Summary
3 - Ag Science 2C - S **Teixeira**

#	Type	Description	Assigned	Due Date
1	*Participation - FFA	FFA Participation	1/1/2014	5/30/2014
		As part of the Agriculture Biology Class, students are REQUIRED to participate in four (4) FFA Activities per semester.		
2	*Participation - SAE	SAE Project/Recordbook	1/1/2014	5/30/2014
		As part of the Agriculture Biology Class, students are REQUIRED to have proof of a Supervised Agricultural Experience Project, as indicated by their Business Agreement in the FFA Recordbook.		
3	Homework/ Classwork/Labs	Week 1 Cover Page	1/7/2014	1/13/2014
4	Homework/ Classwork/Labs	Week 2 Cover Page	1/13/2014	1/21/2014
5	Homework/ Classwork/Labs	Week 3 Cover Page	1/21/2014	1/27/2014
6	Homework/ Classwork/Labs	Week 4 Cover Page	1/27/2014	2/3/2014
7	Homework/ Classwork/Labs	Chapter 9 Vocabulary	1/8/2014	1/15/2014
8	Homework/ Classwork/Labs	Study Guide 9.1	1/10/2014	1/15/2014
9	Homework/ Classwork/Labs	Chapter 9 Notes	1/9/2014	1/15/2014
10	Homework/ Classwork/Labs	Modeling Monohybrid Crosses (Classroom Activity)	1/14/2014	1/17/2014
11	Homework/ Classwork/Labs	Study Guide 9.2	1/13/2014	1/22/2014
12	Homework/ Classwork/Labs	Spongebob Genetics	1/27/2014	1/31/2014
13	Homework/ Classwork/Labs	Calf Lab	1/21/2014	1/28/2014
14	Homework/ Classwork/Labs	DNA, RNA and Protein Synthesis Worksheet	1/29/2014	1/31/2014
15	Homework/ Classwork/Labs	Study Guide - Chapter 10	1/29/2014	1/31/2014

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Gradebook Summary
5 - Agri Chemistry - S **Teixeira**

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		100	100	15	15	15	15	10	30	10	10	15	20	25	0	10	
**Grading Completed:		☐	☐	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	12 Assmnts
[redacted]	12			9					19	8					*		20.57
	10			9	*NA	9	10	10	21		10		20	23	*20		76.25
	12			14	12	9		10	18	10	10	15	20	25	*		81.71
	10			10	8	3		10	21	10	10	15			*	10	55.42
	11				5				19	10		15	11		*		34.28
	11			13	12			10	17	10	10	12	19		*		58.85
	11			14					22	9	10		20		*	10	48.57
	12			10	7			10	17	10	8	15	20	21	*	10	73.14
	11								18	10					*	10	21.71
	11			9	5			10	18	10	10	12	19	14	*	8	65.71
	10			14	15	13	15		25	10	10	15	20	25	*	10	89.71
	11			8	7	8		10	12	10	10	15	19	23	*	7	73.71
	11			9	8			10	17	10	10	15	20	17	*6		69.71
	12								19	10		13			*		24.00
	10			10	10	10	10	10	30	10	10	15	20	23	*	10	90.28
	11								21						*		12.00
	10			15	13	14	15	10	20	10	10	15		22	*19	10	90.28
	11			15				10	21	10	10	12	20		*	10	61.71
	11			14	13	13		10	27	10	10	15	20	25	*20	10	106.85
	11			10	8			10	26	10	10	15	20		*	10	68.00
Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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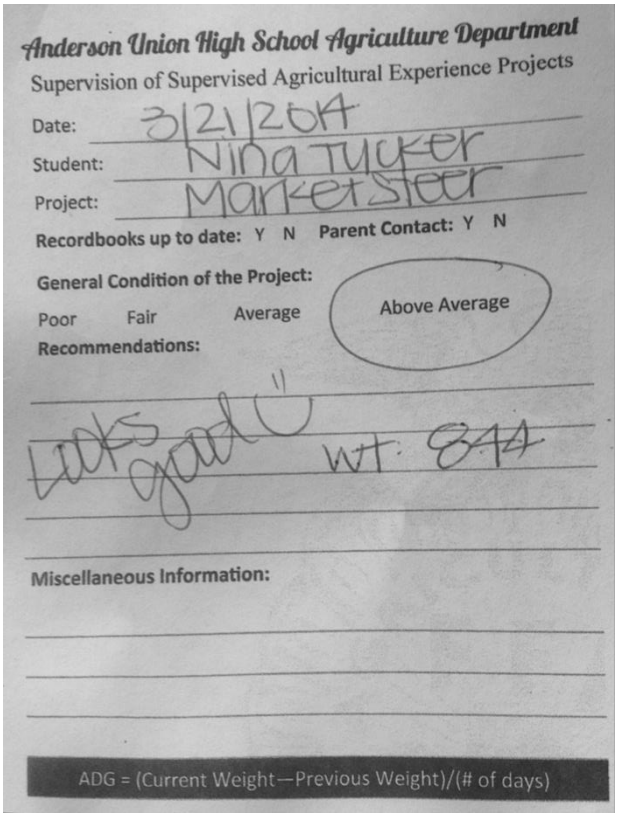
Gradebook Summary
5 - Agri Chemistry - S **Teixeira**

#	Type	Description	Assigned	Due Date
1	*FFA Participation	FFA Participation As part of Ag Science, students are required to particpate in FFA Activities. FOUR activities are required per sememster.	1/7/2014	5/30/2014
2	*SAE Participation	SAE Project/Recordbook As part of the Agriculture Chemistry Class, students are REQUIRED to have proof of a Supervised Agricultural Experience Project, as indicated by their Business Agreement in the FFA Recordbook.	1/1/2014	5/30/2014
3	Homework/Classwork	Week One Cover Page	1/7/2014	1/13/2014
4	Homework/Classwork	Week Two Cover Page	1/13/2014	1/21/2014
5	Homework/Classwork	Week Three Cover Page	1/21/2014	1/27/2014
6	Homework/Classwork	Week Four Cover Page	1/27/2014	2/3/2014
7	Homework/Classwork	Pg 225 # 1-2	1/24/2014	1/27/2014
8	Tests	Chapter 6 Test	1/21/2014	1/21/2014
9	Class Participation	Video 501 Notes	1/15/2014	2/6/2014
10	Homework/Classwork	Compounds - Half Page	1/14/2014	1/17/2014
11	Homework/Classwork	Bonding Basics - Covalent Bonds	1/10/2014	1/14/2014
12	Homework/Classwork	Covalent Bonding Review	1/13/2014	1/17/2014
13	Homework/Classwork	Ionic vs. Covalent Bonding Review	1/15/2014	1/16/2014
14	Homework/Classwork	Covalent and Ionic Bonding Practice	1/21/2014	1/24/2014
15	Homework/Classwork	Pg. 194 # 1-3 and Pg. 210 #25-29	1/9/2014	1/10/2014

5

SAE Supervision Forms

In 2011, I developed a spreadsheet that allows me to track weights of animals, but I found that I didn't have anything to leave with the students. Thus, I looked at some examples from other chapters and developed what I thought was a pretty good system for supervising projects. I have a ¼ sheet that I use to document the visit. When the visit is done, I take a picture of it with my phone and send it to myself. This way, I have a copy of the sheet. I can also email or text it to the student if I have their contact info, and then give the paper copy to the student. I put all the files into a file folder in my email, and can also print a copy to place in the students' permanent file. By emailing them, it also time and date stamps the form.



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Nina Tucker

Project: Market Steer

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

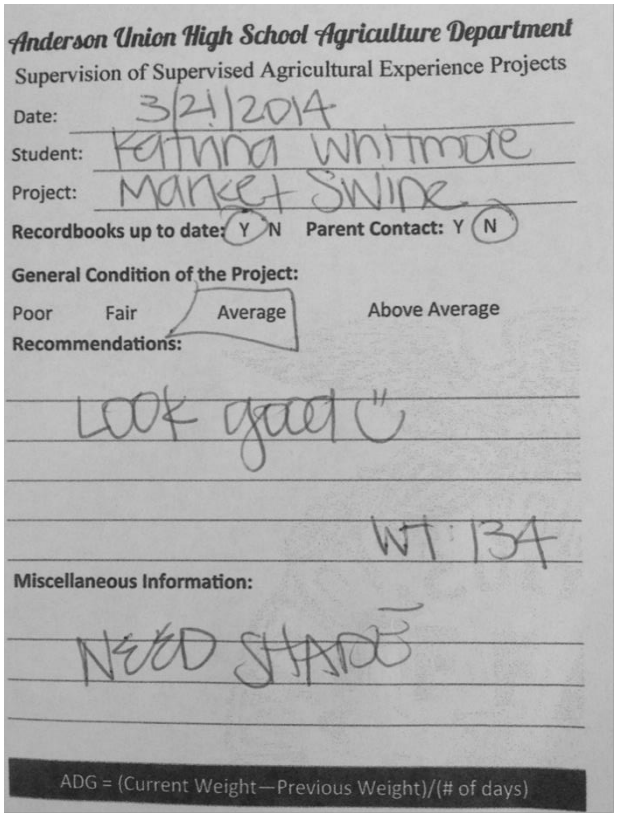
Poor Fair Average Above Average

Recommendations:

Looks good wt: 814

Miscellaneous Information:

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Katrina Whitmore

Project: Market Swine

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

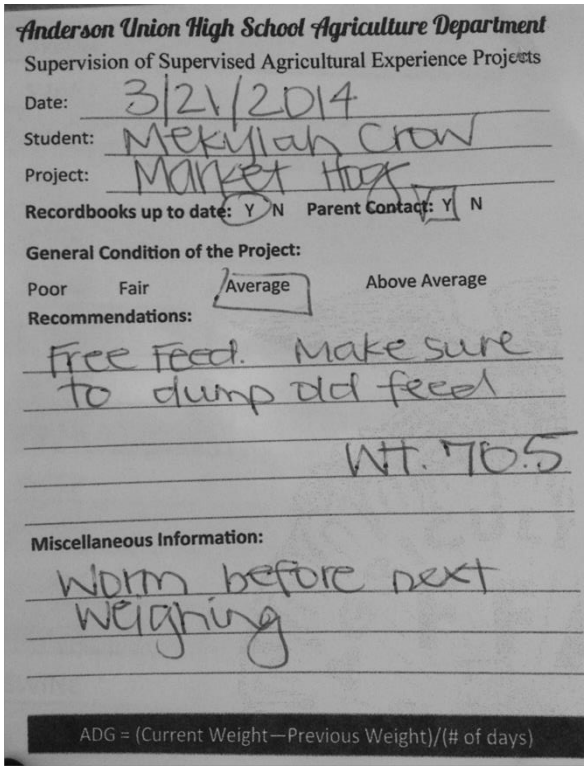
Recommendations:

Look good wt: 134

Miscellaneous Information:

NEED SHADE

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Mekylah Crow

Project: Market Hog

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

Recommendations:

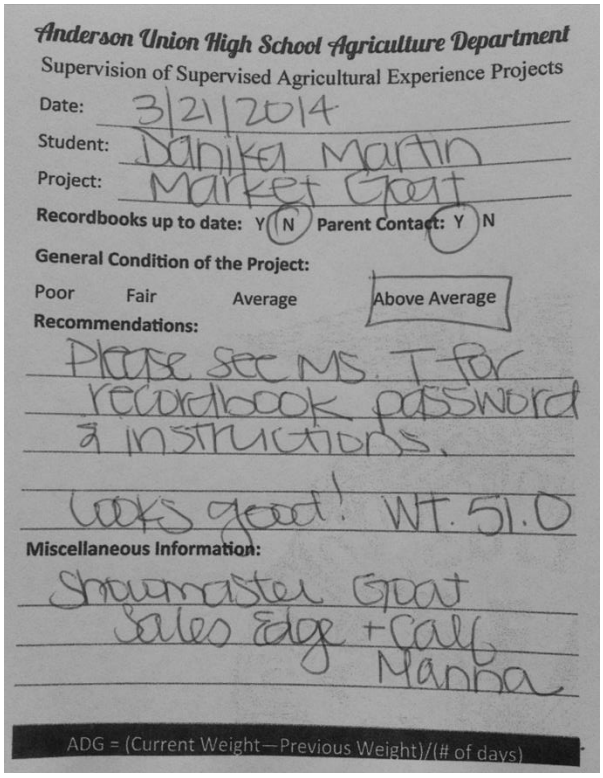
Free Feed. Make sure to dump old feed

Wt. 760.5

Miscellaneous Information:

Worm before next weighing

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Daniel Martin

Project: Market Goat

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

Recommendations:

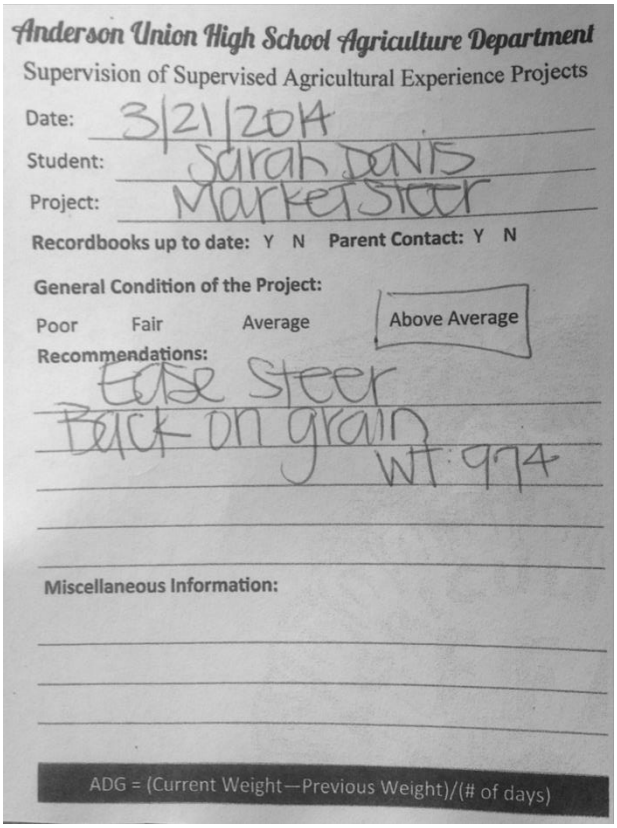
Please see Ms. T for recordbook password & instructions.

Looks good! Wt. 51.0

Miscellaneous Information:

Shawmaster Goat Sales Edge + Calf Manna

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Sarah Davis

Project: Market Steer

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

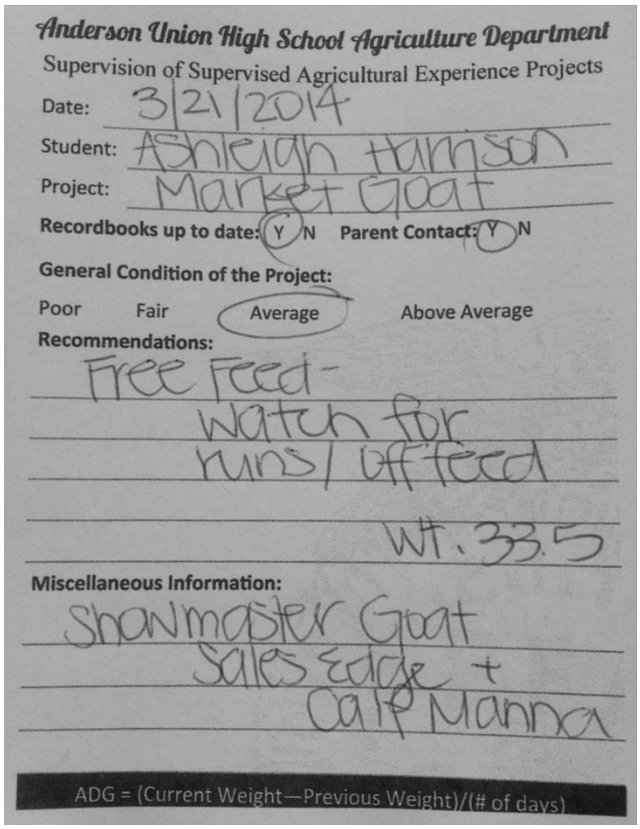
Poor Fair Average Above Average

Recommendations:

Edge steer Back on grain Wt: 974

Miscellaneous Information:

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Ashleigh Hamson

Project: Market Goat

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

Recommendations:

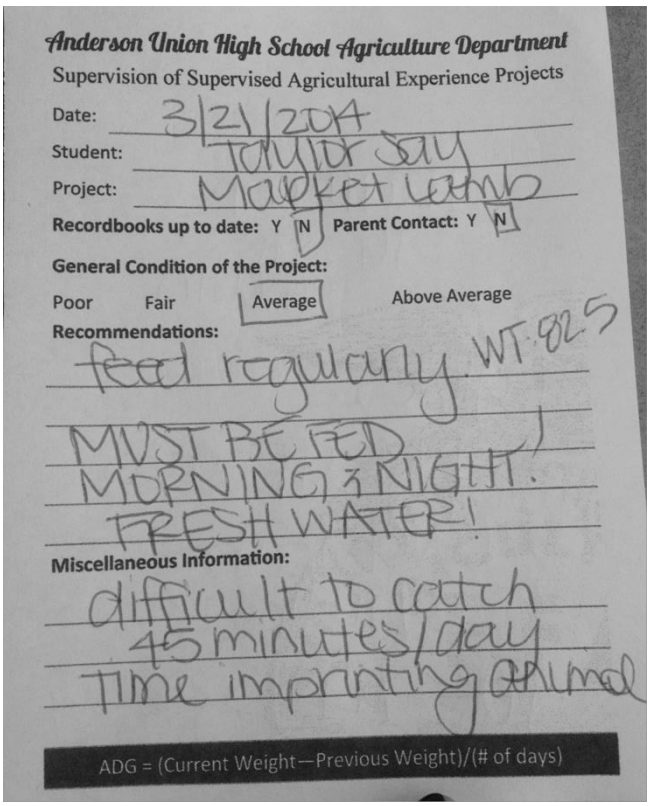
Free Feed - watch for runs / off feed

Wt. 33.5

Miscellaneous Information:

Shawmaster Goat Sales Edge + Calf Manna

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Taylor Say

Project: Market Lamb

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

Recommendations:

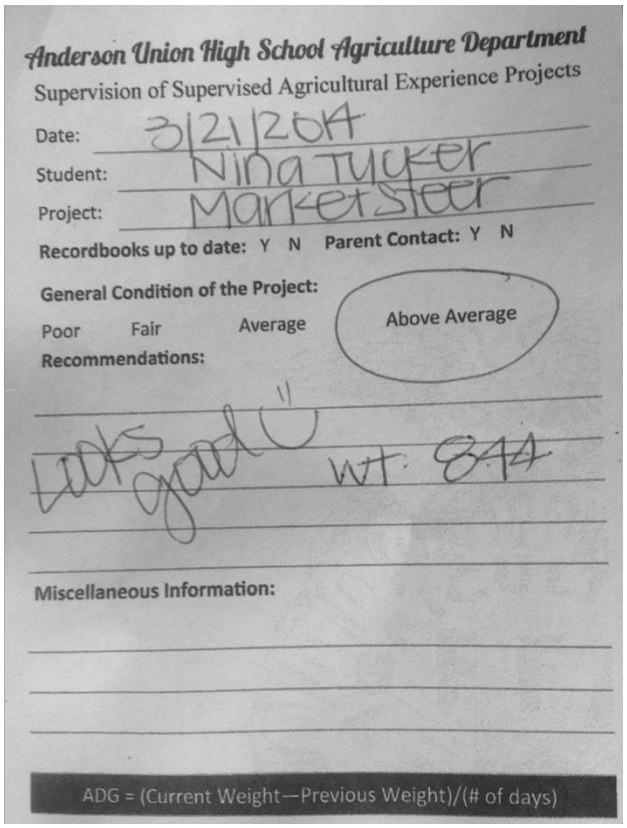
feed regularly. WT: 82.5

MUST BE FED MORNING & NIGHT! FRESH WATER!

Miscellaneous Information:

difficult to catch
45 minutes/day
Time imprinting animal

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/2014

Student: Nina Tucker

Project: Market Steer

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

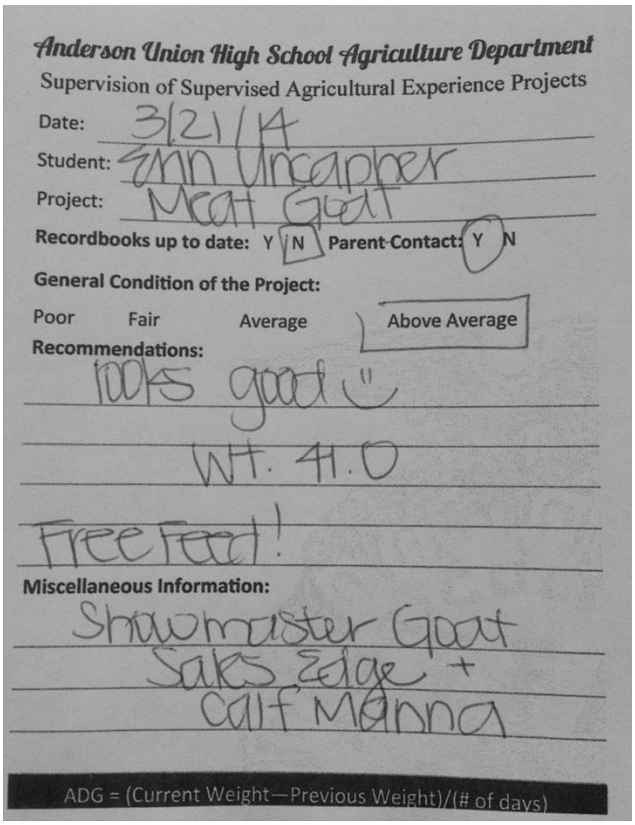
Poor Fair Average Above Average

Recommendations:

Looks good" WT: 814

Miscellaneous Information:

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/14

Student: Ann Uncapher

Project: Meat Goat

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

Recommendations:

looks good"

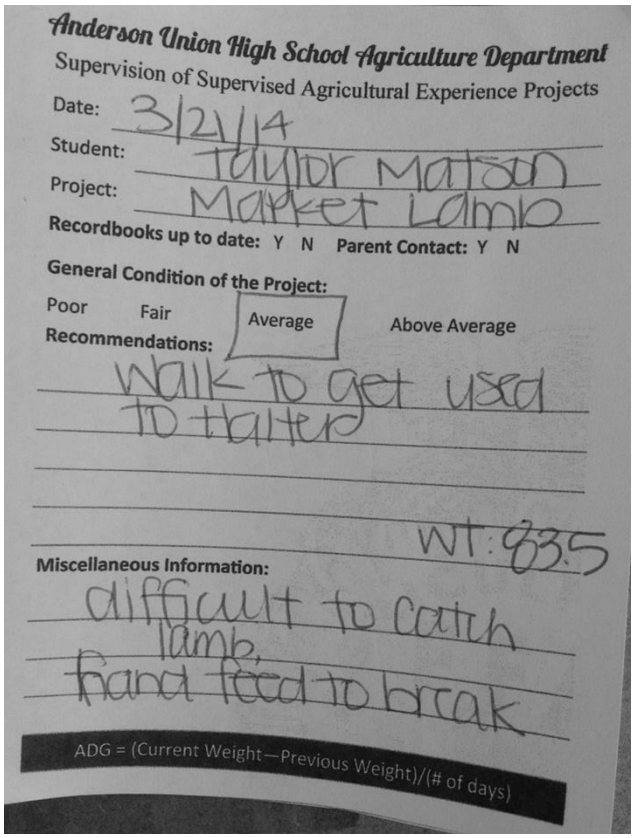
WT. 41.0

Free Feed!

Miscellaneous Information:

Showmaster Goat
Saks Edge +
Calf Manna

ADG = (Current Weight—Previous Weight)/(# of days)



Anderson Union High School Agriculture Department

Supervision of Supervised Agricultural Experience Projects

Date: 3/21/14

Student: Taylor Matson

Project: Market Lamb

Recordbooks up to date: Y N Parent Contact: Y N

General Condition of the Project:

Poor Fair Average Above Average

Recommendations:

Walk to get used to halter

WT: 83.5

Miscellaneous Information:

difficult to catch lamb,
hand feed to break

ADG = (Current Weight—Previous Weight)/(# of days)

6

Class Requirement/Policy SAE

Anderson Union High School
Agriculture Department

Agriculture Science II - Course Syllabus

Ms. Katy Teixeira
kteixeira@auhsd.net

Course Prerequisites - Successful completion of Ag Science I or teacher recommendation

Course Description Agricultural Science II is a comprehensive course which continues the basics of agriculture through further and more extensive investigations of the scientific principles surrounding agricultural production and research. Special attention is given to the development of investigative skills and the knowledge of body systems, functions and life processes. As part of the Agricultural Science II curriculum, students are required to participate in FFA activities and keep record of a Supervised Agricultural Experience (SAE) in a California FFA Record Book. Coursework includes lectures, labs, activities, homework and tests

Grading Policy

- Grades will be weighted in the following manner:
  25% of grade = Tests (unit exams, & semester final)
  35% of grade = Homework/ Class work
  20% of grade = Labs
  10% of grade = FFA Participation
  10% of grade = SAE Participation

Grades will be assigned according to this scale:

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

Grades will be updated regularly and posted on our school website.

Course Content and Essential Learning

I. Introduction to Agriscience
   a. What is Agricultural science and why is it important?
   b. How does science in agriculture impact the student?
   c. What are the career opportunities for the student in agriculture science?

II. Agricultural Research
   a. Why is research important?
   b. What does an Agricultural researcher do?
   c. How do researchers go about conducting research?
   d. What are the principles of research?

Anderson Union High School
Agriculture Department

Agriculture Chemistry - Course Syllabus

Ms. Katy Teixeira
kteixeira@auhsd.net

Course Prerequisites – Successful completion of Ag Biology, Biology C (or equivalent)

Course Description Agricultural Chemistry is a comprehensive initial exposure to the field of chemistry. The course serves to help all students develop an understanding of chemistry and its role in agriculture to provide a foundation for those who intend to continue on in the area of agriculture science. The course of study includes general chemistry, atomic properties, the periodic table, balancing equations, gas laws, and organic chemistry with a strong emphasis on dimensional analysis and real world applications. Students will develop understanding of the complex concepts through lab based learning. As part of the Agricultural Chemistry curriculum, students are required to participate in FFA activities and keep record of a Supervised Agricultural Experience (SAE) in a California FFA Record Book.

- Coursework includes lectures, labs, activities, homework and tests

Course Content and Essential Learning

Units of study for Agricultural Chemistry include:

Careers in Agriculture, Atomic Structure, Nuclear Chemistry, The Periodic Table, Chemical Bonding, Chemical Names and Formulas, Chemical Equations and Reactions, Stoichiometry, Gases, Solutions, Acids & Bases, Thermochemistry, Reaction Rates, Equilibrium, and Lab Techniques.

Grading Policy

- Grades will be weighted in the following manner:
  20% of grade = Tests (unit exams, & semester final)
  15% of grade = Essential Skills Quizzes
  25% of grade = Homework/ Class work
  20% of grade = Labs
  10% of grade = FFA Participation
  10% of grade = SAE Participation

Grades will be assigned according to this scale:

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7

Class Requirement/Policy FFA

Anderson Union High School
Agriculture Department

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Ms. Katy Teixeira
kteixeira@auhsd.net

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Anderson Union High School
Agriculture Department

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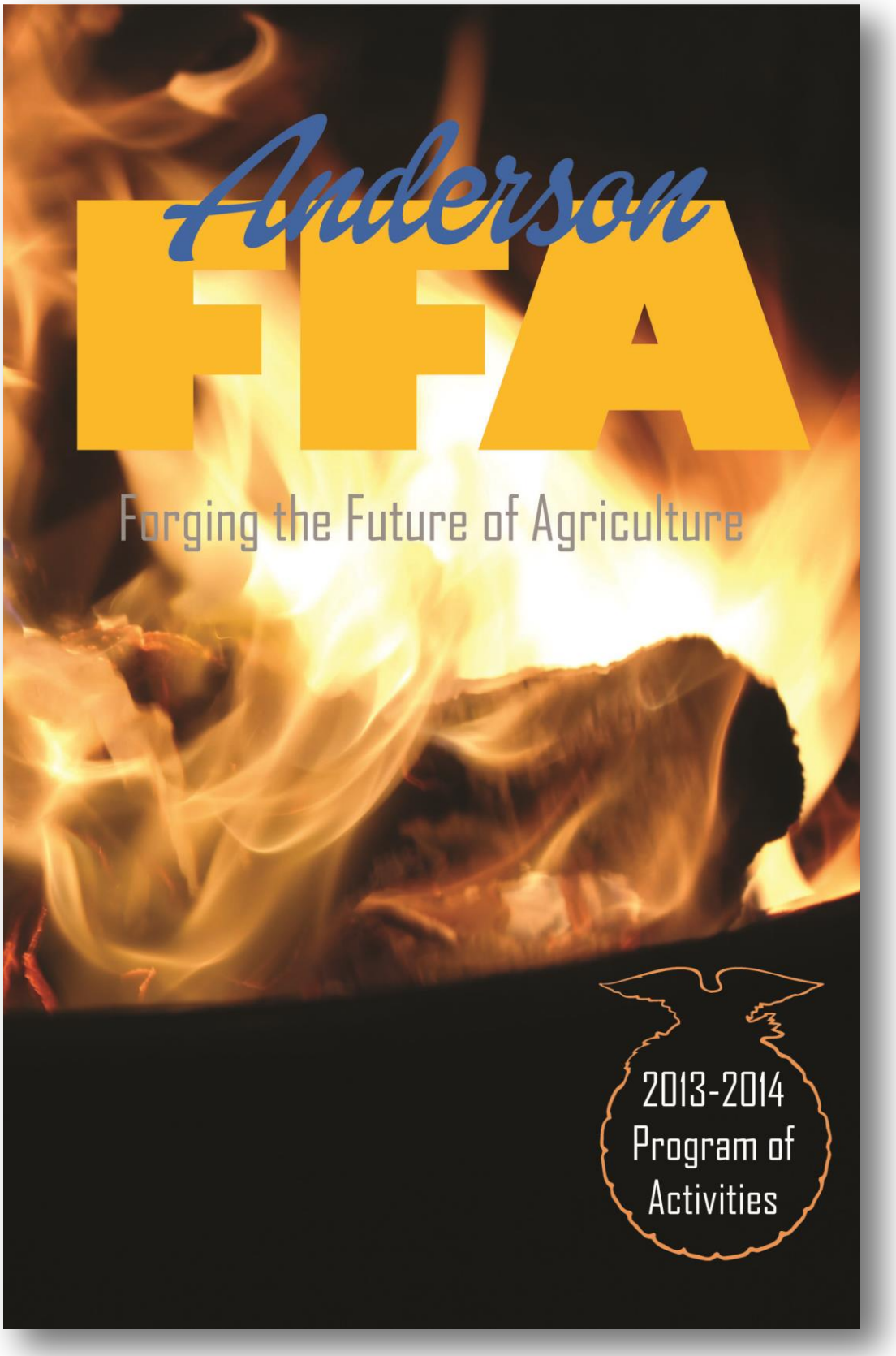
Anderson Union High School
Agriculture Department

8

FFA Program of Activities


Anderson
FFA
Forging the Future of Agriculture
2013-2014
Program of
Activities

Welcome Anderson Future Farmers

On behalf of the 2013-2014 Anderson FFA Officer Team, I would like to welcome you all to another exciting year! This year, Anderson FFA celebrates 81 years of Premier Leadership, Personal Growth and Career Success. As the school year begins, we hope that you will take every opportunity granted to you to become active in our organization. Throughout your involvement in Anderson FFA, you will reach new heights, make new friends, and share memories that will last a lifetime!

We hope that you will get involved and inspire others to be active not only in our chapter, but also in our school and community. Here at Anderson, we strive to make the best better, and as FFA members, we are "Forging the Future of Agriculture" through our involvement in School and Community events, as well as our FFA activities that are outlined in this Program of Activities.

