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Sanger High School Agriculture

GRADUATE INTERNSHIP IN AGRICULTURE EDUCATION

AGED 539 REPORT AND DOCUMENTATION

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Masters of Agriculture Education

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Quality Criteria Reflection

Agriculture Incentive Grant Quality Criteria Reflection

Quality Criteria 1 – Curriculum and Instruction

The Sanger High School Agriculture Department meets the curriculum and instruction criteria well. For area 1A, we have embedded FFA and SAE into the curriculum of every course that is taught. Our courses are organized based on the agriculture pathway area topic standards and the level (introductory to capstone.) Each course teaches industry relevant skills and content in agriculture science and technology topics. We offer entry level courses in Agriculture Science, Floral Design, and Agriculture Mechanics.

Meeting criteria 1B, each courses curriculum is centered on the Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector. Course curriculum for entry level courses addresses base level topics in the pathway while advanced level courses build on the base level standards and address the deeper level of understanding expected by the higher level standards. Foundation standards are embedded in the courses at all levels. The course outlines for each course identify the foundation and pathway standards as well as the CCSS the curriculum will address.

Quality criteria 1C is met by the multiple career paths our department has identified and laid out in our pathway flowcharts, departmental brochures, and department information sheets. The pathway flowcharts and the departmental brochures are included in the Program Plan Binder. Career paths in Agriculture Science, Animal Science, Agriculture Mechanics, and Plant Science are all offered through our program.

In every course, regardless of pathway, agriculture awareness and production agriculture information and applications to the pathway are taught. Our department has found that in

meeting criteria 1E, students find greater relevance to the specific skills in each pathway course when students understand the application to production agriculture and when students understand where and how their food and fiber are produced.

Our department meets criteria 1F through the utilization of computer hardware and software to create and present PowerPoint presentations, research information for course topics, present multimedia, and other uses. In my courses, I utilize SolidWorks, AutoCAD, PlasmaCAM, and other software as teaching tools.

In engaging our students at the school computer lab in the process of creating Job Resumes and Cover Letters, research papers, Agricultural research, and creation of portfolios, our department meets criteria 1G. Students seem to learn more about how to use the computer from our assignments than from the semester long computer applications course offered at our school site.

Each class learns the FFA record book and all students have a record book that is checked and graded by the instructor. Students are required to maintain their record books and close them out at the end of the year. In entry level courses, the record book is taught as a full unit while in advanced level courses, only a few days of review instruction is needed. The teaching of the record book lets our department meet criteria 1H.

Criteria 1I is met as evidenced by the record book storage system available for observation in our agriculture department office. Keeping the record books in the department prevents loss or damage of books and allows for quick checking by advisors.

Criteria 1J is easily met as all of our courses have passed curriculum council for graduation requirements and a number of our courses have been submitted and approved for UC approval or 2+2 articulations at the local Junior Colleges.

Quality Criteria 2 – Leadership and Citizenship Development

When examining the areas of quality criteria 2, our department meets or exceeds each area in regard to student leadership and citizenship development. In 1930, our chapter was chartered by the state FFA association, and the chapter has held this charter continuously since its first year. Our approved and long standing charter meets criteria 2A. Our chapter is very proud of the long standing history of our FFA charter.

Each year, the chapter advisors and chapter officer team work diligently to plan the following year's FFA meetings, activities, CDE participation and travel, field trips, and other events. The planning for the year results in the annual Sanger FFA Program of Activities (program of work) which is distributed to students, advisors, parents, and administrators annually. Our department meets quality 2B by providing a copy to our regional supervisor well in advance of the December 15th deadline.

The requirement for student participation in FFA leadership activities is found in our departmental grading policy as well as my course outline and syllabus for each class. Each student is required to participate in a minimum of three activities per semester, but many will do more activities because of the ability to earn extra points and to be eligible for the point award trip. Because the students receive a grade for their participation, our department meets criteria 2C.

Each year, during our departmental budgeting meeting, we set aside the funds required to pay for all students FFA association dues so that each and every student will be associated with the California State FFA Association. Students cannot participate in above chapter level activities at the section, region, and state level if they are not affiliated with the FFA association, so meeting

quality criteria 2D is very important to the members of our department. Even students who transfer in to the department after the initial R-2 is submitted are instructed how to complete the student data sheet and are entered into the R-2 system.

Our department participated in many more than the minimum required 12 activities on the FFA activities check sheet. Our students hold three to four community service events, nine chapter meetings with activities, attend both sectional activity nights, attend both sectional meetings, attend and participate in both regional meetings, and participate in multiple school level local events. Many of our students participate in CDE competitions throughout the year, show livestock competitively through sanctioned FFA shows at local fairs, and a few students each year run for sectional FFA office. While we are only able to count sixteen of the activities our students participate in, we far exceed criteria 2E.

Students are involved in such a wide variety of activities and events through the Agriculture Department that it is easy for eighty percent of them to participate in three or more FFA activities. A large number of students participate in as many activities as they possibly can. For those students our chapter has a top 15 reward system in place to reward the most active students. Very few members of the chapter are unable to complete at least three FFA activities per year. Through the work of the advisors and officer team in planning engaging meetings, activities, and opportunities for students to get involved, as well as our encouragement for those hesitant students to “get out there,” our department easily meets criteria 2F

Quality Criteria 3 – Practical Application of Agricultural Skills

Quality criteria 3 deals with the application of skills students learn in their Agriculture Education courses to a real world project supervised by the advisor. The Sanger Agriculture Department does not meet all of quality criteria 3; however, the reasons for not meeting these criteria areas are being worked on. For criteria 3 A, our department does meet the standard because students are required to participate in Supervised Agricultural Experience Projects and have ten percent of their Agriculture Education class grade attached to their SAE projects. Each student must verify their project with their advisor and have up to date records to receive full credit.

During student data sheet instruction each year, green hand (first year) students are educated on what an SAE is and assisted in planning their first SAE if they do not already have one in place. Many students engage the department with a qualifying project already planned (landscape maintenance or market animals for example) and only need assistance to transfer their project to FFA. A number of students are unsure of what an SAE project is and need to have extra explanation to get the concept. When the data sheets are completed, every student has either an active SAE or plans to begin one. This SAE planning process allows our department to meet criteria 3B.

Falling short of meeting criteria 3C, our department instructors cannot force students to engage in a qualifying SAE or to maintain records of projects they are engaged in. Therefore, while we suspect that at least eighty percent of our students are engaged in SAE projects, we cannot verify as many active SAE projects as are required to fully meet this section of the quality criteria. This area is of particular concern to many agriculture departments as it seems to be more difficult to motivate students to engage in or keep records of SAE projects each year. Despite the

consequences to their course grade and their eligibility for degrees and awards, some students with an active SAE refuse to keep and maintain records.

Students with active SAE projects are either visited at home, at their place of work, or at the school farm or shop facilities at least twice per year in our department. Livestock projects are visited as often as daily, but seldom less than once per week, even when kept off-campus. SAE project visitation forms are used by department personnel for at least the first two visits off-campus. Students engaged in shop projects are seldom checked on less than daily as the nature of Agriculture Mechanics SAE's require advisor assistance often. Students with placement SAE's are visited only twice annually but their record books are checked often. Because of the visitation by advisors, the department meets criteria 3D.

Our department was able to meet criteria 3E in the past, however at this time our older Agriculture Department vehicle has been sold due to breaking down excessively and becoming unreliable. In a three (four next year) person department, there are only two vehicles available. There is one GMC 3500 pickup and one Chevrolet Astro Van available for use by instructors. Without a minimum number of miles and prior approval, there is no compensation for instructors using their own vehicle. A proposal was written and approved to acquire a 3/4ton nine passenger van; however, it has not yet been purchased nor received.

Quality Criteria 4 – Qualified and Professional Personnel

Our department fully meets all areas of quality criteria four which is intended to ensure that instructors in the agriculture department are highly qualified to teach agriculture topics and professional in their daily operations. For area 4A, each of the instructors in our department possesses the appropriate credential for teaching the subjects assigned to him or her. Copies of the credentials are in the Comprehensive Program Plan and the instructors renew their credentials every five years as required by the state.

Based on the previous year's records, each instructor teaching at least half time has attended a minimum of four professional development activities. My department head and I each attend many more than the minimum of four professional development activities. Because of our department's professional development participation, instructors are able to keep their skills and content knowledge as well as teaching methods, up to date and relevant to the students. This participation also qualifies our department to meet criteria 4B.

Each month there are two designated time slots for department and PLC meetings, occurring every other Wednesday when our department is able to meet and discuss current operations, concerns, farm issues, coordinate transportation, and relay other important, department relevant information. In addition to the time set aside in the school schedule, our staff is able to meet at lunch or after school as needed in one of the three adjoining agriculture classrooms, at the farm, or one of the shop buildings if an extra meeting is necessary. Through these meetings our department meets criteria 4C.

During formal Agriculture Department meetings, written minutes are kept to record action taken on planning, budgetary, and other issues occurring in the meeting. These minutes are kept in the

program plan as well as stored on the agriculture department computer files. Having the records of action taken during meetings is important to verify department opinion, stand, or position on issues relating to the department operations, school issues, or community involvement. These minutes also help our department meet criteria 4D.

As long as proper procedures are followed and correct forms are submitted and approved, teachers are reimbursed for personal expenses incurred while participating in integral activities associated with FFA, SAE, and CATA activities. When expenses are expected, pre-approval is the best way to proceed for reimbursement. Teachers need to submit the necessary forms and have them approved before the expenses are incurred. Then they turn in their receipts to the finance office for a reimbursement of the exact amount. For unexpected expenses, teachers can sometimes get reimbursed as long as the expense is approved with a justification and explanation. Because teachers are reimbursed for these expenses, our department meets criteria 4E.

Quality Criteria 5 – Facilities, Equipment and Materials

Our department takes pride in keeping our facilities up to date and functioning. We work hard to ensure that facilities are available to meet the needs of all of the students in our courses. Quality Criteria 5 addresses facilities, equipment, and materials concerns within the department.

Criteria 5A has been met multiple times over as farm improvements, shop improvements, and technology improvements have taken place as needed to meet the needs of students. The shop modifications allowed more productivity and higher quality projects in the departments Agriculture Mechanics courses. Farm improvements have allowed greater diversity of agriscience projects and greater access for students to engage in SAE projects. Our department will continue to modify facilities and equipment as the need arises.

Having adequate storage space for materials, records, equipment, and supplies, our department meets criteria 5B. Over time, our department has purchased or constructed improved storage systems to better utilize the space available. This past year, four new cabinets, two new shelving units, and pegboard systems were acquired to improve storage in the agriculture shop.

Our department far exceeds criteria 5C by having all of the school based lab facilities to accommodate students who have no place for their SAE projects including an operational school farm laboratory complete with animal barns, exercise area, and pastures. Our department has a growing area for vegetable crops in our raised bed garden area. A heated and cooled greenhouse is available for seed and cutting propagation projects and an operating agriculture shop is available for Ag Mechanics projects.

In meeting the requirements set by the high school to communicate via email, our department meets criteria 5D. District technology department resources provide department instructors with computer equipment and email accounts and software to have email capabilities.

When the regional supervisor or any other visitor comes and observes the facilities, he or she will visually see that they are kept neat, clean, and orderly. Although this is generally an area met during an on-site review, our department meets criteria 5E at this time as well.

Through district maintenance personnel, industry supporters, hired consultants, or agriculture instructors' efforts, department equipment is regularly maintained. Equipment that is broken throughout the operating year is repaired as needed, and when equipment is broken beyond repair or outdated to the point of irrelevance, it is replaced. The equipment maintenance, repair, or replacement lets our department meet criteria 5F.

Quality Criteria 6 – Community, Business, and Industry Involvement

Our community and local industries are the driving force behind our department operations.

They are also our biggest supporters. We work together with community and industry partners to design curriculum, instruction, and projects that meet the needs of community, business, and industry supporters. In return the local supporters provide resources of materials, tools, time, and finances to help ensure positive, relevant experiences for students.

Our department has an operational Agriculture Advisory Committee made up of business and industry persons from the surrounding community who advise and assist the department throughout the year. This committee meets criteria 6A.

As our advisory committee meets multiple times per year, our department exceeds criteria 6B and the minutes from the meetings are available in the department records.

Our agriculture advisory committee has assisted in the development or revision of the comprehensive program plan throughout the years as evidenced by past meeting minutes. Their input has been extremely valuable in defining and directing the operation of the department. Their suggestions have led to the development of new courses, facility improvements, equipment acquisitions, and SAE projects. Their assistance qualifies our department to meet criteria 6C.

The contact information for the committee chair, William Boos, is available upon request from agriculture staff, and would be submitted on the checklist if this were a true review, meeting 6D.

Quality Criteria 7 – Career Guidance

A major goal of the Agriculture Education program is to teach students about the career opportunities within Agriculture. Our department designs our curriculum around the recognized career pathways in Agriculture and Natural Resources, and in each course, instruction and guidance are given to students on the career opportunities in the pathway area the course represents. Students are exposed to the careers and the necessary high school and college coursework to reach the careers specific to each pathway. Often, students in second and third level pathway courses will ask “can I go to college for this?” It is our goal as instructors to give the students guidance on what road to take after high school to reach their desired career objective. Through this guidance, our department meets criteria 7A.

Each student selects a pathway area when filling out their student data sheet each year. Students may take multiple different courses within a pathway, however, the data sheet documents their career plan and how it changes over their high school years as it is updated annually. The documentation of student career pathway selection and goals helps our department meet quality criteria 7B.

To assist the students “jump” from high school to college, the 2 + 2 articulation system has been implemented in our community college district and a few of our department courses have been approved and articulated with Fresno City College and Reedley College. Students taking the articulated courses and passing them within the requirements of the agreement will receive college credit in addition to high school credit upon completion. They will already have some units completed when they move on from high school to the local community college program that offers their pathway. This satisfies criteria 7C.

Quality Criteria 8 – Program Promotion

Program promotion is important because it advertises the program and reaches out to the students so that they can become aware of and participate in agriculture education. Our agriculture department meets criteria 8A by utilizing informational recruitment brochures to promote the program. Brochures are provided to future students and parents at the eighth grade level to create awareness and develop interest in the program and to direct future students into the agriculture pathways. Brochures are also available at open house and other functions for students and parents.

Our agriculture department meets criteria 8B by providing alternative means of overcoming financial barriers to participating in program activities. Farm Service Agency offers loans to students for larger SAE projects. Students can get part time work with the instruction of their advisor to help finance projects as needed. There are also several department owned projects that the students can be involved in, including agriculture mechanics projects, plant projects, and farm breeding animal projects.

Our department meets criteria 8C through promotion activities at the feeder school sites including elementary and junior high schools. Our instructors and FFA members travel to school sites, 4-h meetings, Fresno Fair, and other locations as well as 8th grade registration night, Sanger High School Club Rush, Open House, and Back to School Night to promote agriculture education and FFA.

Quality Criteria 9 – Program Accountability and Planning

Our Agriculture Department works to plan ahead each year and create a quality program that meets the needs of our students, school, community, and industry. In the pursuit of a quality program, we keep and maintain a comprehensive program plan and we have furnished our regional supervisor with a copy for his files as well. This satisfies quality criteria 8A

Each year we update our program plan for any changes that are necessary or that occur annually. Some areas that are updated annually are the Five Year Acquisition Plan, The Staff Responsibilities Chart, the FFA Program of Activities, the Roster of Members of the Agriculture Advisory Committee, and the minutes from Advisory Committee meetings. Each of these updates is submitted to our regional supervisor to update his copy of our program plan. This year we will completely revise the chart of staff responsibilities due to the addition of a fourth staff member. By submitting our updates to the supervisor by November fifteenth of each year, our department meets criteria 9B.

A graduate follow-up survey instrument is on file and in use by the department that collects information about what graduates are doing currently. There are questions on the survey to determine current employment status, education and college attendance, value of the information learned in their high school agriculture courses, relevance to what they are doing now, and suggestions for improvements to the program and/or courses. While we technically use a graduate follow-up system to collect data from program completers, our department has not tabulated graduate survey results in a meaningful way to be able to relay the graduate information to the instructors or the Advisory Committee. The department meets the minimum standards for 9C but plans are being developed to utilize the graduate follow-up instrument to its full potential.

The basic information from the graduate surveys is input into the R-2 Roster Data System each year before the beginning of our Fresno Fair as the due date of October fifteenth is generally during our fair time. This satisfies criteria 9D.

Each year Agriculture Department staff compiles and evaluates student retention data to determine the effectiveness of recruitment and retention strategies. Students that stay involved in the Agriculture Program for multiple years generally have in common a defined career pathway, active SAE's, and are generally active FFA members. Strategies developed from these analyses have been successful when addressing the commonalities with persistent students. The analysis of student retention data satisfies criteria 9E.

Each year, the department head collects all of the student data sheets so that the R-2 and FFA roster can be completed by October fifteenth for submission to the regional supervisor. The Agriculture Incentive Grant Expenditure report from the previous year's expenditures is also due at the same time to the supervisor, so the department head relies on Agriculture Department Staff to do their part in helping complete the FFA roster and R-2 data that they are responsible for collecting. Completion of these reports by the deadline each year allows our department to meet quality criteria 9F. The items in quality criteria 9 keep the agriculture departments accountable to the standards set forth for quality agriculture education.

Quality Criteria 10 – Class Sizes and Student to Teacher Ratios

The average class size for our Agriculture Department courses is 30 students with some courses having as many as 40 students and some as few as 14. Every shop class this year, with the exception of 1 course, had 23 or more students (one course had 33) far exceeding the recommended 20 student maximum for shop classes. For the classroom-based classes of Agriculture Biology and Veterinary Science, 26 students was not far above the recommended 24 student maximum, however the Floral Design courses had as many as 40 students in one section. The class sizes in our Agriculture Department are too large to meet quality criteria 10A.

As our department consists of 268 students in eleven sections spread between 3 full time agriculture educators, we do not meet quality criteria 10B. The Agriculture Biology instructor has approximately 25 students, the department head has approximately 135 students, and I have approximately 120 students, with a few duplications between all of the instructors. This far exceeds the 75 students per teacher criteria for student to teacher ratio.

Quality Criteria 11 – Full Year Employment

In our Agriculture Department of nearly 270 students, we have three full time instructors with year round contracts; however, one of the instructors is only given a single section of Agriculture Education in the teaching assignment. The student to teacher ratio is higher than seventy five to one without getting into the specifics of number of sections taught and number of students involved in SAE, therefore our department does not meet quality criteria 11A. This spring our district was able to hire another instructor to begin in the fall and we hope that we will be able to meet the criteria in the future.

While it is becoming less common, some schools still have a project supervision period scheduled for Agriculture Instructors. The project supervision period is scheduled or compensated time for instructors to visit SAE projects, assist students, and advise on the progress of projects. Our department has not had a supervision period nor compensation for supervision time for over five years. Discussions have taken place with the site principal, district personnel, and the department head to get a supervision period back for at least the department head, but at this time, our department does not meet criteria 11B, and it is doubtful that we will in the near future.

Quality Criteria 12 – Program Achievement

Agriculture Departments are measured by a few indicators to determine how well they are performing as a whole. Standards for high performing departments are set by CDE staff and are meant to be met by programs that operate high quality programs. Each of the areas in criteria 12 are performance-based factors and meeting a minimum level of performance on these criteria areas can earn Agriculture Departments additional funding as an incentive to be good quality, high performing departments.

Our department meets criteria 12A which requires at least one UC approved course be taught in the department. Many of our courses are UC approved for a-g requirements, with three approved courses being taught this year. Having UC approved courses allows Agriculture Sector students to maintain college eligibility while pursuing their pathway of choice.

Criteria 12B is intended to encourage programs to be active in their FFA sections and provide ample opportunities for students to develop leadership and personal growth. The number of activities on the approved FFA activity list that our chapter is able to count toward criteria 12B is sixteen activities, however our department provides over fifty opportunities for students to engage in leadership development annually.

Criteria 12C encourages departments to assist at least five percent of the total eligible students to apply for and earn their State FFA Degree each year. Students learn many skills through SAE projects and in striving to have high earning SAE's, as well as through the State Degree application process; students learn the value of hard work and dedication. Our department did not meet the five percent mark; however State Degree Applicants are increasing each year as we encourage students to finish their projects and finalize their record books and applications.

Criteria 12D encourages department instructors to keep up their professional development and stay current on the industry areas in which they teach. Through continued professional in-service, instructors grow and improve as professional educators. Our department members that teach multiple courses both attended over the minimum of five approved professional activities to meet this criteria area.

Criteria 12E is intended to ensure that the Advisory Committee is active and involved in the continuing development and improvement of departments. Our committee met five times in the past year, satisfying 12E. An active Advisory Committee is a terrific asset to any program.

Area 12F evaluates the number of students who have completed two or three years of Agriculture Education and who are continuing in their pathways. Our department struggled in years past to have even five percent of third and fourth year students due to course requirements placed on incoming freshman limiting their ability to enroll in introductory level Agriculture Education courses. Although we did not meet the minimum of twenty five percent this year, we have a larger group of continuing students due to an effort to educate the guidance counselors on the necessity of the introductory courses and providing students options in scheduling to allow four year enrollment in the Agriculture Program.

Area 12G examines the percentage of graduates who continue to be involved in agriculture through employment or education or who enlist as active members of the military. Thirteen of our fifteen class of 2013 graduates are currently employed in the industry, enrolled in higher education, or members of the military this year, exceeding the minimum of seventy five percent in this category.

While our department has room for improvement in a few of the quality criteria areas, we understand how to proceed and are developing plans to be able to meet the areas in which we currently fall short. Our department is dedicated to providing the highest quality Agriculture Education experience to our students possible. Our actions are driven by the desire to engage our students in the Agriculture industry and develop their leadership abilities.

Our Agriculture Incentive Grant Review Checklist follows this reflection.

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes No

X	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.
X	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.
X	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)
X	1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
X	1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
X	1F.	The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
X	1G.	<div>The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)<div><div><div>* Computerized Record Book</div><div>* Agriculture Term Paper</div><div>* Job Resume</div><div>* Portfolio Letter of Introduction</div></div><div><div>* Agriscience Fair Report</div><div>* Agriculture/FFA Speech Manuscript</div><div>* Job Cover Letter</div><div>* Other Agriculture Related Project</div></div></div></div>
X	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)
X	1I.	Record books of all students are maintained in the Department files until one year following graduation.
X	1J.	Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes No

X	2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
X	2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
X	2C.	Every student is given a grade based upon participation in leadership activities.
X	2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
X	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)

X	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, 9.1, 9.2, 9.3, 9.6, 10.1) * Local Best Informed Greenhand Contest * Local Creed Speaking Contest * Local Opening & Closing Contest * Local COOP Quiz Contest * Local Program of Work Committee(s) * Local Demonstration Fair * Local Agriscience Fair Exhibition * Local Public Speaking Contest * Local Parliamentary Procedure Contest * Chapter Meeting or Activity * Any Section, Region, or State Activity * Other Local Activities
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3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

X	3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
X	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)
	X	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)
X	3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
	X	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.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

X	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.
X	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).
X	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)
X	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)
X	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.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

X	5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X	5B.	There is adequate storage space for materials, records, equipment and supplies.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

X		9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
X		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.
X		9C. A follow-up system is used which gathers the following information from program <ul style="list-style-type: none">* Status of employment or school enrolled within* Opinion regarding the value and relevance of the agriculture program* Suggestions for improving the agriculture program
X		9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by <i>October 15th</i> .
X		9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X		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.

QUALITY CRITERIA 10, 11 and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes No

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

11. FULL YEAR EMPLOYMENT

Yes No

	X	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.
	X	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.

12. PROGRAM ACHIEVEMENT

Yes No

	X	12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)
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**CALIFORNIA DEPARTMENT OF EDUCATION
AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12**

268 Number of Students on Last Year's R-2 Form

12A. Curriculum and Instruction

3 Number of UC Approved Agriculture Courses (must be at least one)

12B. Leadership and Citizenship Development

16 Number of activities on the approved FFA activity list which the local chapter participated in (must participate in at least 80% of the activities).

12C Practical Application of Occupational Skills

5 Number of students who received the State FFA Degree (must be at least 5% of the R-2 number)

12D Qualified and Professional Activities

2 Number of teachers who attended a minimum of 5 professional inservice activities (must attach approved Inservice Activities Verification Page)

12E Community, Business and Industry Involvement

5 Number of meetings held by the local Agriculture Advisory Committee (must meet at least 3 times with minutes attached)

Name of Agriculture Advisory Committee Chair William Boos

Phone Number of Ag. Advisory Committee Chair _____

12F Retention

14 Number of students who were in their 3rd and 4th year of agriculture instruction (must be at least 25% of the R-2 number)

12G Graduate Follow-Up

15 Number of program completers graduating last year.

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

Student Data Sheets

AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

Revise 16.10

A. Name 1 Last Name 1 First Name, MI 1
B. Gender: Male ☒ Female ☐
C. Ethnicity/Race: 1
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

H. Date: 8/28/13
I. Locator Data
Street Address: 1
City, Zip: 1
Phone Number: 1
Email: 1
Parent/Guardian Name (Print Full Name For Each):
Mr. 1
Miss/Mrs./Ms. 1
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 1
No Further Education
Some College Later 1
2. Go to College 1
Community College
Four Year College
Full-Time Student
Part-Time Student
Agriculture Major
Non-Agriculture Major 1
3. Go Into Military Service 1

D. Year in Agriculture Program: 1st
(1st, 2nd, 3rd, 4th)
E. Grade Level in School: 9th
(9, 10, 11, 12)
F. I Am Taking This Course Because: (Select One)
☒ I plan a career in agriculture
☐ Not a career, just an interest in agriculture.
☐ Not interested, placed in class.