Here's to a year full of great adventures that we look forward to sharing with you,

Sincerely,

Nina Jane Tucker

2013-2014 Anderson FFA Chapter President

Picture above: 2013-2014 Anderson FFA Chapter Officer Team; Front L to R: Cody Foster, Nina Tucker, Sarah Davis and Mekylah Crow; Back L to R: Colton Carmona, Freddy Argueta, Steven Whitmore and Bradon Hibbing

Table of Contents

2013-2014 Anderson FFA

President Nina Jane Tucker

Senior—State Degree

SAE: Breeding Beef, Market Steer and Ag Welding

Favorite FFA Memory: Attending WLC and seeing my aunt drive by us at the White House

Future Goal: Attend WestPoint Academy and become an Army Fighter Pilot

Vice President Steven Whitmore

Junior—Chapter Degree

SAE: Breeding and Market Swine

Favorite FFA Memory: Going to the 2012 National FFA Convention, and meeting Mike from American Pickers on the plane

Future Goal: Attend Shasta College and then attend culinary school

Secretary—Cody Foster

Junior—Chapter Degree

SAE: Market Swine and Ag Welding

Favorite FFA Memory: Attending GLC as a Freshman

Future Goal: Attend Cal Poly, San Luis Obispo and be a member of the Rodeo team and run for Miss Cal Poly Rodeo

Treasurer—Bradon Hibbing

Junior—Chapter Degree

SAE: Market Poultry and Ag Welding

Favorite FFA Memory: Winning Reserve Grand Champion Meat Pen with my Chickens

Future Goal: Attend Chico State University in Ag Engineering

Chapter Officer Team

Reporter—Mekylah Crow

Senior—State Degree

SAE: Breeding and Market Swine

Favorite FFA Memory: Being a delegate at the 2013 State FFA Convention

Future Goal: Attend Iowa State University in Veterinary Medicine

Sentinel—Freddy Arqueta

Junior—Chapter Degree

SAE: Market Swine and Ag Welding

Favorite FFA Memory: Helping Steven when his sows farrowed piglets

Future Goal: Attend Shasta College and own my own business.

Historian—Sarah Davis

Sophomore—Chapter Degree

SAE: Market Steer and Ag Welding

Favorite FFA Memory: Meeting the State FFA Officers at MFE/ALA

Future Goal: Attend Cal Poly, San Luis Obispo and major in Recreation.

Greenhand Rep.—Colton Carmona

Freshman—Greenhand Degree

SAE: Market Swine and Ag Welding

Favorite FFA Memory: Placing 5th in Advanced Swine Showmanship at the Shasta District Fair

Future Goal: Attend Chico State University and play baseball

From the Advisors

Welcome!

Where to start but at the beginning. First, welcome to all new and returning members. We are both so proud to have you as a part of Anderson FFA and look forward to the amazing things you will accomplish in our FFA Chapter. From the agriculture classroom, to leadership speaking and career development events, you will shine and Anderson FFA will become your home away from home. Here at Anderson FFA we work hard, so that we can play hard!

Anderson FFA is a part of the National FFA Organization, which is the LARGEST youth organization in the world. This Program of Activities is an outline and history of the activities and accomplishments to of the Anderson FFA Chapter. This Program of Activities can be used to assist you with planning an individualized leadership plan, however, the main purpose behind the Program of Activities is to establish cooperative group action and develop student responsibility. Without group cooperation, responsibility and hard work, neither knowledge nor wisdom can accomplish much.

We hope that you will take every opportunity to get active in Anderson FFA, and look forward to the fun you will have and the leader you will become.

Sincerely,

Ms. Teixeira and Mr. Wold

Ms. Teixeira and Mr. Wold

"Here by the owl... a time honored emblem of knowledge and wisdom."

Mr. Wold has been an advisor for Anderson FFA for 25 years. He has coached Parliamentary Procedure and Livestock Judging Teams. He teaches Ag Welding, Ag Mechanics, Animal Science and Ag Science 1. When he is not at school, he is active in Rotary and spends time with his family.

Ms. Teixeira is in her third year at Anderson Union High School. She teaches Ag Biology, Ag Chemistry and is the ASB/Leadership Advisor. She also teaches after school Floral Design. She coaches public speaking students and Light Horse Evaluation teams.

FFA and Agricultural Education

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

Classroom/Laboratory Instruction -

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

Supervised Agricultural Experience (SAE) -

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

FFA - as an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved! Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three areas.

Agricultural Courses offered at AUHS

Agriculture Science I
Agriculture Science I is a comprehensive course which introduces the students to the basics of agricultural science. This includes: Animal Science, Plant Science, Environmental Science, Hydrology, Meteorology, and Nutrition.

Agriculture Science II (Ag Biology)
Agricultural Science II is a comprehensive course which continues the basics of agriculture through further and more extensive investigations of the scientific principles surrounding agricultural production and research. Special attention is given to the development of investigative skills and the knowledge of body systems, functions and life processes.

Agriculture Chemistry
Agricultural Chemistry is a comprehensive initial exposure to the field of chemistry. The course serves to help all students develop an understanding of chemistry and its role in agriculture to provide a foundation for those who intend to continue on in the area of agriculture science. The course of study includes general chemistry, atomic properties, the periodic table, balancing equations, gas laws, and organic chemistry with a strong emphasis on dimensional analysis and real world applications. Students will develop understanding of the complex concepts through lab based learning.

Advanced Agriculture
This course is designed to be offered as a two-year program. Areas covered in the course include; Livestock Tools, Equipment and Restraint, Nutrition and Feeds, Livestock Genetics and Breeding, Animal Health, Livestock Pests, Animal Marketing, Small Animal Production, Range Management, and Waste Management. Time will be spent on shop safety and learning the techniques of electric arc, oxy-acetylene, and MIG welding. *counts as high school science credit

Ag Welding
This course is designed for agriculture students to introduce them to the processes of welding. Students will learn to electric arc welding, oxy-acetylene cutting and welding, MIG welding, and plasma arc cutting. Units may be taught in an order best suited to the instructor. *counts for high school fine art credit

Ag Mechanics 1, 2, 3, 4
This course is designed for a student to increase the students skill sets in agriculture mechanics. Units will be taught in safety, shop skills, welding, rope work, plumbing, electricity, surveying, FFA, and project fabrication.

Anderson FFA Committee Goals and Objectives

One of the easiest ways to get involved in the Anderson FFA is to become a member of one of the committees run annually by our members. Members are encouraged to attend committee meetings.

Revised July 2013

I. ALUMNI

CHAIRPERSON: Steven Whitmore

Goal – Recognize Alumni and encourage them to be active in FFA.

Ways to Achieve This Goal:

1. Invite Alumni to chapter activities and to help out with competing teams.
2. Establish an Anderson FFA Alumni chapter.
3. Utilize Anderson FFA Facebook page to recruit alumni for events.
4. Send monthly newsletter via email to Alumni

Committee meets once per month.

II. SCHOLARSHIP

CHAIRPERSON: Freddy Argueta

Goal – To encourage scholastic achievement for all members.

Ways to Achieve This Goal:

1. Officers pass all classes and maintain at least a 2.5 GPA, or face suspension for a month or until grades are satisfactory and no F's at grading period.
2. Encourage academic achievement for all students showing at the Shasta District Fair to maintain at least a 2.0. GPA
3. Students attending State and National Convention must have a 2.5 GPA and no F's
4. Maintain chapter scholarship minimum of $30 a month.
5. Recognize seniors with a 3.5 GPA/Academic Aggie Award.
6. Recognize seniors as 4 year FFA members who earned the State FFA Degree with Golden FFA sash for graduation.
7. Recognize grades in POA.

Committee meets at end of each quarter.

III. LEADERSHIP

CHAIRPERSON: Nina Jane Tucker

Goal – Have fun and encourage leadership by getting members and guests involved in the FFA.

Ways to Achieve This Goal:

1. Members must attend 5 meetings AND 10 activities to take an animal to the fair.
2. Provide activities & refreshments after each meeting.
3. Award the member with a personalized awards plaque
4. Send a minimum of 14 members to Greenhand Conference.
5. Have teams for Sectional Co-op Quiz, Best Informed Greenhand Contest, and Novice Record Keeping.
6. Send 5 members to Made for Excellence and 5 to Advanced Leadership Academy Conferences.
7. Have members attend the National FFA Convention (maximum of 7 members).
8. Hold recruitment activities each year at the middle schools in the spring.
9. Develop a workshop activity for Greenhands in September.
10. Attend Shasta College Field Day.
11. Have a booth at 8th Grade Orientation.
12. Have a parliamentary procedure team.
13. Have two members apply for SLE/ WLC, top 2 on POA go to WLC.
14. Have at least one student in each public speaking event.
15. Encourage and support members to run for chapter office.

Committee meetings depend on season. See practice schedules on FFA Bulletin Boards

IV. SUPERVISED AGRICULTURAL EXPERIENCE

CHAIRPERSON: Cody Foster

Goal – To encourage project growth and increase member awareness of awards and options available for SAE Projects.

Ways to Achieve This Goal:

1. Promote project competition to all members & provide awards.
2. Encourage members to work toward proficiency awards.
3. Officers must keep their record books up to date, on a monthly basis.
4. Have one member apply for a regional proficiency award.
5. Have student herdsman for school herds.
6. Five percent of our members apply for State FFA degrees.

Committee meets after monthly meeting

V. COOPERATION

CHAIRPERSON: Steven Whitmore

Goal - Interact with other FFA chapters and the community.

Ways to Achieve This Goal:

1. Hold minimum of one activity in the Fall & Spring with another FFA chapter.
2. Host a Harvest Festival for elementary schools.
3. Work with local community groups at various events.

Committee meets once per month, usually same day as officer meeting at lunch.

VI. PUBLICITY

CHAIRPERSON: Mekylah Crow

Goal – To continuously inform the FFA members, parents, school, community, and general public about the FFA.

Ways to Achieve This Goal:

1. Officers to keep all FFA bulletin boards updated monthly as assigned.
2. Submit 2 Articles & 4 pictures bi-monthly to the New Horizons.
3. Submit printed newsletters to District Office and monthly School Board Meeting.
4. Display for National FFA Week at District Office
5. Send out press releases with each important event.
6. Publish member of the month in Valley Post.
7. Publish monthly newsletter.
8. Scrapbook maintained and brought to all meetings.
9. Promote FFA during back to school night & school activities.
10. Publish a tabloid for FFA Week/promote on radio and T.V.
11. Submit Article in the principal newsletter and community calendar.
12. Banner for Drive Thru Dinner for school front lawn.
13. Update Anderson FFA Facebook page at least twice per week.
14. Work with FFA Advisors to maintain website.

Committee meets on Mondays at lunch.

VII. EARNINGS AND SAVINGS

CHAIRPERSON: Bradon Hibbing

Goal – To raise $35,000 and save $1,500 this year for the FFA chapter.

Ways to Achieve This Goal:

1. Detailed monthly reports on expenses & receipts
2. Hold annual Anderson FFA Fundraisers
   - Christmas Tree Sales
   - Catering/Barbecues
   - Mosquito Serenades
   - Harvest Festival
   - July 3rd parking
   - Plant Sales
   - Drive-thru dinners
   - Work with Anderson Rotary at:
   - Wild Game Feed
   - Crab Feed

Committee meets weekly on Fridays during Achievement Period

VIII. COMMUNITY SERVICE

CHAIRPERSON: Nina Jane Tucker

Goal – Volunteering time to help improve the community and be a positive influence.

Ways to Achieve This Goal:

1. Attend Farm City Day.
2. Have a petting zoo and flower planting at story time at Anderson City Library.
3. Collect toys for the children's wing of local hospitals.
4. Beautification/Landscape project for the City of Anderson.
5. Serve at Special Olympics Dinner.
6. Host Kids Fishing Pond at Boat, Sport and RV Show.
7. Make hats and blankets for local cancer patients.
8. Spend a day at a convalescent home.
9. Flag set-up for Memorial Day.
10. Restore trails at Granite Lake with the Back Country Horsemen

Committee meets after monthly meeting

Committee meetings depend on time of year. See committee meeting updates on FFA Bulletin Boards.

Points Award System

The Points Award System was developed in order to recognize and award those members who are most active in various FFA activities throughout the year. The top fifteen individuals OR those that reach 500 POA Points will receive an award and recognition at our awards banquet in May. The top fifteen members are also invited to participate in a Points Award trip sponsored by the Anderson FFA. In 2013, the top students, along with members of the Shasta Trinity Back Country Horsemen, spent four days in the Trinity Alps hiking, riding horses and swimming in mountain lakes. This trip is highly coveted by all members.

POINTS SCALE

MEETINGS

30 points for wearing official dress uniform to meetings and banquets excluding officers
20 points for attending meetings
30 points for attending Greenhand/Chapter Farmer Ice Cream Social
30 points for attending the Parent/Member Banquet
10 points for Banquet set-up
10 points for Banquet clean-up
5 points for wearing FFA shirt on meeting day and attending meeting
-100 points for breach of officer dress code

LEADERSHIP

20 points for attending Regional Meeting, State, or National Convention
30 points for delegates to Regional Meeting, State, or National Convention
30 points for attending Leadership Conferences (GLC/MFE/ALA/SLE/WLC)
15 points for Recruitment Events
10 points for 8th Grade Orientation OR Back to School Night
15 points for having an FFA Article published (excluding Reporter)

COMMITTEES

25 points for committee chair
20 points for committee secretary
10 points for committee members

REGIONAL / STATE OFFICERS

25 points for running for Regional or State Office
50 points for being slated for Regional or State Office
75 points for serving as a Regional or State Officer

DEGREES

5 points for Discovery Degree
10 points for Greenhand FFA Degree
20 points for Chapter FFA Degree
50 points for State FFA Degree
100 points for Proficiency Award above chapter level
100 points for Star State Degrees

GRADES PER QUARTER

(must bring copy of report card)
30 points for 3.6 to 4.0 or better GPA
25 points for 3.1 to 3.5 GPA
10 points for 2.5 to 3.0 GPA

JUDGING AND LEADERSHIP TEAMS

50 points for participating on a team
20 points for each competition
50 points for 1st place individual
40 points for 2nd place individual
30 points for 3rd place individual
20 points for 4th place individual
10 points for 5th place individual
25 points for being on a 1st place team
20 points for being on a 2nd place team
15 points for being on a 3rd place team
10 points for being on a 4th place team
5 points for being on a 5th place team
**must attend a minimum of 5 practices prior to competition

PROJECT COMPETITION
20 points for competing in Local Project Competition
20 points for Chapter High Individual
10 points for qualifying for Sectional Banquet
20 points for Gold Award
15 points for Silver Award
10 points for everyone who participates if chapter wins the Chapter Award
15 points for outstanding project at sectional level

WEIGHING ANIMALS
5 points for up to two hours
10 points for more than 2 & up to 4 hours
15 points for more than 4 & up to 6 hours
20 points for more than 6 hours

FAIRS
50 points for taking a market animal to the SDF
5 points per person, in each division for each clean stall award won
10 points for showmanship per round
20 points for 1st place showmanship
15 points for 2nd place showmanship
10 points for 3rd place showmanship
5 points for 4th place showmanship
10 points for group I
20 points for 1st place finish in your class (grading)
15 points for 2nd place finish in your class (grading)
30 points for Champion (Grand or FFA) at Shasta District Fair
25 points for Reserve Champion (Grand or FFA) at Shasta District Fair
30 points for Qualifying for Round Robin at any fair
20 points for winning carcass contest/Rate of gain (at Shasta District Fair)
50 points for taking animals to Cow Palace / State Fair
25 points for taking breeding animal to fairs
15 points for helping show at other fairs and show

HOSTING LEADERSHIP EVENTS
20 points for setting-up
30 points for cleaning-up
15 points for cooking and serving lunch

HARVEST FESTIVAL/PETTING ZOO/ STORYTIME
5 points for set-up
5 points clean-up
10 points for working
10 points for bringing an animal

WORK AFTER SCHOOL/AT SCHOOL FARM
10 points per hour for working around the agriculture department or on the school farm after school or weekends excluding barn rental hours for project
(Must fill out time card to receive points)

CHRISTMAS TREES
30 points for cutting trees
15 points for tree marking
5 points per hour for selling trees after school or on weekends
5 points for staying overnight/ during school day
10 points for set-up of lot
10 points for tear down of lot
20 points for parent chaperone

PARENT INVOLVEMENT
10 points to member for parent chaperone

COMMUNITY SERVICE
15 points per day for working on a Community Service Project
5 points for each toy donation
with a maximum of 50 points

FUNDRAISERS
40 points Crab Feed with Anderson Rotary
40 points Lobster and Steak dinner with Anderson Rotary
25 points Wild Game Feed with Anderson Rotary
25 points July 3rd Parking
25 points other dinners

ROTARY GOLF TOURNAMENT
40 points for a team
20 points for a hole sponsor

CONCESSIONS/
10 points set-up
10 points working
10 points clean-up

DRIVE THRU DINNERS
5 points for set-up
5 points clean-up
10 points for working

TICKET SALES
5 points per Ticket

FLOAT
5 points per day for working on float after school
25 points for clean-up after the parade

FAILURE TO SHOW UP
50 POINTS LOST FOR NO NOTIFICATION AT LEAST ONE FULL SCHOOL DAY PRIOR TO ABSENCE!!!

Points for other events not listed will be assigned by the Executive Committee and/or advisors.

Officers must average 8 drive thru dinner tickets per drive thru dinner in order to qualify for POA Trip.

Anderson FFA Chapter Constitution

ARTICLE I. NAME, AIMS, PURPOSE OF THE ORGANIZATION

SECTION A
The name of this organization shall be the Anderson Chapter of Future Farmers of America (Anderson FFA Chapter, Anderson FFA). Members shall be vocational agricultural students who attend Anderson Union High School.

SECTION B
The primary aim of the Anderson FFA is the development of agricultural leadership. The purposes are outlined in the official FFA handbook.

ARTICLE II. ORGANIZATION

SECTION A
The Anderson Chapter of Future Farmers of America is Charter #133 of the California Association of the Future Farmers of America and is affiliated with the National FFA Organization.

ARTICLE III. MEMBERSHIP

SECTION A
Types of membership in this organization shall be: (1) Active, (2) Honorary.

SECTION B
Active membership: Active members shall be enrolled in a vocational agricultural class, and be passing at least four classes at Anderson High School. Members may retain active membership continuously throughout their high school career and for three (3) years after the first National Convention following graduation from high school, or until they become 21 years of age, whichever length of time is greater.

SECTION C
Honorary Membership: Supervisors, school superintendents, principals, members of the board of education, instructors, business persons, farmers, and others who are helping to advance vocational agricultural and the FFA. Those individuals who have rendered outstanding service may be elected to Honorary membership by a majority vote of the members present at any regular meeting of the chapter.

ARTICLE IV. ACTIVE MEMBERSHIP, DEGREES, AND PRIVILEGES

SECTION A
There shall be five degrees of active membership based upon achievement. These are: (1) Discovery FFA Degree (2) Greenhand FFA Degree; (3) Chapter FFA Degree; (4) State FFA Degree; and the (5) American FFA Degree. The national organization shall set the standards for the degrees.

SECTION B
Discovery FFA Degree: Upon meeting the following minimum qualifications, the Discovery FFA may be conferred by the chapter.

(1)Be enrolled in agricultural education class for at least a portion of the school year while in eighth grade

(2)Have become a dues paying member of the FFA at local, state, and national levels.

(3)Participate in at least one local FFA chapter activity.

(4)Have knowledge of agriculturally related career, ownership, and entrepreneurial opportunities.

(5)Be familiar with the local FFA chapter program of activities.

(6)Submit a written application.

SECTION C
Greenhand FFA Degree: Upon meeting the following minimum qualifications, the Greenhand FFA degree may be conferred by the chapter.

(1)Be regularly enrolled in an Agricultural Education course and have satisfactory and acceptable plan for a Supervised Agricultural Experience Program. (SAEP)

(2)Learn and explain the FFA Creed, Motto, and Salute.

(3)Describe and explain the meaning of the FFA emblem and colors.

(4)Demonstrate and explain the meaning of the FFA Code of Ethics and the proper use of an FFA jacket.

(5)Demonstrate knowledge of the history of the FFA organization, the chapter constitution and bylaws, and the chapter Program of Activities.

(6)Personally own or have access to the official FFA Manual and the FFA Student Handbook.

(7)Submit a written application for the Greenhand Degree.

SECTION D
Chapter FFA Degree: Upon Meeting the following minimum qualifications, the chapter FFA Degree May be conferred by the chapter

(1)Must have received the Greenhand FFA Degree.

(2)Must have satisfactory completed the equivalent of 180 hours of systemic school instruction in agriculture education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agriculture education course.

(3)Have participated in the planning and construction of at least three official functions in the chapter Program of Activities.

(4)Have earned and productively invested at least $150 by the members own efforts or worked at least 45 hours in excess of scheduled class time, or combination thereof, and have a developed plans for continued growth and improvement in a SAEP.

(5)Have lead a group discussion for 15 minutes.

(6)Have demonstrated 5 procedures of Parliamentary law.

(7)Show progress toward individual achievement in the FFA award program.

(8)Have a satisfactory scholastic record.

(9)Submit a written application for the Chapter FFA Degree.

SECTION E
A record of Discovery FFA Degree, Greenhand FFA Degree and Chapter FFA Degree members initiated shall be kept in the office of the local chapter.

SECTION F
Only members who have earned the Golden State FFA Degree may hold state office. Officers in the regional organization must hold the Chapter or State FFA Degree. Officers in the local chapter must not rank lower than the Chapter FFA Degree.

SECTION G
Active members in good standing participate in FFA activities, and are accorded any other privileges due to the FFA members.

SECTION H
A member will be in good standing when they attend at least 50% of the chapter meetings and one fund-raising activity, upon membership in the chapter. It will be the duty of the Sentinel to enforce these minimum standings.

SECTION I
To attend conferences a member must be a member in good standing, have a C or better in their Agriculture class and have a current GPA of not less than a 2.0 with no F's.

ARTICLE V. EXECUTIVE COMMITTEE

SECTION A
The executive committee of the Anderson Chapter FFA shall consist of the President, Vice-President, Secretary, Treasurer, Reporter, Sentinel, Historian, Greenhand Representative, and any other Regional, State, and/or National FFA officers from the Chapter.

SECTION B
The elected officers from the Anderson Chapter FFA shall be; President, Vice-President, Secretary, Treasurer, Reporter, Sentinel, Historian, Ambassador, and Parliamentarian. All officers shall be elected annually at a pre-announced election meeting by majority vote of those members present. The officers assume office at the end of the Annual Parent/Member Banquet. All the officers must hold the Chapter FFA Degree. Greenhand's may run for office if they qualify for the Chapter FFA Degree.

SECTION C
All elected officers shall hold office for one year after election, or until their successors is elected, unless removed from office for causes determined by the Executive Committee and /or the Advisor(s). All vacancies may be filled by the President until the next regular meeting of which time there will be an election.

SECTION D
Greenhand Representatives shall be an Anderson Union High School student who is a freshman member who is currently enrolled in an agriculture class. He/She must present the Executive Committee with a Greenhand Officer application and recite the FFA Motto. He/She will be elected in September of each year by a majority vote of the Greenhand FFA Members.

SECTION E
All candidates for office must submit a Chapter Officer Application to the Executive Committee and go through the screening committee with the exception of the Greenhand Representative who only need to submit an application.

SECTION F
Duties and Responsibilities of the Executive Committee:

(1)President

A)It shall be the duty of the President to preside over all meetings of the Anderson FFA Chapter and over all meetings of the Chapter Executive Committee.

B)The president shall call one meeting of the Anderson Chapter FFA each school month on such date at such place as shall be fixed by a majority vote delegation. In such a case as the date is in conflict with another event, the executive committee shall reset the meeting date.

C)The President shall call a Greenhand/ Chapter Member Ice Cream Social and a Parent/Member Banquet each year.

D)The President shall appoint all special committees and may serve as an ex-officio member of these committees.

E)It shall be the duty of the president to accept the responsibility for the actions of the executive committee.

F)The President shall have the agenda posted the Monday prior to the monthly meeting.

(2)Vice-President

A)The Vice-President shall be responsible for making sure all forms necessary for the running of the chapter are completed, such as Facility Requests, Transportation Requests, and Chapter award applications. The Vice-President shall also actively recruit members to apply for proficiency and other state awards.

B)The Vice-President shall assume all the duties of the President in the event that office becomes vacant and shall perform those duties until the next regular meeting when a new President is elected.

C)The Vice-President shall preside over the meetings in the absence of the President.

(3) Secretary

A)The Secretary shall perform the duties common to such an office; as keeping an accurate record of the minutes of the Anderson FFA Chapter or the minutes of the Executive Committee. Copies of these minutes shall be prepared one week after the meeting has occurred and be made available to all the members.

B)The Secretary shall have the Program of Work ready by the September meeting.

C)The secretary is responsible for all correspondence.

(4) Treasurer

(A)The Treasurer shall represent the Anderson FFA Chapter in all matters pertaining to financial budget and policy.

(B)He/She shall present to the chapter members at each monthly meeting an audit of the accounts of the chapter to be prepared under the direction of the Advisor.

(5) Reporter

(A)It shall be the duty of The Reporter to head the publication of the Anderson FFA newsletter.

(B)Assist with collecting data for the official chapter report, and prepare news notes suitable for publication on all activities of the Anderson FFA Chapter.

(C)The newsletter shall be published at least once a month.

(6) Sentinel

(A)It shall be the duty of the Sentinel to assist in the conduct of all chapter meetings by greeting guests; seating delegates; arranging paraphernalia, displays, and decorations; and carry out the duties assigned to him/her by the President.

(B)He/She shall also keep a record of all functions attended by members to maintain a Point of Awards chart and keep a record of members in good standing.

(C)He/She shall assume the disciplinary responsibilities of chapter events.

(7) Historian

(A)The Historian shall keep a neat and accurate record of chapter history and maintain the official scrapbook.

(B)He/She shall also be responsible for the taking of pictures at official chapter functions.

(C)He/She shall also maintain a monthly bulletin board in the agriculture classrooms.

(8) Greenhand Representative

(A)Serve as a representative on the Executive Committee for all first year members.

SECTION G
The executive Committee shall be empowered to perform all urgent business of the Anderson FFA Chapter between monthly meetings.

SECTION H
All officers must maintain a 2.5 grade point average, with no F's and have a B or better in all Ag Classes. Failure to do so will result in suspension from office until a 2.5 GPA is reached, all F's have been cleared and all Ag Class grades are above a B. Officers may not miss more than five days of school per quarter, unless otherwise excused from a physician. If more than five days are missed you will be asked to resign.

ARTICLE VI. MEETINGS

SECTION A

The Anderson FFA Chapter shall hold one meeting each school month, a Greenhand/member social, and a parent/member banquet.

SECTION B
The Executive Committee shall decide the dates of the meetings. If a date is conflicting with another activity the executive committee then has the power to change the date of the meeting.

SECTION C
A quorum shall consist of 50% of the active members plus one.

ARTICLE VII. DUES

SECTION A
Annual dues for the members of the Anderson FFA Chapter shall be paid by the chapter. The dues include Chapter, Regional, State, and National.

ARTICLE VIII. PROCEDURE

SECTION A
Parliamentary procedure in all meetings of this organization shall be in accordance with Robert's Rules of Order.

ARTICLE IX. AMENDMENTS

SECTION A
Amendments or by-laws shall be submitted to the membership at least one month prior to voting. Passage requires 2/3 majority vote of those present.

ARTICLE X. COMMITTEES

SECTION A
Standing Committee: There shall be standing committees for: Publicity, Community Service, Program of Activities, and Officer Screening. All standing committees shall meet no more than once a month.

SECTION B
Publicity Committee: Shall consist of the elected Reporter as advisor and five committee members selected annually at the first regular meeting with approval by the membership. Its major responsibilities are FFA Week publicity, the Chapter newsletter and overall publicity.

SECTION C
Community Service Committee: Shall consist of three members plus the President as the advisor. It will be the duty of the Community Service committee to put together and organize different community service projects.

SECTION D
Program of Activities Committee: Shall consist of the elected officers. They will plan the Program of Activities at the summer planning meeting. The Program of Activities will be presented at the first meeting of the year to the delegation for adoption or revision.

SECTION E
Screening Committee: Shall consist of the Executive Committee, any senior member or alumni members. The responsibilities of this committee are to encourage quality candidates to run for office and screen officer candidates. All Executive Committee members running for re-election of a new office are prohibited from participating on the screening committee.

ARTICLE XI. RATIFICATION OF CONSTITUTION

This constitution shall take effect upon the passage by 2/3 majority of the voting members.

Anderson FFA Chapter Budget

Anderson FFA raises more than $30,000 in fundraisers, including our biggest fundraiser of the year, the Annual Anderson FFA Christmas Tree Lot held at the Safeway in Anderson, California. Each year, members, parents and advisors, participate in the Annual Anderson FFA Tree Cut on the Saturday after Thanksgiving, and the following day, the tree lot opens. Other fundraising activities include Drive-Thru barbecues, Mosquito Serenade Concessions, catering, and serving at events for local service groups.

Income

July 3rd Parking	1500
Back to School Night	600
Football Concessions	3500
National Convention	1000
State Convention	3000
MFE/ALA	500
Drive Thru Dinners (4)	4000
Christmas Trees	8000
Anderson Rotary Crab Feed	1500
State Convention	2500
Trout Pond	300
Wild Game Feed	500
Catering Events	6500
Projected Income	**33400**

Expenses

Trail Clearing Trip	600
POA Trip	1500
Back to School Night	500
Football Concessions	2500
National Convention	4500
State Convention	3500
Chapter T-Shirts	500
Officer Training	750
Officer Polos and Jackets	800
Section and Region Contests	150
Greenhand Conference	500
MFE/ALA	500
COLC	350
Drive Thru Dinners (4)	2000
Member of Month Plaques	250
Christmas Trees	3500
Meeting Supplies	500
Officer Retreat	1300
Local Project Competition Awards	250
Banquet	800
End of the Year Bash	550
Catering Events	2500
Total Operating Expenses	**28300**

Projected Net Income 5100

Getting Involved in Anderson FFA

Anderson FFA prides itself on building strong leaders for the future in agriculture. Each year, chapter officers participate in an officer training during the summer. Officers learn their strengths, participate in team building exercises and set the Calendar for the year. In January, the officers meet again for an Officer Retreat, where they revisit the calendar and make any needed changes, while also participating in team building exercises.

Throughout the school year Anderson FFA participates in field days and leadership contests. In addition, members attend the Greenhand Leadership Conference, Made for Excellence Conference, Advanced Leadership Academy, State Leadership Conference, National FFA Convention, Sacramento Leadership Experience, and the Washington Leadership Conference.

Anderson FFA raises more than $30,000 in fundraisers, including our biggest fundraiser of the year, the Annual Anderson FFA Christmas Tree Lot held at the Safeway in Anderson, California. Each year, members, parents and advisors, participate in the Annual Anderson FFA Tree Cut on the Saturday after Thanksgiving, and the following day, the tree lot opens. Other fundraising activities include Drive-Thru Dinner barbecues, Mosquito Serenade Concessions, catering, and serving at events for local service groups.

Anderson FFA competes annually in leadership contests including, Public Speaking, Best Informed Greenhand, Cooperative Marketing, Opening and Closing Ceremonies, Novice Records and Job Interview. In addition, Anderson FFA competes in the Light Horse Judging Career Development Event. In February the chapter celebrates National FFA week by holding numerous activities throughout the week.

Members compete each spring in the Local Project Competition, showcasing their SAE projects to Industry professionals and community members. The top Novice and top Advanced students each receive a silver belt buckle for their achievement. SAE projects in Anderson FFA range from raising beef, sheep, swine, goats, poultry and rabbits to Ag Mechanics projects, Welding projects and Horticulture projects. In addition, members work for local agriculture businesses as part of the Supervised Agricultural Experience Projects.

In 2013, Anderson FFA teamed up with the Shasta-Trinity Backcountry Horsemen and cleared riding trail in the Trinity Alps for 6 days.

The Anderson FFA is proud to honor veterans on Memorial Day by placing flags for each veteran at the local cemetery.

To honor those that have served our country, the Anderson FFA teams up with the local Veterans of Foreign Wars and places flags on the gravesites of war veterans on Memorial Day each year.

The Anderson FFA culminates the school year with the annual Parent/Member Banquet, where the chapter recognizes its members for their outstanding work throughout the school year, as well as thank community members for their support to the chapter. Members also look forward to the highly anticipated End of the Year Swimming Bash and the Shasta District Fair in June.

The most anticipated trip of the year is the Annual Point of Awards Trip taken by the Top 15 students in the Chapter. This year, the Point of Awards Trip will be a Horseback Riding Trip into the Trinity Alps.

The following pages are a copy of the Calendar of Activities adopted at the 2013 Officer Retreat. Look to this as a reference of events, and throughout the year, feel free to add these dates to your own calendar. In addition, the calendar of events is available for upload in your student Record Book portal at **www.calaged.csuchico.edu** and can be printed from there.