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

STUDENT PROGRAM LANNING 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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Pe	Ag Bio	Eng	Econ/Gov
English	World History	Math	English
Ag/KOPIN46	PE	US History	
Science	Math-	Science	
Latin	English		
Computer lit/lay	Language		
Math			

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
Not for S.A.E							

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	Fair Projects
Greenhand Banquet	Chapter Banquet	

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 11.16.10

- A. Name _____ Last Name _____ First Name, MI _____
 B. Gender: Male ☒ Female _____
 C. Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes ☐ No ☒
- The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

- D. Year in Agriculture Program: 1st
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9th
 (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.

Farmer

- H. Date: 8-22-2013
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print full name): _____
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

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

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
School Year	School Year	School Year	School Year
Course	Course	Course	Course
math	Ag Bio	Eng	Econ/Gov
language	World History	Math	English
Ag	PE	US History	
concept physics	Math-	Science	
PE	English		
Spanish	Language		

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
Math and Science					

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	Fair Projects
Greenhand Banquet	Chapter Banquet	

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 11.16.10

A. Name _____
 B. Gender: Male ☒ Female _____
 C. Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

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

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

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

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

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

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

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

I want to be a car mechanic.

H. Date: Aug/22/13
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____

Email: _____
 Parent/Guardian Name (Print Full Name for mail): _____
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time ☒

No Further Education
 Some College Later _____

2. Go to College ☒

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

3. Go Into Military Service

maybe

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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English a	Ag Bio	Eng	Econ/Gov
Q.E.	World History	Math	English
Ag Mechanics	PE	US History	
Comp Physics II	Math-	Science	
Geometry	English		
Spanish	Language		

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
Landscaping	4 yards				

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	Fair Projects
Greenhand Banquet	Chapter Banquet	

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 11.16.10

A. Name _____
 B. Gender: Male ☒ Female _____
 C. Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

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

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

H. Date: 8/22/2013
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name, For Each): _____
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

D. Year in Agriculture Program: 7013
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9
 (9, 10, 11, 12)
 F. I Am Taking This Course Because: (Select One)

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

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

Engineering

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

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Spanish	Ag Bio	Eng	Econ/Gov
PE	World History	Math	English
AG/Mechanics	PE	US History	
Physics	Math-	Science	
English	English		
Math	Language		
Debate			

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
Mowing	2						
Wor/Koncak	3						

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	State Degree Ceremony	Fair Projects
Greenhand Banquet	Chapter Banquet		

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised ... 16.10

A. Name _____ First Name, MI _____

B. Gender: Male ☒ Female _____

C. Ethnicity/Race: _____

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

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

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

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

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

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

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

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

(marine Biologist)

H. Date: 8-28-13

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____

No Further Education _____
Some College Later _____

2. Go to College X

Community College _____

Four Year College X

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	Course	School Year	Course	School Year	Course	School Year	Course
	Spanish I		Ag Bio		Eng		Econ/Gov
	Concept Physics		World History		Math		English
	Mechanics/Welding		PE		US History		
	PE		Math-		Science		
	Algebra I		English				
	English		Language				

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
water grass	small						
water tree	small						
water brush	small						
Plants	7						

N. Planned Department Activity (FFA)

FFA Meetings		FFA Meetings		FFA Meetings	
Fair Projects	Fundraisers	Fair Projects	Fundraisers	Fair Projects	Fundraisers

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revise, .16.10

A. Name

Last Name

First Name, MI

B. Gender: Male ☒

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong ☒

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoa

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

12
(9, 10, 11, 12)

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

I would like to be a welder and wood worker.

H. Date: 8-22-13

I. Locator Data

Street Address: F

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time

☐ No Further Education

☐ Some College Later

2. Go to College

☐ Community College

☐ Four Year College

☐ Full-Time Student

☒ Part-Time Student

☐ Agriculture Major

☐ Non-Agriculture Major

3. Go Into Military Service

STUDENT 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	School Year
Course	Course	Course	Course
	Ag Bio	Eng	Econ/Gov
	World History	Math	English
	PE	US History	Handing 2
	Math-	Science	P.E.
	English		Ag World
	Language		Trig
			Expository Reading and Writing
			ECON

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
water plants		wood work					
cus loan							
save doll							
water quail							

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	State Degree Ceremony	Fair Projects
Greenhand Banquet	Chapter Banquet		

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 16.10

A. Name Last Name First Name, MI
 B. Gender: Male Female X
 C. Ethnicity/Race:
 Are you Hispanic or Latino? (Check one): Yes No X

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

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

H. Date: 8/28/2013
 I. Locator Data
 Street Address:
 City, Zip:
 Phone Number:

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

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

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

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

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

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.

mechanics

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	Course	School Year	Course	School Year	Course	School Year	Course
			Ag Bio Honors		Eng		Econ/Gov
			World History AP Euro		Math		English
			PE		US History		
			Math- Geometry		Science		
			English World Lit Honors				
			Language None				

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
laying chicken	19						
Breeding Rabbit	1						

N. Planned Department Activity (FFA)

FFA Meetings		FFA Meetings		FFA Meetings		Fundraisers	
Fair Projects	Fair Projects	Fair Projects	Fair Projects	Fair Projects	Fair Projects	FFA Meetings	FFA Meetings
Fundraisers	Sectional Activity	Sectional Activity	State Degree Ceremony	State Degree Ceremony	State Degree Ceremony	Fair Projects	Fair Projects
Greenhand Banquet	Chapter Banquet	Chapter Banquet					

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 3.10

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race: Hispanic

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: 4th

(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.

as i get older i plan to open a shop with my sister brother

H. Date: Aug. 28, 2013

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

Plant & Soil Science (4010)

Animal Science (4020)

☒ Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time _____

No Further Education

Some College Later _____

2. Go to College X

Community College

Four Year College X

Full-Time Student

Part-Time Student

Agriculture Major _____

Non-Agriculture Major _____

3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

Feb 10 Dr. S. S. S. S. S.

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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
	Ag Bio	Eng American Lit & 20's	Econ/Gov
	World History	Math Computer 321	English
	PE	US History morning class 804	
	Math-	Science 11/2	
	English		
	Language		

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
		making lawn	plant bench		
		fruit picking	too long		

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	Fair Projects
Greenhand Banquet	Chapter Banquet	

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7...10

A. Name

Last Name First Name, MI
 Gender: Male ☒ Female ☐

B. Ethnicity/Race:

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

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

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

D. Year in Agriculture Program: 1

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

E. Grade Level in School: 9

(9, 10, 11, 12)

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

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

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

(WELDER OR MECHANIC) MICRO BIOLOGIST

H. Date: 8/28/2013

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

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education
 Some College Later

2. Go to College

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

3. Go Into Military Service

STUDENT PROGRAM⁷ 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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
geography/PH	Ag Bio	Eng	Econ/Gov
PE	World History	Math	English
Ag Mech/welding	PE	US History	
EPA	Math-	Science	
MATH	English		
PHYSICS	Language		

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

[illegible]

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	State Degree Ceremony	Fair Projects
Greenhand Banquet	Chapter Banquet		

Parents/Guardians Signature:

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 6.10

A. Name _____
 Last Name _____ First Name, MI _____
 B. Gender: Male _____ Female ☒
 C. Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes _____ No ☒

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

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

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

E. Grade Level in School: 12th
 (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.

ag business

H. Date: 8/28/13
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College ☒
 Community College _____
 Four Year College A _____
 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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
	Ag Bio	Eng	Econ/Gov
	World History	Math	English
	PE	US History	Biotech
	Math-	Science	Ag Welding
	English		Floral II
	Language		Financial Math

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 Steer	Single

N. Planned Department Activity (FFA)

FFA Meetings	FFA Meetings	Fundraisers
Fair Projects	Fair Projects	FFA Meetings
Fundraisers	Sectional Activity	Fair Projects
Greenhand Banquet	Chapter Banquet	

Parents/Guardians Signature: _____

Agriculture Student Files

Agriculture Student File Storage System

Agriculture Student Data Sheets are stored in drawers in a filing cabinet according to grade level and year in Agriculture. Students have a file folder with their data sheet, any project forms, applications, and any other records. Graduate students record books are placed in their file and stored for up to four years. Students not pursuing their State or American Farmer Degree are given their student file after one year.



Course Outlines

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Agriculture Engineering & Fabrication

VALLEY ROP #: AG-4030-AgEngFab

CDE #: 3849

CBEDS TITLE: Agriculture Mechanics

CBEDS #: 4030

CTE SECTOR: Agriculture & Natural Resources

CTE PATHWAY: Agriculture Mechanics

JOB TITLES:

Welders, Cutters and Welder Fitters	51-4121.06	Carpenter	47-2031.00
Farm Equipment Mechanic	49-3041.00	Electrician	47-2111.00
Occupational Health & Safety Specialist	29-9011.00	Machinist	51-4041.00
Bus & Truck Mechanics &			
Diesel Engine Technician Specialist	49-3031.00	Plumber	47-2152.02

COURSE DESCRIPTION:

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

DATE APPROVED: August 2001

REVISED DATE(S): February 2014

HOURS: 180 year

CREDITS: 10 per year

PREREQUISITE: Completion of Ag Welding, with a grade of "C" or better or with permission from the instructor.

GRADE LEVEL: 11-12

ARTICULATION(S): None

TEXTBOOKS: Welding: Principles and Applications, 4th Edition, by Larry Jeffus
Welding Skills, 4th Edition, by R.T. Miller and B.J. Moniz

SUPPLEMENTARY TEXTS: Metal Fabrication: Technology for Agriculture, 2004, by Larry Jeffus

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Become familiar with career opportunities, as well as job-seeking and employability skills, relevant to the broad industry of welding and fabrication.
- Utilize appropriate trade terminology.
- Demonstrate advanced shop skills in construction and fabrication.

- Complete a career portfolio.
- Be provided opportunities for leadership development.
- Strengthen academic skills through demonstration of applied career technical training, primarily in mathematics and physical science disciplines.
- Practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- Participate in relevant FFA competitions to assess classroom skills and theory.

INSTRUCTIONAL METHODS:

- Hands-on applications of construction
- Lecture
- Teacher led discussion
- PowerPoint presentations for individualized study
- Problem solving activities

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Written assignments
- Written tests
- Lesson Quizzes

Design and construction of projects

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Orientation <ul style="list-style-type: none"> • Review Course Outline • Discuss welding shop safety procedure • Demonstrate oxy-acetylene equipment • Demonstration electric arc equipment • Discuss shop clean-up procedures 		6.1 6.2 6.3 6.5 6.6	B1.1 B1.2 B7.2 B8.1	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Shop Safety <ul style="list-style-type: none"> • Terminology • Safe Use of Equipment • Student Practice and Demonstration 	Safety Test	6.1 6.3 6.5 6.6	B1.0	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2
Measurements <ul style="list-style-type: none"> • Terminology • Reading a ruler • Area, perimeter, and circumference calculations • Understanding fractions 	Weld Symbol Worksheets and Projects	1.1 10.0 12.0 8.0 12.0	B2.2 B4.4 B5.1 B12.1	ETS1 ETS2

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
SMAW/Stick Welding Review <ul style="list-style-type: none"> • Rod Types • Joints • Positions • Machines • Defects/Quality Control 	Welding Certification Sheets	4.1 5.1 6.0	B8.0 B9.1 B9.2 B9.3 B9.7	RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
FFA, SOE & Careers <ul style="list-style-type: none"> • FFA • Leadership opportunities • Competitions • Record Keeping • SOE (Supervised Occupational Experience) • Projects • Ownership • Non-ownership • Proficiencies 	California FFA Record Book	9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:
Properties & Materials <ul style="list-style-type: none"> • Visual Identification of Materials • Types of Steel • Sizes & Shapes • Stress and Loading 	Material ID and Weight Book Tests	6.0 11.0 10.0	B5.1 B8.3 B9.0	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Gas Metal Arc—MIG Review <ul style="list-style-type: none"> • Equipment and techniques for types of metals • Positions • Joints • Wire Types for particular applications 	Welding Certification Sheets	4.1 5.1 6.0	B8.0 B9.1 B9.2 B9.3 B9.4	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
GTAW/TIG Welding Review <ul style="list-style-type: none"> • Equipment and Selection • Machine Setup • Welding Techniques and Demonstration • Mild Steel, Aluminum, and Stainless 	Welding Certification Sheets		B8.1-4 B9.	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Special Processes <ul style="list-style-type: none"> • Plasma • CNC • Air ARC • Cutting and Gouging • Hardfacing • Special Rods & Techniques 	Plasma Cutout		B8.3 B9.2, 9.3, 9.6	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Medium to large Project Planning & Construction <ul style="list-style-type: none"> Evaluating project parameters including customer needs and intended loading Drawing and sketching selected project Steel making and standard shapes Steel weight and cost calculations Individual instruction as related to the selected project 	Project Plans and Completed Projects	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B8.3 B8.4 B9.5 B9.6 B9.7	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Career Preparation Standards <ul style="list-style-type: none"> Opportunities in agriculture related careers Self-Appraisal Goal Setting Work Values Career Paths Professional Organizations Job Seeking 	Resume Cover Letter	2.2 2.5 3.0 9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
- Demonstrate an understanding of classroom policies and procedures.
 - Discuss importance of the following personal skills in the business environment:
 - positive attitude
 - self-confidence
 - honesty
 - perseverance
 - self-management/work ethic
 - pride in product/work
 - dependability
 - Identify acceptable work attire.
 - Establish goals for self-improvement and further education/training.
 - Prioritize tasks and meet deadlines.
 - Understand the importance of initiative and leadership.
 - Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an

understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

1. Identify and discuss behaviors of an effective team.
2. Explain the central importance of mutual respect in the workplace relations.
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a) Prepare written material.
 - b) Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a) Write, proofread, and edit work.
 - b) Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c) Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories,

avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):

- a. personal
- b. lab
- c. fire
- d. electrical
- e. equipment
- f. tools
- g. interpretation of Material Safety Data Sheets (MSDSs)
- h. Environmental Protection Agency (EPA)
- i. Occupational Safety and Health Administration (OSHA)
- j. American Red Cross Standards (ARC)
- k. Networking Safety Standards

2. Apply sound ergonomic principles in organizing one's work space.

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

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.

G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
3. Understand the importance of lifelong learning in adapting to changing technology.

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

1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Intro to Ag Mechanics/Welding (1)

VALLEY ROP #: AG-4030-AgMechWeld
CDE #: 3852

CBEDS TITLE: Agriculture Mechanics
CBEDS #: 4030

CTE SECTOR: Agriculture & Natural Resources
CTE PATHWAY: Agriculture Mechanics

JOB TITLES: Welders, Cutters and Welder Fitters 51-4121.06

COURSE DESCRIPTION:

This course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment and facilities. This class will teach the student to fabricate and adapt various pieces of farm machinery and facilities by cutting, forming, and welding different types of metals. Students will learn the basic principles of plumbing, electrical, welding, concrete work, fencing and some animal husbandry skills. The course integrates math, and physical applications to applied principles within the everyday work world.

DATE APPROVED: March 2010
REVISED DATE(S): December 2013

HOURS: 180 Hours

CREDITS: 10 per year

PREREQUISITES: NONE

GRADE LEVEL: 9 - 12

ARTICULATION(S):

TEXTBOOK: Agricultural Mechanics: Fundamentals & Applications, 4th Edition, by Ray Herren and Elmer Cooper

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Familiarize students with career opportunities relevant to the broad industry of welding and fabrication.
- Enable students to utilize appropriate trade terminology.
- To provide students the basic shop skills as applied in the workplace.
- To provide students with the knowledge of job-seeking and employability skills.
- To enable students to complete a career portfolio.
- To provide opportunities for leadership development.
- To strengthen a student's academic skills through demonstration of applied vocational training, primarily in mathematics and physical science disciplines.
- To enable students to practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- To enable students to participate in relevant FFA competitions to assess classroom skills and theory.

INSTRUCTIONAL METHODS:

- Lecture
- Laboratory
- Demonstration
- Multi-Media Aids
- Technology Instruction
- Cooperative Group Learning
- Discussion
- Guest Speakers
- Field Trips
- Portfolio Projects

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Tests
- Lab work
- Projects

COURSE OUTLINE:

<u>Unit of Instruction</u>	<u>Key Assignments</u>	<u>Anchor Standards</u>	<u>Pathway Standards</u>	<u>Common Core Standards</u>
Classroom Orientation <ul style="list-style-type: none">• Class Procedures• Attendance• Grading• Paperwork				

Career Development <ul style="list-style-type: none"> • Opportunities in agriculture related careers • Self-Appraisal • Goal Setting • Work Values • Career Paths • Professional Organizations • Job Search Techniques • Employment Resources 		2.3 2.4 3.4 4.0		
Leadership <ul style="list-style-type: none"> • Communication Skills • Critical Thinking Skills • Problem Solving • Student Organization (FFA) • Record book 	California FFA Record Book	1.0 2.4 5.0 9.0 10.0		
Agricultural and Industrial Safety <ul style="list-style-type: none"> • OSHA • Accident Prevention • Chemical Safety • Equipment Safety • Personal Safety • Welding Safety • Handling Emergencies 	Safety Test	6.0 7.0 11.0	B1.0	
Measurement and Mathematics <ul style="list-style-type: none"> • Measurement tools and devices • Sketching and plan reading • Material selection • Order and Billing • Fasteners 	Project Plans	1.0 10.0 11.0	B2.2 B2.4 B5.1 B6.3 B9.4 B10.6 B12.1	

SMAW Welding (ARC) <ul style="list-style-type: none"> Equipment selection Electrode selection Joint location and position Practical assignments 	6011 Build Pad 7018 Build Pad	3.6 4.1 4.7 5.1 5.3 5.4 6.0 10.2 10.4 11.0	B1.1 B1.2 B8.0 B9.1 B9.2 B9.3 B9.5	
Oxyfuel Welding and Cutting <ul style="list-style-type: none"> Equipment selection Setting up the torch Cutting Practical assignments 	FFA Cutout	5.1 5.3 6.0 11.0	B1.1 B1.2 B7.0	
Metal Working <ul style="list-style-type: none"> Layout for holes, cuts, and angles Procedures for various metal shapes 	Battery Terminal Puller	1.0 6.0 11.0	B1.1 B1.2 B5.0 B9.3 B9.6	
Woodworking <ul style="list-style-type: none"> Tools and Equipment Layout and Cutting Fastening and Fitting Tool Safety 	Nail Box	1.0 6.0 10.3 10.8 11.0	B1.1 B1.2 B2.0 B12.6	
Concrete Work <ul style="list-style-type: none"> Concrete Proportions Estimating Concrete Material Form Preparation and Reinforcement Placing, finishing, and curing Concrete Laying Masonry Units 	Concrete forms and pads	1.0 6.0 11.0	B1.1 B1.2 B6.0 B12.5	
Plumbing <ul style="list-style-type: none"> Plumbing Materials Plumbing Fittings Plumbing Tools Installation of a Plumbing Project 	Sprinkler	1.0 6.0 11.0	B1.1 B1.2 B4.0 B12.4	[FS] 1.0(15.0), 6.1, 6.2, 6.4, 6.5, 6.6, [PS] B1.1, B1.2, B4.0
Electricity <ul style="list-style-type: none"> Principles of Electricity Electrical Safety 	Simple Circuit	1.0 6.0 11.0	B1.1 B1.2 B3.0	[FS] 1.0(15.0), 6.1, 6.2, 6.4, 6.5, 6.6

<ul style="list-style-type: none"> • Conductors & Over current Protection • Wire Splices • Electrical Cord Repair • Simple Circuit Installation • Testing Electric Circuits 	<p>(Switch, Light Outlet)</p> <p>3-way Switch</p>		B12.3	[PS] B1.1, B1.2, B3.0
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CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a) Prepare written material.
 - b) Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a) Write, proofread, and edit work.
 - b) Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c) Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

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

1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)

- h. Environmental Protection Agency (EPA)
- i. Occupational Safety and Health Administration (OSHA)
- j. American Red Cross Standards (ARC)
- k. Networking Safety Standards

2. Apply sound ergonomic principles in organizing one's work space.

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

- 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
- 2. Identify steps for setting goals and writing personal goals and objectives.
- 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
- 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
- 5. Identify and demonstrate effective interviewing techniques.

G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

- 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
- 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
- 3. Understand the importance of lifelong learning in adapting to changing technology.

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

- 1. Discuss social and ethical responsibilities in the industry.
- 2. Demonstrate ethical choices in workplace situations.

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Agriculture Construction
VALLEY ROP #:	AG-4030-AgCon
CDE #:	4886
CBEDS TITLE:	Agriculture Mechanics
CBEDS #:	4030
CTE SECTOR:	Agriculture & Natural Resources
CTE PATHWAY:	Agriculture Mechanics
JOB TITLES:	Welders, Cutters and Welder Fitters 51-4121.06 Carpenter 47-2031.00 Farm Equipment Mechanic 49-3041.00 Electrician 47-2111.00 Occupational Health & Safety Specialist 29-9011.00 Machinist 51-4041.00 Bus & Truck Mechanics & Diesel Engine Technician Specialist 49-3031.00 Plumber 47-2152.02

COURSE DESCRIPTION:

This advanced course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment and facilities. This class will teach the student to fabricate and adapt various pieces of farm machinery and facilities by cutting, forming, and welding different types of metals. Students will apply principles of plumbing, electrical, welding, concrete work, fencing and some animal husbandry skills. The course integrates math, and physical applications to applied principles within the everyday work world.

DATE APPROVED:	August 2010
REVISED DATE(S):	December 2013
HOURS:	180 Hours
CREDITS:	10 per year

PREREQUISITES: Completion of Ag Welding, with a grade of "C" or better or with permission from the instructor.

GRADE LEVEL: 11 - 12

ARTICULATION(S): None

TEXTBOOKS: *Welding: Principles and Applications, 4th Edition* , by Larry Jeffus
Welding Skills, 4th Edition , by R.T. Miller and B.J. Moniz

SUPPLEMENTARY TEXTS: *Metal Fabrication: Technology for Agriculture, 2004*, by Larry Jeffus

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Become familiar with career opportunities, as well as job-seeking and employability skills, relevant to the broad industry of welding and fabrication.
- Utilize appropriate trade terminology.
- Demonstrate advanced shop skills in construction and fabrication.
- Complete a career portfolio.
- Be provided opportunities for leadership development.
- Strengthen academic skills through demonstration of applied career technical training, primarily in mathematics and physical science disciplines.
- Practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- Participate in relevant FFA competitions to assess classroom skills and theory.

INSTRUCTIONAL METHODS:

- Hands-on applications of construction
- Lecture
- Teacher led discussion
- PowerPoint presentations for individualized study
- Problem solving activities

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Written assignments
- Written tests
- Lesson Quizzes
- Design and construction of projects

COURSE OUTLINE:

<u>Unit of Instruction</u>	<u>Key Assignments</u>	<u>Anchor Standards</u>	<u>Pathway Standards</u>	<u>Common Core Standards</u>
Shop Orientation <ul style="list-style-type: none"> • Review Course Outline • Discuss welding shop safety procedure • Demonstrate oxy acetylene equipment • Demonstration electric arc equipment • Discuss shop clean-up procedures 		6.1 6.2 6.3 6.5 6.6	B1.1 B1.2 B7.2 B8.1	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Shop Safety <ul style="list-style-type: none"> • Terminology • Safe Use of Equipment • Student Practice and Demonstration 	Safety Test	6.1 6.3 6.5 6.6	B2.2 B4.4 B5.1 B12.1 B12.3	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2
Leadership <ul style="list-style-type: none"> • Communication Skills • Critical Thinking Skills • Problem Solving • Student Organization (FFA) • Record book 	California FFA Record Book	1.0 2.4 5.0 9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:
Measurement Review <ul style="list-style-type: none"> • Terminology • Reading a ruler • Area, perimeter, 	Project Plans	1.0 10.0 11.0	B2.2 B2.4 B5.1 B6.3	ETS1 ETS2

and circumference calculations • Understanding fractions			B9.4 B10.6 B12.1	
SMAW/Stick Welding Review • Rod Types • Joints • Positions • Machines • Defects/Quality Control	Project Plans and Completed Projects	3.6 4.1 4.7 5.1 5.3 5.4 6.0 10.2 10.4 11.0	B8.0 B9.1 B9.2 B9.3 B9.7 B9.3 B9.5	RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Review of Oxy-fuel Cutting • Equipment Selection • Setup the torch • Cutting • Practical Assignments	Competency cutting certification sheet	5.1 5.3 6.0 11.0	B1.1 B1.2 B7.0	RLST 9-10.5 RLST 9-10.7 RLST 11- 12.3 SEP 1,6 CC1,2
Gas Metal Arc— Advanced MIG Welding • Equipment and techniques for types of metals • Positions • Joints • Wire Types for particular applications	Project Plans and Completed Projects	4.1 5.1 6.0	B8.0 B9.1 B9.2 B9.3 B9.4 B9.7	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Introduction to TIG Welding • Equipment and Selection • Machine Setup • Welding Techniques and Demonstration • Mild steel, stainless steel and aluminum	Welding Certification Sheets	4.1 5.1 6.0	B8.0 B9.1 B9.2 B9.3 B9.4 B9.7	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6

Special Processes • Plasma • CNC • Air ARC • Cutting and Gouging	Plasma cut out	4.1 5.1 6.0	B9.2 B9.6	RLST 9-10.5 RLST 9-10.7 RLST 11-12.3 SEP 1,6 CC1,2
Individual Project Planning & Construction • Drawing and sketching selected project • Steel making and standard shapes • Steel weight and cost calculations • Individual instruction as related to the selected project.	Project Plans and Completed Projects	1.1 algebra (10.0), Geometry (11.0,12.0), 5.3, 6.4, 6.5, 11.0	B8.3 B8.4 B9.5 B9.6 B9.7	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Career Preparation Standards • Career Opportunities in Welding		2.2 2.5 3.0		

CAREER PREPARATION STANDARDS:

A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

1. Demonstrate an understanding of classroom policies and procedures.
2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
3. Identify acceptable work attire.
4. Establish goals for self-improvement and further education/training.
5. Prioritize tasks and meet deadlines.
6. Understand the importance of initiative and leadership.
7. Understand the importance of lifelong learning in a world of constantly changing technology.

- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a) Prepare written material.
 - b) Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.

4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a) Write, proofread, and edit work.
 - b) Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c) Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application

- b. resume(s)
 - c. appropriate cover and follow-up correspondence
- 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 - 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 - 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 - 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 - 1. Discuss social and ethical responsibilities in the industry.
 - 2. Demonstrate ethical choices in workplace situations.

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Agriculture Shop Manager Internship

VALLEY ROP #:
CDE #

CBEDS TITLE: Agriculture Shop Manager Internship
CBEDS #:

CTE SECTOR: Agriculture & Natural Resources
CTE PATHWAY: Agriculture Mechanics

JOB TITLES: Welders, Cutters and Welder Fitters 51-4121.06
Farm Equipment Mechanic 49-3041.00

COURSE DESCRIPTION:

This advanced one year course builds on students' shop skills and machine knowledge by providing them the opportunity to keep tool/part/consumable inventories, repair, adjust, and renew machinery and tools, and give students the chance to build jigs, small equipment, and install facility upgrades in a shop management internship. There will be 2 internships open per year. Leadership, FFA, and SAE are taught in this course.

DATE APPROVED: March 2014

REVISED DATE: March 2014

HOURS: 180

CREDITS: 10

PREREQUISITES: Senior status, completion of Ag Welding or above and instructor approval.

GRADE LEVEL: 12

TEXTBOOKS:

STUDENT OUTCOMES:

- Familiarize students with career opportunities relevant to Agriculture Shop Management
- Demonstrate knowledge of proper safety practices in a shop environment
- Demonstrate skills in welding/construction
- Be provided with opportunities for leadership development
- Demonstrate technical writing skills
- Demonstrate knowledge of appropriate trade terminology and materials
- Demonstrate machinery maintenance and upkeep
- Demonstrate shop organization skills
- Identify workflow challenges
- Plan for shop workflow improvements
- Plan for upgraded or replacement equipment
- Demonstrate time management
- Demonstrate material and tool inventory/selection/ordering ability

INSTRUCTIONAL METHODS:

Lecture
Research projects
Hands-On Guided and Independent Practice
Practical Application Projects

EVALUATION METHODS:

Monitoring
Project completion
Progress through assigned tasks
Time-Card completion
Written self-evaluation of projects and tasks

COURSE OUTLINE:

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Orientation <ul style="list-style-type: none"> Review Course Outline Discuss welding shop safety procedure Demonstrate shop equipment Demonstration of organization and tool storage Discuss shop clean-up procedures 		6.1 6.2 6.3 6.5 6.6	B1.1 B1.2 B7.2 B8.1	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Shop Safety <ul style="list-style-type: none"> OSHA Specialization in Ag Accident Prevention Chemical Safety Equipment Safety Personal Safety Welding Safety Handling Emergencies 	Safety Test	6.1 6.3 6.5 6.6	B1.0	
FFA, SOE & Careers <ul style="list-style-type: none"> FFA Leadership opportunities Competitions Record Keeping SOE (Supervised Occupational Experience) Projects Ownership Non-ownership Proficiencies 	California FFA Record Book	9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:
Shop Equipment Setup, Use, and Maintenance <ul style="list-style-type: none"> Portable power tools Stationary drilling Stationary cut-off tools CNC Equipment Manual Machining Equipment Welding Equipment 	Completed work orders Equipment repair and operation evaluation	2.0 4.0 5.0 7.0 10.0	B1.0 B5.0 B7.0 B8.0 B9.0 B	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Properties & Materials <ul style="list-style-type: none"> Visual Identification of Materials Types of Steel Types of Wood Other Materials Sizes & Shapes Stress and Loading 	Material ID and Weight Book Tests	6.0 11.0 10.0	B5.1 B8.3 B9.0	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Material Selection and Ordering <ul style="list-style-type: none"> Material selection for projects Quantity requirements for projects Current inventory and ordering Vendor contact and relations Receiving and stocking Materials organization systems 	Completed materials requests	6.0 11.0 10.0	B5.1 B8.3 B9.0	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6

Consumables – ID, Inventory, and Ordering <ul style="list-style-type: none"> • SMAW Consumables • GMAW Consumables • GTAW Consumables • Plasma Consumables • Machining Consumables • Woodworking Consumables 	Completed materials requests	2.0 4.0 5.0 7.0 10.0		ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Small and Medium Project Planning & Construction <ul style="list-style-type: none"> • Evaluating project parameters including department needs and intended loading • Drawing and sketching selected project • Steel making and standard shapes • Steel weight and cost calculations • Individual instruction as related to the selected project 	Project Plans and Completed Projects	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B8.3 B8.4 B9.5 B9.6 B9.7	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Career Preparation Standards <ul style="list-style-type: none"> • Opportunities in agriculture related careers • Self-Appraisal • Goal Setting • Work Values • Career Paths • Professional Organizations • Job Seeking 	Resume Cover Letter	2.2 2.5 3.0 9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:

CAREER PREPARATION STANDARDS

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision,

assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

1. Identify and discuss behaviors of an effective team.
2. Explain the central importance of mutual respect in the workplace relations.
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.

10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's workspace.
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Agriculture Engineering & Manufacturing

VALLEY ROP #: AG-4030-AgEngMan

CDE #: 6868

CBEDS TITLE: Agriculture Mechanics

CBEDS #: 4030

CTE SECTOR: Agriculture & Natural Resources

CTE PATHWAY: Agriculture Mechanics

JOB TITLES:

Welders, Cutters and Welder Fitters	51-4121.06	Carpenter	47-2031.00
Farm Equipment Mechanic	49-3041.00	Electrician	47-2111.00
Occupational Health & Safety Specialist	29-9011.00	Machinist	51-4041.00
Bus & Truck Mechanics &			
Diesel Engine Technician Specialist	49-3031.00	Plumber	47-2152.02

COURSE DESCRIPTION:

This advanced course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. The class will give the student basic knowledge of allowable stress and design requirements/limitations of common materials. Students will understand workflow in a fabrication/manufacturing shop. Examples of equipment include: tractors, trailers, processing equipment, tilling equipment, and others. This course integrates math and physical applications to applied principles within the everyday work world. The course curriculum is build around the California Department of Education Career Preparation Standards, Agriculture Model Curriculum Guide, Tech Prep Career Path Standards, and industry standards.

DATE APPROVED: August 2001

REVISED DATE(S): December 2010

HOURS: 180 year

CREDITS: 10 per year

PREREQUISITE: Completion of Ag Construction, with a grade of "C" or better or with permission from the instructor.

GRADE LEVEL: 11-12

ARTICULATION(S): None

TEXTBOOKS: Welding: Principles and Applications, 4th Edition, by Larry Jeffus
Welding Skills, 4th Edition, by R.T. Miller and B.J. Moniz

SUPPLEMENTARY TEXTS: Metal Fabrication: Technology for Agriculture, 2004, by Larry Jeffus

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Become familiar with career opportunities, as well as job-seeking and employability skills, relevant to the broad industry of welding and fabrication.

- Utilize appropriate trade terminology.
- Demonstrate knowledge of properties of materials, stress and loading, and statics.
- Demonstrate advanced shop skills in construction and fabrication.
- Complete a career portfolio.
- Be provided opportunities for leadership development.
- Strengthen academic skills through demonstration of applied career technical training, primarily in mathematics and physical science disciplines.
- Practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- Participate in relevant FFA competitions to assess classroom skills and theory.

INSTRUCTIONAL METHODS:

- Hands-on applications of construction
- Lecture
- Teacher led discussion
- PowerPoint presentations for individualized study
- Problem solving activities

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Written assignments
- Written tests
- Lesson Quizzes
- Design and construction of projects

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Orientation <ul style="list-style-type: none"> • Review Course Outline • Discuss welding shop safety procedure • Demonstrate shop equipment • Demonstration of organization and tool storage • Discuss shop clean-up procedures 		6.1 6.2 6.3 6.5 6.6	B1.1 B1.2 B7.2 B8.1	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Shop Safety <ul style="list-style-type: none"> • Terminology • Safe Use of Equipment • Student Practice and Demonstration 	Safety Test	6.1 6.3 6.5 6.6	B1.0	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Measurements <ul style="list-style-type: none"> Terminology Reading a ruler Area, perimeter, and circumference calculations Understanding fractions 	Weld Symbol Worksheets and Projects	1.1 10.0 12.0 8.0 12.0	B2.2 B4.4 B5.1 B12.1	ETS1 ETS2
SMAW/Stick Welding Review <ul style="list-style-type: none"> Rod Types Joints Positions Machines Defects/Quality Control 	Welding Certification Sheets	4.1 5.1 6.0	B8.0 B9.1 B9.2 B9.3 B9.7	RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
FFA, SOE & Careers <ul style="list-style-type: none"> FFA Leadership opportunities Competitions Record Keeping SOE (Supervised Occupational Experience) Projects Ownership Non-ownership Proficiencies 	California FFA Record Book	9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:
Properties & Materials <ul style="list-style-type: none"> Visual Identification of Materials Types of Steel Sizes & Shapes Stress and Loading 	Material ID and Weight Book Tests	6.0 11.0 10.0	B5.1 B8.3 B9.0	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Gas Metal Arc—MIG Review <ul style="list-style-type: none"> Equipment and techniques for types of metals Positions Joints Wire Types for particular applications 	Welding Certification Sheets	4.1 5.1 6.0	B8.0 B9.1 B9.2 B9.3 B9.4	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
GTAW/TIG Welding Review <ul style="list-style-type: none"> Equipment and Selection Machine Setup Welding Techniques and Demonstration Mild Steel, Aluminum, and Stainless 	Welding Certification Sheets	4.0 5.0 6.0 10.0 11.0	B8.1-4 B9.	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Special Processes <ul style="list-style-type: none"> Plasma CNC Air ARC Cutting and Gouging Hardfacing Special Rods & Techniques 	Plasma Cutout	4.0 5.0 6.0 10.0 11.0	B8.3 B9.2, 9.3, 9.6	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Medium to large Project Planning & Construction <ul style="list-style-type: none"> Evaluating project parameters including customer needs and intended loading Drawing and sketching selected project Steel making and standard shapes Steel weight and cost calculations Individual instruction as related to the selected project 	Project Plans and Completed Projects	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B8.3 B8.4 B9.5 B9.6 B9.7	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Intro to Machining <ul style="list-style-type: none"> Types of machining equipment Precision Measurement Safe Machining practices 	Project Plans and completed projects	4.0 5.0 6.0 10.0 11.0		ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Engineering Calculations <ul style="list-style-type: none"> Statics Beam Diagrams Loading and Stress PSI and Cross Sectional area 	Design Problem	6.0 11.0 10.0	B5.1 B8.3 B9.0	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6
Career Preparation Standards <ul style="list-style-type: none"> Opportunities in agriculture related careers Self-Appraisal Goal Setting Work Values Career Paths Professional Organizations Job Seeking 	Resume Cover Letter	2.2 2.5 3.0 9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a) Prepare written material.

- b) Analyze written material.
 - 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 - 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 - 4. Demonstrate active listening through oral and written feedback.
 - 5. Give and receive feedback.
 - 6. Demonstrate assertive communications (both oral and written).
 - 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 - 8. Demonstrate writing/editing skills as follows:
 - a) Write, proofread, and edit work.
 - b) Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c) Select and use appropriate forms of technology for communication.
 - 9. Exhibit a proficiency in the use of reference books.
 - 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
- 1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 - 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
- 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 - 2. Identify steps for setting goals and writing personal goals and objectives.
 - 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 - 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 - 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by

generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

VALLEY ROP COURSE OUTLINE

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

VALLEY ROP #: TR-5661-SGEintern
CDE #: 4689

CBEDS TITLE: Small Engine Repair
CBEDS #: 5661

CTE SECTOR: Transportation
CTE PATHWAY:

JOB TITLES: Small Engine Mechanic DOT # 625.281-034

COURSE DESCRIPTION:

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

COURSE APPROVED: October 2003
REVISED DATE: May 2009

HOURS: 180 hours
CREDITS PER YEAR: 10

PREREQUISITES: Auto Mech 1 or permission of instructor

GRADE LEVEL: 11-12

TEXTBOOKS: Roth, Alfred. *Small Gas Engines*. The Goodheart-Wilcox Company, Inc. – Tinley Park, IL publisher.

RESOURCES: Radcliff, R. Bruce. *Small Engines*. American Technical Publishers, Inc., Homewood, IL
OR
Schuster, William A. *Small Engine Technology*, 2nd Edition. Delmar Publishers, Albany, NY.

STUDENT OUTCOMES:

Upon successful completion of the course, students will:

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

INSTRUCTIONAL METHODS:

1. Lecture
2. Study Guides
3. Hands-on Performance
4. Labs with Assignment Sheets

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Pre and Post Written Tests
2. Written Unit Tests
3. Performance Tests

Job Search Portfolio

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Orientation		6.1	B1.1	ETS
• Review Course Outline		6.2	B1.2	RLST 9-10.4
• Discuss welding shop safety procedure		6.3	B7.2	RLST 9-10.5
• Demonstrate shop equipment		6.5	B8.1	SEP 1
• Demonstration of organization and tool storage		6.6		SEP 6
• Discuss shop clean-up procedures				CC6

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Safety <ul style="list-style-type: none"> Terminology Safe Use of Equipment Student Practice and Demonstration 	Safety Test	6.1 6.3 6.5 6.6	B1.0	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2
FFA, SOE & Careers <ul style="list-style-type: none"> FFA Leadership opportunities Competitions Record Keeping SOE (Supervised Occupational Experience) Projects Ownership Non-ownership Proficiencies 	California FFA Record Book	9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:
Technical Publications <ul style="list-style-type: none"> Service Manual Illustrated Parts Diagrams On-line parts lookup 	Invoice	3.0 4.0 10.0 11.0	10.6	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2
Tools and Measurements <ul style="list-style-type: none"> Terminology and Tool ID Precision measurement tools Small part measurement and evaluation 	Measurement and Inspection records	1.1 8.0 10.0 12.0	B2.2 B4.4 B5.1 B12.1	ETS1 ETS2
Small Engine Fundamentals <ul style="list-style-type: none"> Engine Identification Four-Stroke Cycle Engine Engine Components Four-Stroke Cycle Gasoline Engine Service Two-Stroke Cycle Gasoline Engine Service 	Engine Systems Poster Assignment Engine Overhaul	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.1-3 B11.3	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1 SEP2 SEP6 SEP8

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Two Cycle Fundamentals <ul style="list-style-type: none"> Two cycle engine specifics Two cycle engine identification and testing Two cycle engine service 	2 Cycle Engine Project	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.1-10.5	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Compression System <ul style="list-style-type: none"> Piston-Ring-Cylinder Service Head-Valve-Valve Train Service Displacement calculations Compression Ratio and Piston Force 	Engine Overhaul	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.1-10.5	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Electrical Systems <ul style="list-style-type: none"> Batteries Starting Systems Charging Systems Lighting Auxiliary Generators Electrical Wiring and Schematics 	Electrical Project	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.3, 11.3	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Trouble Shooting <ul style="list-style-type: none"> Methods Information Gathering Flowcharts 4 cycle specifics 2 cycle specifics Electrical Troubleshooting 	Troubleshooting Problems	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.0	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Fuel Systems and Carburetion <ul style="list-style-type: none"> Fuel Supply Carburetor types and operation Emissions Controls Carburetor service 	Engine Overhaul	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.3, 11.3	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Career Preparation Standards	Resume	2.2		WS 9-10.7
• Opportunities in agriculture related careers	Cover Letter	2.5		WS 9-10.8
• Self-Appraisal		3.0		SEP 4
• Goal Setting		9.0		ETS2:
• Work Values		10.0		
• Career Paths				
• Professional Organizations				
• Job Seeking				

CAREER PREPARATION STANDARDS:

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 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
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 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
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1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

VALLEY ROP COURSE OUTLINE

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

VALLEY ROP #: TR-5661-SGEintern
CDE #: 4689

CBEDS TITLE: Small Engine Repair
CBEDS #: 5661

CTE SECTOR: Transportation
CTE PATHWAY:

JOB TITLES: Small Engine Mechanic DOT # 625.281-034

COURSE DESCRIPTION:

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

COURSE APPROVED: October 2003
REVISED DATE: May 2009

HOURS: 180 hours
CREDITS PER YEAR: 10

PREREQUISITES: Auto Mech 1 or permission of instructor

GRADE LEVEL: 11-12

TEXTBOOKS: Roth, Alfred. *Small Gas Engines*. The Goodheart-Wilcox Company, Inc. – Tinley Park, IL publisher.

RESOURCES: Radcliff, R. Bruce. *Small Engines*. American Technical Publishers, Inc., Homewood, IL
OR
Schuster, William A. *Small Engine Technology*, 2nd Edition. Delmar Publishers, Albany, NY.

STUDENT OUTCOMES:

Upon successful completion of the course, students will:

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

INSTRUCTIONAL METHODS:

1. Lecture
2. Study Guides
3. Hands-on Performance
4. Labs with Assignment Sheets

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Pre and Post Written Tests
2. Written Unit Tests
3. Performance Tests
4. Job Search Portfolio

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Orientation <ul style="list-style-type: none"> • Review Course Outline • Discuss welding shop safety procedure • Demonstrate shop equipment • Demonstration of organization and tool storage • Discuss shop clean-up procedures 		6.1 6.2 6.3 6.5 6.6	B1.1 B1.2 B7.2 B8.1	ETS RLST 9-10.4 RLST 9-10.5 SEP 1 SEP 6 CC6

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Shop Safety <ul style="list-style-type: none"> Terminology Safe Use of Equipment Student Practice and Demonstration 	Safety Test	6.1 6.3 6.5 6.6	B1.0	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2
FFA, SOE & Careers <ul style="list-style-type: none"> FFA Leadership opportunities Competitions Record Keeping SOE (Supervised Occupational Experience) Projects Ownership Non-ownership Proficiencies 	California FFA Record Book	9.0 10.0		WS 9-10.7 WS 9-10.8 SEP 4 ETS2:
Technical Publications <ul style="list-style-type: none"> Service Manual Illustrated Parts Diagrams On-line parts lookup 	Invoice	3.0 4.0 10.0 11.0	10.6	RLST 11-12.3, 1-12.4 SEP 4 CC 2,3,4 ETS2
Tools and Measurements <ul style="list-style-type: none"> Terminology and Tool ID Precision measurement tools Small part measurement and evaluation 	Measurement and Inspection records	1.1 8.0 10.0 12.0	B2.2 B4.4 B5.1 B12.1	ETS1 ETS2
Small Engine Fundamentals <ul style="list-style-type: none"> Engine Identification Four-Stroke Cycle Engine Engine Components Four-Stroke Cycle Gasoline Engine Service Two-Stroke Cycle Gasoline Engine Service 	Engine Systems Poster Assignment Engine Overhaul	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.1-3 B11.3	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1 SEP2 SEP6 SEP8

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Two Cycle Fundamentals <ul style="list-style-type: none"> Two cycle engine specifics Two cycle engine identification and testing Two cycle engine service 	2 Cycle Engine Project	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.1-10.5	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Compression System <ul style="list-style-type: none"> Piston-Ring-Cylinder Service Head-Valve-Valve Train Service Displacement calculations Compression Ratio and Piston Force 	Engine Overhaul	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.1-10.5	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Electrical Systems <ul style="list-style-type: none"> Batteries Starting Systems Charging Systems Lighting Auxiliary Generators Electrical Wiring and Schematics 	Electrical Project	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.3, 11.3	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Trouble Shooting <ul style="list-style-type: none"> Methods Information Gathering Flowcharts 4 cycle specifics 2 cycle specifics Electrical Troubleshooting 	Troubleshooting Problems	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.0	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8
Fuel Systems and Carburetion <ul style="list-style-type: none"> Fuel Supply Carburetor types and operation Emissions Controls Carburetor service 	Engine Overhaul	1.1 10.0 11.0 12.0 5.3 6.4 6.5 11.0	B10.3, 11.3	RLST 9-10.9 11-12.9 1-12.4 WS 9-10.9 G-MG-2 SEP1, 2, 5, 6, 8

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Career Preparation Standards	Resume	2.2		WS 9-10.7
• Opportunities in agriculture related careers	Cover Letter	2.5		WS 9-10.8
• Self-Appraisal		3.0		SEP 4
• Goal Setting		9.0		ETS2:
• Work Values		10.0		
• Career Paths				
• Professional Organizations				
• Job Seeking				

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
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 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
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1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
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 2. Read, write, and give directions.

3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
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 - a) Prepare written material.
 - b) Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a) Write, proofread, and edit work.
 - b) Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c) Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
 1. Discuss and implement good safety practices, including the following (if applicable to course):
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 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
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1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
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 5. Identify and demonstrate effective interviewing techniques.
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1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

Price Quotation

PH 888-256-0715

FX 866-799-4123

jen@progressiveinc.ca

Quotation Date: 05/29/14

F.O.B: Belleville

Since 1992

From:

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Belleville, ON K8P 5J2

Contact Name:

Jennifer Henderson
US Sales Manager

Sanger High School
1045 Bethel Avenue
Sanger CA, 93657

Contact Name:

Gregory Ravy

Part No.	Item Description	Price	QTY	Extended
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Arclight Dynamics

86-	Arc Pro 4800 4'x4' CNC Plasma	\$ 9,686.25	1	\$ 9,686.25
	Standard Features:			
	- Automatic torch height control, Water pan (eliminates dust and smoke), Filtered control cabinet, Computer, software and LCD flat screen, Dual drive gantry w/ +3000 oz of torque, Precision Rack and Pinion drive system, Magnetic release torch holder, Industrial strength frame, Home switches on all axes, Bent slats with center support, 3 to 1 belt drives provides optimum torque, Cable chain on all axes, 50" by 50" cutting envelope			

Available Hypertherm Plasma Torch Options:

86-	Powermax 45	\$ 2,601.67	1	\$ 2,601.67
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Optional Accessories

Accessories

86-	Pipe cutting option for all table sizes	\$ 938.82		\$ -
	Cuts from 1" to 10" pipe			
	- Cope pipe for any angle in pipe up to 10" diameter, Cut matching fish mouths for perfect pipe joints, Cut any decorative image you can imagine into round pipe, Get the most out of you cnc plasma system and open up new market and product possibilities, Works with all size Arc Pro plasma tables			
86-	Wood Routing Attachment 4x4 + 5x5 router kit	\$ 938.82		\$ -
	- 2 1/4 HP variable speed router, Z carriage and router mount (allows for quick change over), Mounting brackets and heavy support bars, All software needed for routing, preconfigured and tested system, Dust collection hood w/ 3" port (no dust collection system included) Cutting surface is supplied by customer.			