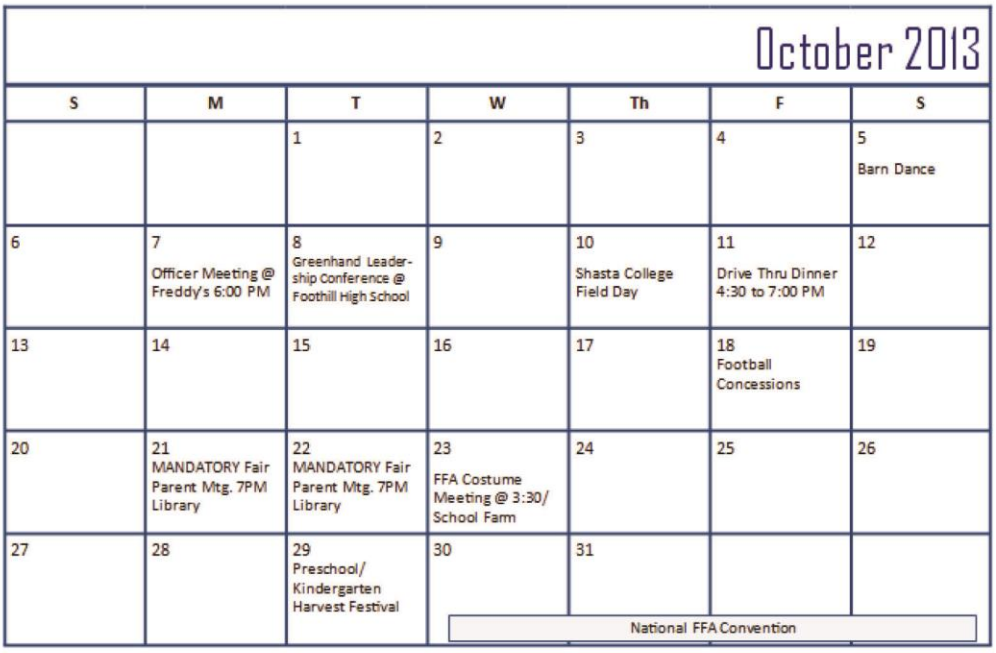
Anderson FFA
Calendar of Activities

August 2013

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
	Chapter Officer Training—Lake Shasta					
11	12	13	14	15	16	17
18	19 First day of School	20	21	22	23	24
25	26	27	28 Cub Club Day	29	30	31

September 2013

S	M	T	W	Th	F	S
1	2 NO SCHOOL Officer Meeting @ Bradon's 6:00 PM	3	4 Back to School Night BBQ	5	6	7 Michael Stevens' Fundraiser-2 PM @Anderson River Park
8	9	10	11	12 FFA Meeting—3rd Period in PAC	13 COLC—Camp Tehama	14
15 COLC	16 Anderson Union High School Homecoming	17	18	19	20 Homecoming Parade and Football Concessions	21 Hawes 100th Anniversary Reunion
22	23	24	25	26 Greenhand Workshops	27	28
29	30					



October 2013

S	M	T	W	Th	F	S
		1	2	3	4	5 Barn Dance
6	7 Officer Meeting @ Freddy's 6:00 PM	8 Greenhand Leadership Conference @ Foothill High School	9	10 Shasta College Field Day	11 Drive Thru Dinner 4:30 to 7:00 PM	12
13	14	15	16	17	18 Football Concessions	19
20	21 MANDATORY Fair Parent Mtg. 7PM Library	22 MANDATORY Fair Parent Mtg. 7PM Library	23 FFA Costume Meeting @ 3:30/ School Farm	24	25	26
27	28	29 Preschool/ Kindergarten Harvest Festival	30 National FFA Convention	31		

November 2013

S	M	T	W	Th	F	S
					1 Football Concessions	2
			National FFA Convention			
3	4 Officer Meeting @ Sarah's 6:00 PM	5	6	7	8 Football Concessions	9
10	11 NO SCHOOL	12	13 Opening and Closing/BIG/Coop/ Novice Records @ WVHS	14	15 CATA Road Show	16
17	18	19	20 FFA Bowling Meeting—3PM Chapter Degree Ceremonies	21	22	23 Tree Marking
24	25	26	27	28	29	30 Tree Cut
Thanksgiving Break						

Anderson FFA Calendar of Activities (continued)

December 2013

S	M	T	W	Th	F	S
1 Tree Lot Opens	2 Toy Drive Starts	3	4	5	6	7
8	9 Officer Meeting @ Steven's 6:00 PM	10	11	12	13 Drive Thru Dinner 4:30 to 7:00 PM	14
15	16	17 Chapter Meeting/ Gift Exchange 3:00 PM	18 Toy Drive Ends	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

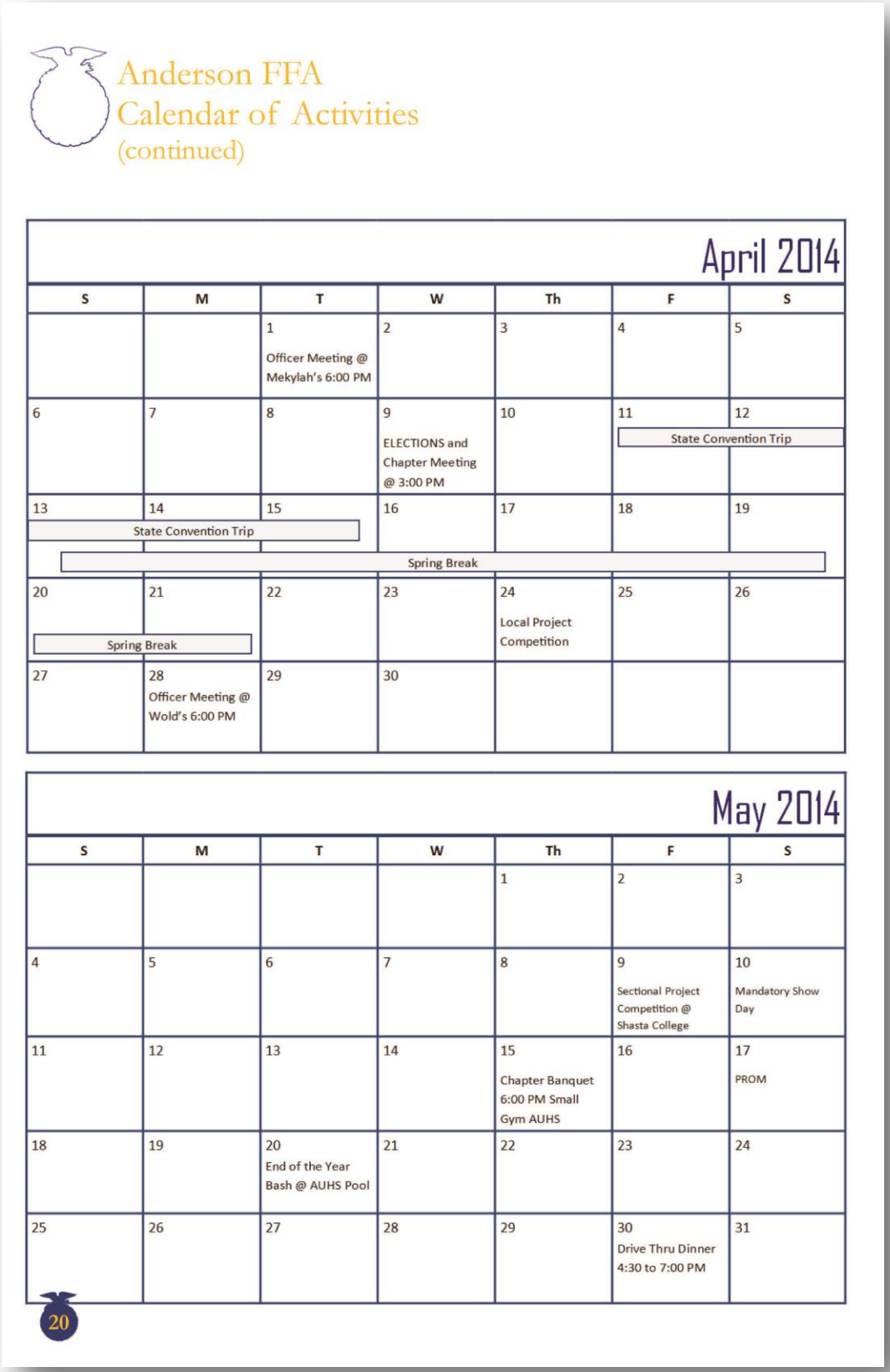
S	M	T	W	Th	F	S
			1	2	3	4
5	6 Officer Meeting @ Nina's 6:00 PM	7	8	9	10	11 Rotary Crab Feed @ Shasta District Fairgrounds
12	13	14	15 Chapter Meeting 3:00 PM Viking Skate after	16	17 MFE/ALA– Redding	18
19	20 NO SCHOOL	21	22	23	24	25
26	27	28 Red Bluff Bull and Gelding Sale	29	30	31	

February 2014

S	M	T	W	Th	F	S
						1 Arbuckle Field Day
2	3 Officer Meeting @ Cody's 6:00 PM	4 Colusa Farm Show	5	6	7	8
9	10 NO SCHOOL	11	12	13 Chapter Meeting 3:00 PM in Ag Shop	14	15
16	17 NO SCHOOL	18	19	20	21 Shasta Section Leadership Contests	22
23	24	25	26	27	28	

March 2014

S	M	T	W	Th	F	S
						1
2	3 Officer Meeting @ Colton's 6:00 PM	4 Sacramento Leadership Experience	5	6	7 Drive Thru Dinner 4:30 to 7:00 PM	8
9	10	11	12 Chapter Meeting 3:00 PM in Ag Shop	13	14	15 Rotary Wild Game Feed @ Shasta District Fairgrounds
16	17	18	19	20 Superior Region Meeting/Leadership Contests and State Degree Ceremonies	21 NO SCHOOL	22
23 / 30	24 / 31	25	26	27	28	29 CSU Chico State Officer Training



Anderson FFA
Calendar of Activities
(continued)

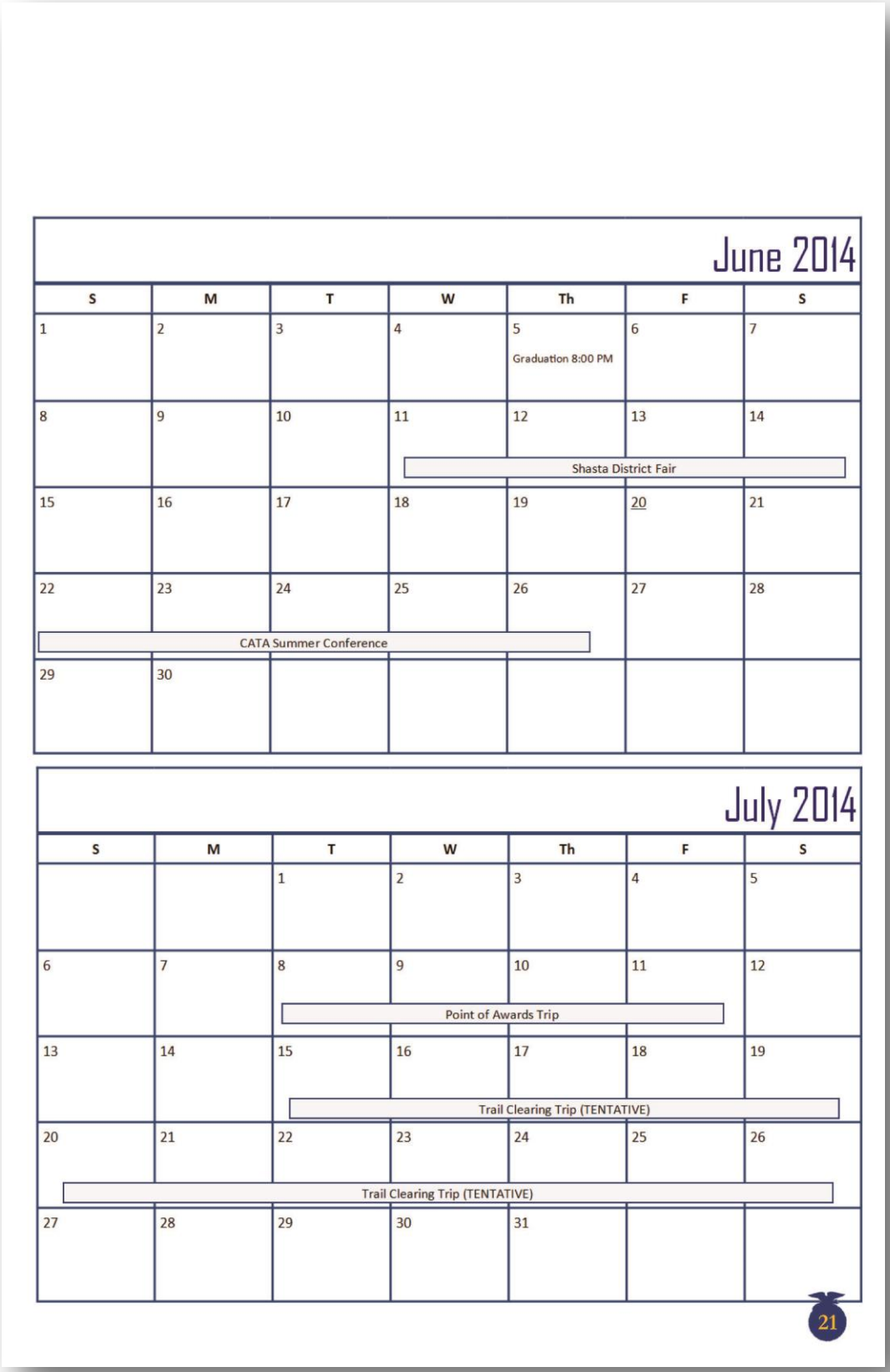
April 2014

S	M	T	W	Th	F	S
		1 Officer Meeting @ Mekylah's 6:00 PM	2	3	4	5
6	7	8	9 ELECTIONS and Chapter Meeting @ 3:00 PM	10	11 State Convention Trip	12
13 State Convention Trip	14	15	16	17	18	19
			Spring Break			
20 Spring Break	21	22	23	24 Local Project Competition	25	26
27	28 Officer Meeting @ Wold's 6:00 PM	29	30			

May 2014

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9 Sectional Project Competition @ Shasta College	10 Mandatory Show Day
11	12	13	14	15 Chapter Banquet 6:00 PM Small Gym AUHS	16	17 PROM
18	19	20 End of the Year Bash @ AUHS Pool	21	22	23	24
25	26	27	28	29	30 Drive Thru Dinner 4:30 to 7:00 PM	31

20



June 2014

S	M	T	W	Th	F	S
1	2	3	4	5 Graduation 8:00 PM	6	7
8	9	10	11	12	13	14
			Shasta District Fair			
15	16	17	18	19	20	21
22	23	24	25	26	27	28
CATA Summer Conference						
29	30					

July 2014

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
		Point of Awards Trip				
13	14	15	16	17	18	19
		Trail Clearing Trip (TENTATIVE)				
20	21	22	23	24	25	26
Trail Clearing Trip (TENTATIVE)						
27	28	29	30	31		

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Anderson FFA Past Regional, State and National Officers

The following is a history of Anderson FFA individuals serving the FFA above the chapter level:

Superior Region FFA Officers

1963-1964—Ron Edgmon
1973-1974 – Ted Palmer
1974-1975 – Cindy Kofford
1974-1975 – Jon Nachreiner
1974-1975 – Sissy Leighton
1975-1976 – Boyd Burrows
1978-1979 – Mark Walker
1979-1980 – Paul Hernandez*
1982-1983 – Keith Rostad
1985-1986 – Lori Hawes
1987-1988 – David Nilsen
1989-1990 – Kevin White*
2005-2006 – Brian Vorhis
2006-2007 – Brian Vorhis *

* indicates Regional President

California FFA State Officer

1990-1991
Kevin White
State Vice President

National FFA Officer

1992-1993 Kevin White, National Secretary

History of Chapter Presidents

The following is a history of Anderson FFA Chapter Presidents… Know a former Chapter President? Share the information with us to update this history!

1972-1973– Daryl Lance
1978-1979 – Paul Hernandez*
1978-1979 – Randy Gurrola**
1979-1980 – Randy Gurrola
1980-1981 – Randy Gurrola
1981-1982 – Greg Hawes
1982-1983 – Greg Hawes
1983-1984 – Richard Richards
1984-1985 – Les McWiliams
1985-1986 – Lori Hawes
1986-1987 – Jeff Angstat
1987-1988 – Ted Bither
1988-1989 – Kevin White
1989-1990 – Kevin White
1990-1991 – Dawn Alvarado
1991-1992 – Kevin Wilkes
1992-1993 – Denise Atterberry
1993-1994 – Josh Martinez
1994-1995 – Angie Ellis
1995-1996 – Dicy Wilson
1996-1997 – Anna Breedlove
1997-1998 – Kalli Wooters
1998-1999 – Stacey Shelton
1999-2000 – Chad Amen
2000-2001 – Michelle Simpson
2001-2002 – Adam Winland
2002-2003 – Mischa McMath
2003-2004 – Anastasha Emershy
2004-2005 – Jenna Denton
2005-2006 – Brian Vorhis
2006-2007 – Brian Vorhis
2007-2008 – Kaity Harr
2008-2009 – David Temples*
2008-2009 – Carrie Albaugh**
2009-2010 – Sara Stromberg
2010-2011 – Terra Jo Gibson
2011-2012 – Andrea Canavan
2012-2013 – Daniel Davis
2013-2014 – Nina Jane Tucker

*served partial term (resigned)
**served after president resigned

History of Anderson FFA Advisors

Nearly 100 years of "true knowledge ripened with wisdom."
Since the Early 1900's Agriculture Education has been an integral part of Anderson Union High School . Here is a history of the Agriculture Instructors that helped shape the Future of Agriculture at Anderson Union High School.

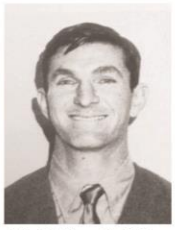

Mr. Howard Gaines
Advisor-1916 Ag Club


Mr. George Tyler
1922-1947
Charter Group Advisor


Mr. Jackson Price
1925-1927

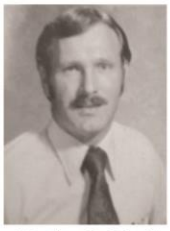

Mr. Wesley Norton
1948-1970

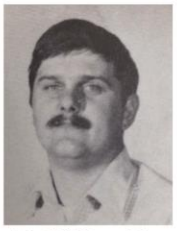

Mr. Howard V. Churchill
1950-1954


Mr. William C. Bailey
1970-1975


Mr. William S. Berens
1971-1972


Mr. Chad Oilar
1972-1981


Mr. Jim D. Isbell
1975-1976


Mr. Bill Loveridge
1978-1985


Ms. Alisa J. Braun
1985-1986


Mr. David Nilsen
1986-1988


Mr. George Wold
1988– present


Mr. Richard Titus
1993-2009


Mrs. Jill Harris
1997-1998


Ms. Shanan Lindahl
1999-2002


Mr. Rod Neugebauer
2002-2004


Mrs. Julie Wold
2006-2009


Ms. Katy Teixeira
2011– present

Signifies current Anderson FFA Advisor

History of t

The Anderson FFA Chapter was chartered in 1933, but even before it's charter, Anderson Union High School celebrated the rich history of Agriculture with the Ag Club.

Following the lead of 112 other schools in California the Ag Club was founded March 6, 1916 at Anderson Union High School. The advisor for the inaugural Ag Club was Mr. Howard Gaines, Principal of Anderson Union High School.

The purpose of the Ag Club was to bring together students that had an interest in Agriculture in the Anderson area, very similar to the initial objectives of the Future Farmers of America.

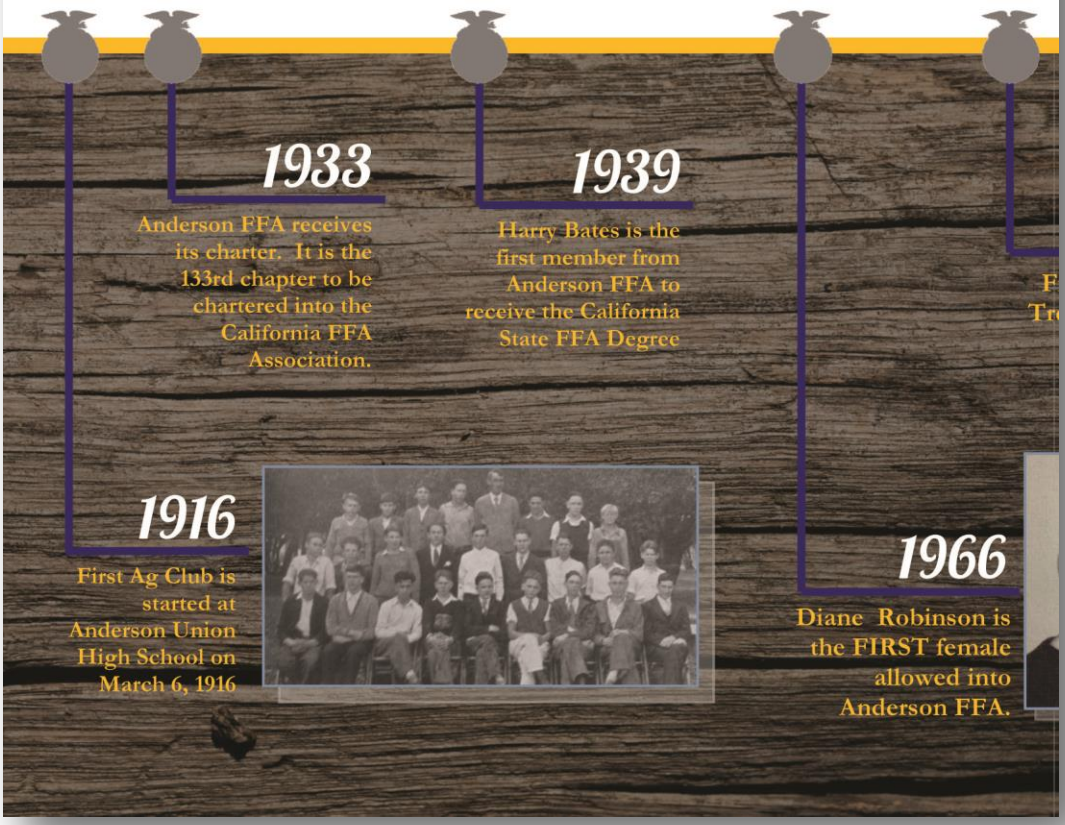
In the early years, the Ag Club focused on production agriculture, and tried new farming and planting techniques to improve crop production. The Ag Club visited and toured farms, dairies, shops, packing plants and beef herds throughout the Sacramento Valley, and the club claimed the name of the "Peppiest Club in School"

Shortly after it's beginning, the Ag Club suffered a short hiatus due to hard times brought on by World War I. Through the hard times brought on by WWI, the Farm Mechanics class, under the direction of Mr. George Tyler began work on the Farm Shop during the 1923-1924 school year, which records indicate "was to be built by the boys themselves."

After the short hiatus, the Ag Club was reinstated in 1925 and students once again competed in the 1926 Shasta County Fair stock judging contests. On November 19, 1926, the Farm Shop Building was dedicated with the placement of a cornerstone. Today, the cornerstone remains on the Anderson Union High School Campus.

Although the Anderson Chapter of Future Farmers of America was not chartered until 1933, the first known record of the "Anderson Future Farmers of America" was found in the 1932 yearbook. In 1933, the Anderson FFA Chapter was the 133rd chapter to be chartered into the California FFA Association.

In the first decade of being a chartered chapter in the National FFA Organization, Anderson FFA had its first member receive the Golden State FFA Degree. Harry Bates received his Golden State FFA Degree in 1939.



Anderson FFA

From there, it took another 45 years of FFA members until Anderson FFA's first American Degree. Receiving the golden American FFA Degree key, Greg Hawes earned his American Degree in 1984. Since then, 13 more Anderson FFA Members have earned their American FFA Degree. Today Greg owns Hawes Ranch and Feed Supply, as well as Hawes Farm and is a strong supporter of the Anderson FFA Program.

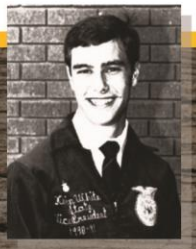
In 1969, females were allowed to join as members of the National FFA Organization. But, in 1966, Diane Robinson was the first female allowed into Anderson FFA. Diane was an active member in the chapter, and started a trend of females in the Anderson FFA. She showed livestock at the county fair, but because females weren't "official" members, she wore an FFA vest that she made herself since the official FFA jacket was not permissible.

In the early 1970's the current Agriculture department was built. Despite protest from the community to keep the original building, the new Agriculture facility was built to provide a safer place for students and staff. Although it's had a few minor changes along the way, the building has been the home for Agricultural education for the last 40 years.

In 1990, Kevin White became the first Anderson FFA Member to be elected to State FFA Office. Kevin served as California State FFA Vice-President. In 1992, Kevin was chosen as one of six members to the National FFA Officer Team, and served as National FFA Secretary from 1992-1993. Today, Kevin is the Executive Director of the Oregon FFA Foundation and has a ranch that he lives on with his family.

In 2013, the community of Anderson passed a bond to build a new Agriculture Department at Anderson Union High School. The new building is currently in planning stages, and looks to be a great asset to the Agriculture Program.

Throughout the past 81 years, Anderson FFA has worked with service groups and community members and has built rewarding relationships the Anderson Kiwanis, the Anderson VFW and Anderson Rotary Clubs, to name a few. This chapter believes, wholeheartedly in Living to Serve, and looks forward to serving the community of Anderson in years to come.



1972

irst Christmas
ee Lot opened

1990

Kevin White is elected to State FFA Office, in 1992 he is elected National FFA Secretary

1984

Greg Hawes is the first Anderson FFA member to receive the State FFA Degree

2007

Anderson FFA Celebrates it's 75th year with a community Dinner and Dance

2013

During it's 80th year, Anderson FFA membership reaches 221 members

American FFA Degree

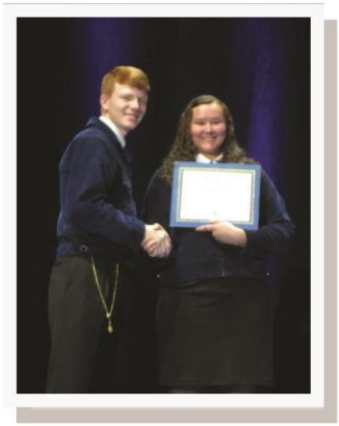
The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs).

Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization's highest honors.

In addition to their degree, each recipient receives a gold American FFA Degree key.

Anderson FFA American Degree Recipients

1984-85 – Greg Hawes
1985-86 – Richard Richards
1987-88 – Lori Hawes
1992-93 – Kevin White
1999-00 – Amber Braz
1999-00 – Kalli Wooters
2003-04 – Devon Sandrock
2008-09 – Ann Albaugh
2008-09 – Brian Vorhis
2009-10 – Ben Crawford
2009-10 – Kaitlyn Harr
2010-11 – Jamie Pyrde
2012-13 – Terra Jo Gibson
2012-13 – Desteni Lord



Anderson FFA Member, Desteni Lord, receives her American FFA Degree at the 2012 National FFA Convention

State FFA Degree

The State FFA Degree is given to the top members of a State FFA Association. To receive a State FFA Degree, members must meet the following requirements:

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

Anderson FFA State Degree Recipients

1939-40—Harry Bates
1948-49—Harry Hawes
1948-49—Laddy Mann
1948-49—Bob Nixion
1949-50—George Purdy
1949-50—Kenneth Wengler
1950-51—William Hawes
1950-51—John Ryan
1951-52—Robert Ryan
1953-54—Wilfred Lambert
1953-54—Charles Ryan
1954-55—Kenneth Long
1954-55—Claude Matheson
1955-56—LeRoy Ferry
1956-57—Wilborn Vernon
1958-59—Ralph Kurtz
1959-60—Randy Brown
1960-61—Frank Muncy
1960-61—Charles Walther
1961-62—Cliford Farnham
1962-63—Joe McAuliffe

1968-69—Mike Morgan
1970-71—Rick Rice
1972-73—Wanher Carpenter
1972-73—Ted Palmer
1974-75—Boyd Burroughs
1974-75—Carla Epps
1974-75—Wayne Knifton
1975-76—Cindy Kofford
1975-76—Linda Martinez
1975-76—Joe Nachreiner
1975-76—Sheryl Weaver
1976-77—Brian Benbo
1976-77—John Erwin
1976-77—Rick Finneran
1976-77—Don Jones
1977-78—Jeff Carr
1977-78—Cody Jones
1979-80—Randy Gurrola
1980-81—Jim Houtman
1980-81—George Wold II
1980-81—Ed Woolery
1981-82—Harry Bither IV
1981-82—Paul Hayes
1981-82—Jeff Riley
1982-83—Greg Hawes*
1982-83—Richard Richards
1984-85—Lori Hawes
1984-85—Les McWilliams
1986-87—Jeff Angstadt
1986-87—Tim Bither*
1986-87—Todd Brown
1986-87—David Nilsen
1987-88—Katie McNeil*
1988-89—Kelly Brown
1988-89—James Harris
1988-89—Randy Sandifer
1989-90—Tim Brown
1989-90—William Burke
1989-90—Jason Durgan
1989-90—Cheryl Keehn
1989-90—Kevin White
1990-91—Dawn Alvarado
1990-91—Greg Coburn
1990-91—Patrick Jasperse
1991-92—Dwight Gaylor
1991-92—Mark Johnson#
1991-92—Jessica Shumaker
1991-92—Kevin Wilkes
1992-93—Denise Atterberry
1992-93—Jim Kitchen
1992-93—Marge Wilson
1993-94—Josh Martinez
1993-94—Justin Redd
1993-94—Kelly Satran
1995-96—Christy Burke
1995-96—Misty Jenkins
1995-96—Jason Lake
1996-97—Amber Braz
1996-97—Megan Conners
1996-97—Jennifer Johnson
1996-97—Jennifer Jordan
1996-97—Brandon McLeod
1996-97—Brian Shelton
1996-97—Kalli Wooters
1997-98—Anna Breedlove
1997-98—Scott Brewer
1997-98—Andrew Burke
1997-98—Brad Gingell
1997-98—Jennifer Hanson
1997-98—Jill Lake
1998-99—Rebekah Hawes
1998-99—Jennifer Owen
1998-99—Grant Stein*
1998-99—Stacey Shelton
1998-99—Kari Workman
1999-2000—Michelle Simpson
2000-2001—Justin Goin
2000-2001—Devon Sandrock
2000-2001—Adam Winland
2001-2002—Misha McMath
2002-2003—Anastasha Emershy
2003-2004—Jenna Denton
2004-2005—Alecia Allebach
2004-2005—Tasha Taylor
2005-2006—Ann Albaugh*
2005-2006—Mike Branson
2005-2006—Stephanie Dempewolf
2005-2006—Kacie Fox
2005-2006—Abby Herman
2005-2006—Brian Vorhis
2006-2007—Samantha Carnes
2006-2007—Sara Dabovich
2006-2007—Zac Fry
2006-2007—Curtis Hammers
2006-2007—Kaitlin Harr
2007-2008—Carrie Albaugh
2007-2008—Travis Burke
2007-2008—Corissa Clyde
2007-2008—Benjamin Crawford
2007-2008—Cheyenne Flournoy
2007-2008—Christopher Flournoy
2007-2008—Rebecca Fredrickson
2007-2008—Kayla Fry
2007-2008—Laurie Loomis
2007-2008—Jasmin Silva
2007-2008—Jessica Street
2007-2008—Kristi Walker
2008-2009—Jon Atkinson
2008-2009—Brandi Belcher
2008-2009—Aimee Canavan
2008-2009—Alicia Jimenez
2008-2009—Sara Stromberg
2008-2009—David Temples
2009-2010—Terra Jo Gibson
2009-2010—Desteni Lord
2009-2010—Ashley Weidner
2010-2011—Taylor Ahern@
2010-2011—Andi Canavan*
2010-2011—Jessica Newman
2011-2012—Trevor Ames
2011-2012—Ricky Blaney
2011-2012—Daniel Davis
2011-2012—Brittany Logan
2011-2012—Austin Pryde
2011-2012—Aaron Tucker
2011-2012—Travis Uncapher
2012-2013—Shyanne Crosby
2012-2013—Mekylah Crow
2012-2013—Joseph Graves
2012-2013—Dustin Hale
2012-2013—Jennifer Hamilton
2012-2013—Morgan Jones
2012-2013—Liah Kitchen
2012-2013—Danika Martin
2012-2013—Lukas O'Dell
2012-2013—Nina Jane Tucker
2013-2014—Cody Foster
2013-2014—Jessica Nevens
2013-2014—Ryan Tucker@
2013-2014—Erin Uncapher*
2013-2014—Steven Whitmore#

Star Farmers
*Section
**Region

Section Star
#Agribusiness
@Ag Placement

Chapter FFA Degree

The Chapter FFA Degree is given to an FFA chapter's top members.