86-	Plate Marker attachment - Engrave serial numbers, Add company logos to parts, accurately place bend lines and drill points, embellish metal art and sign your work.	\$ 1,525.59	\$ -
86-	Hand Held Pendant HAND CONTROL that puts total control of your CNC machine at your finger tips.	\$ 340.33	\$ -
86-	Double Slat Option 4x4 Decreasing you slat spacing can be very helpful in minimizing part tip-ups, allowing you to pay less attention to the table and decrease torch crashes.	\$ 111.48	\$ -
86-	Gantry Riser These optional 3" riser increase the gantry clearance from 4" to 7" (using standard 2 1/2" slats) The risers are attached with 3 internal 5/16" bolts and a 1/4" joining plate.	\$ 234.71	\$ -

TOTAL		\$ 12,287.92
Shipping Estimate (Actual to be billed):		\$ 850.00
Total		\$ 13,137.92

TERMS:

All actual shipping charges will be invoiced: shipping (transportation, fuel surcharges, etc.) and delivery options (lift gates, guaranteed delivery dates / times). Actual invoice amounts may vary from any estimates.

Prices Good for 30 days!

Net 30 Days, F.O.B. Belleville Ontario, Delivery 6 - 12 Weeks

Manufactures guarantee on parts and 1 year on labour.

Taxes NOT included!

We shall be pleased to supply any further information you may need and trust that you will favour us with an order, which will receive our prompt and careful attention.

Jennifer Henderson

JTMH

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Agriculture Welding

VALLEY ROP #: AG-4030-Weld
CDE #: 2328

CBEDS TITLE: Agriculture Mechanics
CBEDS #: 4030

CTE SECTOR: Agriculture & Natural Resources
CTE PATHWAY: Agriculture Mechanics

JOB TITLES:

Welders, Cutters and Welder Fitters	51-4121.06	Carpenter	47-2031.00
Farm Equipment Mechanic	49-3041.00	Electrician	47-2111.00
Occupational Health & Safety Specialist	29-9011.00	Machinist	51-4041.00
Bus & Truck Mechanics & Diesel Engine Technician Specialist	49-3031.00	Plumber	47-2152.02

COURSE DESCRIPTION:

Agricultural Welding provides an opportunity for students to advance their understanding of welding technology. This course integrates mathematics and scientific principles to applied processes in the specialized field of SMAW. The course operates within an extensive laboratory to provide practical applications and advanced instruction in the basic principles of welding as follows: 1) OFC, 2) SMAW, and 3) GMAW. This advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by CDE. The development of leadership and employability skills are emphasized throughout the course.

DATE APPROVED: May 2003
REVISED DATE(S): December 2008 / March 2009/Nov 2009/ Dec 2010

HOURS: 180 year

CREDITS: 10 per year

PREREQUISITE: Completion of Intro to Ag Mechanics/Welding, with a grade of "C" or better or with permission from the instructor.

GRADE LEVEL: 10-12

ARTICULATION(S): None

TEXTBOOKS: Welding: Principles and Applications, 4th Edition, by Larry Jeffus
Welding Skills, 4th Edition, by R.T. Miller and B.J. Moniz

SUPPLEMENTARY TEXTS: *Metal Fabrication: Technology for Agriculture, 2004,*
by Larry Jeffus

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Demonstrate knowledge of proper safety practices in a shop environment.
- Demonstrate skills in all welding applications.
- Demonstrate skills in welding construction.
- Become familiar with career opportunities in the welding/fabrication industry as well as in post secondary educational institutions.
- Be provided with opportunities for leadership development.
- Strengthen academic skills.

INSTRUCTIONAL METHODS:

- Hands-on applications of construction
- Lecture
- Teacher led discussion
- PowerPoint presentations for individualized study
- Problem solving activities

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Written assignments
- Written tests
- Lesson Quizzes
- Design and construction of projects

COURSE OUTLINE:

<u>Unit of Instruction</u>	<u>Hours</u>	<u>Standards</u>
Shop Orientation <ul style="list-style-type: none"> • Review Course Outline • Discuss welding shop safety procedure • Demonstrate oxy-acetylene equipment • Demonstration electric arc equipment • Discuss shop clean-up procedures 	10	[FS] 6.1, 6.2, 6.3, 6.5, 6.6 [PS] B1.1, B1.2, B7.2, B8.1
Shop Safety <ul style="list-style-type: none"> • Terminology • Safe Use of Equipment • Student Practice and Demonstration 	10	[FS] 6.1, 6.3, 6.5, 6.6 [PS] B1.0
Measurements <ul style="list-style-type: none"> • Terminology • Reading a ruler • Area, perimeter, and circumference calculations • Understanding fractions 	10	[FS] 1.1(10.0, 12.0) (8.0, 12.0) [PS] B2.2, B4.4, B5.1, B12.1, B12.3
SMAW/Stick Welding <ul style="list-style-type: none"> • Rod Types • Joints • Positions • Machines • Defects/Quality Control 	60	[PS] B8.0, B9.1, B9.2, B9.3, B9.7
FFA, SOE & Careers <ul style="list-style-type: none"> • FFA • Leadership opportunities • Competitions • Record Keeping • SOE (Supervised Occupational Experience) • Projects • Ownership • Non-ownership • Proficiencies 	10	[FS] 9.0, 10.0
Properties & Materials <ul style="list-style-type: none"> • Visual Identification of Materials • Types of Steel • Sizes & Shapes 	5	[FS] 6.0, 11.0, 10.0 [PS] B5.1, B8.3, B8.4, B9.0

<u>Unit of Instruction, cont.</u>	<u>Hours</u>	<u>Standards</u>
Gas Metal Arc—Intro to MIG Welding <ul style="list-style-type: none"> • Equipment and techniques for types of metals • Positions • Joints • Wire Types for particular applications 	25	[PS] B8.0, B9.1, B9.2, B9.3, B9.4, B9.7
Individual Small Project Construction <ul style="list-style-type: none"> • Drawing and sketching selected project • Steel making and standard shapes • Steel weight and cost calculations • Individual instruction as related to the selected project 	40	[FS] 1.1 algebra(10.0), geometry(11.0, 12.0), 5.3, 6.4, 6.5, 11.0 [PS] B8.3, B8.4, B9.5, B9.6 B9.7
Career Preparation Standards <ul style="list-style-type: none"> • Career Opportunities in Welding 	10	[FS] 2.2(2.5), 3.0
<u>TOTAL HOURS</u>	<u>180</u>	

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5

Grade Book

sheet

Section: 1(M/F) ROP Ag Construction

S1	S2	Invoice Jan 15, 2014 PTS 20 x 1.00	Invoice 2 Jan 17, 2014 PTS 10 x 1.00	PC Lesson 1 Jan 22, 2014 PTS 10 x 1.00	PC Quiz 1 Jan 22, 2014 PTS 10 x 1.00	PC Lesson 2 Jan 23, 2014 PTS 10 x 1.00	s.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	PC Lesson 3 Jan 24, 2014 PTS 10 x 1.00	PC Image Exercise Jan 27, 2014 PTS 10 x 1.00	PC Quiz 5 Jan 29, 2014 PTS 10 x 1.00	PC Design and Cutout Jan 31, 2014 PTS 0 x 1.00	Ag engineerin g Exam 4 Feb 7, 2014 PTS 50 x 1.00	Shop work and Cleanup wk19 Feb 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk20 Feb 14, 2014 PTS 20 x 1.00
B 83%														
B- 81%	B- 80%	15	7	10	10	10	0	8	9	10	0	43	15	20
B+ 88%	B- 81%	0	10	10	10	10	10	8	9	10	0	22	25	20
A 93%	C 76%	0	7	10	10	10	10	8	9	10	0	13	25	20
B 83%	B+ 88%	20	10	10	10	10	10	8	9	10	0	42	25	20
A- 91%	B 83%	16	10	10	10	10	10	8	9	10	0	13	25	20
A- 92%	A+ 103%	20	Ex	10	10	9	10	8	9	10	20	40	25	20
	C 73%	18	5	5	10	10	0	8	9	10	0	39	20	20

sheet

Section: 1(M/F) ROP Ag Construction

QUIZ Feb 21, 2014 PTS 10 x 1.00	Shop work and Cleanup wk21, Feb 21, 2014 PTS 20 x 1.00	Shop work and Cleanup wk21_1 Feb 21, 2014 PTS 20 x 1.00	Shop work and Cleanup wk22, Mar 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk23, Mar 14, 2014 PTS 15 x 1.00	Jack Stand Pin Mar 20, 2014 PTS 50 x 1.00	Shop Work and Cleanup2 Wk 24 Mar 21, 2014 PTS 25 x 1.00	GMAW Equipment & Supply Mar 25, 2014 PTS 30 x 1.00	Movie Notes Mar 27, 2014 PTS 15 x 1.00	Shop Work and Cleanup2 Wk 25 Mar 28, 2014 PTS 25 x 1.00	GMAW 1G Butt Apr 1, 2014 PTS 10 x 1.00	Ch.9 questions and terms Apr 4, 2014 PTS 10 x 1.00	GMAW 2F lap Apr 4, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 26 Apr 4, 2014 PTS 25 x 1.00	GMAW 2F Inside Corner Apr 11, 2014 PTS 10 x 1.00
10	20	18	20	15	25	25	0	15	25	7.5	0	6.5	25	8
10	20	18	25	15	30	25	12	15	25	7	0	7	25	7
10	20	18	25	15	30	25	0	0	25	0	5	5	25	5
10	20	18	25	15	25	25	20	15	25	7.5	1	5	25	5
10	20	18	25	15	42	25	0	13	25	7.5	0	8	25	8
10	20	18	25	15	40	25	10	0	25	10	0	10	25	10
10	15	10	10	10	Ex	18	28	Ex	Ex	8	10	9	18	7.5

sheet

Section: 1(M/F) ROP Ag Construction

Shop Work and Cleanup2 Wk 27, Apr 11, 2014 PTS 25 x 1.00	Project 2 Apr 18, 2014 PTS 50 x 1.00	Shop work and Cleanup wk28, Apr 18, 2014 PTS 25 x 1.00	Quiz Manufacturing 2, Apr 25, 2014 PTS 10 x 1.00	Shop work and Cleanup wk29, Apr 25, 2014 PTS 20 x 1.00	Ch 8 Apr 28, 2014 PTS 15 x 1.00	Shop work and Cleanup wk30, May 2, 2014 PTS 25 x 1.00	FFA Awards & Farm Records May 9, 2014 PTS 30 x 1.00	Unit 4 Questions May 22, 2014 PTS 10 x 1.00	Project 3 May 30, 2014 PTS 100 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S2 FFA Activity 4 PTS 10 x 1.00	S2 FFA Activity 5 PTS 10 x 1.00
25	45	25	10	20	0	25		10			10	10	0	
25	45	25	10	20	10	25	15	10			10	0	0	
25	50	25	10	20	10	25	14	5			10	10	10	10
25	40	25	10	20	7	25	30	10			10	0	0	
25	50	25	10	20	10	25		0			10	10	10	
25	50	25	10	20	14	25		10			10	10	10	10
18	30	Ex	10	20	0	25		0			10	0	0	

heet

Section: 1(M/F) ROP Ag Engineering/Manufacturing

S1	S2	Invoice Jan 15, 2014 PTS 20 x 1.00	Invoice 2 Jan 17, 2014 PTS 10 x 1.00	PC Lesson 1 Jan 22, 2014 PTS 10 x 1.00	PC Quiz 1 Jan 22, 2014 PTS 10 x 1.00	PC Lesson 2 Jan 23, 2014 PTS 10 x 1.00	s.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	PC Lesson 3 Jan 24, 2014 PTS 10 x 1.00	PC Image Exercise Jan 27, 2014 PTS 10 x 1.00	PC Quiz 5 Jan 29, 2014 PTS 10 x 1.00	PC Design and Cutout Jan 31, 2014 PTS 0 x 1.00	Ag engineerin g Exam 4 Feb 7, 2014 PTS 50 x 1.00	Shop work and Cleanup wk19 Feb 7, 2014 PTS 25 x 1.00	video notes Feb 7, 2014 PTS 10 x 1.00
A- 91%	B+ 88%	20	0	9	10	10	10	10	10	10	0	12	18	10
B+ 88%	A 93%	20	4	9	10	10	10	10	10	10	20	26	18	0
A- 90%	B 83%	20	10	9	10	10	10	10	10	10	0	32	25	10
A 94%	A- 91%	Ex	6	9	10	10	10	10	10	10	20	23	25	10
A- 92%	B+ 88%	20	10	9	10	10	10	10	10	10	0	40	20	Ex
A- 91%	B+ 89%	20	10	9	10	10	0	10	10	10	0	24	20	10

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Section: 1(M/F) ROP Ag Engineering/Manufacturing

Shop work and Cleanup wk20, Feb 14, 2014 PTS 20 x 1.00	Shop work and Cleanup wk21, Feb 21, 2014 PTS 20 x 1.00	Shop work and Cleanup wk22, Mar 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk23, Mar 14, 2014 PTS 15 x 1.00	Jack Stand Pin Mar 20, 2014 PTS 50 x 1.00	Shop Work and Cleanup2 Wk 24, Mar 21, 2014 PTS 25 x 1.00	GMAW Equipment & Supply Mar 25, 2014 PTS 30 x 1.00	Movie Notes Mar 27, 2014 PTS 15 x 1.00	Shop Work and Cleanup2 Wk 25, Mar 28, 2014 PTS 25 x 1.00	GMAW 1G Butt Apr 1, 2014 PTS 10 x 1.00	Ch.9 questions and terms Apr 4, 2014 PTS 10 x 1.00	GMAW 2F lap Apr 4, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 26, Apr 4, 2014 PTS 25 x 1.00	GMAW 2F Inside Corner Apr 11, 2014 PTS 10 x 1.00
16	16	25	15	30	25	0	9	25	9	4	9	25	9
16	16	25	15	40	25	0	15	25	8	0	9	25	9
16	16	20	15	45	25	0	1	25	7.5	5	8	25	7.5
16	16	20	15	45	25	20	11	25	7	0	9	25	8
16	20	20	15	30	25	5	15	25	8	5	9	25	9
16	16	22	15	40	25	22	15	25	9	5	9	25	9

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Section: 1(M/F) ROP Ag Engineering/Manufacturing

Shop Work and Cleanup2 Wk 27, Apr 11, 2014 PTS 25 x 1.00	Project 2 Apr 18, 2014 PTS 50 x 1.00	Shop work and Cleanup wk28, Apr 18, 2014 PTS 25 x 1.00	Quiz Manufacturing 2 Apr 25, 2014 PTS 10 x 1.00	Shop work and Cleanup wk29, Apr 25, 2014 PTS 20 x 1.00	Ch 8 Apr 28, 2014 PTS 15 x 1.00	Shop work and Cleanup wk30, May 2, 2014 PTS 25 x 1.00	FFA Awards & Farm Records May 9, 2014 PTS 30 x 1.00	Unit 4 Questions May 22, 2014 PTS 10 x 1.00	Project 3 May 30, 2014 PTS 100 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S.2 FFA Activity 4 PTS 10 x 1.00	S.2 FFA Activity 5 PTS 10 x 1.00
25	50	20	10	20	2	20	8	10	75		10	10	10	10
25	50	25	10	20		20					10	10	10	10
25	50	25	10	20		25	8	5			10	10	10	
25	50	25	10	20		25		10			10	10	10	
25	50	20	10	15	10	20		10			10	10	10	10
25	50	25	10	20	11	25	25	10			10	10	10	10

sheet

Section: 2(M/F) ROP Ag Welding

S1	S2	Invoice Jan 15, 2014 PTS 20 x 1.00	Invoice 2 Jan 17, 2014 PTS 10 x 1.00	PC Lesson 1 Jan 22, 2014 PTS 10 x 1.00	PC Quiz 1 Jan 22, 2014 PTS 10 x 1.00	PC Lesson 2 Jan 23, 2014 PTS 10 x 1.00	s.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	PC Lesson 3 Jan 24, 2014 PTS 10 x 1.00	PC Design and Cutout Jan 31, 2014 PTS 0 x 1.00	SMAW PKT 1 Feb 4, 2014 PTS 20 x 1.00	SMAW PKT 2 Feb 4, 2014 PTS 20 x 1.00	Shop work and Cleanup Feb 7, 2014 wk19 PTS 25 x 1.00	Welding SMAW Exam 1 Feb 7, 2014 PTS 100 x 1.00	Arc Start Grid Feb 11, 2014 PTS 10 x 1.00
A 94%	C 76%	19	7	10	10	9	0	9	0	18	17	20	92	7
B 86%	B- 80%	19	9	10	10	9	0	9	0	20	17	20	58	7
B 84%	A- 90%	20	10	10	10	9	10	9	20	17	17	25	88	8
C 75%	D+ 69%	20	10	10	10	9	10	9	0	20	0	18	66	7
A- 90%	C+ 79%	20	10	10	10	9	10	9	0	20	18	25	76	6.5
A 98%	B+ 89%	19	7	10	10	9	10	9	0	20	17	20	80	8
A 94%	B- 81%	20	10	10	10	9	10	9	0	17	15	18	76	7
A 95%	B 83%	20	10	10	10	9	10	9	0	20	17	25	84	7.5
C+ 78%	D+ 69%	18	4	10	10	9	0	9	0	20	16	18	60	8.5
D- 60%	D 66%	20	0	10	10	9	0	9	0	10	17	18	52	8
B- 80%	B 84%	19	7	10	10	9	0	9	0	20	17	25	72	8.5
A- 92%	A+ 100%	20	10	10	10	9	10	9	20	20	17	25	80	7.5
C+ 78%	C- 72%	20	7	10	10	9	0	9	0	20	17	20	70	8
C+ 78%	C 73%	20	4	10	10	9	0	9	20	18	19	22	68	7
A- 90%	A 98%	20	10	10	10	9	10	9	20	20	17	25	84	9
B 85%	C+ 79%	20	10	10	10	10	10	9	0	20	16	18	64	6.5
B- 82%	C 76%	19	4	10	10	9	0	9	20	20	17	20	66	6.5
B 84%	C 74%	20	10	10	10	9	0	9		20	16	20	88	7
A 97%	A 97%	20	10	10	10	9	10	9	0	20	17	25	88	8
B- 82%														
D+ 69%	F 58%	15	4	10	10	9	10	9	0	18	16	15	25	7
C- 72%	C- 70%	20	10	10	10	9	10	9	0	18	17	18	62	7
C+ 78%														
C+ 79%	C 76%	20	7	10	10	9	0	9	0	17	17	20	76	7.5
A- 90%	B+ 89%	20	9	10	10	9	10	9	0	20	16	25	84	7

Section: 2(M/F) ROP Ag Welding

Aviation guest quiz Feb 13, 2014 PTS 10 x 1.00	Shop work and Cleanup wk20 Feb 14, 2014 PTS 20 x 1.00	Straight Beads 6011 Feb 14, 2014 PTS 10 x 1.00	Weave Beads 6011 Feb 20, 2014 PTS 10 x 1.00	Shop work and Cleanup wk21 Feb 21, 2014 PTS 20 x 1.00	Shop work and Cleanup wk21_1 Feb 21, 2014 PTS 20 x 1.00	Welding Quiz #2 Feb 21, 2014 PTS 20 x 1.00	Straight Beads 7018 Feb 25, 2014 PTS 10 x 1.00	Ch 6 Feb 28, 2014 PTS 20 x 1.00	Overlap Beads 7018 Feb 28, 2014 PTS 10 x 1.00	1G 6011 Butt Mar 4, 2014 PTS 10 x 1.00	Shop work and Cleanup wk22 Mar 7, 2014 PTS 25 x 1.00	2F 6011 Closed Corner Mar 14, 2014 PTS 10 x 1.00	Shop work and Cleanup wk23 Mar 14, 2014 PTS 10 x 1.00	6011 Lap Mar 20, 2014 PTS 10 x 1.00
10	20	8	7.5	20	17	5	7.5	20	0	0	20	0	10	0
10	20	6.5	7.5	20	20	13	7.5	20	0	7	20	5	10	0
10	20	8.5	8.5	20	18	19	8	Ex	7.5	8	22	7	10	8
10	20	6.5	8.5	20	13	13	8	13	8.5	7	20	0	10	0
10	20	8	5	20	20	18	7	14	0	7	25	7	10	8
Ex	20	8.5	8	20	15	5	0	15	5	5	25	6	10	6
10	20	7.5	8.5	20	20	18	8	16	8.5	7.5	20	9	10	8.5
10	20	7.5	7.5	20	15	18	6	20	6.5	7.5	20	0	10	0
10	20	7	5	20	18	13	0	7	0	7.5	20	0	10	0
10	20	8	7	20	15	13	7	8	0	7.5	20	0	10	0
10	20	7	7	20	20	19	8.5	18	0	7.5	25	7.5	10	7
10	20	7	9	20	20	18	9	Ex	9	9	25	9	10	0
10	20	0	0	20	20	13	7.5	20	7	7.5	20	0	10	0
8	15	7.5	7	15	15	13	5	0	0	7.5	20	5	10	5
6	20	9	7	20	20	18	9	Ex	5.8	9	25	9	10	8.5
10	20	7	6	20	0	18	8	20	8	6.5	25	7	10	7
Ex	20	7.5	6	20	17	10	7	18	0	7.5	20	8	10	0
10	20	7.5	7.5	20	20	17	0	11	0	7	25	0	10	0
10	20	7.5	8	20	20	18	9	11	7.5	9	20	7.5	10	7
Ex	15	8	7.5	12	8	13	7	0	0	0	13	0	10	0
10	20	8	0	20	18	13	0	11	0	0	20	0	10	0
10	20	7	6.5	20	17	13	7	20	0	0	20	9	10	0
10	20	7.5	8.5	20	20	13	7	20	8	8	20	7.5	10	8

sheet

Section: 2(M/F) ROP Ag Welding

Shop Work and Cleanup2 Wk 24, Mar 21, 2014 PTS 25 x 1.00	L5A shielded Metal Arc welding Mar 24, 2014 PTS 30 x 1.00	15 key points movie notes Mar 27, 2014 PTS 15 x 1.00	Shop Work and Cleanup2 Wk 25, Mar 28, 2014 PTS 25 x 1.00	Ch. 4 questiond and terms Apr 4, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 26, Apr 4, 2014 PTS 25 x 1.00	2G 7018 Butt Apr 7, 2014 PTS 10 x 1.00	3F 7018 inside corner Apr 7, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 27, Apr 11, 2014 PTS 25 x 1.00	Shop work and Cleanup Wk28, Apr 18, 2014 PTS 25 x 1.00	SMAW notes Apr 23, 2014 PTS 20 x 1.00	Quiz Welding Apr 25, 2014 PTS 25 x 1.00	Shop work and Cleanup Wk29, Apr 25, 2014 PTS 20 x 1.00	GMAW Butt 1G Apr 30, 2014 PTS 10 x 1.00	GMAW Tee 2F May 2, 2014 PTS 10 x 1.00
20	29	13	20	5	20	8	8	20	25	10	12	20		9
20	30	15	20	9	20	6	0	20	25	20	11.5	20		
25	25	13	25	10	20	0	0	20	25	20	18	20		
20	29	5	20	5	20	6	0	20	25	0	20	20		
22	13	15	20	0	20	0	0	20	25	18	22	20		
25	30	15	25	5	20	7	7	25	25	20	11.5	20	8	8
20	14	15	20	5	20	0	0	20	25	18	19	20		
20	22	15	18	10	20	0	0	20	25	15	Ex	20		
25	23	15	20	4	20	0	0	20	25	18	14	20		
20	0	15	20	2	20	5	5	20	25	11	14	20		8
25	29	15	25	10	20	7	6	20	25	12	23	20		
25	25	10	22	10	20	9	9	20	25	19	22	20		
25	0	13	25	5	20	0	0	20	25	19	12	20		
25	19	5	25	8	20	5	5	20	25	5	19	20		
25	30	10	25	10	25	9	9	20	25	17	Ex	20	9.5	9.5
25	29	10	25	10	20	7	0	20	25	18	7	20	7	7
22	28	10	25	6	20	0	0	20	25	20	15	20		
22	26	15	25	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex	Ex
20	0	5	20	7	20	5	5	20	25	18	17	20		
20	27	15	20	5	20	0	0	20	25	20	14	20		
20	28	15	20	5	20	0	0	20	25	20	14	20		
22	25	10	25	10	20	7.5	0	20	25	20	23	20	6.5	

sheet

Section: 2(M/F) ROP Ag Welding

Shop work and Cleanup wk30 May 2, 2014 PTS 25 x 1.00	FFA Awards & Farm Records May 9, 2014 PTS 30 x 1.00	CH. 23 May 22, 2014 PTS 10 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S.2 FFA Activity 4 PTS 10 x 1.00	S.2 FFA Activity 5 PTS 10 x 1.00
25	10	0		0	0	0	
25	30	10		0	0	0	
25	0	10		10	10	10	10
15	0	0		0	0	0	
25	0	10		10	0	0	
25	25	10		10	10	10	10
25	25	0		10	10	0	
25	0	10		10	10	10	10
25	0	0		0	0	0	
25	13	0		0	0	0	
25	10	10		0	0	0	
25	20	10		10	10	10	10
25	10	0		0	0	0	
25	10	0		10	10	10	
25	10	0		10	10	10	
25	0	10		10	10	10	10
25	15	0		10	0	0	
25	0	0		10	10	0	
Ex	0	0		10			
25	1	0		10	10	10	10
25	10	0		10	10	10	10
25	0	0		0	0	0	
25	13	0		0	0	0	
25	30	10		10	0	0	

Section: 3(M/F) ROP Intro to Ag Mechanics/Welding

sheet

S1	S2	Invoice Jan 15, 2014 PTS 20 x 1.00	Invoice 2 Jan 17, 2014 PTS 10 x 1.00	Unit 9 Jan 21, 2014 PTS 10 x 1.00	Wood Working Notes Jan 23, 2014 PTS 20 x 1.00	s.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	Nail Box plan Jan 28, 2014 PTS 20 x 1.00	Handsaw safe cut Feb 6, 2014 PTS 10 x 1.00	Shop work and Cleanup wk19 Feb 7, 2014 PTS 25 x 1.00	Woodwork Exam 1 Feb 7, 2014 PTS 60 x 1.00	Circular Saw Safe Cut Feb 11, 2014 PTS 10 x 1.00	Table Saw Safe Cut Feb 13, 2014 PTS 10 x 1.00	Band Saw Safe Cut Feb 14, 2014 PTS 10 x 1.00	Shop work and Cleanup wk20 Feb 14, 2014 PTS 20 x 1.00
C 74%	F 54%	0	0	7	0	0	0	8	20	20	9	9	9	15
B 85%	B- 80%	20	6	0	18	0	18	9	20	44	9	9	9	15
A 95%	A- 91%	20	10	10	15	10	20	9	20	42	9	9	9	15
C 75%	C 73%	20	5	10	13	0	16	7	20	18	9	9	9	18
B- 81%	C- 71%	20	0	10	20	10	18	6.5	20	14	9	9	9	15
B- 80%	C- 72%	20	0	7	0	0	15	8	25	30	9	9	9	20
A- 91%	A 93%	20	10	10	17	0	20	10	20	48	9	9	9	15
C 73%	F 55%	20	4	10	5	0	0	6.5	20	24	9	9	9	15
C- 71%	D- 61%	20	5	7	18	0	15	6.5	20	38	9	9	9	15
A- 90%	B+ 89%	20	0	10	15	10	19	6.5	20	42	9	9	9	15
A 95%	B+ 89%	20	10	10	18	10	18	10	20	46	9	9	9	15
D+ 69%	C 74%	20	7	8	15	0	0	8	20	28	9	9	9	20
C 73%	D- 61%	20	0	0	0	0	15	6.5	20	20	9	9	9	15
B+ 88%	B 84%	20	4	10	15	0	19	6.5	20	40	9	9	9	15
C+ 79%	C 75%	15	7	10	13	10	19	8	20	32	9	9	9	15
C 75%	D- 60%	20	1	0	0	0	15	8	25	20	9	9	9	15
A- 92%	A- 91%	20	10	8	20	10	19	8	20	50	9	9	9	15
C 75%	B- 81%	18	0	10	0	0	17	8	20	42	9	9	9	15
B+ 89%	A- 90%	20	10	10	16	10	19	8	20	48	9	9	9	15
A 94%	B 86%	10	7	8	20	10	20	8	20	50	9	9	9	15
A- 91%	A- 90%	20	8	10	18	10	16	8	20	57	9	9	9	15
A 93%	A- 92%	20	10	10	15	10	20	8	20	62	9	9	9	15
C+ 79%	C 73%	18	4	10	15	0	17	8	20	33	9	9	9	20
B+ 88%	B 85%	20	9	9	13	10	19	8	20	36	9	9	9	15
C- 71%	D- 60%	18	3	8	12	0	0	6.5	15	26	9	9	9	15
A- 92%	A 93%	20	10	10	17	10	18	10	20	60	9	9	9	15
C- 70%	D+ 68%	20	1	10	15	10	17	6.5	20	28	9	9	9	15
A- 90%	C+ 79%	20	10	10	20	10	18	8	20	36	9	9	9	15
C 76%	C- 71%	20	5	5	20	10	15	7	20	20	9	9	9	15
C+ 78%	B 86%	20	8	10	20	10	17	10	20	36	9	9	9	15
D- 61%	C 75%	20	5	10	15	0	17	8	20	44	9	9	9	20
	D+ 68%	Ex	Ex	Ex	Ex	0	Ex	Ex	20	Ex	Ex	Ex	Ex	15
	C 73%	Ex	Ex	Ex	Ex	0	Ex	Ex	20	Ex	Ex	Ex	Ex	Ex

Section: 3(M/F) ROP Intro to Ag Mechanics/Welding

Ag woodwork notes Feb 21, 2014 PTS 10 x 1.00	Shop work and Cleanup wk21, Feb 21, 2014 PTS 20 x 1.00	Shop work and Cleanup wk21, Feb 21, 2014 PTS 20 x 1.00	Woodwork/ing Project Feb 26, 2014 PTS 100 x 1.00	Unit 15 Feb 28, 2014 PTS 10 x 1.00	Tool Sharpening Gauge Plan Mar 4, 2014 PTS 10 x 1.00	Unit 12 Terms & Questions Mar 4, 2014 PTS 15 x 1.00	Cold Metal Pkt 1 Mar 6, 2014 PTS 10 x 1.00	Cold metal Processes Part 2 Mar 6, 2014 PTS 10 x 1.00	Shop work and Cleanup wk22 Mar 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk23 Mar 14, 2014 PTS 10 x 1.00	Shop work and Cleanup2 WK 24 Mar 21, 2014 PTS 25 x 1.00	Unit 13 Mar 24, 2014 PTS 15 x 1.00	Tool Gauge Mar 24, 2014 PTS 100 x 1.00	15 key points movie notes Mar 27, 2014 PTS 15 x 1.00
0	15	12	70	0	10	0	9	0	15	5	15	0	50	0
0	20	20	88	10	10	15	10	9	25	10	15	0	50	10
10	20	20	88	10	10	13	10	10	25	10	25	15	90	15
0	17	20	70	8	9	15	8	10	25	10	25	14	50	5
10	20	12	85	0	10	0	10	10	20	10	18	14	50	15
0	20	20	80	0	0	15	9	6	25	8	20	11	80	12
10	20	20	93	7	10	15	10	10	25	10	25	14	90	15
0	20	12	50	0	8	0	8	10	15	5	12	Ex	80	0
0	15	12	70	0	7	13	7	7	15	5	15	0	50	0
0	20	20	88	10	10	13	0	7	25	10	25	10	80	15
9	20	20	91	10	10	13	10	7	25	10	25	15	80	15
0	20	20	90	0	7	13	10	10	20	10	20	0	50	15
0	15	20	70	0	10	13	7	5	15	7	12	0	75	5
6	20	20	87	10	10	0	10	10	25	10	25	10	80	15
10	20	15	78	10	10	15	10	10	10	7	15	0	50	15
0	20	12	88	0	0	0	9	0	20	7	20	11	50	0
10	20	20	88	10	8	15	10	7	25	10	25	10	85	12
10	20	20	92	0	10	15	10	10	25	7	20	0	85	13
10	20	20	93	10	8	13	10	10	25	10	25	12	85	15
10	20	20	92	10	10	15	10	10	25	10	25	10	90	15
10	20	20	87	10	10	15	0	10	25	10	25	10	80	13
10	20	20	93	10	10	13	10	10	25	10	25	12	80	15
0	20	20	90	0	8	0	10	9.5	25	10	23	0	65	10
10	20	20	80	10	9	15	10	10	25	10	25	5	65	15
0	15	12	50	0	7	13	6	5	15	5	12	0	80	0
8	20	20	91	8	10	15	9	9	25	10	25	12	95	15
6	15	12	78	0	10	9	10	9	15	5	15	11	70	0
10	20	20	85	10	10	13	9	10	25	10	25	10	50	15
0	20	12	88	6	9	10	10	9	15	7	15	10	70	13
10	20	20	93	7	10	15	10	10	20	10	25	0	80	12
0	20	20	78	0	10	15	10	Ex	20	10	20	0	50	15
0	20	20	Ex	0	7	0	7	7	15	10	20	15	50	15
Ex	20	20	Ex	6	10	0	0	5	15	10	20	5	50	10

Section: 3(M/F) ROP Intro to Ag Mechanics/Welding

Shop Work and Cleanup2 Mar 28, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 25 Apr 4, 2014 PTS 25 x 1.00	Unit 18 terms and questions Apr 4, 2014 PTS 10 x 1.00	Dust Pan Apr 11, 2014 PTS 100 x 1.00	Shop Work and Cleanup2 Wk 27 Apr 11, 2014 PTS 25 x 1.00	Shop work and Cleanup Wk28 Apr 18, 2014 PTS 25 x 1.00	Welding Notes Apr 23, 2014 PTS 20 x 1.00	Quiz smaw Apr 25, 2014 PTS 20 x 1.00	Shop work and Cleanup Wk29 Apr 25, 2014 PTS 20 x 1.00	Unit 26 Apr 28, 2014 PTS 15 x 1.00	SMAW Equip Pkt Apr 30, 2014 PTS 20 x 1.00	Dust Pan May 1, 2014 PTS 15 x 1.00	Shop work and Cleanup May 2, 2014 PTS 25 x 1.00	FFA Awards & Farm Records May 9, 2014 PTS 30 x 1.00	Ag Mech Skills II May 12, 2014 PTS 20 x 1.00
20	25	0	90	25	17	0	1	20	5	0	11	20		11
15	20	10	85	25	20	20	13	20	15	20	15	20	30	18
25	25	10	90	25	25	20	11	20	15	20	15	20		19
20	22	6	85	22	22	0	13	20	11	20	13	20	30	0
20	22	7	85	25	20	0	4	20	0	18.5	10	20	1	18
23	23	6	88	23	20	8	8	20	10	0	0	20		15
25	25	10	85	25	25	20	15	20	10	20	14	20	30	19
12	12	0	50	12	20	0	6	20	11	0	10	20		12
15	12	8	50	15	18	14	5	20	13	18	10	20	14	13
25	22	8	85	23	23	20	8	20	14	20	14	20	30	19
25	25	10	97	25	24	20	3	20	15	20	15	20	25	17
25	25	5	80	20	22	20	3	20	9	13	14	20	30	16
13	12	8	80	15	22	11	3	20	15	11.5	13	20	5	9
25	25	9	97	25	22	20	14	20	14	20	14	20	25	0
15	12	6	92	12	20	19	17	20	11	20	9	20	25	15
25	20	6	85	25	22	0	3	20	10	0	0	20		0
25	25	8	85	25	25	20	20	20	11	19.5	14	20	15	5
20	25	9	85	25	25	18	12	20	15	0	15	20		17
25	25	10	80	25	25	20	11	20	15	20	15	20	25	19
25	25	9	85	25	25	0	12	20	14	0	13	20	28	0
25	25	10	90	25	25	20	12	20	15	20	15	20	30	18.5
25	25	10	92	25	25	18	18	20	15	20	15	20	30	18
25	23	0	85	25	21	20	6	20	10	0	15	20	10	16
25	25	7	80	25	25	20	13	20	15	20	14	25	30	20
12	12	8	88	12	20	4	6	20	14	16.5	5	20	9	10
25	25	10	92	25	25	20	15	20	15	20	14	20	5	0
15	15	6	90	12	18	0	8	20	11	18.5	15	20		0
25	25	9	50	25	22	0	11	20	15	14.5	15	20	30	2
18	18	7	85	25	18	0	3	20	10	18	14	20		0
20	25	7	85	25	23	20	15	20	14	18	13	20		19
20	20	5	85	25	25	0		20	8	18	15	20	30	0
15	15	10	80	15	20	0	1	20	13	0	15	20		0
20	20	6	97	20	20	20	14	20	15	18.5	15	20		10

Section: 3(M/F) ROP Intro to Ag Mechanics/Welding

Unit 27 May 22, 2014 PTS 10 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S2 FFA Activity 4 PTS 10 x 1.00	S2 FFA Activity 5 PTS 10 x 1.00
0		10	0	0	
10		0	10	0	
10		10	10	10	
10		10	0	0	
10		10	10	10	10
0		10	10	10	
10		10	10	10	10
10		10	0	0	
0		10	10	0	
10		10	10	10	10
0		10	10	0	
10		10	0	0	
0		10	10	10	
10		10	10	10	10
0		10	0	0	
10		10	10	10	
10		10	0	0	
0		10	10	0	
0		10	10	10	10
10		10	10	10	
10		10	10	10	10
0		10	10	10	
10		10	10	10	10
0		10	0	0	
0		10	10	10	
10		10	0	0	
10		10	10	10	10
0		10	10	10	
10		10	10	10	10
0		10	10	10	
10		10	10	10	10
10		10	10	10	
0		10	10	10	10
0		10	10	10	
10		10	10	10	10
10		10	10	10	
0		10	10	10	10
10		10	10	10	
10		10	10	10	10
0		10	10	10	
10		10	10	10	10
10		10	10	10	
0		10	10	10	10
0		10	10	10	
10		10	10	10	10
10		10	10	10	
0		10	10	10	10
10		10	10	10	
10		10	10	10	10
0		10	10	10	
10		10	10	10	10
10		10	10	10	
0		10	10	10	10
0		10	10	10	

sheet

Section: 5(M/F) ROP Engine Repair

S1	S2	Invoice Jan 15, 2014 PTS 20 x 1.00	CH. 17 terms to know Jan 16, 2014 PTS 10 x 1.00	CH.16 Pistons Jan 21, 2014 PTS 30 x 1.00	S.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	CH. 18 Terms & Questions Feb 4, 2014 PTS 10 x 1.00	Ch. 17 Bearing Crankshaft Feb 7, 2014 PTS 20 x 1.00	Shop work and Cleanup wk19 Feb 7, 2014 PTS 25 x 1.00	Quiz Feb 12, 2014 PTS 10 x 1.00	Aviation Feb 13, 2014 PTS 10 x 1.00	Shop work and Cleanup wk20 Feb 14, 2014 PTS 20 x 1.00	Engine measurem ents Sheet 1 Feb 21, 2014 PTS 10 x 1.00	Engine measurem ents sheet2 Feb 21, 2014 PTS 10 x 1.00	Shop work and Cleanup wk21 Feb 21, 2014 PTS 20 x 1.00
C+ 78%	C+ 78%	20	10	14	10	10	20	25	2	10	20	6	6	20
C- 72%	C- 72%	20	0	0	0	10	20	15	2	10	12	10	10	20
C+ 79%	B- 82%	20	0	24	0	10	15	25	Ex	Ex	20	8	8	20
A- 90%	A- 90%	20	10	25	0	10	20	25	2	10	20	10	10	20
A 93%	A- 91%	20	10	30	0	10	20	18	10	10	15	10	10	20
B- 80%	B- 82%	20	10	25	0	10	18	25	2	Ex	20	6	6	20
C- 72%	B 83%	20	0	30	10	10	20	15	8	10	12	10	6	20
C+ 79%	C 74%	19	10	10	10	10	10	25	2	10	15	6	6	20
D+ 69%	C 74%	19	10	5	0	10	10	25	2	8	20	6	10	20
C 76%	B 83%	20	10	14	10	10	18	25	8	10	20	6	6	20
C 76%	D+ 69%	20	10	0	0	10	16	25	2	10	15	6	6	20
C- 70%	C- 70%	20	10	0	0	10	17	15	2	10	12	6	6	20
C 75%	C 74%	11	10	0	10	10	20	25	6	8	20	6	6	20
	B- 80%	Ex	Ex	12	Ex	10	20	Ex	Ex	Ex	Ex	Ex	Ex	20
	C 76%		0	0	0	10	20	20	10	10	17	10	10	20
	B+ 87%	20	10	25	10	10	19	25	2	10	20	4	6	20
	C 74%	20	0	30	0	10	17	15	2	10	15	10	6	20
	B 85%	20	10	0	0	10	20	25	2	10	20	6	6	20
	C 74%	20	0	0	0	10	20	25	2	10	20	6	6	20
	C 76%	20	10	0	0	10	18	25	2	10	20	10	6	20
	B 85%	19	10	0	10	10	20	25	2	6	20	10	6	20
	C 74%	Ex	Ex	12	Ex	10	20	25	Ex	Ex	20	Ex	Ex	20

Section: 5(M/F) ROP Engine Repair

Ch. 19 Terms & Questions Feb 28, 2014 PTS 10 x 1.00	Shop work and Cleanup wk22 Mar 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk23 Mar 14, 2014 PTS 10 x 1.00	Shop work and Cleanup2 Wk 24, Mar 21, 2014 PTS 25 x 1.00	Pkt 12 trouble shooting Mar 24, 2014 PTS 30 x 1.00	Movie Notes 25 key points Mar 27, 2014 PTS 20 x 1.00	Shop Work and Cleanup2 Wk 25 Mar 28, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 26 Apr 4, 2014 PTS 25 x 1.00	Unit 10 Terms and Questions Apr 4, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 27 Apr 11, 2014 PTS 25 x 1.00	Shop work and Cleanup wk28 Apr 18, 2014 PTS 25 x 1.00	Engine rebuild Invoice Apr 22, 2014 PTS 24 x 1.00	Shop work and Cleanup wk29 Apr 25, 2014 PTS 20 x 1.00	Ignition quiz Apr 25, 2014 PTS 25 x 1.00	Ch 10 Terms & Questions Apr 28, 2014 PTS 15 x 1.00
0	25	10	25	28	5	20	25	0	25				4	10
10	25	10	18	29	11	20	25	0	20				9	15
10	25	10	25	22	0	20	25	8	20				10	10
10	25	10	25	30	18	20	25	10	25				11	10
10	25	10	25	30	16	20	25	10	25				15	12
10	25	10	25	12	16	20	25	0	20				5	15
10	25	10	18	30	0	20	25	7	20				5	15
7	25	10	25	5	10	20	25	0	20				14	10
10	25	10	25	12	11	20	25	0	20				1	8
10	25	10	25	23	0	20	25	0	25				12	0
0	25	10	18	12	0	20	25	8	20				5	15
0	25	10	18	30	0	20	25	0	18				3	10
10	25	10	25	12	0	20	25	0	25				0	5
0	25	10	25	29	0	25	25	8	25				0	14
5	25	10	25	29	15	20	25	7	25		12		13	11
10	25	10	25	26	16	20	25	10	25				10.5	13
5	25	10	18	25	12	20	25	0	18		12		2	13
10	25	10	25	30	20	20	25	10	20				11	13
0	25	10	25	12	0	20	25	0	20				2	10
6	25	10	25	29	0	20	25	10	20				2	11
10	25	10	18	12	10	20	25	5	20		8		7	11
10	25	10	25	27	0	20	25	0	20		8		0	15

Section: 5(M/F) ROP Engine Repair

sheet

CH 9 Ignition System May 1, 2014 PTS 30 x 1.00	Shop work and Cleanup wk30 May 2, 2014 PTS 25 x 1.00	FFA Awards & Farm Records May 9, 2014 PTS 30 x 1.00	Rebuilt Engine May 13, 2014 PTS 100 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S2 FFA Activity 4 PTS 10 x 1.00	S2 FFA Activity 5 PTS 10 x 1.00
23		19	85		10	0	0	
26		10	85		0	0	0	
27		30	92		0	0	0	
24		30	95		0	10	0	
26		30	95		0	10	0	
24		30	95		0	10	0	
30		30	90		0	0	0	
16		17	95		10	0	0	
23			95		10	0	0	
23			95		10	10	0	
25		10	85		0	0	0	
25			92		0	0	0	
25		30	85		10	10	0	
30		30	Ex		0	0	0	
25		10	85		0	10	0	
21		19	85		10	10	0	
0			85		0	0	0	
26		30	85		0	10	0	
14		14	85		0	0	0	
25		20	92		0	10	0	
17			90		0	0	0	
27		19	Ex		0	0	0	

Section: 5(M/F) ROP Engine Intern

Section: 5(M/F) ROP Engine Intern

		S2	S1	Invoice Jan 15, 2014 PTS 20 x 1.00	S.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	Shop work and Cleanup wk19 Feb 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk20 Feb 14, 2014 PTS 20 x 1.00	Shop work and Cleanup wk21 Feb 21, 2014 PTS 20 x 1.00	Ch. 19 Terms & Questions Feb 28, 2014 PTS 10 x 1.00	Shop work and Cleanup wk22 Feb 28, 2014 PTS 25 x 1.00	Shop work and Cleanup wk23 Mar 7, 2014 PTS 25 x 1.00	Shop work and Cleanup wk23_1 Mar 14, 2014 PTS 10 x 1.00	Shop work and Cleanup2 Wk 24 Mar 21, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 25 Mar 28, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 26 Apr 4, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 27 Apr 11, 2014 PTS 25 x 1.00
A- 92%	A- 92%	4			10	25	20	20	10	25	25	10	20	25	25	25
A+ 106%																
A 98%	A 94%	0			10	25	20	20	10	25	25	10	20	25	25	25

Section: 5(M/F) ROP Engine Intern

sheet

Shop work and Cleanup wk28 Apr 18, 2014 PTS 25 x 1.00	Shop work and Cleanup wk29 Apr 25, 2014 PTS 20 x 1.00	Shop work and Cleanup wk30 May 2, 2014 PTS 25 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S2 FFA Activity 4 PTS 10 x 1.00	S2 FFA Activity 5 PTS 10 x 1.00
				10	0	0	
				10	10	10	10

Section: 6(M/F) ROP Engine Repair

sheet

S1	S2	Invoice Jan 15, 2014 PTS 20 x 1.00	CH. 17 terms to know Jan 16, 2014 PTS 10 x 1.00	CH.16 Pistons Jan 21, 2014 PTS 30 x 1.00	s.2 FFA Activity 1 Jan 23, 2014 PTS 10 x 1.00	Piston Cylinder Service Notes Jan 24, 2014 PTS 10 x 1.00	Notes Jan 28, 2014 PTS 10 x 1.00	CH. 18 Terms & Questions Feb 4, 2014 PTS 10 x 1.00	Ch. 17 Bearing Crankshtaf t... Feb 7, 2014 PTS 20 x 1.00	Shop work and Cleanup wk19 Feb 7, 2014 PTS 25 x 1.00	Quiz Feb 12, 2014 PTS 10 x 1.00	Aviation Feb 13, 2014 PTS 10 x 1.00	Shop work and Cleanup wk20 Feb 14, 2014 PTS 20 x 1.00	Engine measurem ents Sheet 1 Feb 21, 2014 PTS 10 x 1.00
C 75%	D- 61%	16	0	0	0	10	10	0	14	25	2	8	20	6
C+ 77%	C+ 78%	20	0	10	0	10	10	10	10	25	8	10	20	7
B 85%	D 64%	18	10	0	0	10	10	10	11	25	10	10	20	6
D+ 69%	D- 60%	16	10	10	0	10	10	0	14	25	2	8	20	6
C+ 78%	C+ 79%	18	0	20	10	10	10	10	12	25	8	10	20	7
A 96%	B+ 89%	20	10	20	10	10	10	10	10	25	10	10	20	10
C 76%	C 74%	20	10	0	10	10	10	8	13	25	8	10	20	6
A- 90%	B- 80%	20	0	15	0	10	10	10	10	25	8	10	20	10
B 83%	F 56%	16	0	0	0	10	10	0	14	25	2	6	20	8
B 84%	C- 72%	20	0	13	0	10	10	10	14	25	2	0	20	6
B- 80%	F 59%	16	0	0	0	10	10	10	8	25	2	0	20	10
B+ 88%	B 85%	18	10	25	10	10	10	0	20	25	10	0	20	8
C+ 78%	C- 70%	18	0	0	0	10	10	10	10	25	10	10	20	7
B- 80%	C- 71%	20	10	12	0	10	10	10	11	25	6	10	20	10
D+ 69%	F 59%	20	0	0	10	10	10	10	14	20	2	0	20	6
C 76%	F 51%	19	0	0	0	10	10	0	14	25	2	0	20	6
C+ 77%	C+ 79%	18	9	23	0	10	10	10	10	25	10	10	20	7
B- 81%	D 65%	0	0	13	0	10	10	10	10	25	2	8	20	6
B 83%	C+ 78%	16	10	22	10	10	10	10	20	25	8	10	20	8
B 83%	C 75%	20	10	18	0	10	10	10	10	25	8	10	20	10
C- 70%														
B 86%	B+ 88%	20	10	15	10	10	10	10	13	25	2	10	20	10
C- 72%	C- 71%	20	0	20	0	10	10	10	11	25	10	0	20	10
B- 80%	C 74%	18	10	20	0	10	10	10	10	25	10	10	20	7

Section: 6(M/F) ROP Engine Repair

Engine measur- ents sheet	Shop work and Cleanup wk21 Feb 21, 2014 PTS 20 x 1.00	Ch. 19 Terms & Questions Feb 28, 2014 PTS 10 x 1.00	Shop work and Cleanup wk23 Mar 14, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 24 Mar 21, 2014 PTS 25 x 1.00	Pkt 12 trouble shooting Mar 24, 2014 PTS 30 x 1.00	Movie Notes 25 key points Mar 27, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 25 Mar 28, 2014 PTS 25 x 1.00	Shop Work and Cleanup2 Wk 26 Apr 4, 2014 PTS 25 x 1.00	Unit 10 Terms and Questions Apr 4, 2014 PTS 10 x 1.00	Shop Work and Cleanup2 Wk 27 Apr 11, 2014 PTS 25 x 1.00	Shop work and Cleanup wk28 Apr 18, 2014 PTS 25 x 1.00	Engine rebuild invoice Apr 22, 2014 PTS 24 x 1.00	Shop work and Cleanup wk29 Apr 25, 2014 PTS 20 x 1.00	ignition quiz Apr 25, 2014 PTS 25 x 1.00
6	20	4	10		26	25			10					9
6	20	10	10		30	25			10					8
7	20	9	10		15	10			10					2
6	20	10	10		15				10			16		0
10	20	10	10		15	25			10			16		8
10	20	10	10		30	25			10			22		10
6	20	10	10		15	25			10					4
10	20	10	10		30	12			10			22		17
6	20	7	10		15	25			0			22		1
10	20	4	10		15	25			10					10
10	20	7	10		27	10			10			16		7
10	20	10	10		30	25			10					3
6	20	10	10		15	25			10			16		7
10	20	10	10		15	20			10			16		10
6	20	10	10		15	10			10					11
6	20	4	10		15	25			0					0
10	20	10	10		15	25			10			16		9
6	20	10	10		27	25			9			16		2
6	20	10	10		15				0					6
10	20	10	10		30	18			0			16		3
10	20	10	10		30				10			22		14
6	20	10	10		15	12			10			16		7
6	20	10	10		15	25			8			16		1

Section: 6(M/F) ROP Engine Repair

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Section: 6(M/F) ROP Engine Intern

Shop work and Cleanup wk30 May 2, 2014 PTS 25 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S2 FFA Activity 4 PTS 10 x 1.00	S2 FFA Activity 5 PTS 10 x 1.00
		10	10	10	10
		10	0	0	

sheet

Section: 6(M/F) Student Assist

S1	S2	TA Work week 1-6 Feb 21, 2014 PTS 60 x 1.00	SAE May 30, 2014 PTS 100 x 1.00	S.2 FFA Activity 1 PTS 10 x 1.00	S.2 FFA Activity 2 PTS 10 x 1.00	S.2 FFA Activity 3 PTS 10 x 1.00	S2 FFA Activity 4 PTS 10 x 1.00	S2 FFA Activity 5 PTS 10 x 1.00
A+ 110%	A+ 100%	50		10	10	10	10	10

SAE Supervision Forms

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 10/4/13 Time: 5:30 am/pm Location: Sanger

Student: [REDACTED] Instructor: Randy

Project(s): Market Swine

Record Book: ☒ yes ☐ no Parent Contact: yes ☐ no

Conditions found at time of visit

General condition of project:

poor fair average ☒ above average

Comments: Clean, groomed pig, clean pen
mist + fans on

Recommendations: Keep pushing feed, pon
feeding 3x daily if possible,

☒ clip hair after weigh in next
week. walk 1 1/2 hrs daily

Notes: gain has picked up, pig is
turning well in show practice

Weight: 236 #'s gained: 42 Days since last visit: ADG:

Student: [REDACTED] Date: 10-4-13

☒ Instructor: [Signature] Date: 10/4/13

Parent: Date:

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 9/18/13 Time: 5:00 am / pm Location: Sanger

Student: [REDACTED] Instructor: Randy

Project(s): Market Swine

Record Book: yes no

Parent Contact: yes no

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: Very clean pen, happy, healthy pig, still a little hesitant to turn

Recommendations: Keep feeding program on track, continue practicing turns + walking

use misters during day
Notes: hamp barrow 9-21 "Milo"
slowed down on rate of gain w/ heat this past week. fan on but
not off.