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

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

2013-2014 Anderson FFA Chapter Degree Recipients

Noe Aguirre
Alexis Ayler
Jessica Baker
Cory Bamford
Ryan Barrie
Zachary Berg
Justin Bigger
David Britton
Jocilyn Britton
Lucas Burk
Tyler Conklin
Junior Conrad
Alex Cruz
Sarah Davis
Patty Doolittle
Jaylei Elsea
Lorena Estrada
Kylee Gurwell
Ruben Guzman
Jordan Hallstrom
Shad Hayward
Manuel Hernandez
Oscar Hernandez
Emily Holcombe
Gideon Hudson
Rylan Kauffman
Lynndell Lockette
Taylor Matson
Jacob McCullough
Caitlin Moshier
Taylor Say
Dakota Shelton
Travis Stroup
Jorie Taylor
Kaylee Trimble
Clayton Tucker
Alex Venegas
Katrina Whitmore
Jordan Walls-Wilson

Chapter FFA Degree

Greenhand FFA Degrees are given out at the chapter level.

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

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

2013-2014 Anderson FFA Greenhand Degree Recipients

Cristina Alanis
Megan Ames
Maricella Andrade-Castaneda
Stephanie Attebery
Brittany Baker
Skyler Bamford
Holly Barfoot
Austin Barnes
Matthew Baxter
Caura-Bennett
Beverly Brians
Benji Briones
Dylan Brooks
Ashley Brown
Gabrial Brown
Carley Butler
Lance Cambra
Colton Carmona
Dylan Carr
Karina Chacon
Elena Chavez
Sereana Coats
Paige Crosby
Dylan Daniels
Alex DeAvila
Atina Diep
Jesus Garcia
Mariah Gateley
Jordan Gaylor
Ashley Goodrich
Joshua Harper
Ashonti Hawkins
Ebony Hewitt
Joseph Hoefler
Sean Hrab
Brian Hubert
Kyarra James
Maria Jones-Munoz
Kamlin Kauffman
Cory Krug
Joshua Lopez
Drake Martinez
Codie Martino
Danielle Mason
Carlie McCrory
Hollee McCullar
Kenneth McFarland
Noah Megill
Mariah Meredith
Bryndon Michener
Tessa Neely
Daylen Nelson
Alexis Newman
Jonathan Parsons
Maricela Ponce
Isaac Rios
Brooklyn Roberts
Monica Rodriguez
Asiah Saefong
Shane Sartori
Abigail Scarbrough
Devin Seaters
Monica Seaters
Valen Shelby
Tanner Smith
Nathaniel Spangle
Thomas Steele
Daniel Stephens
Anthony Sundberg
Dylen Taphorn
McKenna Treadway
Joseph Trimble
Shianna Trine
Joshlynn Turner
Kiehlie Van de Water
Destiny Wade
Jesse Williamson
Jorden Wood

Proficiency Awards

Supervised Agriculture Experience (SAE) proficiency areas are programs where students are working for an individual or business for the experience or for pay. There are 51 proficiencies recognized at the state and national level.

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers.

Proficiency Award Areas

- ★ Agricultural Mechanics
- ★ Agricultural Processing
- ★ Agricultural Sales
- ★ Agricultural Services
- ★ Beef Production
- ★ Creed Speaking
- ★ Dairy Production
- ★ Diversified AG. Production
- ★ Diversified Crop Production
- ★ Diversified Horticulture
- ★ Diversified Livestock
- ★ Agricultural Technology
- ★ Forage Production
- ★ Forest Management
- ★ Fruit Production
- ★ Grain Production
- ★ Community Development
- ★ Landscape Management
- ★ Nursery Operations
- ★ Outdoor Recreation
- ★ Poultry Production
- ★ Sheep Production
- ★ Small Animal Care
- ★ Specialty Animal Production
- ★ Specialty Crop Production
- ★ Swine Production
- ★ Turf Grass Management
- ★ Vegetable Production
- ★ Wildlife Management

Anderson FFA Proficiency Award Winners

1983—Greg Hawes
Nursery Operations—Regional Winner

1992 – Jason Wigham
Outdoor Recreation – Regional Winner – 3rd in State

2006 – Ann Albaugh
Diversified Livestock – Regional Winner – 3rd in State

2006 – Mike Branson
Swine Production – Regional Winner

2007 – Ann Albaugh
Dairy Production – Sectional Winner

2008 – Carrie Albaugh
Dairy Production – Regional Winner – 2nd in State

2009 – Jamie Pryde
Specialty Animal – Sectional Winner

2009 – Aimee Canavan
Diversified Livestock –Sectional Winner

2009 – Sara Stromberg
Beef Production Placement – Regional Winner

2012 – Andrea Canavan
Sheep Production – Sectional Winner

2012 – Austin Pryde
Goat Production – Regional Winner

2014 – Nina Tucker
Agricultural Communications – Regional Winner

2014 – Erin Uncapher
Poultry Production – Regional Winner

Alumni Spotlight
Anderson FFA Alum, Jason Wigham, is the owner of Jason Wigham Professional Fishing Guide Service based in Redding, CA.

National FFA Mission Statement & Strategies

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

To accomplish this mission, the FFA…

- ★ Develops competent and assertive agricultural leadership.
- ★ Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- ★ Strengthens confidence of agriculture students in themselves and their work.
- ★ Promotes the intelligent choice and establishment of an agricultural career.
- ★ Encourages achievement in supervised agricultural experience programs.
- ★ Encourages wise management of economic, environmental and human resources of the community.
- ★ Develops interpersonal skills in teamwork, communications, human relations and social interactions.
- ★ Builds character and promote citizenship, volunteerism and patriotism.
- ★ Promotes cooperation and cooperative attitudes among all people.
- ★ Promotes healthy lifestyles.
- ★ Encourages excellence in scholarship.

The mission of Agricultural Education is to prepare and support individuals for careers, build awareness, and develop leadership for the food, fiber, and natural resource system.

FFA Code of Ethics

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

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

On October 13, 1953, The U.S. Post Office Department and the National FFA Organization unveiled a special postage stamp to celebrate the. 25th anniversary of FFA.

Photo Credit: Trustees of Indiana University.

FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance.

The Cross Section of the Ear of Corn which forms an outline of the emblem that represents common agricultural interests since corn is native to America and is grown in every state.

The Rising Sun signifies progress and the new day that will dawn when all farmers are educated and have learned to cooperate.

The Plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.

The Eagle is a national symbol, which serves as a reminder of our freedom and ability to explore new horizon for the future of agriculture.

The Owl long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry in agriculture.

The words **Agricultural Education** and **FFA** are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress

**adopted from the 2012-2013 Official FFA Manual

The History of the FFA Emblem

In the fall of 1926, Henry C. Groseclose was given the assignment to create an emblem for the Future Farmers of Virginia. Numerous sketches were prepared that were centered on the traditional lamp of learning. However, none of the sketches seemed appropriate for the organization.

In 1927 Groseclose received information from Chris L. Christensen about agriculture organizations in Denmark . With the materials received, a picture of an owl perched on the handle of a spade was standing in a field with the sun rising behind it. From this picture the original emblem was created.

The first emblem, which has an owl perched on a plow with the rising sun in the background, was approved at the annual meeting of teachers of vocational agriculture at Blacksburg held in July 1927.

From the original FFV emblem, the first FFA emblem was created in 1928 with the additions of a cross section of an ear of corn, an American eagle, the letters "FFA," and the words "Vocational Agriculture."

In May of 1927 the Virginia NFA was formed and later had an emblem created that was based on the original FFA emblem. This emblem included the plow, the owl, the rising sun, an open boll or cotton, an American eagle, and the words "NFA" and "Vocational Agriculture."

The current FFA emblem was changed in 1988 by replacing the words "Vocational Agriculture" to "Agricultural Education." The current FFA emblem has been in effect since 1988 and more information about the emblem follows.

**The History of the FFA Emblem is adopted from the Virgina FFA Association

FFA Official Dress

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

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc.

Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities

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

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

Proper Use of the FFA Jacket

- ★ The jacket is to be worn by members only and should be kept clean and neat at all times.
- ★ The back of the jacket includes only: a large official FFA emblem, the name of the state association and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the individual, one office/honor and the year of that office/honor.
- ★ The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- ★ The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- ★ The jacket should only be worn to places that are appropriate for members to visit.
- ★ School letters and insignia should not be attached to or worn on the jacket.
- ★ When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.
- ★ The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- ★ A member should act professionally when wearing the official FFA jacket.
- ★ Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- ★ All chapter degree, officer pins, and other award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held and the highest award earned by the member.

Official FFA Colors

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

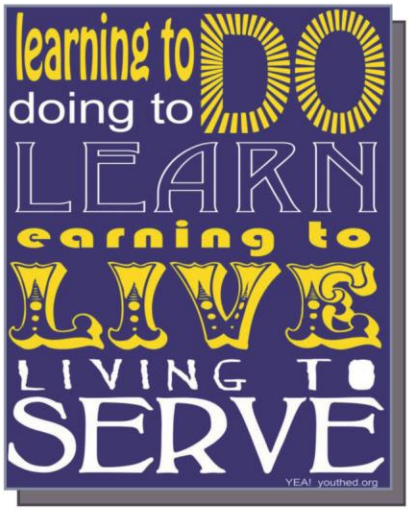
FFA Salute

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

FFA Motto

The FFA Motto gives members twelve short words to live by as they discover the opportunities available in the FFA.

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



The FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by Erwin Milton Tiffany and adopted at the 3rd National FFA

The FFA Creed

Written by E.M. Tiffany

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

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

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

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

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

About the Author: E.M. Tiffany

Erwin Milton Tiffany (E.M.) received the Wisconsin State Farmer Degree in 1932 and although he received the American Farmer Degree in October of 1937, he was never able to attend a national FFA convention. In addition, he wrote the lyrics and melody line for the "Song of the FFA."

History of the National FFA

The following is a compilation of the National FFA History as adopted from the National FFA Website's Historical Timeline of FFA

1917

★ The Smith-Hughes National Vocational Education Act (both Smith and Hughes were Georgia Congressmen) established vocational agriculture courses.

1925

★ Virginia Tech agricultural education teacher educators Henry Groseclose, Harry Sanders, Walter S. Newman and Edmund C. Magill organized the Future Farmers of Virginia for boys in agriculture classes. The FFV served as the model for the Future Farmers of America.

1926

★ The American Royal Livestock Show invited vocational agriculture students to participate in national livestock judging contests in Kansas City, Mo.

1927

★ G.W. Owens, teacher-trainer at Virginia State College, and Dr. H.O. Sargent, federal agent for agricultural education for African-Americans, U.S. Office of Education, wrote the first constitution and bylaws of the New Farmers of Virginia, an organization for African-American agriculture students.

1928

★ Future Farmers of America est. Kansas City, Mo.
★ First National FFA Convention held in Kansas City: 33 delegates from 18 states in attendance.
★ Leslie Applegate of New Jersey selected as the first national FFA president.
★ First sectional gathering of New Farmers of America members held.

1929

★ National blue and corn gold adopted as official colors.
★ Carlton Patton of Arkansas named first Star Farmer of America, one of the first awards created by FFA.
★ Second National FFA Convention in November 1929, 33 states represented by 64 delegates.
★ Thirty-five state associations with approximately 1,500 chapters and 30,000 members affiliated with the national organization.

1930

★ Official FFA Creed, written by E.M. Tiffany, adopted.
★ First National Public Speaking event held. Winner: Edward Drace, Missouri.
★ First Official Dress uniform adopted: dark blue shirt, blue or white pants, blue cap and yellow tie.
★ Delegates restricted membership to boys only.
★ First Official FFA Manual printed.

1933

★ Blue corduroy jacket adopted as Official Dress.
★ A group of FFA officers and members made a pilgrimage to Washington, D.C., where they were greeted on the White House lawn by President Franklin D. Roosevelt.

1935

★ New Farmers of America founded; Tuskegee, AL
★ Active FFA membership exceeded 100,000 members.

1937

★ During national convention, action taken to establish a national FFA camp and leadership training school in Washington, D.C.

1939

★ 28.5 acres of land purchased near Alexandria, Va., for the first FFA-owned national headquarters; the land was part of George Washington's estate.
★ Identical twins Albert and Arthur Lacy of Hondo, Texas, become the only members ever to share the title of Star Farmer of America.
★ The "H.O. Sargent Trophy Award" was created to honor H.O. Sargent's commitment to helping NFA members achieve success and leadership in agriculture.

1942

★ During World War II, when tens of thousands of FFA members served in the armed services, national FFA conventions were streamlined events where only delegates and award winners attend. In 1942, just 217 people attended the convention.

1944

★ Future Farmers of America Foundation formed to raise money from business, industry, government, individuals and sponsors for FFA programs and activities.
★ 138,548 FFA members were serving in the Armed Services in World War II.
★ First National FFA Agriculture Proficiency Award presented for Agricultural Mechanics.

1947
★ First National FFA Band performed at national FFA convention.

1948
★ First FFA Chorus and National FFA Talent program held at national FFA convention.
★ National FFA Supply Service began operation.
★ Record jump in membership from 238,269 in 1947 to 260,300 in 1948; so many members attended the 20th National FFA Convention that a folding-cot hotel was set up in the basement of the Municipal Auditorium in Kansas City.
★ First FFA Week celebrated during the week of George Washington's birthday.

1949
★ First International Exchange Program for FFA members began with Young Farmers Club of Great Britain.

1950
★ A bill was passed by the 81st Congress of the United States that granted FFA a federal charter and specified that a U.S. Department of Education staff member be the national FFA advisor. On Aug. 30, President Harry S. Truman signed the bill, and it became Public Law 81-740.

1952
★ First issue of The National Future Farmer magazine published.

1953
★ The U.S. Post Office Department issued a special stamp to celebrate the 25th anniversary of FFA.
★ President Dwight D. Eisenhower was the first president to speak at a national FFA convention.

1957
★ Former President Harry S. Truman spoke during the national convention.

1958
★ The National Foundation for Infantile Paralysis presented NFA with a Certificate of Appreciation.

1959
★ First National FFA Center dedicated in Alexandria, Virginia., on land that had originally been used as the national FFA camp.

1965
★ New Farmers of America merged with the Future Farmers of America.

1966
★ First FFA National Agricultural Career Show held at national FFA convention to highlight educational and career opportunities in agriculture.

1968
★ President Richard Nixon attended national FFA convention in Kansas City.

1969
★ FFA opened membership to girls, making it possible for them to hold office and participate in competitive events at regional and national levels.
★ First National Star in Agribusiness, Ken Dunagan from Arizona, named.
★ Washington Conference (now called the Washington Leadership Conference) began.
★ Delegate body of the national FFA convention established alumni class of membership as part of the constitution.

1971
★ The National FFA Alumni Association chartered as an affiliate of the National FFA Organization.

1973
★ FFA Official Dress standards created.

1974
★ Fred McClure from Texas was the first African-American elected to a national FFA office.
★ President Gerald Ford was the guest speaker at national FFA convention; the speech
★ was carried live on network television.

1975
★ Food For America program launched.
★ Presidential candidate Jimmy Carter – a former FFA member – spoke at the national FFA convention.

1976
★ Julie Smiley of Washington was the first female elected to a national office.
★ Alaska became the last of the 50 states to obtain a national charter.

1978
★ President Jimmy Carter addressed the 51st National FFA Convention.

1979
★ First Extemporaneous Public Speaking Event held and won by Christe Peterson of Wisconsin.

History of the National FFA *(continued)*

1980
★ The National FFA Foundation raised $1 million in one year for the first time.

1982
★ Jan Eberly, from California, became the first female national FFA president.

1987
★ Vice President George H. W. Bush spoke at national convention; Bush was elected president in 1988.

1988
★ Future Farmers of America changed its name to the National FFA Organization to reflect the growing diversity in the industry of agriculture.
★ Seventh and eighth grade students permitted to become FFA members.
★ Agriscience Student Recognition Program introduced.

1989
★ The National Future Farmer magazine changed its name to FFA New Horizons.

1990
★ Partners in Active Learning Support program launched.

1991
★ Chapters in the Virgin Islands and Guam, along with five chapters in Micronesia, chartered.

1994
★ Corey Flournoy, from Illinois, was the first African-American to be elected national FFA president; he was also the first urban student leader.

1996
★ H.O. Sargent Award reinstated, promoting diversity among chapters.
★ FFA announced its decision to move the National FFA Center from Alexandria to Indianapolis.
★ FFA announced its decision to move the national FFA convention from Kansas City, to Louisville.
★ The official website for FFA, www.FFA.org, debuted.

1997
★ First Agri-Entrepreneurship Awards presented.

1998
★ National FFA Center in Indianapolis, Ind., dedicated July 20.
★ Agricultural Education National Headquarters dedicated in Alexandria, Va.
★ National convention held in Kansas City, Mo., for the last time.
★ Jose Santiago elected to national office; he was the first member from Puerto Rico to serve as a national officer.
★ The 105th Congress of the United States reviewed and passed technical amendments to Public Law 81-740 (Aug. 30, 1950). Public Law 105-225 passed on Aug. 12.

1999
★ 72nd National FFA Convention held in Louisville, Ky., for the first time.
★ First National Creed Speaking event held. Winner: Michael Van Winkle, Arkansas.

2000
★ Delegates at the national FFA convention approved the Discovery FFA Degree for middle school students.
★ The National FFA Archives at Indiana University Purdue University in Indianapolis opened.

2001
★ First National Star in Agriscience named: Steven Offer, Wisconsin.
★ First National Star in Agricultural Placement named: Nicholas Streff, South Dakota.

2002
★ First female Star Farmer named: Karlene Lindow, Wisconsin.
★ Official Dress standards revised.

2003
★ Javier Moreno, Puerto Rico, elected national president; he became the first person with a native language other than English and the first Puerto Rican elected as national FFA president.

2004
★ First live webcast of national FFA convention premiered on www.FFA.org.

2005

- ★ National FFA launched Seeds of Hope, a fundraising campaign to rebuild Gulf Coast states' agricultural education and FFA programs following Hurricane Katrina; $835,699 in donations distributed to affected programs.
- ★ The National FFA Foundation broke the $10 million mark in raising money for FFA programs and services.

2006

- ★ National FFA Foundation receives first $1 million contribution from the Ford Motor Company.
- ★ 79th National FFA Convention held in Indianapolis, Ind., for the first time, with 54,489 in attendance.
- ★ Endorsement of agricultural education's long-range goal of 10,000 quality agricultural education programs by 2015, where every student is a member of FFA and has a relevant SAE.

2007

- ★ The National FFA Merchandise Center opened its doors in Indianapolis, Ind.
- ★ Membership broke the half-million mark with 500,823 members in 7,358 chapters.
- ★ FFA New Horizons added online feature, www.FFAnewhorizons.org.

2008

- ★ FFA member networking site FFA Nation launched.
- ★ Board made the decision to rotate the national convention between Louisville and Indianapolis, beginning with Louisville in 2013.

2009

- ★ FFA celebrated 40 years of women in the organization.

2010

- ★ Dr. Larry Case retired after 26 years as national FFA advisor.
- ★ FFA celebrated the 75th anniversary of the founding of New Farmers of America during the 83rd National FFA Convention.
- ★ Six college-age FFA members traveled to Zambia for the FFA Global Outreach: Africa program.
- ★ FFA members earned a record 3,449 American FFA Degrees.

2011

- ★ The National FFA Alumni Association celebrated its 40th anniversary.
- ★ FFA celebrated Native Americans in FFA, agriculture and agricultural education during the 84th National FFA Convention.
- ★ Steve A. Brown named national advisor.
- ★ The Agricultural Career Network launched.

2012

- ★ Membership hit all-time high with 557,318 members in 7,498 chapters.
- ★ The National FFA Foundation received a record of more than $16.2 million in support of FFA.
- ★ The 85th National FFA Convention & Expo in Indianapolis had a record attendance of 56,167 members, teachers, supporters and guests.
- ★ FFA members and supporters packed 1,005,048 meals during the convention and expo's FFA Rally to Fight Hunger.
- ★ FFA celebrated Latinos/Hispanics in FFA, agriculture and agricultural education during the convention and expo.

Other Events and Opportunities

FFA has an award to match almost any member's unique talents and interests. Find a program that interests you, set a goal, and work hard to achieve it. You'll gain the skills and confidence you need to succeed in all aspects of life.

Proficiency Awards

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers.

Students can compete for awards in 47 areas* covering everything from Agricultural Communications to Wildlife Management. Each award area also has two categories, placement and entrepreneurship.

Agriscience Fair

The National FFA Agriscience Fair is a competition for FFA members who are interested in the science and technology of agriculture. It is held each year, during the National FFA Convention.

Students can compete in the National FFA Agriscience Fair in one of five categories: Botany, Engineering, Environmental Sciences, Zoology, Biochemistry/ Microbiology/ Food Science.

Career Development Events

Career opportunities abound within today's agriculture industry. Career Development Events (CDEs) help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.

Current State and National Career Development Events

- Agriculture Communications*
- Agriculture Issues*
- Agriculture Mechanics*
- Agriculture Pests
- Agriculture Sales*
- Agriculture Welding
- Agriscience Fair
- Agronomy*
- Best Informed Greenhand
- Citrus Judging
- Computer Applications
- Cotton Judging
- Creed Speaking*
- Dairy Cattle Evaluation*
- Dairy Foods* (Milk Quality)
- Dairy Handlers*
- Environmental and Natural Resources*
- Extemporaneous Public Speaking*
- Farm Business Management*
- Farm Power and Machinery
- Farm Record Book
- Floriculture*
- Food and Science Technology*
- Forestry*
- Fruit Tree Judging
- Fruit Tree Pruning
- Grape Vine Judging
- Grapevine Pruning
- Impromptu Public Speaking
- Job Interview*
- Land Judging
- Light Horse Evaluation*
- Livestock Evaluation*
- Marketing Co-op
- Marketing Plan*
- Meats Evaluation and Technology*
- Natural Resources
- Nursery and Landscape*
- Parliamentary Procedure*
- Poultry Evaluation*
- Prepared Public Speaking*
- Program of Activities
- Scrapbook
- Small Engines
- Specialty Animal Judging
- Vegetable Crop Judging

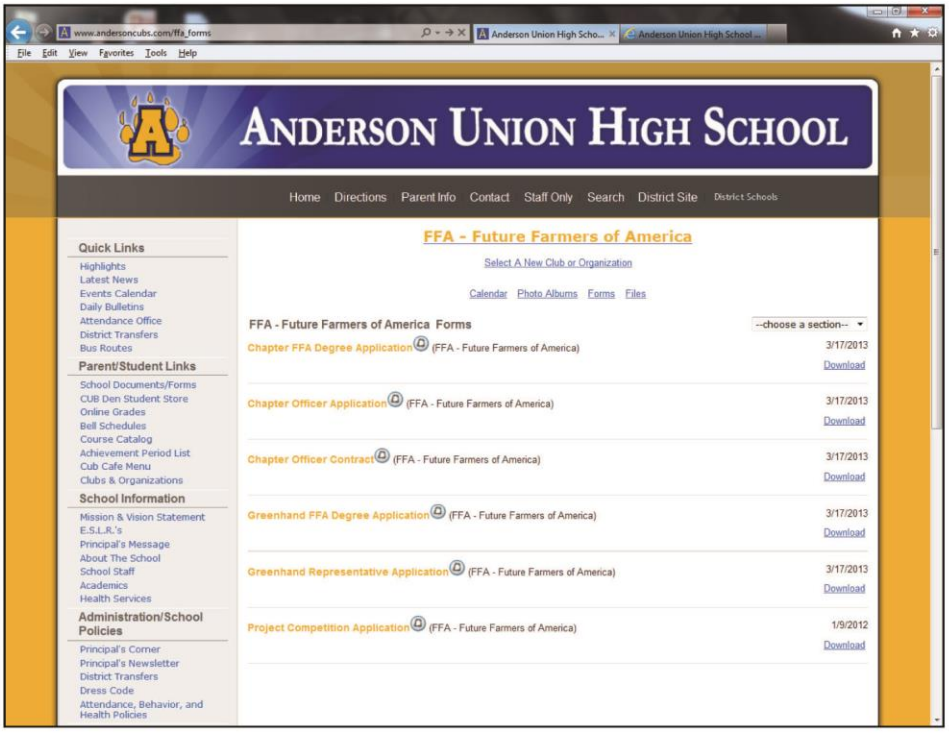
*denotes National FFA Contest

Chapter Applications

The following pages include applications used for the 2013-2014 school year:

- ★Greenhand Degree Application
- ★Greenhand Representative Application
- ★Chapter Degree Application
- ★Chapter Officer Application
- ★Chapter Officer Contract
- ★Local Project Competition Application

All applications are also available electronically at www.andersoncubs.com/ffa_forms



Application for Greenhand FFA Degre

Name: _____

Year in School: 9 10 11 12 circle one)

Current Agriculture Course: _____

Projects (SAE)

What have you done already and what are your future plans?

I have...

_____ 1) Read the FFA Creed, Motto, Salute, and Mission Statement.

_____ 2) Learned about the history of the FFA, the FFA emblem, and FFA colors.

_____ 3) Learned the Anderson FFA Officers.

_____ 4) Had an introduction to the Program of Activities.

_____ 5) Participated in AT LEAST three FFA activities.

1.

2.

3.

Signature of Applicant: _____

Signature of Chapter President: _____

Signature of Advisor: _____

Anderson FFA Greenhand Representative Application

Name: _____

Phone: _____

Email: _____

Current Ag Class: _____

Along with this sheet of paper, applicants are to answer the following questions:

1. Why do you want to be the Greenhand Representative?
2. What qualifications do you have to be an officer?
3. What is your planned Supervised Agricultural Experience Project (SAEP)?
4. What Career Development Events are you planning on competing in this year?
5. What other commitments do you have in the year that would compete for your time?

Applicant Signature: _____

Parent Signature: _____

Ag Teacher Signature: _____

Typed responses along with this SIGNED application page are due in the Ag Office by 3:00 PM Friday, September 6, 2013

Application for Chapter FFA Degree

Name: _____

Year in Agriculture: 2nd 3rd 4th

Year in School: 10 11 12 GPA: _____

Year you received Greenhand FFA Degree _____

Please attach a separate sheet of paper, answering the following criteria:

1. List three FFA Activities you participated in...
2. List any FFA awards you have received.
3. Name the group discussion you led for 15 minutes or the title of your 6 minute speech

What is the total amount of money earned and the hours invested in all your SAE's?

YEAR 1		YEAR 2		Totals (Year 1 + Year 2)	
Money Invested		Money Invested		Money Invested	
Time in Hours		Time in Hours		Time in Hours	

Minimum Requirements: Total $150 or 100 hours

4. List five Parliamentary Procedures you have learned.
5. From your recordbook, list and describe your SAE's.

Signature of Applicant: _____

Signature of Chapter President: _____

Signature of Advisor: _____

Application for Chapter FFA Office

Name: _____

Highest FFA Degree held: Greenhand Chapter State (Circle One)

Current Year in Agriculture: 1st 2nd 3rd Current Year in School: 9 10 11

Average GPA for current school year: _____

Average Grade in Agriculture Classes by year: 1st_____ 2nd_____ 3rd_____

Number of FFA Meetings attended since June 1, 2013 _____

FFA Leadership Activities you participate in:

Leadership/Participation in school and other activities:

List order of office preference:

_____ President _____ Vice President _____ Secretary _____ Treasurer

_____ Reporter _____ Sentinel _____ Historian

Supervised Agricultural Experience Program (Projects)

Present Year:

Last Year:

CHAPTER OFFICER APPLICATION CONTINUED

Please initial the following statements:

_____ I am willing to spend extra time on Parliamentary Procedure

_____ I am willing to spend extra time planning & conducting chapter meetings & activities

_____ I will be available to attend an officer training session July 26, 27 and 28 2013

Why do you believe you are qualified to be a chapter officer?

What assets do you think you can bring to the officer team and the chapter?

Required Signatures

I fully understand all of the officer duties outlined in the Chapter Constitution for the office's I have listed, and hereby agree to devote all time necessary for completion of that office.

Signature of Applicant:_____

Approval of Parent/Guardian

_____ has our complete approval and our encouragement in their quest for a chapter office. We fully realize the additional time and work required of an FFA officer. I also give my permission for my son/daughter to attend monthly officer meetings, FFA meetings and other officer trips as scheduled. Further, I have read over his/her application on the front pages.

Signature of Parent/Guardian:_____

2013-2014 Anderson FFA Chapter Officer Contract

1. _____ Be dedicated and committed to FFA and the total program of education in agriculture/ agribusiness.

2. _____ Be willing to commit the entire year to Chapter officer activities. A chapter officer's year of service begins when elected, and ends after all commitments including the Spring Banquet of the year of service are completed.

3. _____ Be willing and able to travel in serving the Anderson FFA Chapter.

4. _____ Become knowledgeable of agriculture and FFA.

5. _____ Abide by the National FFA Code of Ethics and School Policies

6. _____ Have and maintain a 2.5 GPA or higher with no F's.

7. _____ Have a "B" or better in all Agriculture classes.

8. _____ Have and maintain a clean discipline and attendance record (maintaining 90% school attendance). If an officer is suspended from school, a conference will be held between the officer, a parent and the advisors to discuss disciplinary action.

9. _____ Through preparation and practice, develop myself into an effective public speaker and project a desirable image of the FFA at all times.

10 _____ Regularly, and promptly write all letters, thank-you notes and other correspondence, which are necessary and desirable.

11. _____ Strive to improve my ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.

12. _____ Accept and search out constructive criticism and evaluation of my total performance.

13. _____ Evaluate, periodically, my personality and attitudes making every effort to improve myself.

14. _____ Keep myself up to date on current chapter events, including, but not limited to, chapter meetings, officer meetings, team practices, committee meetings, etc.

15. _____ Forego all alcohol, tobacco and illegal substances at all times during my year of service to the FFA.

16. _____ Maintain and protect my health.

CHAPTER OFFICER CONTRACT CONTINUED

17. _____ Treat all FFA members equally by not favoring one over another.
18. _____ Conduct myself in a manner, which commands respect without any display of superiority.
19. _____ Maintain my dignity while being personable, concerned and interested in contacts with others.
20. _____ Avoid places or activities that in any way would raise questions as to one's moral character or conduct; including, but not limited to, social and peer pressures, public displays of affection, school dress code, etc.
21. _____ Consider FFA officer activities to be my primary responsibility.
22. _____ Use wholesome and appropriate language in all speeches and informal conversations.
23. _____ Obtain and wear proper official dress at all meetings and official functions (when necessary) and maintain proper dress and good grooming for all occasions.
24. _____ Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers and adults.
25. _____ Serve as a member of the team, always maintaining a cooperative attitude.
26. _____ Be willing to take and follow instructions as directed by those responsible for Chapter Officers and State and National FFA programs.
27. _____ Attend all monthly chapter officer meetings and regular chapter meetings.
28. _____ Notify an advisor at least 48 hours prior to an event if unable to attend.
29. _____ Be punctual to all activities, especially chapter meetings, chapter officer meetings, team practices, etc.
30. _____ Wear officer dress on Chapter meeting days and have full official dress uniform for all FFA Chapter meetings.

I have read and understand the above points. I will carry out my responsibilities in accordance with these statements and understand that I can be removed from office by a majority vote of the Anderson FFA Chapter Officer Team if I do not satisfactorily follow these established standards and policies.

Unexpected circumstances or other important commitments may keep officers from fulfilling the requirements listed above. In the event that an officer cannot fulfill a specific requirement he/she must provide the chapter Advisors with a written explanation from another party outlining the specific circumstances. The written notification must be provided no more than 3 days after the event begins. A maximum of 3 written explanations will be accepted throughout the officer's term.