Weight: 194 #s gained: 18 Days since last visit: 12 ADG: 1.

Student: [REDACTED] Date: 9-18-13

[REDACTED] Instructor: [Signature] Date: 9/18/13

Parent: _____ Date: _____

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 8/15/13 Time: _____ am / pm Location: Greenwood N. Sanger

Student: [REDACTED] Instructor: Ramy (Bogami Advisor)

Project(s): Market Goat / Poultry

Record Book: yes ☐ no ☒

Parent Contact: yes ☐ no ☒

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: Looks healthy, cooperative
used to being handled

Recommendations: Walk it more, watch the
nose, call your advisor if goat
health changes.

Notes: Mr. Ramy visited to weigh goat, but
Also looked at breeding poultry and
Finish Fair papers for poultry.
collected \$12.00 for poultry entries

Weight: 80 #s gained: N/A Days since last visit: N/A ADG: N/A

Student: [REDACTED] Date: 8/15/13

Signature: [Signature] Date: 8/15/13

Parent: _____ Date: _____

White: Student Yellow: Ag Dept Pink: Ag Inst or

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 8/15/13 Time: 10:30 am / pm Location: Academy N. Sanger

Student: [REDACTED] Instructor: (Bonomi) Randy
Advisor visited

Project(s): Market Lamb

Record Book: yes no Parent Contact: yes no

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: look healthy, gaining well

Recommendations: shear "pocket" soon
Keep working with lamb

Notes:

Weight: 93/83 #'s gained: 7/6 Days since last visit: 7 ADG: ~1 lb

Student: [REDACTED] Date: _____

Ag. Instructor: Randy Roney Date: 8/15/13

Parent: [REDACTED] Date: 8/15

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 8/15/2013 Time: 9:00 (am) pm Location: N. Sanger Ashlan

Student: [REDACTED] Instructor: Ramy

Project(s): Market Swine

Record Book: yes ☒ no

Parent Contact: yes ☒ no

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: Pen clean, pig finally growing.
showed me Buyer letter draft.

Recommendations: Push w/ everything we can.
Mr. Ramy will make calls to breeder
+ hog growers for recommendations

Notes: Nasal congestion sounds.
wide built, looks promising, well
behaved. Austin says he has started
walking Henry some.

Weight: 88 #s gained: 11 Days since last visit: 7 ADG: 1.5 lbs

Student: [REDACTED] Date: _____

Instructor: Ramy Date: 8/15/13

Parent: _____ Date: _____

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 7/24/13 Time: 2:30 am/pm Location: Wonder Valley

Student: [REDACTED] Instructor: Rauy

Project(s): Market

Record Book: ☒ yes ☐ no

Parent Contact: ☒ yes ☐ no

Conditions found at time of visit

General condition of project:

poor

fair

☒ average

☐ above average

Comments: Pigs exhibit early symptoms
of sickness, Nico cross bred, active

Recommendations: Treat LA-200 4ml 20ga x 1" needle
every other day - 3 treatments, feed 1

☐ Scoop Atgausd wormer at tomorrow
mornings feeding

Notes: Crossbred 21-3 897 BFF Tay
est. 55 lbs - 60 lbs weight next week
Gilt - Daphne

Weight: #s gained: Days since last visit: ADG:

Student: [REDACTED] Date:

☐ Instructor: [Signature] Date: 7-24-13

Parent: Date:

White: Student Yellow: Ag Dept Pink: Ag Instr or

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 7/18/13 Time: 4:50 am / pm Location: Rio Vista at Hooters

Student: [redacted] Instructor: Ravy

Project(s): Market Swine

Record Book: yes (no)

Parent Contact: yes (no)

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: Active + healthy, in with 3 others

Recommendations: Feed + work it!

Notes: 2-8 Notch BFF Tag 896

Hamp Barrow

Applied Atgawd C

Weight: 75 #s gained: N/A Days since last visit: N/A ADG:

Student: [redacted] Date: 7/18/13

AI Instructor: Jerry Ravy Date: 7/18/13

Parent: Date:

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 7/18/13 Time: 9:15 (am) / pm Location: _____

Student: _____ Instructor: Mr. Paul

Project(s): Market Swine

Record Book: yes (no) Parent Contact: (yes) no Mom

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: was sick, Diarrhea cleared

up, no cough, recovering well

Recommendations: push to encourage feeding

sugar raisins or sweet additive



Notes: Hamp Barrow "Henry" BFF 895

Applied Algaurel wormer 7/18/13 18-10 ^{match}

Applied 5ml LAZOO 7/18/13

Weight: 52 #'s gained: N/A Days since last visit: 7 ADG: _____

Student: _____ Date: 7/18/13

Ag Instructor: Paul Date: 7/18/13

Parent: _____ Date: 7/18/13

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department
SOEP Project Supervision Report

Date: 7/18/13 Time: 8:30 am/pm Location: N. Sanger (Ashland Academy)

Student: [REDACTED] Instructor: Randy

Project(s): Market Swine

Record Book: yes ☒ no

Parent Contact: ☒ yes ☐ no Grandpa

Conditions found at time of visit

General condition of project:

poor

fair

average

☒ above average

Comments: was sick Mon-Tues, gave 5ml LA200
Recovering well, Active

Recommendations: Encourage eating, sugar raisins
or other, Begin walking Next week

Notes: Hamp Barrow 16-9 BFF 894
growing, Active & Joyful Bocephus

Weight: 100 #s gained: N/A Days since last visit: 7 ADG:

Student: [REDACTED] Date: 7-18-13

Ag Instructor: [Signature] Date: 7/18/2013

Parent: [Signature] Date: 7-18-13

White: Student Yellow: Ag Dept Pink: Ag Instructor

Sanger High School Agriculture Department

SOEP Project Supervision Report

Date: 7/17/13 Time: 2:00 am / pm Location: Reedley (Dep. to us)

Student: [REDACTED] Instructor: Randy

Project(s): Market Swine

Record Book: yes no

Parent Contact: yes no

Conditions found at time of visit

General condition of project:

poor

fair

average

above average

Comments: Excitable Pig, Active - healthy

Recommendations: Work with him as he is nervous + flighty with people

Still

Notes: 6-1 Yorkshire wide chested
medium-heavy muscle BFF-893

Weight: [REDACTED] #'s gained: [REDACTED] Days since last visit: [REDACTED] ADG: [REDACTED]

Student: [REDACTED] Date: [REDACTED]

Ag. Instructor: Randy Date: 7/17/13

Parent: [REDACTED] Date: [REDACTED]

White: Student Yellow: Ag Dept Pink: Ag Inst or

SAE Requirement Reference in Course Syllabus

AGRICULTURE FFA/SAE GRADING POLICY

Agriculture Education Department
Sanger High School

Your grade in Agriculture Classes will include the following:

1. Regular Classwork/Homework/Tests 80%
2. FFA Participation 10%
3. Supervised Agriculture Experience 10%

According to the California State Curriculum Standards for Agricultural Education, Agriculture classes are to include in the curriculum opportunities for students to participate in both leadership development and vocational skill development activities. The Foundation Standards also identify the need for student leadership and project based learning. FFA and SAE are intra-curricular to all Agriculture Education Programs as required by Education Code for the benefit of every student. Students gain valuable skills, life long friendships, work experience, and can make money along the way only by actively participating fully in the curriculum.

Every student in Sanger High School Agriculture Classes is required to conduct and maintain an on-going Supervised Agricultural Experience Program or "project". The project may encompass any field of agriculture; sales and service; production; processing; mechanics; business; nursery/landscaping; etc. The projects may be owned by the student or they may be work experience, paid or unpaid. The project is selected by the student and can be career related. All work on projects shall be done outside of the classroom and must be recorded in the student's recordbook for credit.

Every student is required to participate in a minimum of five FFA activities per semester in order to fulfill the FFA requirement. The activities may include meetings, contests, leadership sessions, community service activities, or a host of others.

Eligibility for FFA Activities

It is a policy at Sanger High School that all students participating in out-of-class activities, including FFA and SAE, maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Education Department Chairman, with advisement from the Assistant Principal at Sanger High School.

Student Signature

Date

Parent/Guardian Signature

Date

FFA Requirement Reference in Course Syllabus

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Agriculture Education Department
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Student Signature

Date

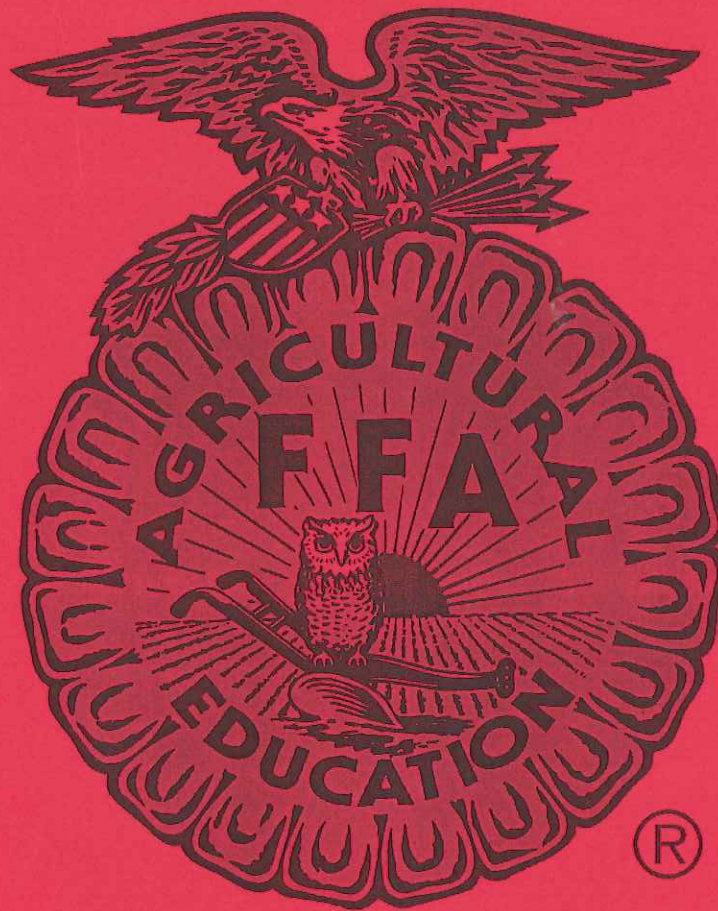
Parent/Guardian Signature

Date

FFA Program of Activities

SANGER FFA

**Harvesting the dreams of American
Agriculture**



2013-2014

Program of Activities

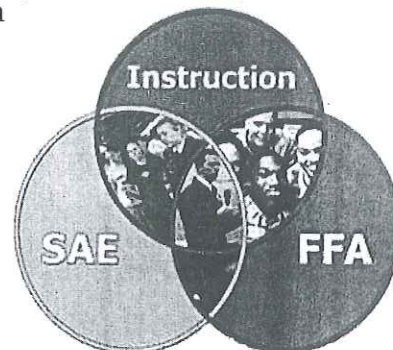
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INTRODUCTION – The purpose of this outline is to acquaint you with opportunities offered by the Sanger High School Agricultural Education Department so that your son/daughter will be able to take full advantage of these opportunities.

CLASSROOM

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



NATIONAL FFA ORGANIZATION

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

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM

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

ADVISORS AND PROJECT AREAS –

Floral Design, Vet Science, Biotechnology--Sheep, Mkt Goat, Beef	Mrs. Bonomi
Agriculture Sciences--Dairy Goats, breeding rabbits.....	Mr. Herron
Ag Mechanics, Small Engines--Swine, Poultry, Market Rabbits.....	Mr. Ravy

What is taught in the Agricultural Education Courses?

AGRICULTURE SCIENCE AREA

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

Animal Production

Rabbits	Poultry
Beef	Dairy Goats
Sheep	Specialty Animals
Swine	

Floral and Plant Production –

Floral Design
Growing and Harvesting
Botany and Plant Structure
Plant Requirements

AGRICULTURE MECHANICS AREA

Safety
Arc/Oxyacetylene Welding
MIG and TIG Welding
Woodworking
Hand & Power Tool Usage
Cold Metal Working

Tool Sharpening & Maintenance
Electricity/ Plumbing
Materials and Fasteners
Small/Advanced Engines
Equipment/Machinery Operation
Student Projects – 4th Quarter

RESOURCES

Student Research & Experience Projects	Science Lab Equip. –Microscopes
Career Education and Research	Sanger High School Farm
Plant Science Growing Greenhouse	Agriculture Mechanics Laboratories
Guest Speakers and Field Study Tours	Outdoor Planting Benches
Agriculture Floral Design Lab	Career Development Events and Field Days

CLASSES OFFERED

Introduction to Agriculture	Agriculture Mechanics
Agriculture/ROP Floral Design	Agriculture/ROP Welding
Agriculture Biology	Ag/ROP Construction
Ag Animal Science	Ag/ROP Engineering/Manufacturing
Ag/ROP Veterinary Science	Agriculture/ROP Small Engines
Ag/ROP Biotechnology	Ag./ROP Gas Engine Internship

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES

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

LEADERSHIP DEVELOPMENT PLAN

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

TYPICAL FIRST YEAR ACTIVITIES

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

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:

Scholarships	Transportation – to and from
SAE Project Ideas	contests and events
Recommendations – Colleges and Jobs	Financing – Loans for projects

Officer Letter

Dear FFA Members, Parents and Friends,

Welcome back, from the FFA Officer Team! We hope you had a fun, exciting, and relaxing summer and are ready for the new school year.

It is the goal of this year's FFA officer team to lead our members into agricultural progress. The officer team would like all FFA members to participate and become involved in the FFA organization. We have many fun and exciting activities planned to encourage your involvement in the Sanger FFA Chapter as well as understanding the role of future agriculturalists. The members are truly the backbone of our organization. With your support and belief in the FFA, we will grow, strengthen and become a superior chapter.

Together, we will develop a program that is unmatched by any other organization. Your many talents will help better the Sanger FFA Chapter. The Sanger FFA will thrive and prosper with your commitment and dedication to our program. We hope this year will be a great learning experience for everyone as well as fun and exciting. We know the Sanger FFA members will have the ultimate FFA experience in the 2013-2014 school year.

Sincerely,

The 2013-2014 Sanger FFA Officer Team

President:

Scott Cillis

V. P.

Haley Gonsky

Secretary

Scott Morgan

Reporter

Alyssa W. Ortega

Treasurer

Carenio Haysaga

Sentinel

Yazmaral James

Sweetheart

Ros Arriaga

Historian

Isaiah Lopez

Advisor's Message

The Sanger FFA advisors would like to welcome you to the 2013-2014 school year. We are excited to have you as a member of the FFA. There are many events and opportunities for you to involve yourself in throughout the year. The Sanger FFA is a place that you will feel welcome and can be a part of. Our mission this year is to promote agriculture education by supporting each students' potential for premier leadership, personal growth and career success.

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

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

FFA Advisors

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

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

Greg Ravy 524-7303
gregory_ravy@sanger.k12.ca.us

**Sanger FFA Chapter Goals
2013-2014**

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

2. Improve department facilities
 - a. Clean-up and Organize
 - b. Fact plaques
 - c. Signs
 - d. Replace Temporary items
 - e. Landscaping

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

4. Continue to Nurture our Community through a tradition of service
 - a. December Giving: Golden Living Center
 - b. Apache Closet Donation
 - c. October Food Drive
 - d. Valentines for Vets

2013-2014 Chapter Budget

FFA

Estimated Expenses:	\$ Cost
Awards/Prizes	500
Busses/Travel	1000
Food/Serving	1500
Supplies/Decorations	1000
Community service and Donations	500
Conferences / Contests	500
Total	5000

Estimated Incomes:	\$ Income
Car Wash	1000
See's Candy	1500
Toyota Truck Tickets	500
Drive Thru BBQ	1000
Food Day/Car Show	500
Other Fundraisers/donations	500
Total	5000

Floral

Estimated Expenses:	\$ Cost
Flowers	8000
Supplies	1500
Buses	1000
Balloons	1000
Total	11500

Estimated Incomes:	\$ Income
Weddings /Events	7500
Floral Fee Take Home Fee	2000
Holiday Flower Sales	3000
Total	11500

Ag Mechanics

Estimated Expenses:	\$ Cost
Specialty Tools	500
Project Supplies	500
BBQ Food/supplies	300
Misc Expenses	200
Total	1500

Estimated Incomes:	\$ Income
Metal Recycling	750
Project Sales	500
Donations	250
Total	1500

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

Missions and Strategies

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

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

An organizations mission is it reason for existing and what it strives to do.

1) What is your mission?

2) How do you plan to accomplish it?

FFA History and Structure

History

- Founded in 1928, the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education. In Kansas City's Baltimore Hotel, 33 young farm boys charted a course for the future. They could not have foreseen how the organization would grow and thrive.
- Since 1928, millions of agriculture students - no one knows exactly how many - have donned the official FFA jacket and championed the FFA creed. FFA has opened its doors and its arms to minorities and women, ensuring that all students could reap the benefits of agricultural education.
- Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. Now, the organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse agriculture into the classroom.

What do the letters FFA stand for?

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

SANGER CHAPTER

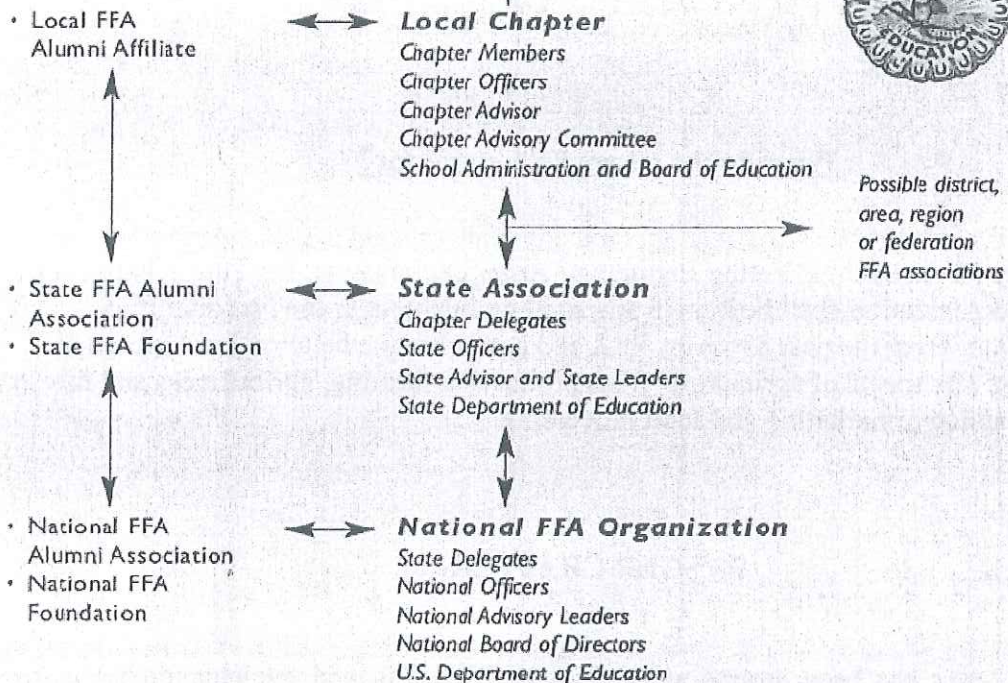
Sanger's FFA Charter has been around since January 15, 1930, and our chapter has a strong history and sense of tradition. Sanger FFA has an annual membership of 250-300 members including you! Our chapter has achieved great things through the participation of members like yourself. Our members do their best to promote agriculture in our community. Members have earned high level awards over the years including the State FFA Degree, American FFA Degree, Regional, State, and National Proficiencies, and Championship CDE Teams. Each of you has the opportunity to achieve as well. Our program of activities serves as a road map for planning and accomplishing tasks/goals at the local level.

FFA Organization Structure

- The FFA operates on local, state and national levels. Student members belong to chapters organized at the local level. Agriculture education instructors serve as chapter advisors.
- California chapters are organized under the state association headed by an advisor and youth consultant. The state association conducts programs and hosts annual conventions run by the state officer team.
- The California FFA Association charters new chapters, provides direction, programmatic materials and support, and hosts the State FFA Convention which draws approximately 4,000 attendees each spring.