Chapter Officer Signature	Date
Parent of Chapter Officer	Nina Tucker – Chapter President
Ms. Teixeira – Chapter Advisor	Mr. Wold – Chapter Advisor

Local Project Competition Application

Name_____ Date_____ Age _____

Address_____

Phone_____

School_____ Year in Ag _____ Division_____

Previous Year's Agricultural Project(s)

(Supervised Ownership or Non-Ownership Experience Program)

Year	Description of Project	Scope (hours/head/acres/etc.)	Labor Income

Current Year's Agricultural Project(s)

(Supervised Ownership or Non-Ownership Experience Program)

Year	Description of Project	Scope (hours/head/acres/etc.)	Investment

List agricultural mechanics jobs done this year

What are your plans for future growth and improvement in your Supervised Agricultural Experience Program(s)?

Other Applications and Resources

The following is a list of resources available to students online. See your Ag teacher for passwords and usernames.

Online Applications

California State FFA Degree Application
http://www.calaged.org/state-ffa-degree

American FFA Degree Application
www.ffa.org/programs/degrees/americandegree

American FFA Degree Application
www.ffa.org/programs/degrees/americandegree

Proficiency Award Applications
www.ffa.org/programs/awards/proficiency

Other Useful Resources

California FFA Homepage
www.calaged.org

National FFA Homepage
www.ffa.org

Online Recordbook
calaged.csuchico.edu/recordbook

National FFA Merchandise
www.shop.ffa.org

Ordering Official Dress
www.shop.ffa.org/jacket

State and National FFA Officer Teams

2013-2014 California State FFA Officer Team

President—Riley Nilsen, Nipomo
Vice President—Valerie Cañas, Santa Maria
Secretary—Gabrielle Franke, Galt
Treasurer—Gage Willey, East Nicolaus
Reporter—Sheldon Overton, McArthur
Sentinel—Hunter Berry, San Jacinto

2013-2014 National FFA Officer Team

President—Brian Walsh, Virginia
Secretary—Mitch Baker, Tennessee
Eastern Region Vice President—Wes Davis, West Virginia
Central Region Vice President—Steven Broskshus, Iowa
Southern Region Vice President—Jackson Harris, Alabama
Western Region Vice President—Jason Wetzler, Oregon

Contact Information

Anderson FFA

1471 Ferry Street
Anderson, CA 96007
530.365.2741 ext.1812

www.andersoncubs.com/ffa
www.facebook.com/anderson.ffa
Instagram @andersonffa

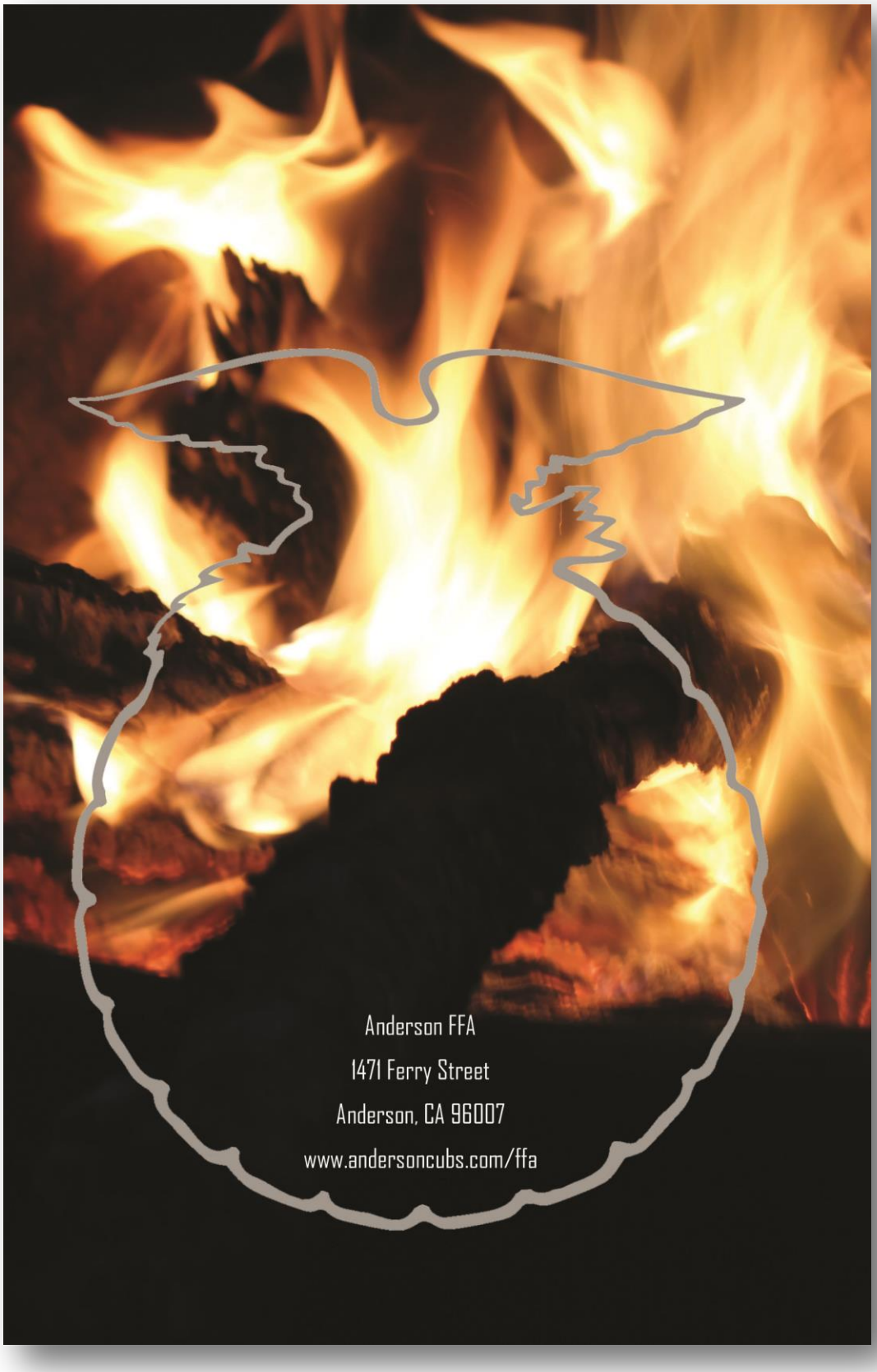
Advisors:

Ms. Teixeira
kteixeira@auhsd.net
www.andersoncubs.com/tex
530.365.2741 ext 1215

Mr. Wold
gwold@auhsd.net
530.365.2741 ext 1811

2013-2014 Anderson FFA Officer Team

President—Nina Jane Tucker
Vice President—Steven Whitmore
Secretary—Cody Foster
Treasurer—Bradon Hibbing
Reporter—Mekylah Crow
Sentinel—Freddy Argueta
Historian—Sarah Davis
Greenhand Representative—Colton Carmona


Anderson FFA
1471 Ferry Street
Anderson, CA 96007
www.andersoncubs.com/ffa

Anderson Union High School
Agriculture Department

9

Recruitment Program

Anderson FFA participates each year in the 8th Grade Invasion and 8th Grade Parent Night. Additionally, we work with local feeder schools and schedule "Recruitment Days" where a team of recruiting students go to the schools and make presentations about Anderson FFA.

In addition, we have a Recruitment brochure that was developed by one of our students that is passed out at all recruitment events.

Welcome to the AUHS Agriculture Department!

Through agricultural education, students are provided opportunities for ***leadership development***, ***personal growth*** and ***career success***. Agricultural education instruction is delivered through three major components: Classroom instruction, FFA and Supervised Agricultural Experience (SAE).

WELCOME GREENHAND!

CONTACT OUR AG DEPARTMENT:
Mr. George Wold
530.365.2741 ext. 1811
gwold@auhsd.net
Ms. Katy Teixeira
530.365.2741 ext. 1215
kteixeira@auhsd.net
www.andersoncubs.com/ffa

THE FFA CREED

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

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

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

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

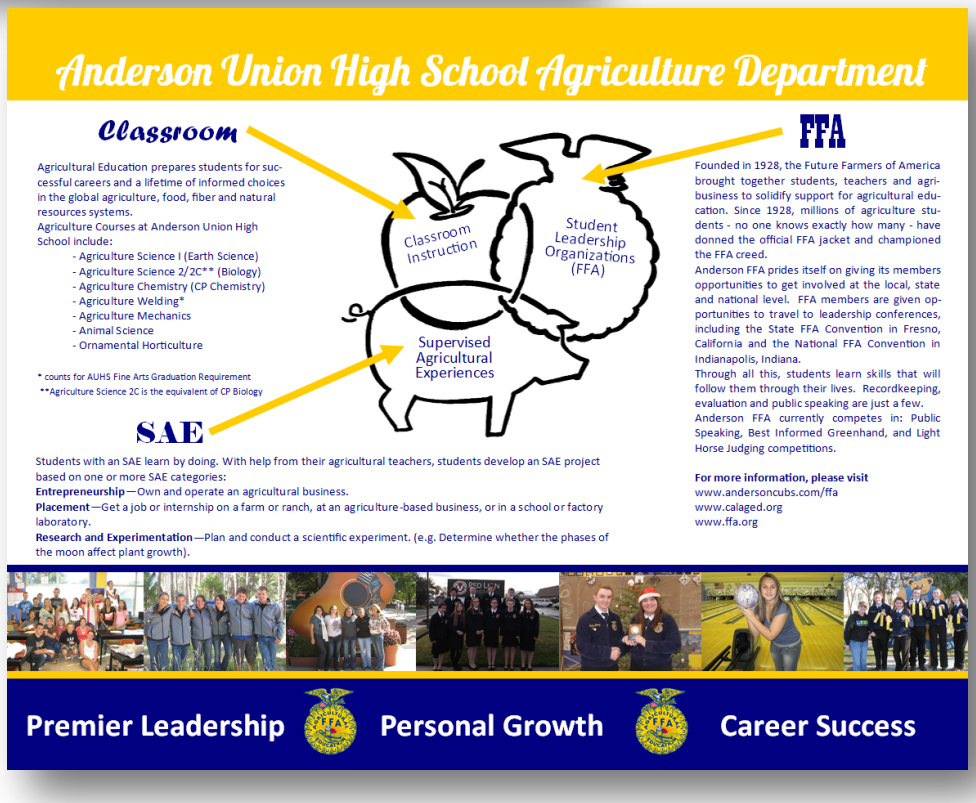
I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

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

FFA
Anderson

Anderson FFA members making memories and making a difference!

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



Anderson Union High School Agriculture Department

Classroom

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.
Agriculture Courses at Anderson Union High School include:
- Agriculture Science I (Earth Science)
- Agriculture Science 2/2C** (Biology)
- Agriculture Chemistry (CP Chemistry)
- Agriculture Welding*
- Agriculture Mechanics
- Animal Science
- Ornamental Horticulture

* counts for AUHS Fine Arts Graduation Requirement
**Agriculture Science 2C is the equivalent of CP Biology

SAE

Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:
Entrepreneurship—Own and operate an agricultural business.
Placement—Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.
Research and Experimentation—Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth).

Classroom Instruction
Student Leadership Organizations (FFA)
Supervised Agricultural Experiences

FFA

Founded in 1928, the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education. Since 1928, millions of agriculture students - no one knows exactly how many - have donned the official FFA jacket and championed the FFA creed.
Anderson FFA prides itself on giving its members opportunities to get involved at the local, state and national level. FFA members are given opportunities to travel to leadership conferences, including the State FFA Convention in Fresno, California and the National FFA Convention in Indianapolis, Indiana.
Through all this, students learn skills that will follow them through their lives. Recordkeeping, evaluation and public speaking are just a few.
Anderson FFA currently competes in: Public Speaking, Best Informed Greenhand, and Light Horse Judging competitions.

For more information, please visit
www.andersoncubs.com/ffa
www.calaged.org
www.ffa.org

Premier Leadership **Personal Growth** **Career Success**

Anderson Union High School
Agriculture Department

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FFA Chapter Scrapbook

Over the past three years, our Chapter has had little success with a scrapbook because the officers elected to serve as Reporter did not follow through with the commitment. We have some partial scrapbooks, and completed end of the year slideshows to show the history of our chapter. This year, our Historian is working to complete a scrapbook that will have pictures from the entire year, along with descriptions of events and students involved.

Anderson Union High School
Agriculture Department

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Summer Activities Calendar

June 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Graduation	6	7
8	9	10	11	12	13	14
Shasta District Fair						
15	16	17	18	19	20	21
22	23	24	25	26	27	28
CATA Summer Conference						
29	30					

July 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 July 3rd Parking	4	5
6	7	8	9	10	11	12
		Point of Awards Trip				
13	14	15	16	17	18	19
BCHC Trail Clearing Trip						
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Chapter Officer Training

Anderson Union High School
Agriculture Department

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Graduate Follow-Up Survey

* Required

Graduate Follow-up Survey

Name *

This is a required question

Year Graduated From AUHS *

Current Agriculture Involvement *

What skills and/or training that you received in FFA helped you most in preparing for your current job/school?

What is your opinion regarding the value and relevance of the agriculture program to high school students?

What improvements do you think should be made to the Anderson Union High School Agriculture Department and/or Anderson FFA?

As part of our recruitment program, we like to include quotes from our Alumni. What advice, or words would you like to share to future members of Anderson FFA?

Submit

Never submit passwords through Google Forms.

Anderson Union High School
Agriculture Department

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Graduate Follow-Up Survey Results

CA0003 Anderson
Anderson UHS
1471 Ferry St.
Anderson, CA 96007

Graduates for Spring: 2013 Go

Last Name	First Name	Graduate Status
Silva	Jhordin	Two Year College-Non-Ag Major
Uncapher	Travis	Military-
Arias	Robert	Two Year College-Ag Major
Pryde	Austin	Employed - Fulltime-Ag Job
Blaney	Ricky	Two Year College-Ag Major
Deptuch	Austin	Employed - Fulltime-Ag Job
Hale	Dustin	Two Year College-Ag Major
Logan	Brittany	Two Year College-Ag Major
Davis	Daniel	Four Year College-Ag Major
O'dell	Lukas	Two Year College-Ag Major
Crosby	Shyanne	Two Year College-Ag Major
Hamilton	Jennifer	Two Year College-Ag Major

Printed: 11/19/2013 3:04:22 PM
Count: 12

Anderson Union High School
Agriculture Department

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Comprehensive Program Plan

Anderson Union High School
Agriculture Department

Agriculture Program of Instruction

2013-2014

Anderson Union High School
Agriculture Department

Table of Contents

Anderson Union High School Agriculture Department

Program Introduction

Kathryn Teixeira, Agricultural Instructor
George Wold, Agricultural Instructor

The California Legislature has called agriculture the "most basic and singularly important" industry in the state. Vocational education in agriculture is needed in order that the trained labor force essential to maintain, expand and improve the producing, processing and marketing of food and fiber necessary to the economy of the state and nation will be continually available.

Shasta County Survey
Job Market Description

The 2009 Agriculture Livestock and Crop Report indicates that the value of all agricultural products remained constant from 2008. The increase in the value of field crops, especially hay can be attributed to the short supply and high prices. Normal rainfall made rangeland feed conditions typical in most areas of the County. Timber sale were about the same as they were the year before. Over two thirds of Shasta County is covered in pine forest and oak woodlands. These are all abundant in all forms of game and wildlife. With Shasta and Whiskeytown Lakes, Mount Lassen, the miles of trails, hunting, and fishing outdoor recreation is a major part of Shasta County Agriculture.

Anderson Union High School
Agriculture Department

Targeted Occupations with Goals and Objectives

Agricultural education at Anderson High School is comprised of a group of related instructional programs designed to prepare students for occupations requiring agricultural knowledge and skills. All of these instructional programs incorporate three components: group instruction in class, laboratory, shop, or field work; individual participation in supervised occupational experiences.

A. AGRICULTURAL PRODUCTION:
This instructional program is designed to prepare persons for employment in enterprises involved in the production of plant or animal products associated with food, feed, clothing, etc. Most occupations served by this program are located on the farm or ranch.

The objectives of this instructional program are:

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

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

The objectives of this instructional program are:

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

4. To provide the agriculture mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations which are developing in the industry.

C. ORNAMENTAL HORTICULTURE:

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

The objectives of this instructional program are:

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

D. NATURAL RESOURCES:

This instructional program goal is designed to prepare students for employment in enterprises associated with outdoor recreation and forestry. The occupations in this industry involve mostly outdoor work.

The objectives of this instructional program are:

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

Anderson Union High School
Agriculture Department

Courses of Study

Anderson Union High School currently offers the following courses:

Agricultural Science I
Agricultural Science II/IIC
Agricultural Chemistry
Agricultural Mechanics I
Agricultural Mechanics II
Agricultural Mechanics III
Agricultural Welding

Additionally, for 2014-2015 school year, the Anderson Union High School department plans to bring back Advanced Agriculture Science, as well as introduce The Art and History of Floral Design as an a-g Fine Art Class.

Anderson Union High School Agriculture Department

Subject Matter Content Outlines

The following are the current Subject Matter Content Outlines for the 2013-2014 school year.

Agricultural Science

COURSE TITLE: Agriculture Science I
PRE-REQUISITE: None
GRADE LEVEL: 9th
LENGTH OF COURSE: 1 Year
COURSE DESCRIPTION: Agriculture Science I is a comprehensive course which introduces the students to the basics of agricultural science. This includes: Animal Science, Plant Science, Environmental Science, Hydrology, Meteorology, and Nutrition.

OUTLINE:

I. Agricultural Science and Society
   a. What is Agriculture Science?
   b. Agriculture Economics
   c. C-TAP: the work sample
II. Leadership, Employability and the FFA
   a. Being an Effective Leader in Agriculture Science.
   b. The FFA
   c. Parliamentary Procedure
   d. Careers in Agriscience
III. Animal Science
   a. Animal Domestication
   b. Animal Health and Nutrition
IV. Record Books and Record Keeping
   a. Why Keep Good Records at All?
   b. The FFA Record Book
   c. The Scientific Method and Lab Reports
V. The Environment
   a. Agriculture and the Environment and the Application of the Scientific Method.
VI. Weather
   a. Temperature, Sun Intensity and the Seasons
   b. Storms and Violent Weather
VII. Plant Science & Horticulture
   a. Basic Soil Science and Geology
   b. Basic Plant Physiology , Anatomy and Basic Plant Nutrition
   c. Irrigation and Water Management
   d. Pest Management
VIII. Agriculture Mechanics (may be inserted before plant science) 2 weeks
   a. Measurement
   b. Safety in the Shop
   c. Welding and Manufacturing Technology

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in our lives.
2. Each student will receive the skills and training needed to complete appropriate secondary courses in science either at the college preparatory or general education level.
3. Students will learn basic record keeping skills including laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will maintain a Supervised Occupational Experience Program and participate in two leadership activities per semester through involvement in the FFA.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports.
3. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

COURSE TITLE: Agriculture Science II
PREREQUISITE: Successful completion of Agricultural Science I
GRADE LEVEL: 10th
LENGTH OF COURSE: 1 Year
COURSE DESCRIPTION: Agricultural Science II is a comprehensive course which continues the basics of agriculture through further and more extensive investigations of the scientific principles surrounding agricultural production and research. Special attention is given to the development of investigative skills and the knowledge of body systems, functions and life processes.

OUTLINE:

I. State and National Agricultural Production
   a. Ag Processing and Marketing
   b. Record Keeping and SOEP's
II. Introduction to Agricultural Biology and Agriscience Science
   a. What is Ag Biology?
   b. Career Opportunity in Agriscience
   c. What is research and why is it important?
III. Plant Science
   a. Basic Plant Structure
   b. Plant Growth, Reproduction and the Seed and Asexual Reproduction
   c. Changes in Modern Crop Production
IV. Cell Biology/Cytology
   a. Cell Physiology: Plant and Animal Cells
   b. Cell Types and Functions: Cell Division and Genetics
V. Animal Science
   a. The Internal Systems of Animals

b. Animals and Human Nutrition
c. Animal Health and Infectious Agents

VI. Agriculture and the Environment
a. Renewable vs. Nonrenewable Resources
b. Forms of Energy and the Costs
c. Outdoor and Rural Recreation

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in or lives, as well as advanced scientific principles common to all plants, animals and research in the field of agriculture.
2. Each student will receive the skills and training needed to complete appropriates secondary courses in science either at the college preparatory or general education level.
3. Students will learn more advanced record keeping skills including further and more detailed laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will further develop leadership skills through involvement in the FFA. The development of these skills will insure a supply of workers and professionals to lead agriculture and agriscience into the next century.
5. Each student will maintain a Supervised Occupational Experience Program. Second year agriculture students are expected to increase the scope and complexity of their projects.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports.
3. All students will work in teams to complete group projects, including a five week long experience researched, developed and executed by the students groups.
4. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

COURSE TITLE: Agriculture Science IIC
PREREQUISITE: Successful completion of Agriculture Science I/Science I
GRADE LEVEL: 10
LENGTH OF COURSE: One year
COURSE DESCRIPTION:
The goal of this course is to give university bound students of agriculture science the opportunity to explore agriscience in an accelerated and academically challenging atmosphere within the realm of the agriculture classroom. Subjects to be studied include plant science, animal and human physiology and anatomy, infectious diseases, physical science, environmental science and proper laboratory procedures and analysis. In addition to the course work and assigned laboratory exercises, students will be required to complete projects outside the classroom (Supervised Agricultural Experience Program), as well as participate in leadership training experiences through the FFA. This course satisfies the University of California laboratory science requirement for admission.

COURSE OUTLINE:

I. Introduction to Agriscience
   a. What is Agricultural science and why is it important?
   b. How does science in agriculture impact the student?
   c. What are the career opportunities for the student in agriculture science?

II. Agricultural Research
   a. Why is research important?
   b. What does an Agricultural researcher do?
   c. How do researchers go about conducting research?
   d. What are the principles of research?

III. Agriculture and the Environment
   a. What are the characteristics of living things?
   b. Introduction to genetics and origin of life
   c. What are the inorganic characteristics that support life?
      i. Soil and Water: The Chemical Foundation
      ii. How do living organisms interact with the environment?
      iii. How are plants and animals classified?

IV. Plant Physiology, Reproduction, Photosynthesis and Growth
   a. What are the structures and functions of plants?
   b. How do plants grow?
      i. Sexual reproduction
      ii. Asexual reproduction
   c. How have modern agricultural practices and biotechnology changed plants.
   d. What is the role of plants in nutrition and medicine

V. Animal Physiology, Reproduction, Nutrition, Health, and Behavior
   a. What are the internal systems of animals? How do these systems differ among species? How are they similar?
   b. How do these systems interact to sustain life and promote growth?
   c. What factors affect the feeding and nutrition of animals?

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in our lives, as well as advanced scientific principles common to all plants, animals and research in the field of agriculture.
2. Each student will receive the skills and training needed to complete appropriate secondary courses in science either at the college preparatory or general education level.
3. Students will learn more advanced record keeping skills including further and more detailed laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will further develop leadership skills through involvement in the FFA. The development of these skills will insure a supply of workers and professionals to lead agriculture and agriscience into the next century.
5. Each student will maintain a Supervised Occupational Experience Program. Second year agriculture students are expected to increase the scope and complexity of their projects.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports. Laboratory exercises will account for 40% of the course work.
3. All students will work in teams to complete group projects, including a five week long experiment researched, developed and executed by the student groups.
4. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

COURSE TITLE: Agricultural Chemistry
PREREQUISITE: Successful completion of Agriculture Science II/Biology
GRADE LEVEL: 11
LENGTH OF COURSE: One year
COURSE DESCRIPTION:
Agricultural Chemistry is a comprehensive initial exposure to the field of chemistry. The course serves to help all students develop an understanding of chemistry and its role in agriculture to provide a foundation for those who intend to continue on in the area of agriculture science. The course of study includes general chemistry, atomic properties, the periodic table, balancing equations, gas laws, and organic chemistry with a strong emphasis on dimensional analysis and real world applications. Students will develop understanding of the complex concepts through lab based learning. As part of the Agricultural Chemistry curriculum, students are required to participate in FFA activities and keep record of a Supervised Agricultural Experience (SAE) in a California FFA Record Book.

COURSE OUTLINE
Units of study for Agricultural Chemistry include:

Careers in Agriculture, Atomic Structure, Nuclear Chemistry, The Periodic Table, Chemical Bonding, Chemical Names and Formulas, Chemical Equations and Reactions, Stoichiometry, Gases, Solutions, Acids & Bases, Thermochemistry, Reaction Rates, Equilibrium, and Lab Techniques.

GOALS AND OBJECTIVES:

1. Each student will receive a basic knowledge and appreciation for the industry of agriculture and the role agriculture plays in our lives, as well as advanced scientific principles common to all plants, animals and research in the field of agriculture.
2. Each student will receive the skills and training needed to complete appropriate secondary courses in science either at the college preparatory or general education level.
3. Students will learn more advanced record keeping skills including further and more detailed laboratory documentation using the scientific method and accounting using the cash method.
4. Each student will further develop leadership skills through involvement in the FFA. The development of these skills will insure a supply of workers and professionals to lead agriculture and agriscience into the next century.

5. Each student will maintain a Supervised Occupational Experience Program. Second year agriculture students are expected to increase the scope and complexity of their projects.

EVALUATION:

1. Students will complete tests, quizzes and laboratory practical evaluation that evaluate understanding of skills and knowledge gained in class with a minimum 70% accuracy.
2. All students will demonstrate understanding through the use of written work samples and lab reports. Laboratory exercises will account for 40% of the course work.
3. All students will work in teams to complete group projects, including a five week long experiment researched, developed and executed by the student groups.
4. All students will maintain minimum participation in leadership activities in agriculture through the FFA, prescribed as two activities per semester, and develop a Supervised Occupational Experience Program as evidenced by the FFA record book.

****NOT CURRENTLY OFFERED****
COURSE TITLE: Advanced Agriculture
PREREQUISITE: Agriculture Science I and II
GRADE LEVEL: 11th and 12th
LENGTH OF COURSE: 2 years
COURSE DESCRIPTION:
This course is designed to be offered as a two-year program. Students will develop an understanding and appreciation for our Natural Resources and the importance of our environment. Students will receive knowledge and background in Natural Resources/Forestry. The students will study items such as wildlife management, timber, and outdoor recreation. Students will be given the chance to do field studies and practice those skills learned in class. Students will receive knowledge and skills related to the Animal Science Industry. Areas covered in the course include; Livestock Tools, Equipment and Restraint, Nutrition and Feeds, Livestock Genetics and Breeding, Animal Health, Livestock Pests, Animal Marketing, Small Animal Production, Range Management, and Waste Management. Time will be spent on shop safety and learning the techniques of electric arc, oxy-acetylene, and MIG welding.

COURSE OUTLINE:

I. Agricultural Mechanics Cluster
   a. Tool Use, Maintenance, and Safety
   b. Measurements
   c. Welding
II. Natural Recourse and Forestry Cluster
   a. Understanding the Environment
   b. Identification of Natural Resources
   c. Rangeland Resources
   d. Wildlife Management
   e. Fisheries
   f. State and National Parks
   g. Outdoor Recreation
   h. Forestry
III. Animal Science Cluster
   a. Livestock Tools, Equipment and Restraint
   b. Nutrition and Feeds
   c. Livestock Genetics and Breeding

d. Animal Health
e. Livestock Pests
f. Animal Marketing
g. Small Animal Production
h. Range Management
i. Waste Management

IV. Additional Activities
a. FFA Field Days
b. Field Trips
c. FFA Leadership Activities

GOALS AND OBJECTIVES:

1. Understanding the Environment
   Students will develop an integrated view of the environment. An understanding of the independence of all aspects of the environment is necessary for the development of sound resource management.
2. Energy Awareness and Conservation
   Students will consider present and future energy needs, develop an awareness of alternative energy sources, and suggest ideas and methods for energy conservation.
3. Identification of Natural Resources
   Students will identify problems confronting human life, as nonrenewable natural resources are depleted and the areas available for the production of renewable resources in California become limited.
4. Rangeland Resources
   Students will develop an awareness of the rangeland resources in California and how they can be managed for a maximum sustained yield.
5. Wildlife
   Students will become familiar with the common species of big game, fur-bearing, upland game, and waterfowl. Student will also learn the importance of these species and the role each plays in the natural community. Students will develop an understanding of the management practices used on each of the species.
6. Fisheries
   Students will understand and identify the skills necessary for successful progress towards entry level employment in the California inland fisheries and related fields.
7. State and National Parks
   Students will develop an understanding of both the state and national park systems, including history, facilities, regulations, and employment opportunities.
8. Recreation Land Use
   Students will explore recreation as an important facet of land use in California and the United States.
9. Emergency Situations
   Students will understand and be prepared to handle minor emergency situations as they arise in an outdoor location.
10. Outdoor Recreation
    Students will understand the importance of outdoor recreation as a career. They will explore camping, fishing, hunting, off-road vehicles, water recreation, and winter recreation.
11. Forestry
    Students will understand the historical and regional perspective of the forest industry and forest policy in California and the United States.
12. Oxy-fuel Welding and Cutting

Students will understand the principles of oxy-fuel welding and cutting and explain the roles heat and pressure play in the process. They will safely select, adjust, and operate oxy-fuel equipment and to construct a project with filler rods.

13. Electric Welding Processes
    Students will understand the electric welding process. They will select and safely employ the appropriate welding apparatus and materials to construct a project requiring multiple types of welds meeting industry standards.
14. Small Engines and Power Equipment
    Students will identify the components and understand the basic operation of small engines. They will perform basic maintenance and service procedures.
15. Shop Safety
    Students will understand and demonstrate the safe use of hand/power tools and equipment.
16. Livestock Tools, Equipment, and Restraint
    Students shall become familiar with the correct and safe use of livestock facilities, restraint equipment, and tools necessary for animal housing and care.
17. Nutrition and Feed
    Students shall develop an advanced understanding of the principles involved in animal nutrition and feeds.
18. Livestock Genetics and Breeding
    Students will understand the principles of livestock breeding and Mendelian genetics, and the importance of heritability in a breeding program.
19. Animal Health Production
    Students shall develop an in-depth understanding of specific health problems, related to cattle, sheep, swine, horses, poultry, and rabbits, and the identification, treatment, and prevention of these problems.
20. Livestock Pest
    Students shall learn the major internal and external livestock pests, their life cycles, and their control.
21. Large Animal Production - Marketing Livestock
    Students shall demonstrate an understanding of the basic principles of care, raising, selection and selling of marketing livestock.
22. Small Animal Production
    Students shall understand the basic concepts in the care, raising, breeding, selection, and selling of small animals.
23. Range Management
    Students shall understand the importance of correct pasture and rangeland management practices for animal health, erosion control, pasture production, and maintaining the balance of living things within an ecosystem.
24. Waste Management
    Students will gain a basic knowledge of animal waste management and the importance of disposing of waste inexpensively with the least impact on the environment.

EVALUATION:

1. A test will be given at the end of each unit, or a work sample will be completed during the unit.
2. Short quizzes will be given frequently during each unit.
3. Oral and written presentation are required.
4. Every student is to have a project of some kind related to their career goal.

Agricultural Mechanics/Welding

COURSE TITLE: Agriculture Mechanics I
PREREQUISITE: None
GRADE LEVEL: 9th or 10th
LENGTH OF COURSE: 1 Year
COURSE DESCRIPTION:

This course is designed for first year agriculture mechanics students to precede all other agriculture mechanics classes. Units may be taught in an order best suited to the instructor. Units will be taught in safety, shop skills, welding, rope work, FFA, and project fabrication.

COURSE OUTLINE:

1. Shop Orientation and Safety
2. Shop Tools
3. Shop Drawings and Plans
4. Materials
    a. Bills of Materials
5. Electric Arc Welding
    a. Make butt, lap, and "T" welds with the following electrodes: E6011, E6013, and E7018.
    b. Students will weld in the flat, vertical, and horizontal positions using approved techniques.
6. Oxy-Acetylene Welding
    a. Learn to weld light gauge steel in the flat, horizontal, and vertical positions.
7. MIG (Metal Inert Gas) Welding
    a. Students will weld in the flat, vertical, and horizontal positions.
8. Rope work
9. Individual Project Fabrication
    a. Hay-hooks
    b. Horseshoe
    c. Project Choice
10. FFA
11. S.A.E.

GOALS AND OBJECTIVES:

1. To teach the students the simple farm shop skills needed by every rancher/farmer.
2. Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines.
3. Students will understand the importance of correct and safe use of shop tools and will be able to identify shop tools.
4. Students will master the basic skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly.
5. Students will understand and demonstrate competencies in the arc welding process and be able to operate an arc welder safely.
6. Students will understand and demonstrate skills involved in the oxyacetylene welding process and the roles heat and pressure play in the process, and will be able to operate and use the oxyacetylene welder safely.
7. Students will develop and demonstrate the ability to select, use, and care for rope.

EVALUATION:

1. Students are graded to see that they perform all skills adequately.
2. Students are graded on required welds and projects.
3. Students are given tests at the end of each unit completed.
4. Students grade is based upon attainment of skills required, projects completed, tests, attendance, citizenship, and general shop habits.

COURSE TITLE: Agriculture Mechanics II
GRADE LEVEL: 10, 11, 12
PREREQUISITE: Agriculture Mechanics I
LENGTH OF COURSE: 1 Year
COURSE DESCRIPTION:
The course content includes the study of all phases of the welding process with electric arc welding, oxygen-acetylene welding and cutting, Metal Inert Gas (MIG) welding, plasma arc cutting, and time and instruction in small engine work, from maintenance to overhaul work, as used in agriculture industry. Project Fabrication will be of the kind found in modern agricultural shops. Units will be taught in FFA and S.A.E. instruction.

COURSE OUTLINE:

1. General Shop Safety
2. Safety Metal Working Power Tools
3. Oxygen Acetylene Welding
    a. Learn to weld light gauge steel in the flat, horizontal, and vertical positions.
    b. Gas weld pipe in the flat, horizontal, and vertical positions.
4. Arc Welding
    a. Make butt, lap, and "T" welds with the following electrodes: E6011, E6013, and E7018.
    b. Students will weld in the flat, vertical, and horizontal positions using approved techniques.
5. Oxygen Acetylene Cutting
    a. Make quality cuts on metal ranging in thickness of 1/8" to 3/4".
6. MIG (Metal Inert Gas) Welding
    a. Students will weld in the flat, vertical, and horizontal positions.
7. Plasma Cutter
8. Small Engine Repair and Maintenance
9. FFA
10. S.A.E.

GOALS AND OBJECTIVES:

1. To teach the students the advanced farm shop skills needed by every rancher/farmer.
2. Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines.
3. Students will understand the importance of correct and safe use of shop tools and will be able to identify shop tools.
4. Students will master advanced skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly.

5. Students will understand and demonstrate competencies in the arc welding process and be able to operate an arc welder safely.
6. Students will understand and demonstrate skills involved in the oxyacetylene welding process and the roles heat and pressure play in the process, and will be able to operate and use the oxyacetylene welder safely.
7. Students will understand and demonstrate competencies in the MIG welding process and be able to operate a MIG welder safely.
8. Students will understand and demonstrate skills involved in the plasma arc and oxyacetylene cutting processes.
9. Students will develop and demonstrate a basic understanding of the types of engines their repair and maintenance.

EVALUATION:

1. Identify and demonstrate proper safety procedures used in the welding process.
2. Demonstrate techniques of oxygen-acetylene welding in all positions.
3. Demonstrate the use of the cutting torch.
4. Demonstrate the techniques of arc, MIG and TIG welding in all positions.
5. Create an advanced metal project and/or an agriculturally related project using approved oxy-acetylene, arc, and MIG welding techniques.
6. Create draw and fabricate plans for all projects individually.
7. Develop leadership skills and responsibility through participation in the FFA.

COURSE TITLE: Agriculture Mechanics III
PREREQUISITE: Agriculture Mechanics I and II
GRADE LEVEL: 11th and 12th
LENGTH OF COURSE: 1 year
COURSE DESCRIPTION:
An advanced welding and project fabrication course designed to enable students who have had some form of agricultural mechanics to study and design advanced projects. This would include reading blueprints, MIG welding, Tungsten Inert Gas (TIG) welding, plasma arc cutting and advanced technologies in agricultural mechanics. Units will be taught in plumbing, electricity, surveying, and equipment operations.

COURSE OUTLINE:

1. General Shop Safety
2. Safety Metal Working Power Tools
3. MIG (Metal Inert Gas) Welding
    a. Students will weld in the flat, vertical, and horizontal positions.
4. Tungsten Inert Gas (TIG) welding
    a. Students will weld in the flat position.
    b. aluminum and stainless steel will be taught
5. Plasma Arc Cutting
6. Panograph Cutting and Design
7. Plumbing
    a. Plumbing materials, fittings, and tools
    b. Installation of a plumbing
8. Electricity
    a. Principles of electricity and electrical safety

   b. Wire splices, electric cord repair
   c. Simple circuit installation and testing
9. Surveying
   a. Surveying equipment used in agriculture
   b. Land area measurements
   c. Differential leveling
10. Equipment Operation and Maintenance
   a. Equipment safety operation and maintenance of agriculture equipment

GOALS AND OBJECTIVES:

1. To teach the students the advanced farm shop skills needed by every rancher/farmer.
2. Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines.
3. Students will understand the importance of correct and safe use of shop tools and will be able to identify shop tools.
4. Students will master advanced skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly.
5. Students will understand and demonstrate competencies in the MIG and TIG welding processes and be able to operate an MIG and TIG welder safely.
6. Students will understand and demonstrate skills involved in the plasma arc and oxyacetylene cutting processes.
7. Students will develop and demonstrate a basic understanding of surveying as it is used in agricultural applications.
8. Students will develop the knowledge and skills necessary to accomplish basic plumbing jobs.
9. Students will develop and demonstrate a basic understanding of adjusting, servicing, maintaining, and operating agricultural equipment.
10. Students will develop and demonstrate a basic understanding of electricity, its theory, and its practical application.

EVALUATION:

1. Demonstrate the techniques of MIG and TIG welding in all positions.
2. Create an advanced metal project and/or an agriculturally related project using approved oxy-acetylene, arc, and MIG welding techniques.
3. Create draw and fabricate plans for all projects individually.
4. Demonstrate the ability to plumb and wire and agriculture structure.
5. Operate and maintain an agriculture piece of equipment.
6. Survey and measure a given piece of land for agricultural use.

COURSE TITLE: Agriculture Welding
PREREQUISITE: None
GRADE LEVEL: 9th, 10th, 11th, or 12th
LENGTH OF COURSE: 1 Year
COURSE DESCRIPTION:
This course is designed for agriculture students to introduce them to the processes of welding. Students will learn to electric arc welding, oxy-acetylene cutting and welding, MIG welding, and

plasma arc cutting. Units may be taught in an order best suited to the instructor. Units will be taught in safety, shop skills, welding, drawing, western art, FFA, and project fabrication.

COURSE OUTLINE:

1. Shop Orientation and Safety
2. Shop Tools
3. Shop Drawings and Plans
4. Materials
5. Electric Arc Welding
    a. Make butt, lap, and "T" welds with the following electrodes: E6011, E6013, and E7018, in the flat, vertical, and horizontal positions using approved techniques.
6. Oxy-Acetylene Welding
    a. Learn to weld light gauge steel in the flat, horizontal, and vertical positions.
7. MIG (Metal Inert Gas) Welding
    a. Students will weld in the flat, vertical, and horizontal positions.
8. Plasma Arc Cutting
    a. Students will cut light gauge metal with the plasma arc.
9. Panagraph
    a. Students will learn to use a panagraph with an optical eye.
10. Individual Project Fabrication
    a. Projects will be constructed using all the skills learned in class.
11. FFA
12. S.A.E.

GOALS AND OBJECTIVES:

1. To teach the students the simple farm shop skills needed by every rancher/farmer.
2. Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines.
3. Students will understand the importance of correct and safe use of shop tools and will be able to identify shop tools.
4. Students will master the basic skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly.
5. Students will understand and demonstrate competencies in the arc welding process and be able to operate an arc welder safely.
6. Students will understand and demonstrate skills involved in the oxyacetylene welding process and the roles heat and pressure play in the process, and will be able to operate and use the oxyacetylene welder safely.
7. Students will develop and demonstrate the ability to draw a design and then cut it out using the plasma arc and the panagraph.

EVALUATION:

1. Students are graded to see that they perform all skills adequately.
2. Students are graded on required welds and projects.
3. Students are given tests at the end of each unit completed.
4. Students grade is based upon attainment of skills required, projects completed, tests, attendance, citizenship, and general shop habits.

Anderson Union High School
Agriculture Department

Program Completion Standards

In order for a student to complete a program in agriculture education at Anderson Union High School, they must complete a minimum of four, year-long agriculture classes, either in science, mechanics, or a combination approved by the agricultural education staff.

Their supervised occupation experience program must be related to their career goal and be of at least four months in duration each year during the students 10th, 11th, and 12th year.

Each student enrolled in the agriculture program will be a member of the Future Farmers of America and serve actively at the local level.

At the Annual Parent/Member Banquet, program completers are awarded a blue or gold FFA sash to wear at Graduation.

Anderson Union High School Agriculture Department

Program Sequences

It should be noted that by taking certain agriculture course offerings a student can fulfill requirements in life science, physical science, fine arts, and math for graduation.

Agricultural Science I will meet the requirements of Science I for 10 units. Agricultural Science II will meet the Science II requirements for 10 units. Agricultural Science IIc will meet the Science IIc requirements for 10 units. Agricultural Welding will meet the Fine Arts requirement of 10 units. Those students completing 3 years of Ag Mechanics will receive 10 units of Math credit.

Agriculture Science Pathway

- Agriculture Science I
- Agriculture Science II/IIC
- Agriculutre Chemistry
- Advanced Agriculture

Ag Mechanics Pathway

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Ag Mechanics IV

Anderson Union High School Agriculture Department

Facilities and Equipment

The facilities at Anderson High School includes 1 classroom, 1 office, 1 shop, 2 bathrooms, 2 storerooms, overhead storage area, 1 greenhouse, 3 barns, 1 show ring, approximately 25 acres of land laboratory. The classroom seats approximately 30 students. There is adequate chalkboard space. There is adequate storage space in storerooms and student lockers. The shop area is sufficient. There is plenty of room to construct projects. The greenhouse is a 30' x 36' structure with rolling benches, heating /cooling, automatic water system, and a 10' x 12' storage shed. The school land laboratory facility includes a sheep barn 24'x80', a swine barn 24'x80', a beef barn 48'x60', and a show pavilion 52'x60' with bleachers with seating for 180 students. It all sits on about 25 acres of land located on the school campus.

The following is a five-year plan for facility and equipment development and acquisition.

2013-2014

1. Gravel around all the barns and roads at the school farm
2. Purchase computerized plasma cam
3. Update Gate at School Farm
4. Make improvements to greenhouse
5. Replace needed power tools

2014-2015

1. Upgrade Coolant system in Greenhouse
2. Build new agriculture department
3. Replace soil sterilizer
4. Plant pasture and install irrigation system on the farm.
5. Plant rose garden on the farm

2015-2016

1. Replace 2 MIG Welders
2. Add 2 new computers in science classes
3. Buy microscopes for science classes
4. Build poultry facility at Farm
5. Purchase science sensors for labs

2016-2017

1. Replace 4 Oxy-Acetylene torches and hoses
2. Clear land and plant apple orchard
3. Add 2 new computers in science classes

2017-2018

1. Clear land and plant vineyard
2. Buy table saw for shop
3. Buy new computer for FFA Officers
4. Build FFA Leadership Room

Anderson Union High School Agriculture Department

Staff Assignments

Instructional Load and Class Assignments

Period	Ms. Teixeira	Mr. Wold
1	Non-Ag	Ag Welding
2	Agricultural Science II/ IIc	Prep
3	Agricultural Science II/ IIc	Agricultural Science I
4	Prep	Agricultural Science I
5	Ag Chemistry	Agricultural Mechanics I, II & III
6	Non-Ag	Agricultural Welding

Staff Chart of Responsibilities

Ms. Teixeira and Mr. Wold work cohesively to run the Anderson Union High School Agricultural Department.

Accounting		Teixeira	Wold
	CATA Registration	★	★
	Department/District Accounting/PO's		★
	FFA Accounting/PO's		★
	Hotel Reservations		★
	Office Supply Orders	★	
	Perkins Funding Application		★
General Program/Facility			
	5-year equipment allocation		★
	Advisory Committee Roster and Minutes	★	
	Ag Advisory Committee Planning and Agenda		★
	Chart of Staff Responsibilities	★	
	Department Marketing	★	
	Graduate Follow-up		★
	Incentive Grant		★
	Incentive Grant Reviews	★	★
	In-Service Activities List	★	
	Maintain Comprehensive Program Plan Binder	★	
	Maintain Program Management Binder		
	Maintenance Requests		★
	Quarterly/Yearly CATA Meetings/Events	★	★
	R2 Report and Roster		★
	Recruitment	★	
	Report of Expenditures		★
	Transportation Requests/Requisitions	★	

FFA Advisor			
	Advanced Leadership Academy Conference	★	
	American Degree Applications		★
	Chapter Officer Leadership Conference	★	★
	Chapter Reporter	★	
	Greenhand Leadership Conference	★	★
	Made for Excellence Leadership Conference	★	
	Organize Local Project Competition		★
	Organize students for Section Project Competitions	★	
	Regional Officer Leadership Conference	★	
	Registration for CDE Contest	★	★
	Registration for Conferences	★	★
	Scrapbook	★	
	State FFA Degree Applications		★
	State FFA Leadership Conference	★	★
	Drive Thru Dinner Tickets/Register	★	
	Drive Thru Dinner Cooking		★
	Drive Thru Dinner Shopping		★
Animals/Livestock			
	Fair Supplies	★	★
	Weighing Animals	★	★
	School Farm		★
	Veterinary Supplies	★	
Horticulture Facility			
	General Care and Maintenance	★	
	Greenhouse	★	
	Shade House	★	
	Storage Shed		★
Shop/Equipment/Machinery			
	Ag Shop Maintenance – Welding		★
	Ag Shop Maintenance – Wood & Power Mechanics		★
	Ag Trucks		★
	BBQ Trailers		★
	Livestock Trailers		★
	School Shop and Equipment		★
	Storage Buildings		★

Project Supervision			
	Ag Mechanics		★
	Beef Projects	★	★
	Dairy Cattle Projects	★	★
	Goat Projects	★	★
	Horse Projects	★	
	Floriculture Projects	★	
	Horticulture Projects	★	★
	Rabbits	★	
	Sheep	★	★
	Swine		★
	Work Experience		★
FFA Judging Teams/Coaches			
	BIG		★
	Creed Speaking	★	
	Extemporaneous Speaking	★	
	Forestry	★	
	Impromptu Speaking	★	
	Job Interview	★	
	Light Horse	★	
	Novice Parli Pro		★
	Opening and Closing Advanced	★	
	Opening and Closing Novice		★
	Prepared Public Speaking	★	
Awards			
	Awards Banquet	★	★
	Greenhand/Chapter Farmer Awards	★	★
	National Chapter Award Application	★	
	Scholarships		★
	POA Tabulations	★	
	Proficiency Awards	★	★
	National FFA Awards Order	★	
Fundraisers			
	Drive Thru Dinner	★	★
	Plant Sales	★	
	Rotary Events	★	

Anderson Union High School
Agriculture Department

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Advisory Committee Meeting Agendas

Anderson Union High School
Agriculture Department

Anderson Union High School
Agriculture Department
Advisory Committee Meeting
March 18, 2014

I. Dinner

II. Approval of Meeting Minutes

III. Welcome and Introductions

IV. Student updates

V. New Course Proposals

VI. Identifying Career Pathways

VII. Update: Greenhouse Changes

VIII. Update: Funding for New Agriculture Facility

IX. Comments and Questions

X. Set date for next meeting

Anderson Union High School
Agriculture Department

Anderson Union High School
Agriculture Department
Advisory Committee Meeting
October 28, 2013

I. Farm Tour

II. Welcome and Introductions

III. General Purpose of Advisory Committee

IV. Review Program of Instruction

V. Review Program of Activities

VI. Funding for New Agriculture Facility

VII. Comments and Questions

VIII. Set date for next meeting

Anderson Union High School
Agriculture Department

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Advisory Committee Meeting Minutes

Anderson Union High School
Agriculture Department

A meeting of the Anderson Union High School Agriculture Department Advisory committee was called to order at 7:05 PM on March 28, 2013. Members in attendance were: Chairperson Vic Woolery, Norma Comnick, George Winship, Chris Carmona, Sam Tucker, Nina Tucker and Joe Kneer. Also in attendance were FFA Advisors, Katy Teixeira and George Wold

Dinner was prepared by Anderson FFA students Freddy Argueta and Jacob McCullough.

Before the meeting, Mr. Wold gave a tour of the recent upgrades made at the school farm including new base rock on the main driveways and the addition of electricity to the bathrooms.

The committee then met in the Agriculture Classroom at the school where Chairperson Vic Woolery led the committee in welcome and introductions. Mr. Wold talked about the purpose of the Advisory Committee and welcomed the new members. Ms. Teixeira presented the program of activities and program of instruction for review by the committee.

Mr. Wold led discussion about the funding for the new Agriculture Facility and answered committee questions regarding the topic.

The committee agreed to meet in late-February to early-March, with the date yet to be determined.

The meeting was adjourned at 8:00 PM.

Anderson Union High School
Agriculture Department

A meeting of the Anderson Union High School Agriculture Advisory Committee was called to order at 7:00 PM on March 18, 2014 at the Anderson Union High School Agriculture Department. Members present were: Ms. Katy Teixeira, Mrs. Joy Tucker, Ms. Nina Tucker, Mr. George Winship and Mr. George Wold.

Before the meeting started, committee members went to the department greenhouse to see the updates made to the facilities. The students, along with Ms. Teixeira had just laid concrete and were working on raising the plant benches and residing the greenhouse tool shed.

Dinner was provided by Ms. Katy Teixeira.

Mrs. Joy Tucker moved to approve the minutes from the previous meeting, Nina Tucker seconded. Motion passed voice vote.

Nina Tucker gave student updates for the department, including the announcement of three section star farmers, two regional proficiency winners and one state finalist for proficiencies.
Katy Teixeira talked about new course proposals for the 2014-2015 school year and asked for input to update and identify career pathways in the program plan.

Mrs. Joy Tucker, member of the school bond oversight committee, gave an update on the Funding for the New Agriculture Facility. Discussion followed.

Nina Tucker moved to adjourn the meeting, George Winship seconded, the meeting was adjourned at 7:45 PM.

The next regular meeting will be held in May.

Anderson Union High School
Agriculture Department

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Advisory Committee Constitution and By-Laws

Constitution and by-laws to be adopted in May, 2014

Constitution and By-Laws for the
Anderson Union High School
Agricultural Advisory Committee

Section A Purpose and Name

Article 1. The Agricultural Advisory Committee of Anderson Union High School was created in an attempt to keep the Board of Education thoroughly aware of the community needs in regards to agriculture education.

The organization is designed to develop within the community a body of informed citizens on matters pertaining to local needs for Agricultural Education. It is hoped that through this organization a better program of Agriculture Education can be developed not only for the students, but also for the community.

Article 2. The name of the organization shall be the Agricultural Advisory Committee of Anderson Union High School.

Article 3. The aims and objectives of this organization shall be as follows:

1. To direct its advice to the Agriculture instructor, the superintendent of schools, and local Board of Education. It shall limit its activities to matters which directly concern the Agriculture Department, including curriculum and instruction.
2. To exchange ideas for the purpose of developing an improved understanding of community agricultural needs and problems on the part of the school's Agriculture Department.
3. To facilitate awareness to the school's Agriculture Department regarding community agricultural needs and problems.
4. To evaluate progress towards program objectives and learning outcomes.
5. To study programs of Agricultural Education in other communities with the purpose of encouraging the establishment of new programs which may be applicable to this community.
6. To provide counsel to teachers and provide assistance on special programs.

Article 4. Function of the Advisory committee

1. To determine community educational needs regarding agriculture.
2. To review goals and objectives of the Ag. Ed. curriculum.
3. To assist in adapting the program to new and changing conditions.
4. To suggest resource people for instructional purposes.
5. To suggest community resources that could be used in teaching.
6. To assist in the evaluation of the program.
7. To promote good public relations.
8. To assist students in gaining experiences in agriculture outside of the classroom.
9. To assist the teacher in relating in-school learning activities to the real world.

Section B Officers

Officers of this group shall consist of a chairperson, and a secretary, who shall be recommended by the agriculture instructor with approval by the Board of Education on an annual basis.

Article 1. Chairperson

The duties of the chairman shall be to preside at all meetings of the Agricultural Education Advisory Committee and to arrange the order of business of such meetings in cooperation with the members of the committee and agricultural instructor.

Article 2. Secretary

The duties of the secretary shall be to record the minutes of the meetings and to preside at the meetings in the absence of the chairman. The secretary shall also keep attendance records of committee members and maintain a permanent record file of all committee activities.

Section C Membership

Article 1. There shall be (6 to 12) six to twelve voting members of the Advisory Committee.

Article 2. Members shall be selected in such a way that they represent a cross section of the community served by the Agriculture Department. The committee will consist of capable individuals, team workers, individuals with insight into education, and a representative group. The committee must be represented by both males and females.

Article 3. The term of a new committee member shall begin with the new school year.

Article 4. A student currently enrolled in one or more agriculture class in the school. The student member is advisory only to the committee, shall not vote and is encouraged to be at each meeting of the council.

Section D Policy

Article 1. The committee shall fulfill the state requirement of holding at least (2) two meetings per year.

Article 2. Shall keep the Board of Education appraised of its activities, and any recommendations made to the agriculture teacher and school administrators.

Section E. Amendments

Article 1. This Constitution and By-laws may be amended by consensus of the Council and by vote of 2/3 of the membership of the Council and provided the President and instructors approve and the amendment has been recorded.

To be adopted 05.2014

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Proficiency Standards

As part of the development of curriculum in the Anderson Union High School Agriculture department, we utilize the California State CTE Standards to identify if our students are achieving in their classes. Although we do not currently have these separated into measureable individual objectives, students meeting these standards would have a passing grade in their respective Agricultural Class.

Developing proficiency standards that are both aligned to the CTE standards, our own program and the new Common Core and Next Generation Science Standards is a project that I will be working on this coming summer with the other Agriscience teacher in the district.

Agricultural Mechanics and Agricultural Welding Pathway Proficiency Standards
The Agricultural Mechanics Proficiencies measure the preparedness of students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards 1 through 8, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics used in Agricultural Mechanics 2-4, are represented with standards 9 through 12, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction. In addition, Agricultural Welding is identified in standards 7-9.

1. Students understand personal and group safety:
    a. Practice the rules for personal and group safety while working in an agricultural mechanics environment.
    b. Know the relationship between accepted shop management procedures and a safe working environment.
    c. Know how to safely secure loads on a variety of vehicles.

2. Students understand the principles of basic woodworking:
    a. Know how to identify common wood products, lumber types, and sizes.
    b. Know how to calculate board feet, lumber volume, and square feet.
    c. Know how to identify, select, and implement basic fastening systems.
    d. Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

3. Students understand the basic electricity principles and wiring practices commonly used in agriculture:
    a. Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
    b. Know how to use proper electrical test equipment for AC and direct current (DC).
    c. Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
    d. Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
    e. Interpret basic agricultural electrical plans.

4. Students understand plumbing system practices commonly used in agriculture:
    a. Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
    b. Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

   c. Know how various plumbing and irrigation systems are used in agriculture. B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

5. Students understand agricultural cold metal processes:
   a. Know how to identify common metals, sizes, and shapes.
   b. Know basic tool-fitting skills.
   c. Know layout skills.
   d. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, and bending).
   e. Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

6. Students understand concrete and masonry practices commonly used in agriculture:
   a. Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
   b. Know proper bed preparation, concrete forms layout, and construction.
   c. Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

7. Students understand oxy-fuel cutting and welding:
   a. Understand the role of heat and oxidation in the cutting process.
   b. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
   c. Know how to flame-cut metal with an oxy-fuel cutting torch.
   d. Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
   e. Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

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

9. Students understand advanced metallurgy principles and fabrication techniques:
   a. Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
   b. Operate and maintain various arc welding and cutting systems safely and appropriately.
   c. Operate and maintain fabrication tools and equipment safely and appropriately.
   d. Understand how to design project plans by using mechanical drawing techniques.
   e. Understand how to finish a metal project by implementing proper sequencing.
   f. Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, and press break).

g. Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

10. Students understand small and compact engines:
    a. Understand engine theory for both two- and four-stroke cycle engines.
    b. Know different types of small engines and their applications.
    c. Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
    d. Know how to troubleshoot and solve problems with small engines.
    e. Know how to disassemble, inspect, adjust, and reassemble a small engine.
    f. Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

11. Students understand the principles and applications of various engines and machinery used in agriculture:
    a. Understand how to identify common agricultural machinery.
    b. Operate and maintain equipment safely and efficiently.
    c. Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
    d. Know the theory and operation of mobile hydraulic systems and power take-off systems.
    e. Troubleshoot common problems with engines and agricultural equipment. B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

12. Students understand land measurement and construction techniques commonly used in agriculture:
    a. Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
    b. Know how to draw and interpret architectural plans.
    c. Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
    d. Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
    e. Form, place, and finish concrete or masonry (e.g., concrete block).
    f. Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
    g. Develop clear and concise agricultural construction contracts.

Agriscience Pathway Proficiency Standards

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

1. Students understand the role of agriculture in the California economy:
    a. Understand the history of the agricultural industry in California.

b. Understand how California agriculture affects the quality of life.
c. Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
d. Understand the economic impact of leading California agricultural commodities.
e. Understand the economic impact of major natural resources in California. C1.6 Know the economic importance of major agricultural exports and imports.

2. Students understand the interrelationship between agriculture and the environment:
    a. Understand important agricultural environmental impacts on soil, water, and air.
    b. Understand current agricultural environmental challenges.
    c. Understand how natural resources are used in agriculture.
    d. Compare and contrast practices for conserving renewable and nonrenewable resources.
    e. Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

3. Students understand the effects of technology on agriculture:
    a. Understand how an agricultural commodity moves from producer to consumer.
    b. Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
    c. Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
    d. Understand the laws and regulations concerning biotechnology.

4. Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:
    a. Understand the evolution and roles of domesticated animals in society.
    b. Know the differences between domestication and natural selection.
    c. Understand the modern-day uses of animals and animal by-products.
    d. Understand various points of view regarding the use of animals.
    e. Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

5. Students understand the cell structure and function of plants and animals:
    a. Understand the purpose and anatomy of cells.
    b. Know how cell parts function.
    c. Understand various cell actions, such as osmosis and cell division.
    d. Understand how plant and animal cells are alike and different.

6. Students understand animal anatomy and systems:
    a. Know the names and locations of the external anatomy of animals.
    b. Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

7. Students understand basic animal genetics:
    a. Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
    b. Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

   c. Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
   d. Understand the fertilization process.
   e. Understand the purpose and processes of mitosis and meiosis.

8. Students understand fundamental animal nutrition and feeding:
   a. Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
   b. Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
   c. Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

9. Students understand basic animal health:
   a. Assess the appearance and behavior of a normal, healthy animal.
   b. Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
   c. Understand the causes and control of common animal diseases.
   d. Understand how to control parasites and why.
   e. Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

10. Students understand soil science principles:
   a. Recognize the major soil components and types.
   b. Understand how soil texture, structure, pH, and salinity affect plant growth.
   c. Understand water delivery and irrigation system options.
   d. Understand the types, uses, and applications of amendments and fertilizers.

11. Students understand plant growth and development:
   a. Understand the anatomy and functions of plant systems and structures.
   b. Understand plant growth requirements.
   c. Know annual, biennial, and perennial life cycles.
   d. Examine plant sexual and asexual reproduction.
   e. Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process. C11.6 Understand the respiration process in the breakdown of food and organic matter.

12. Students understand fundamental pest management:
   a. Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
   b. Understand chemical, mechanical, cultural, and biological methods of plant pest control.
   c. Understand the major principles, advantages, and disadvantages of integrated pest management.

13. Students understand the scientific method:
   a. Understand the steps of the scientific method.

b. Analyze an animal or plant problem and devise a solution based on the scientific method.
c. Use the scientific method to conduct agricultural experiments.

Animal Science Proficiency Standards

In Animal Science, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior— to create humane, ecologically and economically sustainable animal production systems. Animal Science includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

1. Students understand the necessary elements for proper animal housing and animal-handling equipment:
    a. Understand appropriate space and location requirements for habitat, housing, feed, and water.
    b. Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
    c. Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
    d. Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

2. Students understand key principles of animal nutrition:
    a. Understand the flow of nutrients from the soil, through the animal, and back to the soil.
    b. Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
    c. Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
    d. Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

3. Students understand animal physiology:
    a. Understand the major physiological systems and the function of the organs within each system.
    b. Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

4. Students understand animal reproduction, including the function of reproductive organs:
    a. Understand animal conception (including estrus cycles, ovulation, and insemination).
    b. Understand the gestation process and basic fetal development.
    c. Understand the parturition process, including the identification of potential problems and their solutions.
    d. Understand the role of artificial insemination and embryo transfer in animal agriculture. Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

5. Students understand animal inheritance and selection principles, including the structure and role of DNA:
    a. Evaluate a group of animals for desired qualities and discern among them for breeding selection.
    b. Understand how to use animal performance data in the selection and management of production animals.
    c. Research and discuss current technology used to measure desirable traits.
    d. Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
    e. Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

6. Students understand the causes and effects of diseases and illnesses in animals:
    a. Understand the signs of normal health in contrast to illness and disease.
    b. Understand the importance of animal behavior in diagnosing animal sickness and disease.
    c. Understand the common pathogens, vectors, and hosts that cause disease in animals.
    d. Understand prevention, control, and treatment practices related to pests and parasites.
    e. Apply quality assurance practices to the proper administration of medicines and animal handling.
    f. Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
    g. Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

7. Students understand common rangeland management practices and their impact on a balanced ecosystem:
    a. Understand the role of rangeland use in an effective animal production program.
    b. Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
    c. Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
    d. Understand how to balance rangeland use for animal grazing and for wildlife habitat.

8. Students understand the challenges associated with animal waste management:
    a. Understand animal waste treatment and disposal management systems.
    b. Understand various methods for using animal waste and their environmental impacts.
    c. Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

9. Students understand animal welfare concerns and management practices that support animal welfare:
    a. Know the early warning signs of animal distress and how to rectify the problem.
    b. Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

c. Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
d. Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

10. Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):
    a. Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
    b. Understand how to develop, maintain, and use growth and management records for large or small animals.

11. Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):
    a. Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).
    b. Understand the unique nutrition, health, and habitat requirements for specialty animals.
    c. Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
    d. Understand how to develop, maintain, and use growth and management records for specialty animals.

12. Students understand how animal products and by-products are processed and marketed:
    a. Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.
    b. Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.
    c. Understand how meat-based products and meals are made.
    d. Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.
    e. Understand how meat products and nonmeat products are marketed.
    f. Understand the value of animal by-products to nonagricultural industries.

Ornamental Horticulture Proficiency Standards

Ornamental Horticulture prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

1. Students understand plant classification and use principles:
    a. Understand how to classify and identify plants by order, family, genus, and species.
    b. Understand how to identify plants by using a dichotomous key.
    c. Understand how common plant parts are used to classify the plants.
    d. Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
    e. Understand plant selection and identification for local landscape applications.

2. Students understand plant physiology and growth principles:
    a. Understand plant systems, nutrient transportation, structure, and energy storage.
    b. Understand the seed's essential parts and functions.
    c. Understand how primary, secondary, and trace elements are used in plant growth.
    d. Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
    e. Understand the tissues seen in a cross section of woody and herbaceous plants.
    f. Understand the factors that affect plant growth.

3. Students understand sexual and asexual plant reproduction:
    a. Understand the different forms of sexual and asexual plant reproduction.
    b. Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
    c. Understand how to monitor plant reproduction for the development of a saleable product.

4. Students understand basic integrated pest management principles:
    a. Read and interpret pesticide labels and understand safe pesticide management practices.
    b. Understand how pesticide regulations and government agencies affect agriculture.
    c. Understand common horticultural pests and diseases and methods of controlling them.
    d. Understand the systematic approach to solving plant problems.

5. Students understand water and soil (media) management practices:
    a. Understand how basic soil science and water principles affect plant growth.
    b. Know basic irrigation design and installation methods.
    c. Prepare and amend soils, implement soil conservation methods, and compare results.
    d. Understand major issues related to water sources and water quality.
    e. Know the components of soilless media and the use of those media in various types of containers.

6. Students understand nursery production principles:
    a. Understand how to properly use production facilities and common nursery equipment.
    b. Understand common nursery production practices.
    c. Understand how to propagate and maintain a horticultural crop to the point of sale.
    d. Understand marketing and merchandising principles used in nursery production.

7. Students understand the use of containers and horticultural tools, equipment, and facilities:
    a. Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
    b. Operate and maintain selected hand and power equipment safely and appropriately.
    c. Select proper tools for specific horticultural jobs.
    d. Understand how to install landscape components and electrical land and water features.