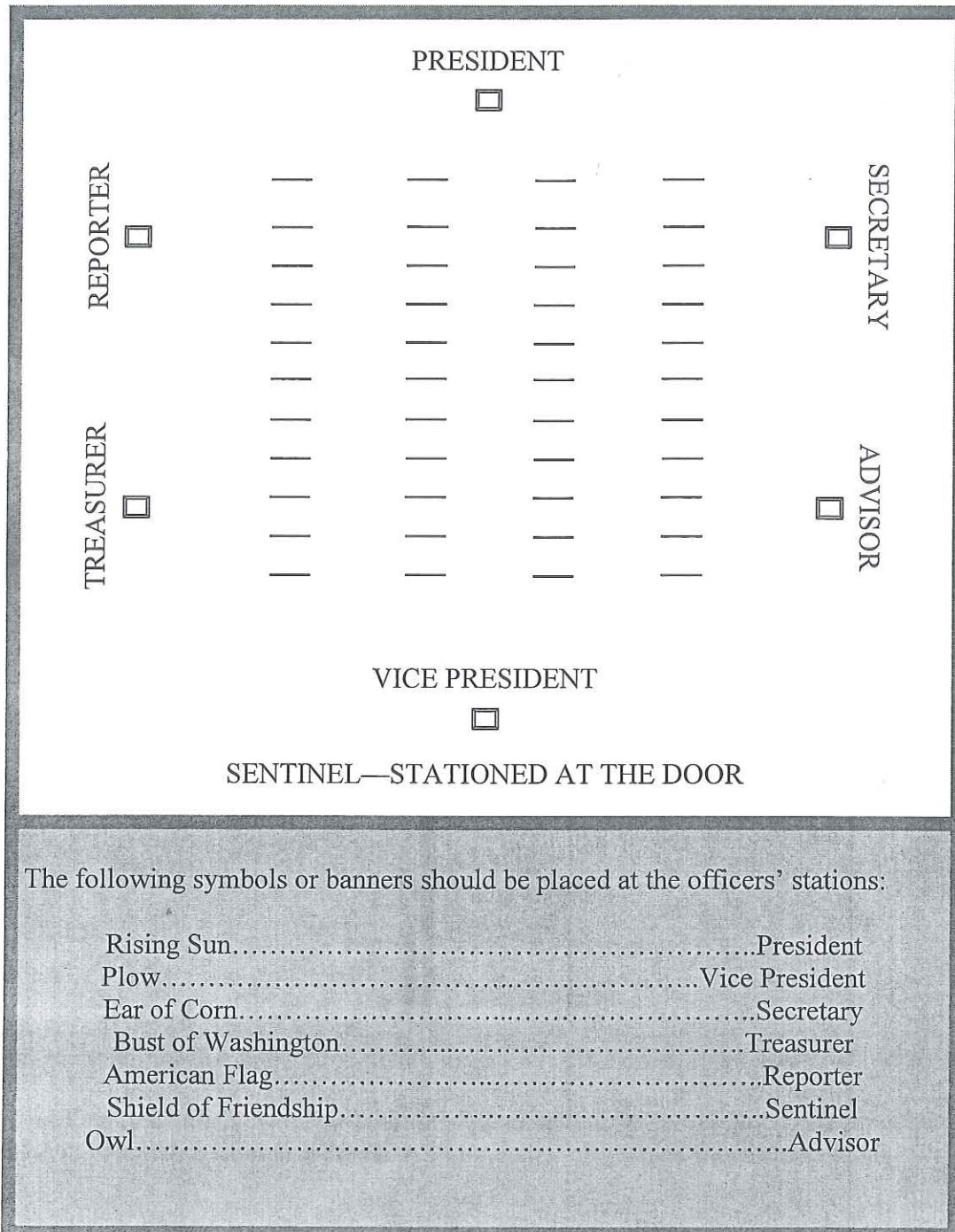
National FFA Structure

You! An FFA Member



Meeting Room Arrangement

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



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 the FFA and agriculture. Each element within the emblem has unique significance.



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

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

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

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

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

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

FFA Colors

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

FFA Motto

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

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

Brotherhood Pledge

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

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

Official Dress

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

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

Female Official Dress

- Black skirt.
Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Black nylon hosiery.
- Official FFA jacket zipped to the top.

Male Official Dress

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

Boys and Girls Livestock Show Uniform

- WHITE jeans
- White dress shirt and official FFA tie
- Black or brown boots
- Black socks
- Official FFA jacket zipped to the top.

How to wear Awards

- Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.
- State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.
- No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.

FFA Jacket Order Form

Name _____

ID _____

Please check all that apply

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

FFA Jacket cost \$52

FFA Girls Scarf \$10.50

FFA Boys Pre-tied tie-\$12.50

FFA Boys Silk Dress Tie-\$24.50



Shipping is between \$7 and \$10 unless

_____ Total-

Filled Out by advisor

Payment _____

Size _____

Name on Jacket _____

Official Dress:

Show Uniform-

White Pants-Jeans or Dickie type-Boot cut, plenty long
White Collared shirt-Short sleeve-No frills, buy a uniform
type or dress type with a nice collar
Boots or brown or black shoes

Official FFA Dress

Black dress pants (boys) or dress skirt , knee length (girls)
White collared shirt- Short sleeve-No frills, buy a uniform
type or dress type with a nice collar
Black dress shoes- Professional shoes- Plain no frills



The FFA Creed

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

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

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

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

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

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

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

Script for FFA Opening and Closing Ceremonies

Opening the Meeting

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

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

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

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

Sentinel: "Stationed by the door."

Vice President: "Your duties there?"

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

Vice President: "The Reporter."

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

Vice President: "Why by the flag?"

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

Vice President: "The Treasurer."

Treasurer: "Stationed at the emblem of Washington."

Vice President: "Your duties there."

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

Vice President: "The Secretary."

Secretary: "Stationed by the ear of corn."

Vice President: "Your duties there."

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

Vice President: "The Advisor."

Advisor: "Here by the owl."

Vice President: "Why stationed by the owl?"

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

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

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

Advisor: "Why is the president so stationed?"

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

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

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

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

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

Closing the Meeting

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

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

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

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

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

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

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

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

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

Career Development Events

Sanger FFA encourages students to participate in at least one of the following teams. You will be able to travel to different colleges throughout the state of California as you learn critical thinking, speaking and leadership skills. There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

Banking	Parliamentary Procedure
Cooperative Marketing	Specialty Animals
Best Informed Greenhand	Farm Records
Creed Speaking	Floriculture
Opening/Closing Ceremony	Welding
Public Speaking	Small Engines
Job Interview	Meats Evaluation

Public Speaking

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

Judging Teams

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

Specialized Contests

There are many other contest areas including:

- Agricultural Mechanics
- Agronomy
- Land
- Fruit Tree Judging
- Horticulture
- Vine Pruning
- Floriculture
- Farm Business Management
- Landscape Design
- Crops
- Citrus Judging
- Dairy Foods (as seen in Napoleon Dynamite)

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

Possible FFA Awards

Local Awards

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

CDE Awards

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

SAE

- Outstanding Exhibitor Award (By species)

State Awards

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

National Awards

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

Community Service

Sanger FFA is committed to community service and has made it one of the chapter goals for the 2013-2014 school year. We plan to help in our community in several ways and make it a community that cares. The following are some ways you can help and participate in community service:

- Canned Food Drive
- Valentines for Veterans
- Apache Closet Giveaway
- Golden Living Center Wreaths

Sanger FFA SAE Project Options for Members

Animal Systems

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

Business Systems

<u>SAE Activity Idea</u>	<u>Type of SAE</u>
Operate custom animal raising service.	E
Operate custom Jam/Jelly business.	E
Operate a lawn maintenance/mowing service.	E
Work for local cement company that installs ag applications.	P
Work at the local feed store.	P
Work for a local tax accountant that handles ag customers.	P

Natural Resources Systems

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

Plant Systems

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

Power, Structural & Technical Systems

<u>SAE Activity Idea</u>	<u>Type of SAE</u>
Restore a tractor and sell it or restore a tractor for someone.	E
Design, build and sell lawn ornaments.	E
Operate a lawn mower service and repair business.	E
Build garden sheds for homeowners.	E
Operate a business that computerizes farmers' records.	E
Make business cards, stationary, etc., for businesses or members.	E
Work in a welding shop.	P
Work as an assistant for an auto, truck or tractor mechanic.	P
Work for a local electrician.	P

P – placement E – entrepreneurship

Fairs & Shows

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

Dairy

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

Dairy Replacement Heifers Budget

<u>Expenses:</u>	<u>Heifer</u>	<u>\$ 800.00</u>
	<u>Feed</u>	<u>\$ 600.00</u>
	<u>Entry Fee</u>	<u>\$ 20.00</u>
	<u>Insurance</u>	<u>\$ 90.00</u>
	<u>Equipment</u>	<u>\$ 30.00</u>
	<u>Total</u>	<u>\$ 1540.00</u>

Market Goats

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

Market Goat Budget

<u>Expenses:</u>	<u>Goat</u>	<u>\$ 250.00</u>
	<u>Feed</u>	<u>\$ 100.00</u>
	<u>Entry Fee/Insurance</u>	<u>\$ 30.00</u>
	<u>Chain</u>	<u>\$ 5.00</u>
	<u>Total</u>	<u>\$ 385.00</u>

Poultry

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

Poultry Project Budget

Expenses:	<u>Meat Pen (2)</u>	\$ 15.00
	<u>Feed</u>	\$ 25.00
	<u>Entry Fee</u>	\$ 12.00
	<u>Total</u>	\$ 46.00

Rabbits

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

Rabbit Project Budget

Expenses:	<u>Animal Cost (2)</u>	\$ 50.00
	<u>Feed</u>	\$ 25.00
	<u>Entry Fee</u>	\$ 12.00
Total:		\$ 87.00

Steer

Showing a steer is a lot of hard work and you have to be willing to take a lot of responsibilities. You have to make sure you walk your steer everyday. You also have to rinse and brush the animal hair constantly because you are trying to make it grow. You also need to get them use to walking with a halter and making sure they get use to being shown with a show stick. If you are a first time showman, you don't want this to be the first animal you show.

Market Steer Budget

Expenses:	<u>Market Steer</u>	\$ 1500.00
	<u>Feed</u>	\$ 1200.00
	<u>Entry Fee</u>	\$ 30.00
	<u>Vet. Supplies</u>	\$ 20.00
	<u>Insurance's</u>	\$ 95.00
Total:		\$ 2845.00

Sheep

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

Market Sheep Budget

Expenses:	<u>Market Lamb</u>	<u>\$ 250.00</u>
	<u>Feed</u>	<u>\$ 125.00</u>
	<u>Entry Fee/Insurance</u>	<u>\$ 40.00</u>
	<u>Total</u>	<u>\$ 415.00</u>

Swine

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

Market Swine Budget

Expenses:	<u>Feeder Hog</u>	<u>\$ 250.00</u>
	<u>Feed</u>	<u>\$ 200.00</u>
	<u>Entry Fee/Insurance</u>	<u>\$ 35.00</u>
	<u>Total</u>	<u>\$ 485.00</u>

Dairy Goats

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

Ag Mechanics Project

Constructed or repaired at school or at home.

Ex. BBQ 18X30 Plate Grill

Expenses:	<u>Metal</u>	\$	80.00
	<u>Hardware</u>	\$	20.00
	<u>Paint & Miscellaneous</u>	\$	20.00
	<u>Total</u>	\$	120.00

Ex. Mower Repair

Expenses:	<u>Parts</u>	\$	50.00
	<u>Chemicals/Oil</u>	\$	20.00
	<u>Paint/Hardware</u>	\$	15.00
	<u>Total</u>	\$	85.00

Floral Project

Create floral arrangements at school for weddings or events.

Ex. Wedding Flowers

Expenses:	<u>Flowers</u>	\$	500.00
	<u>Vases (12)</u>	\$	12.00
	<u>Ribbon/Tulle/Miscellaneous</u>	\$	20.00
	<u>Total</u>	\$	532.00

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

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

2013-2014 FFA Officers

Sanger FFA Chapter Officers

President: Sarah Gibbs
Vice President: Hollyn Gesinske
Secretary: Paige Simons
Treasurer: Cirenio Hisasaga
Reporter: Alyssa Ortega
Sentinel: Raymond Farnsworth
Sweetheart: Rosa Avila-Ayala
Historian: Isaiah Lopez
Advisor: Audrey Bonomi
Advisor: Greg Ravy
Advisor: Tony Herron

East Fresno Madera FFA Section Officers

President: Emilie Gambрил - Clovis
Vice President: Makayla Copp - Minarets
Secretary: Lauren Allen - Clovis
Treasurer: Hunter O'Brion - Liberty
Reporter: David Valdez - Clovis
Sentinel: Brent Oge - Kinsburg
Advisor: Aireal Covey - Clovis

San Joaquin Region FFA Officers

President: Dipak Kumar, Tulare
Vice President East Fresno Madera: Emilie Gambрил, Clovis
Vice President Eastern Sierra: Molly Lacey-Lone Pine
Vice President Kern: Joseph Aguilar, Foothill
Vice President Sequoia: Hattie Jameson, Golden West
Vice President South Valley: Madison Zittel, Frontier
Vice President Tulare Kings: Bailey Munday, Tulare
Vice President West Fresno Madera: Amber LaSalle, Firebaugh
Secretary: Evie Starich, Hanford
Treasurer: Grant Hall, Minarets
Reporter: Virat Kang, Madera
Sentinel: Kristyn Fletcher, Sierra
Regional Supervisor: Mr. Charles Parker

California State FFA Officers

President: Riley Nilsen, Nipomo
Vice President: Valerie Canas, Santa Maria
Secretary: Gabrielle Franke, Galt
Treasurer: Gage Willey, East Nicolaus
Reporter: Sheldon Overton, McArthur
Sentinel: Hunter Berry, San Jacinto
Advisor: Josiah Mayfield

Past State FFA Degrees

2013- Ashley James Ray Farnsworth Nahshon Northrip Alison Webb Julia Nail	David Erhle Nicole Faulk Esmerelda Flores Alana Laird Marie Leso Steven Lopez Andrew McCarty Jessica Menezes Alva Reyes Anthony Rodriquez Will Terzian
2012- Kenna Sandberg Paige Coffman	
2011- Julia Reidelshiemer Erica Casares Savannah Hatashita Lacey Benefiel	
2010- Andrew Warren Jaclyn Nelson Alicia Heredia	
2009- Alexandria Alfaro Amanda Cherry Jeffrey Christensen Cody Greer Sarah Kelley Katherine Spendlove Ashley White Mellissa Wood	2007- Kayla Betterton Jestine Butts Jacob Deruiter Emily Henson Sarah Lewis Kara Moore Brooke Schmitz Kayla Ladner
2008- Lydia Abbott Michael Alfaro Jeremy Crossland Tiffany Davis	2006- Kristen Cherry Katy Peoples Crystal Perkins Crystal Oropeza Haileigh Stainbrook Melody Terzian
	2005- Briana Esqueda-Voigt Shane Gibbs Gabriela Gutierrez

- | | | | |
|-------|--|-------|--|
| | Matt Henson
Alyssa Menezes
Kashe Messer
Herman Sihota | | |
| 2004- | Tabatha Casares
Laura Henson
Samantha Kister | 2000- | Chad Anderson
Kenny Anderson
Billy Boos
Michelle Brough
Jennifer Champion
Brett Carver
Nathan Johnson
Justin Lerma
Jay Lett
Rosana Macias
Jana Martin
Josh Schmidt
JD Triffon
Jacob Viau
Jessica Willhoite
Ashley White |
| 2003- | Mark Anderson
Josh Butts
Colby Campbell
Dominique Casares
Lindsay Dudley
Krystle Encinas
Steven Henderson
Kristin Jauregui
Pat Denatale
James Pellegrini
Troy Powell
Robin Sani | 1999- | Michelle Brown
John DeGraw
Jamie Greer
Chris Herron
Troy Keiser
Dustin Summers |
| 2002- | Brandon Bedrosian
Pat Biddy
Wesley Messer
Morgan Schmitz
Chase Sullivan
Crystle Williams
Lindsey Streeter | 1998- | Erin Bushell
Daniel Meine
Mellissa Ochoa
Brandon Streeter
Miranda Williams |
| 2001- | Cory Ballis
Andy Cosentino
Dustin Degraw
Martina Otterbeck
Jarrod Takemoto | 1997- | Laura Baker
Renee Dell |

Past American FFA Degrees

- | | | | |
|-------|--|-------|---|
| 2011- | Katie Spendlove
Ashlee White | 2009- | Kristin Cherry
Lydia Abbott
Jestine Butts |
| 2010- | Cody Greer
Steven Lopez
Brooke Schmitz | | |

2008- Melody Terzian
Haileigh Stainbrook
Alana Laird

2006- Laura Henson

2005- David Bidy
Dominique Casares

2004- Wesley Messer
Morgan Schmitz

2002- Kenny Anderson

Billy Boos
Michelle Brough
Jana Martin
Nathan Johnson
Joshua Schmidt
JD Triffon

2001- Dustin Summers

2000- Erin Bushell

1999-Laura Baker
Rence Dell

Past State Judging Teams

2001- Best Informed Greenhand

2001- Vine Pruning Team

2003-Meats Evaluation & Technology

Past State Proficiency Award Winners

1998- Laura Baker-Specialty Animal Production

1999- Laura Baker-Diversified Livestock Production

National Winner

The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2009

ARTICLE I – NAME

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

ARTICLE II – OBJECTIVES

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

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

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

BY-LAWS

Article I

Section A:

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

Section B:

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

Article II Degree Initiations

Section A:

1. Candidates for the Greenhand and/or chapter degree, who do not attend their respective initiation meeting, shall not be allowed that degree during that current year, without a valid written excuse as deemed by the chapter executive committee and/or Advisor.

Section B:

1. The advisor can and will have the final say in any matter concerning a members status and award.

Article III Active Membership Status

Section A:

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

Provision I:

1. FFA member must maintain a 2.0 GPA during each semester.
 - a. Sanger FFA will use the current athletic policy for GPA status and probationary periods.
 - b. Sanger FFA will use semester grades following the fall and summer school periods.

Provision II:

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

Provision III:

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

Article IV General Officer Responsibilities

Section A:

1. Chapter officers are required to attend all chapter meetings and functions/events with a "three strikes" rule enforced.

Provision I: "Three Strikes Rule"

1. Any officer will be eliminated from the officer team for the following:
 - a. Missing any FFA meeting called by the Advisor.
 - b. Not fulfilling assigned responsibilities.
 - c. Not holding up to ethics required by the National, State and Local requirements. ***Suspension from the school will supersede the three strikes rule on a case-by-case basis.
2. The Executive committee has the right, by unanimous vote; to place an officer on probation after the "three strikes" policy has been enforced. The Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.
3. The advisor has final say in any vote or punishment of a member or officer.

Article V Fair Amendment

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

Section A:

1. Market animals including champions and non-champions.

Section B:

1. Breeding stock will be allowed to show at the advisor's discretion.

Section C:

1. If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

Section D:

1. FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

Section E:

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

Article VI Officers

Section A:

1. The following officers for the chapter shall be as follows:

- a. President
- b. Vice-President
- c. Secretary
- d. Reporter
- e. Treasurer
- f. Sentinel
- g. Historian
- h. Parliamentarian
- i. Chaplain
- j. Sweetheart

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

Section B:

1. Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.

Section C:

2. The officers of the chapter shall constitute the chapter executive committee. This executive committee shall have full power to act as necessary for all chapter activities in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section D:

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

Section E:

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

Article VII Meetings**Section A:**

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

Section B:

1. Delegates who are eligible for State leadership conference are as follows:
 - a. Must complete an application
 - b. Sophomore or junior executive committee members are first for eligibility.
 - c. If not available, then senior executive committees members are are next for eligibility.
 - d. If neither is available, then top 15 from the previous year may apply.

Provision I:

1. All elected delegates who represent the chapter shall be elected from the freshman, sophomore, and junior classes.
2. Only executive members can be delegates.
3. If the delegates can not select from the executive members, it will be open to the top 15 point members as of the fall semester of the current school year.

Provision II:

1. Delegate applicants will be screened by advisors before executive committee.
2. Delegate applications will be completed by all candidates and will be scored and screened by the Executive Committee.
3. If members of the Executive Committee are part of the application process, they will be excused and the remainder of the members will proceed with the scoring.

Provision III:

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

Provision IV:

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

Section C:

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

Article VIII Amendments

Section A:

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

Section B:

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

Do you just belong?

Are you an active member,
the kind that would be missed?

Or are you just content
to have your name among the list?

Do you attend the meetings
and mingle with the flock?
Or do you usually stay away
and criticize and knock?

Do you take an active part,
to help and work along?

Or are you satisfied
to be the kind that just belongs?
Do you pitch in, and do you share,
to really make things tick?

Or leave the work to just a few,
that you would call "the clique?"

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

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

Author Unknown

Point Interactive Award Chart

Date	Activity	Points Possible	Description of participation	Points earned
Aug 31	FFA Car Wash	every ticket		
	-ticket sales	Sold=2pts.		
	-participation	5		
Sept 7	Grape Bowl			
	-participation	10		
	-showmanship	See pg.		
	-market/breed	See pg.		
	-set up/clean up	10		
Sept 18	Ice Cream Social			
	-set up/clean up	10		
Sept 18	Black Beards EFM-Sectional			
	-attendance	10		
Sept 20-22	4th Annual Harvest Gala			
	-Gala setup (20 th)	10		
	-Gala Dinner (21 st)	10		
	-Gala clean up (22 nd)	10		
Oct 2-13	Fresno Fair			
	-participation Sheep: Swine: Goats(D/M): Rabbit: Poultry:			
	-showmanship:			
	-market:			
	-committees/help			
Oct 23	October Meeting FFA			
	-participation			
	-clean up/set up			
Oct 24	Greenhand conference			
	-attendance			
Nov 4	Winter Fundraiser			
	-items sold	5pt.=1-5		
Nov 13	EFM Opening Closing Contest	See page		
	-participation	10		
	Place/Team:		Event:	
	Place/Individual:		Event:	
Nov 19	November Meeting			
	-participation			
	-clean up/set up			
Dec 5	EFM Banking/BIG	See page		

	-participation			
	Place/Team:			
	Place/Individual:			
Dec 7	Toyland Parade			
	-float building (Dec. 2,3,4,5,6 after school)			
	-float riding			
Dec 11	FFA Giving Meeting			
	-set up/clean up	5		
	-attendance	10		
Jan 24	Cal Skate FFA Activity			
	-attendance			
Feb 6	EFM Speaking Contest		Creed:	
	-participation		Jl:	
	Place/Team/Individual:		Prep:	
			Extemp:	
Feb 7-8	Chico State Field Day	10		
	-participation			
	Place/Team:			
	Place/Individual:			
Feb 14-15	MFE/ALA Conference			
	-participation			
Feb 18-21	National FFA Week			
	-Support Our Troops Day(18 th)			
	-Forever Blue & Gold Day(19 th)			
	John's Incredible Pizza(19th)			
	Attender Sectional Event			
	-Wild West Day(20 th)			
	-Wacky Apache Day(21 st) Staff Appreciation BBQ(participation)			
Mar 7-8	UC Davis Field Day			
	-participation			
	Place/Team:	See page		
	Place/Individual:	See page		
Mar 12	E/FM Parli Pro Contest			
	-participation			
	Place/Team:			
Mar 15	Merced College Field Day			
	-participation			
	Place/Team:			
Mar 19	March Meeting			
	-participation			
Mar 21	SJR Parli Pro			

	-participation			
	-set up/clean up			
	Place/Event/Team:			
Mar 28-29	SJR /MJC Field Day			
	-participation			
	Place/Event/Team:			
Apr 5	Reedley College Field Day			
	-participation			
	Place/Event/Team:			
Apr 10-12	State Speaking(10th)/Parli Pro(11th) Finals & Fresno state Field Day			
	-participation			
	Place/Event/Team:			
Apr 24	Farm Day & BBQ			
	-participation			
Apr 26	Madera Floral & Hanford Field Day			
	-participation			
	Place/Event/Team:			
May 3	State Finals Cal-Poly			
	-participation			
	Place/Event/Team:			
	Car Show			
	-set up/clean up			
	-working			
	-food donation			
	International Food Day			
	-set up/clean up			
	-working			
	-food donation			
	Unlisted FFA Activities/Events:			

Point Award System

The Top 15 individuals on the point award system will be eligible to attend a summer achievement trip, and be honored at the Annual Awards Banquet in May. High point will receive a belt buckle.