8. Students understand basic landscape planning, design, construction, and maintenance:
    a. Know the terms associated with landscape and design and their appropriate use.

   b. Understand the principles of residential design, including how to render design to scale.
   c. Understand proper landscape planting and maintenance practices. F10.4 Prune ornamental shrubs, trees, and fruit trees. F10.5 Develop clear and concise landscape business contracts.

9. Students understand basic floral design principles:
   a. Understand the use of plant materials and tools.
   b. Apply basic design principles to products and designs.
   c. Handle, prepare, and arrange cut flowers appropriately.
   d. Understand marketing and merchandising principles used in the floral industry.

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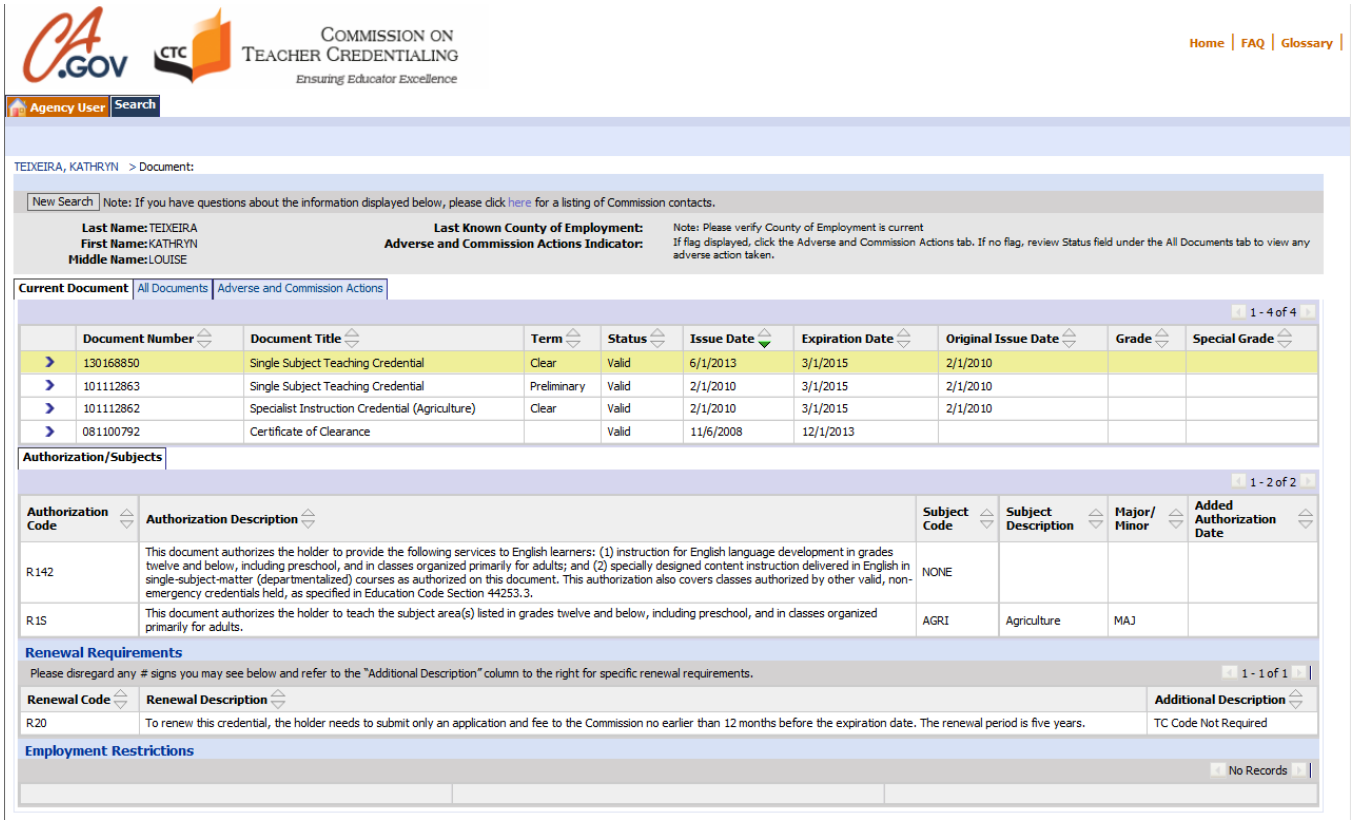
Teacher Credentials



COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

Home | FAQ | Glossary |

Agency User | Search

TEIXEIRA, KATHRYN > Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: TEIXEIRA
First Name: KATHRYN
Middle Name: LOUISE

Last Known County of Employment:
Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions

1 - 4 of 4

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
130168850	Single Subject Teaching Credential	Clear	Valid	6/1/2013	3/1/2015	2/1/2010		
101112863	Single Subject Teaching Credential	Preliminary	Valid	2/1/2010	3/1/2015	2/1/2010		
101112862	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/1/2010	3/1/2015	2/1/2010		
081100792	Certificate of Clearance		Valid	11/6/2008	12/1/2013			

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE			
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records

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Department Activities

August 2013

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
	Chapter Officer Training—Lake Shasta					
11	12	13	14	15	16	17
18	19 First day of School	20	21	22	23	24
25	26	27	28 Cub Club Day	29	30	31

September 2013

S	M	T	W	Th	F	S
1	2 NO SCHOOL Officer Meeting @ Bradon's 6:00 PM	3	4 Back to School Night BBQ	5	6	7 Michael Stevens' Fundraiser-2 PM @Anderson River Park
8	9	10	11	12 FFA Meeting—3rd Period in PAC	13 COLC—Camp Tehama	14
15 COLC	16 Anderson Union High School Homecoming	17	18	19	20 Homecoming Parade and Foot-ball Concessions	21 Hawes 100th Anniversary Reunion
22	23	24	25	26 Greenhand Workshops	27	28
29	30					

October 2013

S	M	T	W	Th	F	S
		1	2	3	4	5 Barn Dance
6	7 Officer Meeting @ Freddy's 6:00 PM	8 Greenhand Leader-ship Conference @ Foothill High School	9	10 Shasta College Field Day	11 Drive Thru Dinner 4:30 to 7:00 PM	12
13	14	15	16	17	18 Football Concessions	19
20	21 MANDATORY Fair Parent Mtg. 7PM Library	22 MANDATORY Fair Parent Mtg. 7PM Library	23 FFA Costume Meeting @ 3:30/ School Farm	24	25	26
27	28	29 Preschool/ Kindergarten Harvest Festival	30 National FFA Convention	31		

November 2013

S	M	T	W	Th	F	S
					1 Football Concessions	2
			National FFA Convention			
3	4 Officer Meeting @ Sarah's 6:00 PM	5	6	7	8 Football Concessions	9
10	11 NO SCHOOL	12	13 Opening and Closing/BIG/Coop/ Novice Records @ WVHS	14	15 CATA Road Show	16
17	18	19	20 FFA Bowling Meeting—3PM Chapter Degree Ceremonies	21	22	23 Tree Marking
24	25	26	27	28	29	30 Tree Cut
Thanksgiving Break						

December 2013

S	M	T	W	Th	F	S
1 Tree Lot Opens	2 Toy Drive Starts	3	4	5	6	7
8	9 Officer Meeting @ Steven's 6:00 PM	10	11	12	13 Drive Thru Dinner 4:30 to 7:00 PM	14
15	16	17 Chapter Meeting/ Gift Exchange 3:00 PM	18 Toy Drive Ends	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

S	M	T	W	Th	F	S
			1	2	3	4
5	6 Officer Meeting @ Nina's 6:00 PM	7	8	9	10	11 Rotary Crab Feed @ Shasta District Fairgrounds
12	13	14	15 Chapter Meeting 3:00 PM Viking Skate after	16	17 MFE/ALA– Redding	18
19	20 NO SCHOOL	21	22	23	24	25
26	27	28 Red Bluff Bull and Gelding Sale	29	30	31	

February 2014

S	M	T	W	Th	F	S
						1 Arbuckle Field Day
2	3 Officer Meeting @ Cody's 6:00 PM	4 Colusa Farm Show	5	6	7	8
9	10 NO SCHOOL	11	12 Chapter Meeting 3:00 PM in Ag Shop	13	14	15
16	17 NO SCHOOL	18	19	20	21 Shasta Section Leadership Contests	22
23	24	25	26	27	28	

March 2014

S	M	T	W	Th	F	S
						1
2	3 Officer Meeting @ Colton's 6:00 PM	4 Sacramento Leadership Experience	5	6	7 Drive Thru Dinner 4:30 to 7:00 PM	8
9	10	11	12	13	14	15 Rotary Wild Game Feed @ Shasta District Fairgrounds
16	17	18	19 Chapter Meeting 3:00 PM in Ag Shop	20 Superior Region Meeting/Leadership Contests and State Degree Ceremonies	21 NO SCHOOL	22
23 / 30	24 / 31	25	26	27	28	29 CSU Chico State Officer Training

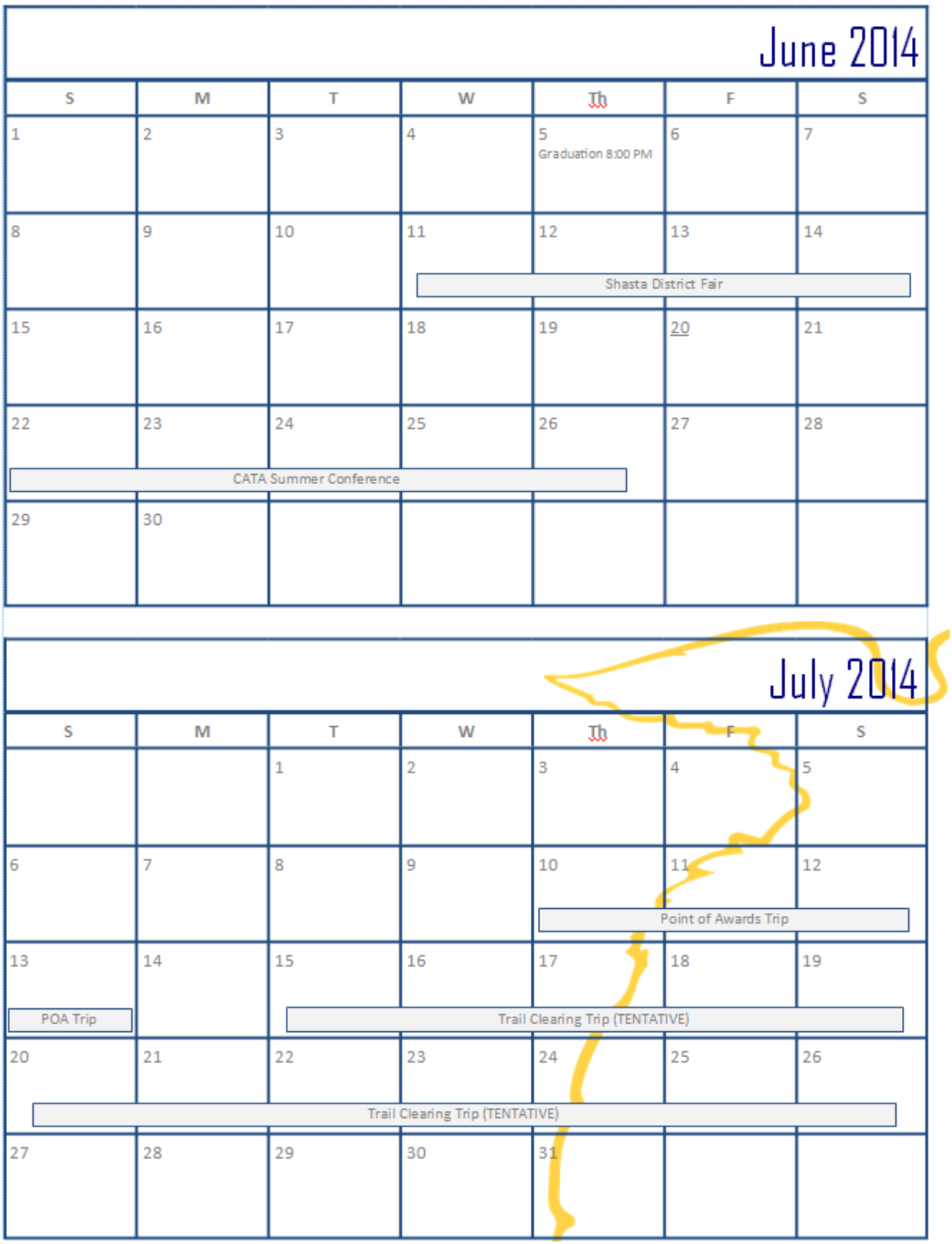
April 2014

S	M	T	W	Th	F	S
		1 Officer Meeting @ Mekylah's 6:00 PM	2	3	4	5
6	7	8	9 ELECTIONS and Chapter Meeting @ 3:00 PM	10	11 State Convention Trip	12
13 State Convention Trip	14	15	16	17	18	19
20 Spring Break	21	22	23	24 Local Project Competition	25	26
27	28 Officer Meeting @ Wold's 6:00 PM	29	30			

Spring Break

May 2014

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9 Sectional Project Competition @ Shasta College	10 Mandatory Show Day
11	12	13	14	15 Chapter Banquet 6:00 PM Small Gym AUHS	16	17 PROM
18	19	20 End of the Year Bash @ AUHS Pool	21	22	23	24
25	26	27	28	29	30 Drive Thru Dinner 4:30 to 7:00 PM	31


June 2014
S M T W Th F S
1 2 3 4 5 Graduation 8:00 PM 6 7
8 9 10 11 12 13 14
Shasta District Fair
15 16 17 18 19 20 21
22 23 24 25 26 27 28
CATA Summer Conference
29 30
July 2014
S M T W Th F S
1 2 3 4 5
6 7 8 9 10 11 12
Point of Awards Trip
13 14 15 16 17 18 19
POA Trip
Trail Clearing Trip (TENTATIVE)
20 21 22 23 24 25 26
Trail Clearing Trip (TENTATIVE)
27 28 29 30 31

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Professional Growth and Development Activities

The following is the list of expected Professional Growth and Development Activities for the 2013-2014 School Year.

- Shasta Section In-service and Fall Meeting – Hayfork
- Common Core for Science Training – Anderson Union High School District, October 2013
- CATA Road Show – Anderson Union High School, November 2013
- Superior Region CATA Fall Meeting – Anderson Union High School, November 2013
- Superior Region CATA Spring Meeting – CSU, Chico, March 2014
- NSTA Conference – Boston, MA, April 2014
- CATA Summer Conference – Cal Poly, San Luis Obispo, June 2014
- Following the resignation of our Section President, I am serving as President Pro-Temp of the Shasta Section CATA, and will serve as the President for the 2014-2015 school year.

Anderson Union High School
Agriculture Department

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R-2 Report

Anderson UHS
R2 Student Report
Year:2013

Gender

Schnum	ProgName	Male	Female
62	Ag Mech.	30	3
62	Agriscience	51	78
62	An. Science	0	1

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Mech.	5	28
Agriscience	18	111
An. Science	0	1

Race*

ProgName	White	Black	Hispanic	Americian Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Mech.	27	0	0	2	2	0	3
Agriscience	101	3	0	7	7	2	15
An. Science	1	0	0	0	0	0	0

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	71	6	2	0	0	0	0	0	79
2	0	46	1	2	0	0	0	0	49
3	0	0	14	2	0	0	0	0	16
4	0	0	0	8	1	0	0	0	9
5	0	0	0	0	7	0	0	0	7
6	0	0	0	0	0	3	0	0	3
Total	71	52	17	12	8	3	0	0	163
								Total 9-12	152

Freshman Persistance:
Cohort Year: 2010-2011

Years in Ag Completed	Count	Percent
1	12	32%
2	12	32%
3	5	14%
4	8	22%
Freshman Cohort Students	37	
Average Years Completed	2.2	

*Prior to 2010 Hispanic is listed as a race.
Printed: 11/14/2013 8:37:49 AM

Anderson Union High School
Agriculture Department

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Travel Request Submitted to Admin

Approved. See attached

Anderson FFA

Trip Request Form

Name of Organization: Anderson FFA

Person in Charge: Katy Teixeira/George Wold

Chaperones: Katy Teixeira/George Wold

Days and Dates of Trip: Friday, April 11 - Tuesday, April 15, 2014

Destination: Fresno, California

Purpose of trip related to course/extra-curricular activity/athletics:

Students will attend State FFA Convention and tour local businesses and agriculture facilities

What will students gain from this experience?

Students will be engaged in FFA Leadership Training, as well as participate in industry tours and learn about the history of FFA. In addition, students will attend the career show and exposition where they will meet with Agriculture Industry leaders and visit with representatives from Agricultural colleges throughout California.

Cost of Trip $2500 Source of Funding: FFA

Submitted by: Katy Teixeira Date:

(Printed Name)

Approval: Rebecca G Date: 8/24/13

Principal's Signature

Anderson Union High School District
TRANSPORTATION REQUEST
DISTRICT VEHICLES, PRIVATE VEHICLES AND CHARTER BUSES

Date of trip: Friday / 04 / 11 / 2014
DAY OF WEEK / MONTH / DAY / YEAR

Departure time: 8:00 ☐ AM ☐ PM

Departure location: Anderson Union High School

Return trip: Tuesday / 04 / 15 / 2014
DAY OF WEEK / MONTH / DAY / YEAR

Return time: 10:00 ☐ AM ☒ PM

Return location: Anderson Union High School

Type of transportation needed:
- ☒ Van
- ☐ Suburban
- ☒ Pick Up
- ☐ Car
- ☐ Private Vehicle(s)
- ☐ Charter Bus* *(If Charter Bus, see below.)*

Destination *(Specific name of venue)*: State FFA Convention City, State: Fresno, CA

Specific group/person(s) *(School,Vars/JV, Boys/Girls, etc.)*: Anderson FFA

Purpose of trip *(Be specific)*: State FFA Convention

Person responsible: George Wold/Katy Teixeira/Clay Davis Number to be transported: 21

If request is for use of a district vehicle, "Person Responsible" is responsible for submitting the Vehicle Use Report & Inspection, timely return of vehicle and keys, and contacting Fleet Maintenance immediately if use request is cancelled. Failure to cooperate may result in suspension of district vehicle use privileges.

Equipment/gear to be transported: none

Planned stops (location/purpose): none

*If using a Charter Bus, what company is being used?

*Who is making arrangements for the Charter Bus?

All drivers must submit required paperwork and be authorized by Fleet Maintenance prior to using district/private vehicles for district business. Some vans require a Class B/P drivers license.		Driver has met driving requirements	VERIFIED	Estimated Mileage this vehicle
VEHICLE 1	Driver: George Wold			600
VEHICLE 2	Driver: Katy Teixeira			600
VEHICLE 3	Driver: Clay Davis			600
			Total Estimated Mileage:	
			X Cost/Mile:	.555
			= Total Estimated Cost:	$0.00

Funding Source(s): FFA

APPROVED

Any trip over 150 miles (one way) or overnight requires board approval. Requests requiring board approval must be submitted at least one month prior to trip date.

Requires board approval? ☒ Yes ☐ No

TO BE COMPLETED BY DISTRICT OFFICE

SEP 17 2013

Board approved: AUHSD BOARD OF TRUSTEES

Signature of person submitting request: Date submitted: 8/14/13

Approved by: Rebecca Date approved: 8/27/13

Copies to: ☒ Fleet Maintenance ☐ Principal's Office ☐ Requesting Employee

MB

4/12 Version

Anderson FFA

Trip Request Form

Approved
See attached

Name of Organization: Anderson FFA

Person in Charge: George Wold/Katy Teixeira

Chaperones: George Wold/Katy Teixeira

Days and Dates of Trip: Friday, January 17-18, 2014

Destination: Made for Excellence/Advanced Leadership Academy

Purpose of trip related to course/extra-curricular activity/athletics:

Made for Excellence/Advanced Leadership Academy - Students will gain leadership skills and work with other FFA members from Northern California to gain leadership skills through public speaking, team building activities and leadership workshops.

.

What will students gain from this experience?

Students will gain leadership skills through public speaking, team building activities and leadership workshops.

Cost of Trip $500 Source of Funding: FFA

Submitted by: Katy Teixeira Date: 8/14/2013
(Printed Name)

Approval: Principal's Signature Date: 8/22/13

Anderson Union High School District
TRANSPORTATION REQUEST
DISTRICT VEHICLES, PRIVATE VEHICLES AND CHARTER BUSES

Date of trip: Friday / 01 / 17 / 2014
DAY OF WEEK / MONTH / DAY / YEAR

Departure time: 11:00 ☒ AM ☐ PM

Departure location: Anderson Union High School

Return trip: Saturday / 01 / 18 / 2014
DAY OF WEEK / MONTH / DAY / YEAR

Return time: 3:00 ☐ AM ☒ PM

Return location: Anderson Union High School

Type of transportation needed:
- ☐ Van
- ☐ Suburban
- ☐ Pick Up
- ☐ Car
- ☐ Private Vehicle(s)
- ☐ Charter Bus* *(If Charter Bus, see below.)*

Destination *(Specific name of venue)*: Red Lion Hotel City, State: Redding, CA

Specific group/person(s) *(School, Vars/JV, Boys/Girls, etc.)*: Anderson FFA

Purpose of trip *(Be specific)*: Made For Excellence/Advanced Leadership Academy

Person responsible: George Wold/Katy Teixeira Number to be transported: 8

If request is for use of a district vehicle, "Person Responsible" is responsible for submitting the Vehicle Use Report & Inspection, timely return of vehicle and keys, and contacting Fleet Maintenance immediately if use request is cancelled. Failure to cooperate may result in suspension of district vehicle use privileges.

Equipment/gear to be transported: none

Planned stops (location/purpose): none

*If using a Charter Bus, what company is being used?

*Who is making arrangements for the Charter Bus?

All drivers must submit required paperwork and be authorized by Fleet Maintenance prior to using district/private vehicles for district business. Some vans require a Class B/P drivers license.		Driver has met driving requirements	VERIFIED	Estimated Mileage this vehicle
VEHICLE 1	Driver: ✓George Wold			30
VEHICLE 2	Driver: ✓Katy Teixeira			30
VEHICLE 3	Driver:			
			Total Estimated Mileage:	
			X Cost/Mile:	.555
			= Total Estimated Cost:	$0.00

Funding Source(s): FFA

APPROVED
AUHSD
BOARD OF TRUSTEES

Any trip over 150 miles (one way) or overnight requires board approval. Requests requiring board approval must be submitted at least one month prior to trip date.

Requires board approval? ☒ Yes ☐ No

TO BE COMPLETED BY DISTRICT OFFICE

Board approved: SEP 17 2013

Signature of person submitting request: [signature] *Date submitted:* 8/7/13

Approved by: [signature] *Date approved:* 8/21/13

Copies to: ☒ Fleet Maintenance ☐ Principal's Office ☐ Requesting Employee

MB

4/12 Version

Anderson Union High School
Agriculture Department

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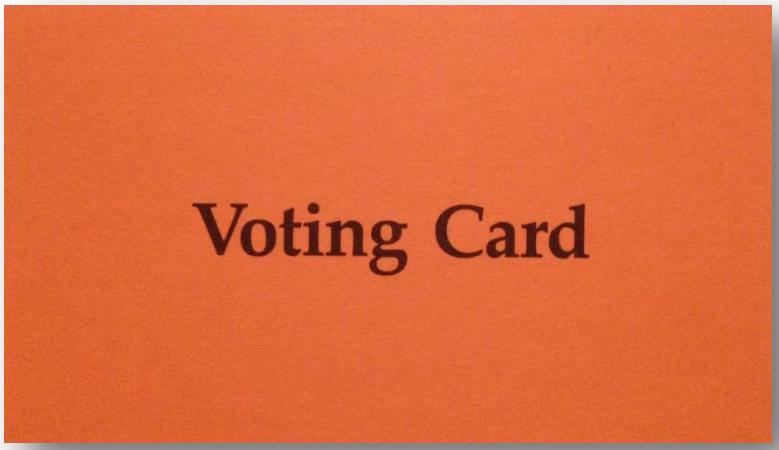
CATA Membership Card


CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION
Kathryn Teixeira
SERVING AGRICULTURE BY TEACHING
2013/2014 ACTIVE MEMBER


Voting Card

Anderson Union High School
Agriculture Department

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Professional Development Report

Kathryn Teixeira

From: Kathryn Teixeira
Sent: Friday, October 04, 2013 8:40 AM
To: Rebecca Evers
Subject: Shasta Section CATA In-Service and Meeting
Attachments: CATA InService.pdf; Fall Meeting Agenda.pdf

Rebecca-

On Tuesday, George and I were fortunate to attend the Shasta Section California Agriculture Teachers' Association Fall Meeting and In-Service in Weaverville and Hayfork. As the acting Shasta Section CATA President, I was able to work with both Mike Rourke of Trinity High School and Morgan Rourke of Hayfork High School to develop a great In-Service for the section.

Tuesday morning we met in Hayfork where Brian Taylor and Joe Miller of the Trinity River Lumber Company gave us a tour of their Logging Operation in the Trinity National Forest. It was a very eye-opening experience to see another realm of Agriculture Production that I had only ever heard about. We saw all aspects of the Logging Operation from cutting and clearing of the trees, to the Yarder that pulls the logs up the hill to be stacked for trucks.

After our morning tour of the Logging Operation, we headed to Trinity High School for the Shasta Section CATA Meeting (see attached agenda). Following our meeting, we went to the Trinity River Logging Company Mill and saw the milling process from the initial trim of the tree, to the stacking of boards on the trucks to head to Home Depot and Lowes. All the while, I was amazed by the amount of technology and skill required to keep the multi-million dollar mill running.

From this in-service, I know have a better understanding of the Logging and Lumber Industry, and have been able to share the amazing technology with my students.

Thank you,

Katy Teixeira

Agriculture Instructor
FFA Advisor
Leadership Advisor
kteixeira@auhsd.net
530.365.2741 ext. 1215

2013 Shasta Section CATA Fall In-Service

Tuesday, October 1, 2013
Weaverville, CA - 9:00 AM
Meet at CVS in Weaverville
1311 Main St, Weaverville, CA 96093

TRINITY RIVER LUMBER COMPANY

We will tour the BRAND NEW Trinity River Lumber Company Mill and Fabrication Shop.

Note: this is an outside working facility, so dress accordingly.

We will need to arrive as a group.
Be sure that you are at CVS by 9:00 AM

Shasta Section Meeting and Lunch will follow at Trinity High School in the Ag Department
321 Victory Ln, Weaverville, CA 96093

Bring $12 for lunch
Please RSVP to Katy Teixeira
before Friday, September 27th
Cell: 805.264.5204
Email: kteixeira@auhsd.net

We hope to see you there!

About Trinity River Lumber Company

The Weaverville Sawmill was originally built in 1947 by the Vanzee Family and purchased by Cal-Ore Co in 1950. Destroyed by fire in 1952, and rebuilt by the Rose Family in 1954. Operated as Trin-Co Forest Products until 1974 when it was purchased by Cal-Pacific manufacturing. The sawmill was shut down in 1981, and then purchased by the Schmidbauer family, remodeled and opened in 1983 as the Trinity River Lumber Company.

George Schmidbauer retooled the Weaverville sawmill and turned the sawmill into a random length, 20′ sized 2×4 mill selling green products into the housing market of California, primarily sawing doug fir and white fir logs. The Weaverville sawmill resumed operations in June 1983 as Trinity River Lumber Co. Beginning in July of 1983, Trinity River Lumber Company started a second shift and ran consistently as a two shift operation. In 1987, George Schmidbauer's son, Frank, purchased the mill from his mom and dad. Frank Schmidbauer operated the mill on a two shift basis until September 12, 2009 when the mill was tragically destroyed by fire.

Fortunately for the town of Weaverville, Trinity County, and the sawmill's employees, Frank Schmidbauer committed to rebuild the sawmill. With a strong commitment to move forward, a new modern sawmill was built in Weaverville, California. The sawmill resumed operation in March of 2011 as a random length, 20′, 2×4 mill with increased capabilities for 4×4 and wider products.

Travel Information

Directions from Interstate 5

From Interstate 5 in Redding

	1. Head **west** toward **CA-44 W**	go 0.2 mi total 0.2 mi
44	2. Merge onto **CA-44 W** About 2 mins	go 1.2 mi total 1.4 mi
273	3. Turn right onto **CA-273 N/Pine St** (signs for CA-299/Weaverville/Eureka)	go 499 ft total 1.5 mi
	4. Take the 1st left onto **CA-273 N/Eureka Way** (signs for Weaverville/CA-299 W) Continue to follow Eureka Way About 12 mins	go 7.6 mi total 9.1 mi
299	5. Continue onto **CA-299 W** Destination will be on the right About 42 mins	go 35.9 mi total 45.0 mi
		Total: **45.0 mi** – about **56 mins**
B	**CVS Pharmacy | Photo** 1311 Main St, Weaverville, CA 96093	total 0.0 mi
	6. Head **north** on **Main St** toward **Glen Rd** Destination will be on the right	go 0.4 mi total 0.4 mi
		Total: **0.4 mi**
C	**Trinity River Lumber Co** 1375 Main St, Weaverville, CA 96093	total 0.0 mi
	7. Head **northwest** on **Main St** toward **Masonic Ln** About 2 mins	go 1.1 mi total 1.1 mi
	8. Turn right onto **Memorial**	go 0.2 mi total 1.4 mi
	9. Take the 1st right onto **Weaver Bally Loop**	go 0.1 mi total 1.5 mi
		Total: **1.5 mi** – about **3 mins**
D	**Trinity High School** 321 Victory Ln, Weaverville, CA 96093	

2013 Shasta Section Fall CATA Meeting

Tuesday, October 1, 2013
Weaverville, CA

I. Welcome – Katy Teixeira

II. Teacher Introductions
   a. Name, School and favorite dessert

III. Approval of Minutes – Carlos Diaz

IV. Officer Reports
   a. President/Vice President – Katy Teixeira
      i. Membership Goal
      ii. Directory Update
   b. Public Relations – George Wold

V. Old Business
   a. CATA Summer Conference – Katy Teixeira
   b. Shasta Section Summer BBQ – Tom Vazquez

VI. New Business
   a. Shasta Section Opening and Closing Ceremonies/BIG/Farm Records/Coop Contest
      i. November 13, 2013 @ West Valley High School
      ii. BIG/Farm Records/Coop Contest starts @_____
      iii. Opening and Closing Ceremonies starts @_____
   b. Regional Meeting and Road Show—George Wold
      i. Friday, November 15, 2013 @ Anderson High School
      ii. Saturday Morning Road Show
      iii. Saturday Afternoon Regional Meeting
   c. Shasta Section Leadership Contests (February 21 or 28)

VII. CDE State Report – Jeanette

VIII. Announcements
   a. Shasta College Update
   b. Etna Public Speaking Invitational

IX. Discussion Items

X. Adjourn

Current Paid Shasta Section Members
Carlos Diaz
Tad Drain
Jacob Hargett
Kellie Hargett
Jason Holzer
Jenny Lynn Oilar-Svejda
Matt Pritchard
Mike Rourke
Morgan Rourke
Bob Safford
Katy Teixeira
Tom Vazquez
George Wold

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Wish List

In addition to the five year acquisition lab, my personal wish list for AUHS the next five years is:

1. Build new Ag Department with bond money
2. Develop pasture for breeding ewes at school farm
3. Hire a third ag teacher
4. Install a horse area at the farm
5. Build chicken coops at the farm
6. Teach Floral Design and Equine Science classes in alternating years.

2013-2014

1. Gravel around all the barns and roads at the school farm
2. Purchase computerized plasma cam
3. Update Gate at School Farm
4. Make improvements to greenhouse
5. Replace needed power tools

2014-2015

1. Upgrade Coolant system in Greenhouse
2. Build new agriculture department
3. Replace soil sterilizer
4. Plant pasture and install irrigation system on the farm.
5. Plant rose garden on the farm

2015-2016

1. Replace 2 MIG Welders
2. Add 2 new computers in science classes
3. Buy microscopes for science classes
4. Build poultry facility at Farm
5. Purchase science sensors for labs

2016-2017

1. Replace 4 Oxy-Acetylene torches and hoses
2. Clear land and plant apple orchard
3. Add 2 new computers in science classes

2017-2018

1. Clear land and plant vineyard
2. Buy table saw for shop
3. Buy new computer for FFA Officers
4. Build FFA Leadership Room

Anderson Union High School
Agriculture Department

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Agriculture Department
Operating Budget

Our operating budget is set at the beginning of the fiscal year and is controlled by the principal and the CFO at the District Office. My teaching partner receives expenditure reports periodically from the District Office with the remaining balance from Perkins funds and Ag Incentive Grant. He has started forwarding them to me to double check our funds are being used like we originally plan at the beginning of the fiscal year.

Student travel like National and State FFA Convention are paid for with FFA funds, which are school ASB monies, which frees up AIG and Perkins monies for equipment and supplies for the department. The FFA Student Accounts budget is set each year at the annual officer retreat, and both George and I receive FFA/ASB Account statements at the end of each month.

Budget04a — Budget Detail by Account

Model BR14-02 2013-14 Second Interim Budget — **Fiscal Year 2013/14**

Item #	Item Type	Item Comment	Item Description	Item Amount	Account Amount
Resc 3550 - VPrgm;T2Voc&AppldTechScndryIIC					
Expenditure					
01-021-3550-0401-1112-3800-1000-002-			TchrSub,VEA Prgm,ScndTechPg,Instructn		1,690
1	Manual		Teacher Sub Ag AUHS	1,690.00	
01-021-3550-0401-3101-3800-1000-002-			StrsCert,VEA Prgm,ScndTechPg,Instructn		140
1	Manual		Teacher Sub Ag AUHS	139.43	
01-021-3550-0401-3301-3800-1000-002-			SSCert,VEA Prgm,ScndTechPg,Instructn		25
1	Manual		Teacher Sub Ag AUHS	24.50	
01-021-3550-0401-3501-3800-1000-002-			SUICert,VEA Prgm,ScndTechPg,Instructn		1
1	Manual		Teacher Sub Ag AUHS	.85	
01-021-3550-0401-3601-3800-1000-002-			WCCert,VEA Prgm,ScndTechPg,Instructn		44
1	Manual		Teacher Sub Ag AUHS	43.94	
01-021-3550-0401-4310-3800-1000-001-			InstM&Sp,VEA Prgm,ScndTechPg,Instructn		5,608
1	Other	Ag Mechanics Welding Supplies	Ag Mechanics Welding Supplies	5,608.00	
01-021-3550-0401-4310-3800-1000-002-			InstM&Sp,VEA Prgm,ScndTechPg,Instructn		4,800
1	Other	Ag Science Supplies	Ag Science Supplies	4,000.00	
2	Other	Ag Science Leadership Packets	Ag Science Leadership Packets	800.00	
01-021-3550-0401-4310-3800-1000-004-			InstM&Sp,VEA Prgm,ScndTechPg,Instructn		500
1	Other	Culinary Arts Supplies	Culinary Arts Supplies	500.00	
01-021-3550-0401-4310-3800-1000-005-			InstM&Sp,VEA Prgm,ScndTechPg,Instructn		2,472
1	Other	Arch Design Supplies	Arch Design Supplies	2,472.00	
01-021-3550-0401-4410-3800-1000-002-			NCapEqp,VEA Prgm,ScndTechPg,Instructn		2,000
1	Other	Ag Science Equipment	Ag Science Equipment	2,000.00	
01-021-3550-0401-4601-3800-1000-002-			TrspFuel,VEA Prgm,ScndTechPg,Instructn		2,200
1	Other	Transportation Fuel Student Travel	Transportation Fuel Student Travel	2,200.00	
01-021-3550-0401-5210-3800-1000-002-			ConfTvl,VEA Prgm,ScndTechPg,Instructn		2,000
1	Other	Prof Dev/Conf/Empl Travel	Prof Dev/Conf/Empl Travel	2,000.00	
01-021-3550-0401-5210-3800-1000-006-			ConfTvl,VEA Prgm,ScndTechPg,Instructn		317
1	Other	Prof Dev/Cong/Employee Travel	Prof Dev/Conf/Employee Travel	317.00	
01-021-3550-0401-5710-3800-1000-002-			IntPgTsf,VEA Prgm,ScndTechPg,Instructn		1,200
1	Other	Van Use Student Travel	Van Use Student Travel	1,200.00	
			Total for Resc 3550 and Expenditure accounts		**22,997**
Resc 7010 - AgriculturalVocIncentiveGrnt					
Expenditure					
01-021-7010-0401-4310-3800-1000-000-			InstM&Sp,VEA Prgm,AGVOCInGnt,Instructn		18,768
1	Other	AUHS VEA Instr AG SCI--------	AUHS Instructional Materials	13,069.00	
01-021-7010-0401-4310-3800-1000-000-			InstM&Sp,VEA Prgm,AGVOCInGnt,Instructn (Continued)		
2	Other	Increased grant award	AUHS VEA Instr Ag Sci	5,699.00	
01-021-7010-0401-4601-3800-1000-000-			TrspFuel,VEA Prgm,AGVOCInGnt,Instructn		2,200
1	Other	AUHS Transportation Fuel	AUHS Transportation Fuel	2,200.00	
01-021-7010-0401-5210-3800-1000-000-			ConfTvl,VEA Prgm,AGVOCInGnt,Instructn		2,000
1	Other	AUHS Ag Travel/Conference	AUHS Ag Travel/Conference	2,000.00	
			Total for Resc 7010 and Expenditure accounts		**22,968**
			Total for Org 032 - Anderson Union High School District		**45,965**

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District/Department Budget Process

For District and Department budgeting, the majority of our budget goes to consumable materials for the shop, but we also have monies that we set aside for other projects. Purchase Orders are obtained online at the District Website. Purchase Orders are filled out then returned to the Principal's office for review. The Principal either approves the Purchase and sends it onto the District Office, or denies the Purchase Order and returns it to the teacher that submitted it.

When I started researching this topic, I realized how very little I knew about our Perkins and Ag Incentive Grant budgets. Mostly because my teaching partner has been the "department chair" for the past 26 years, but also because the district rarely sends reports to us, unless we "run out of money."

One thing that I know our chapter does that is different than most is that we do not use Ag Incentive monies for Leadership Conferences for the students. The chapter does fundraisers throughout the year to raise money to send students to conferences, and we also ask the students to pay for part of their conference fees as well so that they too have a vested interest in the conference. However, we do pay for fuel and transportation out of the district monies.

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Chart of Responsibilities

The following is the current 2013-2014 Chart of Responsibilities. This document can also be found in the Program of Instruction. It is revised twice per year, in January and in July.

Accounting		Teixeira	Wold
	CATA Registration	★	★
	Department/District Accounting/PO's		★
	FFA Accounting/PO's		★
	Hotel Reservations		★
	Office Supply Orders	★	
	Perkins Funding Application		★

General Program/Facility		Teixeira	Wold
	5-year equipment allocation		★
	Advisory Committee Roster and Minutes	★	
	Ag Advisory Committee Planning and Agenda		★
	Chart of Staff Responsibilities	★	
	Department Marketing	★	
	Graduate Follow-up		★
	Incentive Grant		★
	Incentive Grant Reviews	★	★
	In-Service Activities List	★	
	Maintain Comprehensive Program Plan Binder	★	
	Maintain Program Management Binder		
	Maintenance Requests		★
	Quarterly/Yearly CATA Meetings/Events	★	★
	R2 Report and Roster		★
	Recruitment	★	
	Report of Expenditures		★
	Transportation Requests/Requisitions	★	

FFA Advisor		Teixeira	Wold
	Advanced Leadership Academy Conference	★	
	American Degree Applications		★
	Chapter Officer Leadership Conference	★	★
	Chapter Reporter	★	
	Greenhand Leadership Conference	★	★
	Made for Excellence Leadership Conference	★	
	Organize Local Project Competition		★
	Organize students for Section Project Competitions	★	
	Regional Officer Leadership Conference	★	
	Registration for CDE Contest	★	★
	Registration for Conferences	★	★
	Scrapbook	★	
	State FFA Degree Applications		★
	State FFA Leadership Conference	★	★
	Drive Thru Dinner Tickets/Register	★	
	Drive Thru Dinner Cooking		★
	Drive Thru Dinner Shopping		★

Animals/Livestock		Teixeira	Wold
	Fair Supplies	★	★
	Weighing Animals	★	★
	School Farm		★
	Veterinary Supplies	★	

Horticulture Facility		Teixeira	Wold
	General Care and Maintenance	★	
	Greenhouse	★	
	Shade House	★	
	Storage Shed		★

Shop/Equipment/Machinery		Teixeira	Wold
	Ag Shop Maintenance – Welding		★
	Ag Shop Maintenance – Wood & Power Mechanics		★
	Ag Trucks		★
	BBQ Trailers		★
	Livestock Trailers		★
	School Shop and Equipment		★
	Storage Buildings		★

Project Supervision		Teixeira	Wold
	Ag Mechanics		★
	Beef Projects	★	★
	Dairy Cattle Projects	★	★
	Goat Projects	★	★
	Horse Projects	★	
	Floriculture Projects	★	
	Horticulture Projects	★	★
	Rabbits	★	
	Sheep	★	★
	Swine		★
	Work Experience		★

FFA Judging Teams/Coaches		Teixeira	Wold
	BIG		★
	Creed Speaking	★	
	Extemporaneous Speaking	★	
	Forestry	★	
	Impromptu Speaking	★	
	Job Interview	★	
	Light Horse	★	
	Novice Parli Pro		★
	Opening and Closing Advanced	★	
	Opening and Closing Novice		★
	Prepared Public Speaking	★	

Awards		Teixeira	Wold
	Awards Banquet	★	★
	Greenhand/Chapter Farmer Awards	★	★
	National Chapter Award Application	★	
	Scholarships		★
	POA Tabulations	★	
	Proficiency Awards	★	★
	National FFA Awards Order	★	

Fundraisers		Teixeira	Wold
	Drive Thru Dinner	★	★
	Plant Sales	★	
	Rotary Events	★	

Anderson Union High School
Agriculture Department

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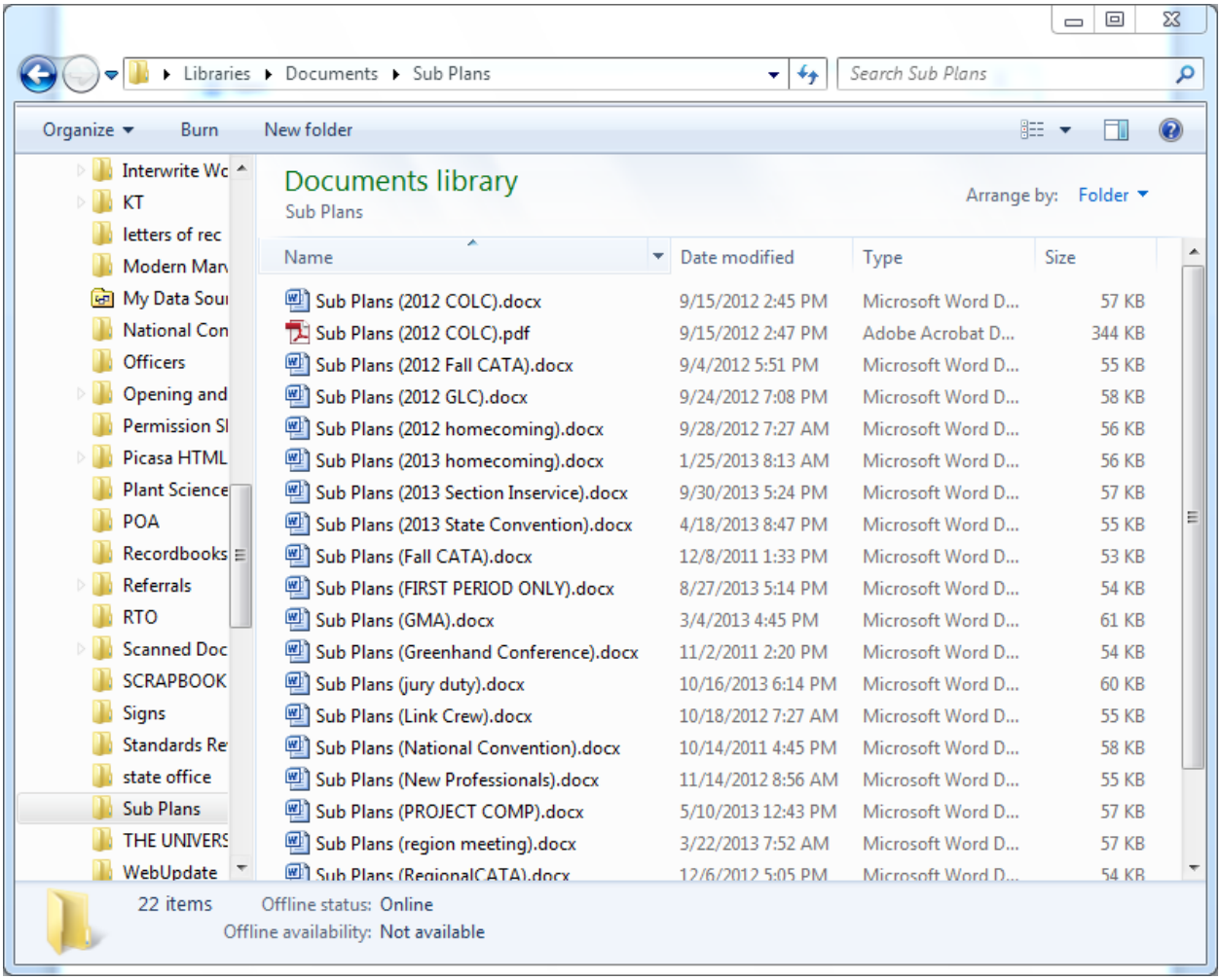
Substitute Teacher Procedures and Plans

When I am planning to be gone for any time at school, I first fill out a "Request for Time Off" (RTO) Form and file it with my Principal's Secretary. She has a list of subs available and arranges for substitutes for each day that I am out. I can (and usually do) request specific subs for my classes, as there are good subs, and not so good subs.

Before I print out my sub plans, I make sure to have roll sheets and assignments for all classes ready for my sub. All of my sub plans are saved in a "Sub Plans" folder, and I change the name of the event each time so that I can reference back to sub plans if need be. The following pages include examples of my sub plans that I leave when I am gone.

I print a copy of my sub plans and put them on my desk in EACH of my 3 classroom, as well as take a copy to the Principal's Secretary to put in with the sub folder that the school provides; including the bell schedule, classroom maps etc.



AUHS Agriculture

Ms. Teixeira

October 1, 2013

Thank you for taking my classes today. I am at the Shasta Section CATA In-service and will return tomorrow.

Please keep the roll book with you all day, as you will need it for all six class periods. Just leave it on the front desk in Room 320 at the end of the day ☺

For today:

FIRST PERIOD - GRADPOINT: ROOM 316

1. Please take roll.
2. Students should log into computers for online classes.
3. If students need to re-take a test, please write down their names, and I will reset the tests for them when I return.

SECOND AND THIRD PERIOD – AG BIOLOGY: ROOM 215

1. Please take roll. As you take roll, ask that the students complete their objective sheet for the day.
2. The students will be working out of their textbooks on Worksheet 18-3… if they finish, please give them 18-4.
3. THEY ARE TO WORK INDICIDUALLY TODAY! IT IS A QUIET DAY.
4. Please have them turn in their assignments to the turn in bin ☺

FIFTH PERIOD – AG CHEMISTRY: LIBRARY FLOOR

1. Students are to work on their Lab Reports. If they finish, please have them work on other homework. Their lab reports are due THURSDAY!

NOTE: The students should know to use the restroom before class, but if there is an emergency situation, they must give you a GREEN hall pass to leave. It is really up to your discretion if the students can leave the classroom, but please only send one student at a time.

I would appreciate a brief report in any incidences which you feel should be brought to my attention, whether they be positive or negative. Please make a note of any discipline issues, and I will follow up with them upon my return.

SIXTH PERIOD ON BACK →

SIXTH PERIOD – LEADERSHIP: ROOM 320

1. Please take roll.
2. Please have the students break into groups of 3-4
3. They need to READ and make notes on our Anderson Union High School Constitution.
    a. What changes would they like to make?
    b. What is unclear?
    c. Any typos?
    d.
4. Once they are done, they may work on posters for Red Ribbon Week.
5. PLEASE LIMIT THE AMOUNT OF STUDENTS LEAVING THE CLASSROOM!

If any student leaves the room for any reason, please have them sign out and say where they are going.

If you have any questions or immediate concerns, please feel free to call me at (805) 264-5204.

Thank you,
Katy Teixeira

AUHS Agriculture

Ms. Teixeira

Thank you for taking my classes today. I am out of the state with students on the National FFA Convention Trip.

MONDAY, OCTOBER 17, 2011:
Please take roll. As you take roll, have students take out their summary booklets AND their unit packets. The students should put their Unit packets in the tote on the front counter and keep their summary booklets as they are allowed to use these on their test. These should be 11x17 workbooks that have summaries of our Unit. Please hand out the tests. When students complete their tests, please staple their Summary Booklets to the back of their tests. **Students are to remain quiet while others finish the test.**

If all students finish before the bell, and there is ample time left in the class period, please handout the PINK packet that is on the side table… otherwise, this packet can wait until Thursday.

TUESDAY, OCTOBER 18, 2011:
Please take roll. Handout the "Temple Grandin" Movie Worksheet and start the Temple Grandin Movie for the students using the computer. The remote for the projector is next to the computer tower.

WEDNESDAY, OCTOBER 19, 2011:
Please take roll. Continue "Temple Grandin" Movie Worksheet and start the Temple Grandin Movie where you left off for the students using the computer. The remote for the projector is next to the computer tower.

THURSDAY, OCTOBER 20, 2011:
Please take roll. Please handout the **PINK PACKETS** to the students. They should be working QUIETLY on these. They may work with a partner, as long as they are on task and not being disruptive. If students complete the PINK PACKET, they may sit quietly at their desk and work on other classwork or they can start on the YELLOW packet.

FRIDAY, OCTOBER 21, 2011:
Please take roll. Please handout the **YELLOW PACKETS** to the students. They should be working QUIETLY on these using their textbooks. They may work with a partner, as long as they are on task and not being disruptive. If students complete the YELLOW PACKET, they may sit quietly at their desk and work on other classwork or they can start on the BLUE packet.

SPECIAL NOTES:

1. There is no food, gum or drinks other than water allowed in the classroom.
2. The students should know to use the restroom before class. I have instructed the students that they are not to ask to go to the bathroom OR get a drink in the middle of class. DO NOT let students leave the classroom. They have abused this privilege.
3. I would appreciate a brief report of any incidences which you feel should be brought to my attention, whether they be positive or negative. Please make a note of any discipline issues, and I will follow up with them upon my return.

If you have any questions or immediate concerns, please feel free to call me at (805) 264-5204.

Thank you,

Katy Teixeira

AUHS Agriculture

Ms. Teixeira

March 21, 2013

Thank you for taking my classes today. I am at the Regional FFA Meeting today.

For today:

SECOND AND THIRD PERIOD

1. Please take roll and have students complete the BIOSTAR that is written on the board
2. The students are to work on the Introduction to Ecology packet.
3. If they do not have their books, you can let them go get books, but only one student at a time.

FOURTH AND FIFTH PERIOD:

4. Please take roll. Have one of the students log into the teacher computer and pull up www.andersoncubs.com/tex for the daily log
5. The students are to work on the Directed Reading Packet
6. If they do not have their books, please do not let them leave to get them. They need to sit with their heads down at their table. If these students are a disruption, please write their names on the back of this paper.

SIXTH PERIOD:

These students have signs to finish painting. Please make a note of which students are dressed up for "Throwback Thursday."

NOTE: The students should know to use the restroom before class, but if there is an emergency situation, the hall pass is the FFA Wooden Block on the front counter. It is really up to your discretion if the students can leave the classroom, but please only send one student at a time.

I would appreciate a brief report in any incidences which you feel should be brought to my attention, whether they be positive or negative. Please make a note of any discipline issues, and I will follow up with them upon my return.

If you have any questions or immediate concerns, please feel free to call me at (805) 264-5204.

Thank you,
Katy Teixeira

Anderson Union High School
Agriculture Department

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Program Completer

The following is an excerpt from the Program of Instruction detailing the qualifications of a Program Completer.

> *"In order for a student to complete a program in agriculture education at Anderson Union High School, they must complete a minimum of four, year-long agriculture classes, either in science, mechanics, or a combination approved by the agricultural education staff.*
>
> *Their supervised occupation experience program must be related to their career goal and be of at least four months in duration each year during the students 10th, 11th, and 12th grade year.*
>
> *Each student enrolled in the agriculture program will be a member of the Future Farmers of America and serve actively at the local level."*

At the Annual Parent/Member Banquet, program completers are awarded a blue or gold FFA sash to wear at Graduation.

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2+2 Agreements

Anderson Union High School Agriculture Department does not currently have any 2+2 agreements.

Anderson Union High School
Agriculture Department

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Reimbursement Process for Personal Expenses

There are two different ways to complete the reimbursement process for personal expenses; depending on the account that the monies are drawn from.

For FFA expenses, a Purchase Order is filled out and submitted to the Activities Accountant. Once the purchase has been made, a voucher form is filled out and signed by the club treasurer and Advisor. Next, the voucher is submitted to the Activities Secretary to be processed.

In addition, last year I made a digital copy of the VOUCHER so that I could type in the information for our accounts secretary. Moreover, the totals for each invoice are automatically added up for the total amount of the voucher to cut down on human error.

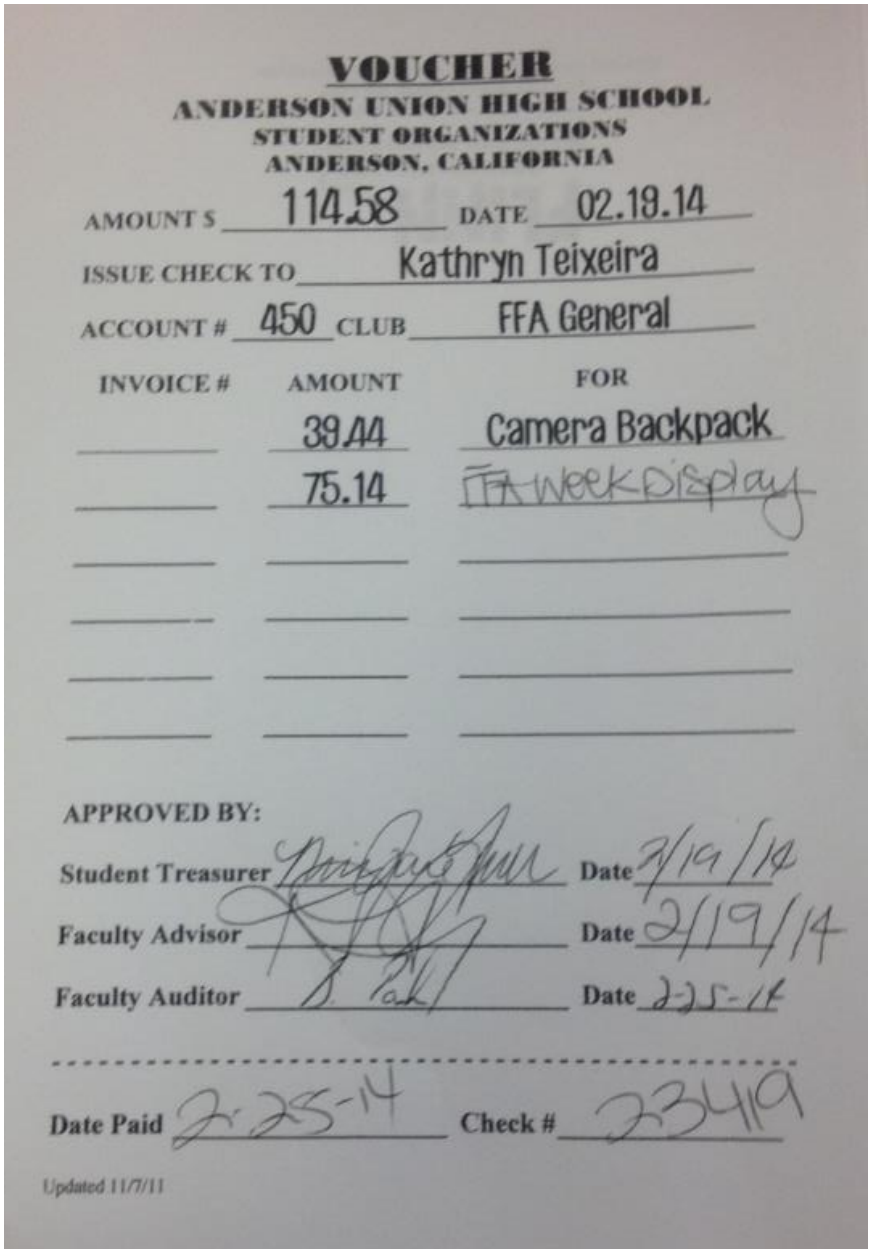
For Department expenses, a Purchase Order is filled out and turned into the business department at the District Office. Once the purchase order has been approved, a "greenie" form is filled out and receipts attached for the employee to receive their reimbursement.

We are very lucky in that we have an American Express card attached to the District Office that allows us to purchase most supplies with a simple PO. The District office then pays the PO with monies from our district account, or bills the FFA Student Account.

When travelling, staff members fill out a travel request form and are given monies for their meals and registration. The forms are available on the district website. This is the form that we use for State and National FFA Convention and CATA Summer Conference.

With the PO process and the District Credit Card, it is very rare that there out of pocket District Expenses for the Agriculture Department Staff.

Completed VOUCHER for FFA Expenses



VOUCHER

ANDERSON UNION HIGH SCHOOL
STUDENT ORGANIZATIONS
ANDERSON, CALIFORNIA

AMOUNT $ 114.58 DATE 02.19.14

ISSUE CHECK TO Kathryn Teixeira

ACCOUNT # 450 CLUB FFA General

INVOICE #	AMOUNT	FOR
	39.44	Camera Backpack
	75.14	FFA week Display

APPROVED BY:

Student Treasurer _____ Date 2/19/14

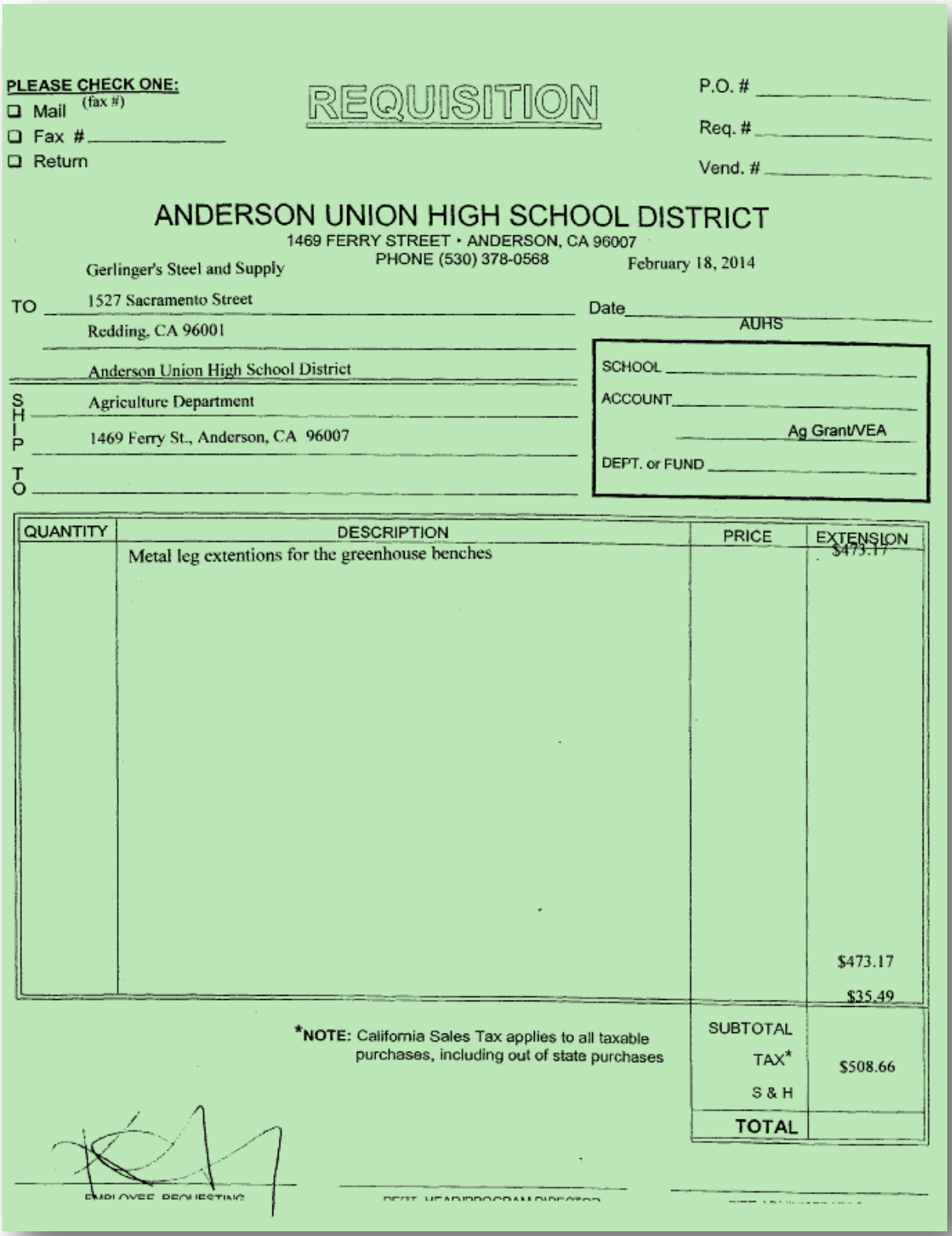
Faculty Advisor _____ Date 2/19/14

Faculty Auditor _____ Date 2-25-14

Date Paid 2-25-14 Check # 23419

Updated 11/7/11

Completed District Requisition (not for personal expense, but an example of what one looks like)



PLEASE CHECK ONE:
☐ Mail (fax #)
☐ Fax #
☐ Return

REQUISITION

P.O. #
Req. #
Vend. #

ANDERSON UNION HIGH SCHOOL DISTRICT
1469 FERRY STREET • ANDERSON, CA 96007
PHONE (530) 378-0568

Gerlinger's Steel and Supply
February 18, 2014

TO 1527 Sacramento Street
Redding, CA 96001

Date
AUHS

Anderson Union High School District

SHIP TO Agriculture Department
1469 Ferry St., Anderson, CA 96007

SCHOOL
ACCOUNT
Ag Grant/VEA
DEPT. or FUND

QUANTITY	DESCRIPTION	PRICE	EXTENSION
	Metal leg extentions for the greenhouse benches		$473.17
			$473.17
			$35.49
		SUBTOTAL	
		TAX*	$508.66
		S & H	
		TOTAL	

*NOTE: California Sales Tax applies to all taxable purchases, including out of state purchases

EMPLOYEE REQUESTING

DEPT. HEAD/PROGRAM DIRECTOR

03/26/2003 01:28 5302461209 GERLINGER STEEL SHOP PAGE 01/01

Gerlinger Steel & Supply
PO BOX 992195
REDDING, CA 96099-2195
530-243-1053
Fax: 530-246-4736

Quotation

Number	Date
189794	02/13/2014

Page: 1

1510 Tanforan Ave, Woodland CA 95776
530.406.0402 530.406.0495 (fax)
1527 Sacramento St, Redding CA 96001
530.243.1053 246.4736 (sales fax) 246.1209 (shop fax)

SOLD TO: ANDERSON UNION HIGH SCHOOL Dist
ATTN: Ken, 510-0320
1469 FERRY STREET
PO # EXP 06-14 P321400294
ANDERSON CA 96007
United States of America

SHIP TO: ANDERSON UNION HIGH SCHOOL D
*** P.O. # P321400294***
1469 FERRY ST.
ANDERSON CA 96007

Payment Terms	Shipped Via	Requested Date	Sales Person
1% 10 NET 30	W/C in Redding	/ /	ROGER G

P.O. Number	FOB	Customer Phone	Customer FAX	Customer	Vendor Code
(See Below)		530-378-0568	530-378-0834	1160	

Line No	Quantity Ordered		Description	Weight	Unit Price		Amount	TX
1	1.000	Lot	Q29075 FORMED CHANNELS (90 pcs.) 18 Ga. Galvanized sheared & formed channels 1 1/2" ID legs x 2 1/8" ID web x 24" long Inventory No: Q29075	1	473.170	Lot	473.17	T

TOTAL WEIGHT: 1.00

NET AMOUNT:	473.17
SALES TAX:	35.48
TOTAL AMOUNT DUE:	508.65

~~ Our high capacity laser is now fully operational. Please call us for details. ~~