Points are tabulated according to the following system:

I. LEADERSHIP

	POINTS:
1.Greenhand Degree (November of year awarded)	20
2.Chapter FFA Degree (November of year awarded)	35
3.State FFA Degree	75
4.Star State Farmer (in addition to degree)	75
5.American FFA Degree	100
6. Officers (points awarded in May)	
• Greenhand Officer	35
• Chapter Officer	150
• Sectional Officer	100
• Regional Officer	150
• State Officer	200
7. Meetings	
Attendance at each Chapter FFA Meeting	
• September	10
• October	10
• November (Fall Banquet)	10
• December	10
• January	10
• February	10
• March	10
• April	10
• May (Spring Banquet)	10
• Attend Meeting in Uniform	5
• Attend meeting with Parent	5
• Participation in FFA Activities that are NOT listed	25
• Representing the Chapter at Sectional Meetings	25
• Representing the Chapter at Regional Meetings	50
• Representing the Chapter at State Meetings	100
• Representing the Chapter at one Day Convention	25
• Representing the Chapter at National Convention	150
8. Committees	
Active committee member	10
• Meetings	
• Community service	

- Recreation
- Fundraising
- Food Committee
- Award banquets
- Public relations
- Student body activities
- Alumni relations
- Agricultural experiences

9. Fundraisers

- Raised at least \$50 in any one fundraiser sponsored by the Sanger FFA 10
- Raised at least \$100 in any one fundraiser sponsored by the Sanger FFA 25
- Participate in the following: 10
 - Drive Thru BBQ
 - Donkey Basketball

II. SUPERVISED AGRICULTURE EXPERINCE

1. Approved Enterprise: (each project)
 - Large Mechanics, Market Beef, Sheep, and Swine 50
 - Small Mechanics, Market Poultry, Goats and Rabbit 20
 - Breeding Beef, Sheep, Swine and Goats (project) 50
 - Breeding Poultry and Rabbit (project), 20
 - OH/Crop project 20
2. Exhibit at Fairs and Shows 20
 - Best in Show 30
 - First Award Ribbon 10
 - Mechanics/OH/Breeding/Crop/Landscape/Booth 10
 - Second Award Ribbon 7
 - Mechanics/OH/Breeding/Crop/Landscape/Booth 7
 - Third Award Ribbon 5
 - Mechanics/OH/Breeding/Crop/Landscape/Booth 5
- Animal Projects-
 - Market classes
 - Supreme Champion 30
 - Reserve Supreme 25
 - FFA Champion 22
 - FFA Reserve Champion 20

• Breed Champion	15
• Reserve Breed Champion	13
• Class winner	11
• Class placing 2 nd -10 th	5
• Group one (purple)	10
• Group two (blue)	5
• Chapter group participation	5
• Breeding classes	
• Supreme Grand Champion	30
• Reserve Grand Champion	25
• Best in show	25
• Champion FFA	22
• Reserve Champion FFA	20
• Showmanship (Final Round only)	
• First	30
• Second	25
• Third	20
• Fourth	15
• Fifth	10
• Sixth-tenth	5
• Participation	3
• Round Robin Winner	
• First	35
• Second	30
• third	25
• forth	20
• fifth	15
• sixth	5
3. Enterprise Hours-For every 20 hours	5
• Verified in recordbook by advisor	
• 100 points maximum per enterprise	
• Three enterprises allowed	
4. Participation	
• Per fair/show	25
• Grape Bowl	15

III. CONTESTS

1.Participation	15
2.Placement	
• Individual	
• First High Overall	35
• Second High Overall	25
• Third High Overall	20
• Fourth High Overall	18
• Fifth High Overall	16
• Sixth-Tenth Overall	10
• Team	
• First High Overall	30
• Second High Overall	25
• Third High Overall	20
• Fourth High Overall	18
• Fifth High Overall	16
• Sixth –Tenth Overall	10

- The above points for a State Finals Contest are increased by 15 points across the board
- The National Teams receive 50 points for participation and placing points are tripled.

IV. PROFICIENCIES

• Sectional Application	5
• Sectional Winner	15
• Regional Application	10
• Regional Winner	50
• State Application	15
• State Winner	100
• National Application	20
• National Finalist	50
• National Winner	100

V. OTHER AWARDS

• Agriscience Student Project	10
• Regional	25
• State	50
• National	100
• Star Farmer, Agri-business, Agri-placement	
• Sectional	25
• Regional	50
• State	75
• National	100

End of Year Point Awards

- All point totals are the responsibility of the members.
- FFA advisors will keep a total of points received by each individual member. It is not the advisors responsibility to keep track of activities performed by members.
- At times the advisor will fill out a point at the end of each month in their classroom.
- Do not rely on the opportunity. It was added for the students benefit. It is not the advisors responsibility.
- Members are required to turn in activity points to their advisor. It is not the responsibility of the member to make sure their points are correct.
- The final date to turn in activity points is on the Monday following State Finals at Cal Poly SLO. 3pm
- Points will be recorded by the committee chairperson, committee members, or the chapter secretary, and must be approved by the advisor.
- Any points earned after the state final deadline, will be awarded during the following year.
- Updated point lists will be available for members upon request. A two-day minimum will be required for each request.
- The advisor for individual activities will verify all points

Sanger FFA 2013-2014 Calendar of Events

June 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Father's Day	17	18	19	20	21	22
23 CATA Governing Board	24 CATA Conference-SLO	→				29
30						

July 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 GH Registration 14 for Clovis	3	4 Independence Day	5	6
7	8	9 Officer Meeting 9:00-12:00am	10 Top 10	11	12	13
14	15	16 Officer Meeting 9:00-12:00	17	18	19	20
21	22	23 Officer Meeting 9:00-12:00	24	25	26	27
28	29	30 Officer Meeting 9:00-12:00	31			

August 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 Officer Retreat 8am @ SHS	6	7	8	9	10
11	12	13 Officer Meeting after Registration	14 Livestock and Gala Parent Meeting 6pm (Registration Night Booth)	15 Sophomore, Junior, & Senior Registration AM	16 SJR FFA Boot Camp-Scicon	17
18	19	20	21	22 School Starts	23	24
25	26	27 Exec. Officer Meeting @ lunch	28 Est. Fresno Officer Leadership COLC/CATA-Clovis HS 5pm	29 Farm Cleanup 3:30-5:30	30	31

September 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day No School	3 Executive Officer Meeting @ lunch	4	5 Farm Cleanup & Grape Bowl Prep 3:30pm-5pm	6 Farm Cleanup & Grape Bowl Prep 3:30pm-5pm	7 Grape Bowl Livestock Show 8am-12pm
8	9	10 Executive Officer Meeting @ lunch	11 Livestock & Gala Parent Meeting 6:00pm	12	13	14
15	16	17 Executive Officer Meeting @ lunch	18 Ice Cream Social EFM FFA Black Beards 4pm-9pm Late Start	19	20 Gala Setup 3:30pm-7:00pm	21 Set Up 8am-12pm Parents: 5:30pm 4 th Annual Harvest GALA
22 Gala Cleanup 8am-12pm	23	24 Executive Officer Meeting @ lunch	25	26	27	28
29 Small Animals Haul-in	30					

October 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Goat Haul-in	2 Fresno County Fair Late Start	3	4	5 Dairy/Fur & Feathers Sale
6 Fresno County Fair	7	8	9	10	11	12 Livestock Sale 8am
13 Fresno County Fair	14 Columbus Day	15 SAFE Trailer Raffle Kickoff	16 Late Start	17	18	19
20	21	22	23 October Meeting 3:30pm-5:30pm @ Applegate Park	24 GHC-Clovis East HS	25	26
27	28	29	30 National Convention Late Start	31 Halloween		

November 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 National Convention →	2
3	4	5	6	7	8	9
10	11 Veterans Day No School	12 Kick Off Winter Fundraiser	13 EFM O/C- Reedley College 3pm-8pm	14	15 Ag Instructor Meeting	16 Ag Instructor Meeting
17	18	19 Ag Day 3:30pm-5:30pm	20	21	22 Reedley College Novice Livestock Showmanship 8am-3pm	23
24	25 No School →	26	27	28 Thanksgiving	29	30

December 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Float Building 3:15pm-5pm	3	4 Late Start	5 EFM Banking/BIG- Sanger 5pm- 8pm	6	7 Toyland Parade 8am-12pm
8	9	10	11 FFA Giving Meeting 3:30pm-5:30pm	12	13	14
15	16	17	18	19 Finals 1, 3, 5	20 Finals 2, 4, 6	21
22	23 Winter Break No School	24	25 Christmas	26	27	28
29	30 Winter Break No School	31				

January 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 New Year's Day Winter Break No School	2	3	4
5	6 Winter Break No School	7	8	9 Big Stump Officer Retreat	10	11
12	13 School Resumes	14	15 State Degree Record Books- Madera 5pm Late Start	16	17	18
19	20 MLK Holiday No School	21	22	23 Winter FFA Meeting Cal Skate 5pm Job Interview/ Prepared Manuscripts Due	24 SJR FFA Officer Apps Due	25
26	27	28	29 State Degree Record Book- Kingsburg 5pm Late Start	30	31	

February 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Minarets Parli Pro/Creed 8am
2	3	4	5	6 EFM Speaking Contest-Clovis 3pm-9pm	7 Chico State Parli Pro Invitational	8 MJC Parli Pro Invitational
9	10 No School	11	12 E/WFM CoOp- Laton 5pm Farm Show Field Trip Late Start	13	14 MFE/ALA – Visalia Leadership Conference SJR FFA Officer Interviews- Visalia Valentine's Day	15
16	17 FFA Week Presidents Day No School	18 Support Our Troops (American) Day	19 Forever Blue & Gold Day Chapter Meeting & EFM John's Incredible	20 Wild Wild West Day	21 Wacky Apache Staff Appreciation BBQ	22
23	24	25	26 Late Start	27	28	

March 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 SJR FFA/CATA Meeting-Frontier HS Chico State FD
2	3	4	5	6	7 UC Davis Parli Pro	8 UC Davis Field Day
9	10	11	12 E/WFM Parli Pro-Sierra 4pm	13	14	15 Merced College Field Day
16	17	18	19 FFA Meeting 3:30-5:30pm Late Start	20	21 SJR Parli Pro-COS Tulare	22
23	24	25	26	27	28 SJR Speaking- COS Speaking Contests	29 MJC Field Day
30	31					

April 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 EFM/WFM State Degree Banquet 6pm @ Fairgrounds	2 Late Start	3	4	5 CRC FD/Ag Sales Reedley College FD Madera Weld/Engines
6	7	8	9	10 State Speaking Finals State Exec Mtg.	11 State Parli Pro Finals	12 Fresno State Field Day Clovis East Weld/Spec Animals FFA State Conference →
13 FFA State Conference	14 Spring Break No School	15	16 →	17	18	19 →
20 Easter	21 No School	22	23 Late Start	24 Farm Day & BBQ Meeting 3:30pm-5pm	25	26 Madera Floral 8am Hanford Field Day
27	28	29	30			

May 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 EFM Off Apps Due	3 State Finals-Cal Poly
4	5 EFM Officer Screening	6	7 Late Start	8 E/WFM CATA Planning/FFA Off Elect-Kingsburg 4:30pm	9	10
11 Mother's Day	12	13	14	15	16	17 Prom
18	19 American Degree Scoring-Kingsburg 5pm	20	21 Banquet 6:00 PM	22	23	24
25	26 Memorial Day	27	28 Final American Degree Scoring-Fresno State	29	30	31

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12 Finals 1, 3, & 5	13 Finals 2, 4, & 6 Last Day of School	14
15 Father's Day	16	17	18	19	20	21
22	23 CATA Conference-SLO	24	25	26	27	28
29	30					

CHAPTER FFA DEGREE APPLICATION



As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box and write the date on the line to the right.

Name: _____ Date Submitted: _____

Chapter Name: _____

Date Due: _____

Requirement	Date Completed
<input type="checkbox"/> I hold the Greenhand FFA Degree and have completed Two semesters of agricultural course work.	_____
<input type="checkbox"/> I have a satisfactory SAE program in operation. <i>Attach a description of your SAE program.</i>	_____
<input type="checkbox"/> I have earned and productively invested \$150 or worked at Least 45 unpaid hours outside of class time in an SAE program. <i>Attach SAE records that illustrate this achievement.</i>	_____
<input type="checkbox"/> I have effectively led a group discussion for 15 minutes. When: _____ Topic: _____	_____
<input type="checkbox"/> I have demonstrated five procedures of parliamentary law. List 5 procedures below: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____
<input type="checkbox"/> I have shown progress toward individual achievement in the FFA Award program. (List Awards Below):	_____
<input type="checkbox"/> I have a satisfactory scholastic record (List Award GPA) _____	_____

Having met these requirements, I hereby submit this application for the Chapter FFA Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

The FFA Chapter Degree will be awarded on _____

GREENHAND FFA DEGREE APPLICATION



As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box and write the date on the line to the right.

Name: _____ Date Submitted: _____

Chapter Name: _____

Date Due: _____

<u>Requirement</u>	<u>Date Completed</u>
<input type="checkbox"/> I am enrolled in an agricultural class _____ List Class _____	_____
<input type="checkbox"/> I have satisfactory plans for a supervised agricultural experience Program (SAE). <u>Attach SAE plan</u>	_____
<input type="checkbox"/> I have learned and explained the FFA motto.	_____
<input type="checkbox"/> I have learned and explained the FFA salute.	_____
<input type="checkbox"/> I have learned and explained the FFA creed.	_____
<input type="checkbox"/> I have described and explained the meaning of the FFA emblem and colors.	_____
<input type="checkbox"/> I understand and have explained the FFA Code of Ethics And proper use of the FFA jacket.	_____
<input type="checkbox"/> I have demonstrated and understanding of the organization's History, the chapter constitution and bylaws, and the chapter Program of Activities.	_____
<input type="checkbox"/> I own or have access to the <i>Official FFA Manual</i> or the <i>FFA Student Handbook</i> .	_____

Having met these requirements, I hereby submit this application for the Greenhand FFA Degree.

Member's Signature _____ Date _____

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature _____ Date _____

FFA Advisor's Signature _____ Date _____

The Greenhand FFA Degree will be awarded on _____

State FFA Convention Attendance/Delegate Application

Minimum Requirements:

- ALL APPLICATIONS MUST BE ACCOMPANIED BY A \$15.00 for each day CHECK PAYABLE TO SHS FFA. If you are chosen as a delegate, your check will be returned.
- 2.0 GPA (current term)
- Not failing any classes
- A "C" or better in your Agriculture classes (current school year)
- Have attended at least three (3) chapter FFA activities (current school year)
- Participated in at least one fundraising activity
- Due by _____, 20____, 3:15 pm
- No late applications accepted

NAME: _____

Year in School: _____ Current GPA: _____

Have you attended the State Conference before?

If yes, when?

List not more than five (5) FFA activities/accomplishments that you have done this school year.

1. _____
2. _____
3. _____
4. _____
5. _____

List your SAEP (s):

What has been your greatest accomplishment in the FFA?

Why should you be selected to attend the State FFA Convention as a delegate?

How will the Sanger FFA benefit from you attending the convention?

How would attending the State FFA Convention benefit you as a delegate?

-
- The State Convention is scheduled for April 20-23, 2013 at a cost of \$15.00 per day plus food.
 - Members will be required to wear the Official FFA Uniform while attending the convention
 - Members are required to attend all conference events. No one is allowed to wander away from the group on his or her own.
 - All district, School, and Ag Department rules apply while attending the Convention Trip
 - Any member who violates the rules for participants will be sent home at their own expense.

I hereby certify all information on this application to be correct and truthful.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

10

Recruitment Program

Sanger High School Agriculture Recruitment Program

The instructors and FFA members of the Sanger High School Agriculture department engage in a variety of recruitment activities to encourage new students to enroll in Agriculture Education Classes. Instructors travel to the junior high feeder schools within the district and present the accompanying materials to 7-8th grade students. Often, with permission from the administration of the schools, FFA members accompany the instructors and examples of in class and SAE projects are brought along to show the potential new members.

Other places that recruitment activities occur are during the Fresno Fair, Sanger High School Club Rush, Back to School Night, the Annual FFA Week activities held in the quad area of the campus, Sanger Toyland Christmas Parade, Open House presentations, 8th grade registration night. Additionally, FFA members help the 4-H club members in their projects and participate in many community service activities within Sanger.

Automatic FFA membership!

The FFA is a national organization that is leadership and career skill oriented. Students are automatically registered members of the California Association FFA when they enroll in an Agriculture education course.

Through the FFA, students have numerous opportunities to get involved in leadership activities, competitive Career Development Events, entrepreneurial experiences, travel, public speaking, and lots of awards and scholarships.

Agriculture students also have the opportunity to raise animals for the

Presno Fair!

Your Agriculture Advisors!

Mrs Bonomi is the Animal Science, Floral Design and Veterinary Medicine Instructor



Mr Herron is the Intro to Agriculture and Ag Biology Instructor



Mr Ravy is the Ag Mechanics, Engineering and Ag Equipment Instructor



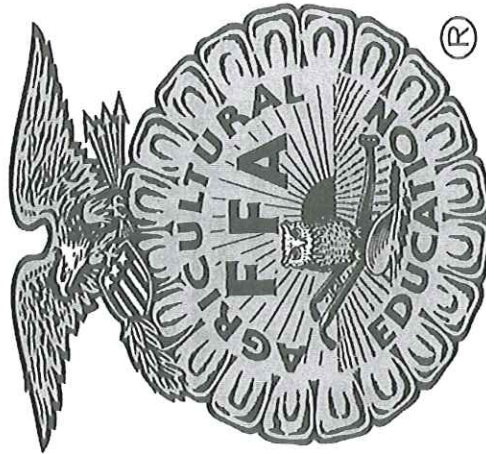
Future Farmers of America
California Association
Sanger FFA Chapter

Mission Statement:

"The FFA makes a positive difference in students' lives by promoting Premier Leadership, Personal Growth, and Career Success"

Motto:

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



Sanger High School
Agriculture Department

Department Office: Room 1000

Northeast corner of campus

1045 Bethel Ave

Sanger, CA 93675

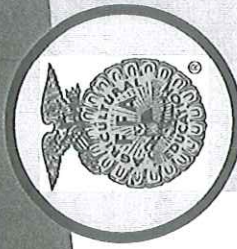
Phone: 559-524-7300

E-mail: Audrey_bonomi@sanger.k12.ca.us

Sanger High School Agriculture Department

Agriculture Career Pathways
and courses of study

What pathway will YOU choose?



LOOK inside for the amazing
options available to you!

Come out to the Ag Department
in the 1000's building to meet
with your new Ag teachers!

Agriculture Career Pathways

Career pathways are course sequences that orient you toward a specific career area. The Sanger High School Agriculture Department offers 6 specific career pathways. Each is outlined on these pages.

A career pathway consists of specific Agriculture Education courses that are taken in order to allow you to begin with basic knowledge and continue to build up your knowledge and skills until you reach a capstone course for your pathway area. All of the agriculture pathways at SHS are 4 year programs. Review the different pathways with your counselor so you can choose a course of study that will complete your desired pathway!

AGRISCIENCE

Careers: Farming, Farm Supply, Ag Retail, Ag Teacher

SHS Agriculture Course Sequence

9th Intro to Agriculture Science P
10th Agriculture Biology P
11th Ag Science 2 P
12th Ag Animal Science P

Possible College Courses Pathway Leads to			Major
13th	AS1 or PLS1	Reedley College	AG
13th	ASCI 1	Fresno State	ASCI

ANIMAL SCIENCE

Careers: Cattle, Sheep, Pig, Goat ranching, Herd manager, livestock breeder, animal nutrition, livestock sales

SHS Agriculture Course Sequence

9th Intro to Agriculture Science P
10th Agriculture Biology P
11th Ag Animal Science P
12th Ag Biotechnology P

Possible College Courses Pathway Leads to			Major
13th	AS1-AS5	Reedley College	AS
13th	ASCI 101	Fresno State	ASCI

AGRICULTURE ENGINEERING

Careers: Ag welder, Ag construction, building and equipment design, Ag engineering, shop manager

SHS Agriculture Course Sequence

9th Intro to Agriculture Mechanics/Welding
10th Agriculture Welding 2+2 Occutrack
11th Ag Construction
12th Ag Engineering/Manufacturing

- Students passing Agriculture Mechanics/Welding and Agriculture Welding with a B or better will earn Fresno city college credit for Weld 1

Possible College Courses Pathway Leads to			Major
13th	MEAG 50	Fresno State	MEAG
13th	Weld 2A and 2B	Fresno City	WEID
13th	MM 245B	Reedley College	MM

AGRICULTURE EQUIPMENT

Careers: Equipment/Diesel Mechanic, Small power equipment technician, shop manager, parts/equipment sales

SHS Agriculture Course Sequence

9th Intro to Agriculture Mechanics/Welding
10th Agriculture Biology P/Other Ag course
11th Ag Small Gas Engine Repair
12th Ag Gas Engine Internship

Agriculture Equipment College Courses			Major
13th	MAG 20	Reedley College	MAG
13th	MEAG 20	Fresno State	MEAG

FLORICULTURE

Careers: Florist, nursery grower, ornamental gardener, flower supply/sales, floral design shop manager/owner

SHS Agriculture Course Sequence

9th Intro to Agriculture Science P
10th Agriculture Floral Design 1 P
11th Ag Floral Design 2 P
12th Ag Floral Design 3 Floral Shop

- Students passing Floral Design 1 with a B or better will earn Reedley college credit for EH 37

Possible College Courses Floriculture Leads to			Major
13th	OH1, OH4	Fresno State	AGB
13th	EH30	Reedley College	PLS

CROP SCIENCE

Careers: Crop specialist, plant disease analyst, farmer, plant nutrition, farm/orchard manager, crop/seed sales

SHS Agriculture Course Sequence

9th Intro to Agriculture Science P
10th Agriculture Biology P
11th Ag Science 2 P
12th Ag Environmental Science P

Possible College Courses Pathway Leads to			Major
13th	PLS4A, PLS8	Reedley College	PLS
13th	CRSC1, HORT1	Fresno State	CRSC

VETERINARY SCIENCE

Careers: Small animal Veterinarian, Large animal vet, Veterinarian assistant, animal/pet boarding, ranch vet

SHS Agriculture Course Sequence

9th Intro to Agriculture Science P
10th Agriculture Biology P
11th Ag Veterinary Science 1 P
12th Ag Biotechnology P

Possible College Courses Pathway Leads to			Major
13th	ASCI 65, 145	Fresno State	PreVET
13th	AS1-6	Reedley College	AS

PARAMOUNT AGRICULTURE ACADEMY

Associate of Science Degree and Transfer—Plant Science
Associate of Science Degree—Agriculture Mechanics

The Agriculture Academy programs are in partnership with Reedley College and students can earn an associates degree while in high school if the program is followed closely. This is an AMAZING OPPORTUNITY!

It is also HIGHLY recommended that students contact their Ag Advisor early to be able to get involved in supervised Agriculture Experience projects, especially livestock projects as there are deadlines for entry forms, contracts, and exhibitor meetings with the Fresno Fair.

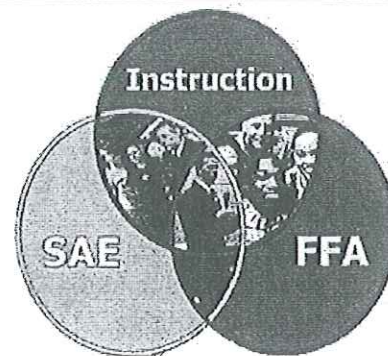
Sanger High School

Agricultural Education Program

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

CLASSROOM

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



NATIONAL FFA ORGANIZATION

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

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM

this is the project the student has taken on related to their agriculture program. They will be keeping records of the transactions related to the project (i.e. hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS –

Floral Design, Veterinary Science--Sheep, Poultry, Beef	Ms. Bonomi
Agriculture Sciences-- Goats, Rabbits	Mr. Herron
Ag Mechanics, Small Engines-- Swine	Mr. Ravy

What is taught in the Agricultural Education Courses?

AGRICULTURE SCIENCE AREA

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

Animal Production

Rabbits
Beef
Sheep
Swine
Poultry
Dairy Goats
Specialty Animals

Floral and Plant Production –

Floral Design
Growing and Harvesting
Botany and Plant Structure
Plant Requirements

AGRICULTURE MECHANICS AREA

Safety
Arc/Oxyacetylene Welding
MIG and TIG Welding
Woodworking
Hand & Power Tool Usage
Cold Metal Working

Tool Sharpening & Maintenance
Electricity/ Plumbing
Materials and Fasteners
Small/Advanced Engines
Equipment/Machinery Operation
Student Projects – 4th Quarter

RESOURCES

Student Research & Experience Projects
Career Education and Research
Plant Science Growing Greenhouse
Guest Speakers and Field Study Tours
Agriculture Floral Design Lab

Science Lab Equip. -Microscopes
Sanger High School Farm
Agriculture Mechanics Laboratories
Outdoor Planting Benches
Career Development Events and Field Days

CLASSES OFFERED

Introduction to Agriculture
Agriculture Mechanics 1 & 2
Agriculture Biology
Agriculture/Veterinary Science

Agriculture/ROP Floral Design
Agriculture/ROP Welding 1 & 2
Agriculture/ROP Small Engines
Ag./ROP Advanced Engines/Diesels

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES

Agriculture Mechanics/Welding
Ag Banking Contest
Best Informed Greenhand (FFA Knowledge)
Creed Recitation
Extemporaneous Public Speaking
Farm Record Book Contest
Floral Design Contest

Job Interview
Marketing (Coop Quiz)
Opening and Closing Ceremonies
Parliamentary Procedure (Novice/Advanced)
Specialty Animal Judging
Proficiencies (specialized areas)
Prepared Public Speaking

LEADERSHIP DEVELOPMENT PLAN

Greenhand Conference
Made for Excellence Conference
Advanced Leadership Academy
Sacramento Leadership Experience
Chapter Officer Leadership Experience
State FFA Leadership Conference
National FFA Convention

- Freshman
- Sophomore
- Junior
- Senior
- Chapter Officers
- Freshman to Seniors
- Any Member

FAIRS AND SHOWS

BIG Fresno Fair

California State Fair

TYPICAL FIRST YEAR ACTIVITIES

Greenhand Officer
Apache Closet
Greenhand Initiation
Best Informed Greenhand Contest
Creed and Speaking Contests

Achievement Trip
Staff Appreciation Barbecue
Welcome Back Barbeque
Annual Parent/Member Awards Banquet
Plan a SAE or SOE

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:

Scholarships
Recommendations - Colleges and Jobs

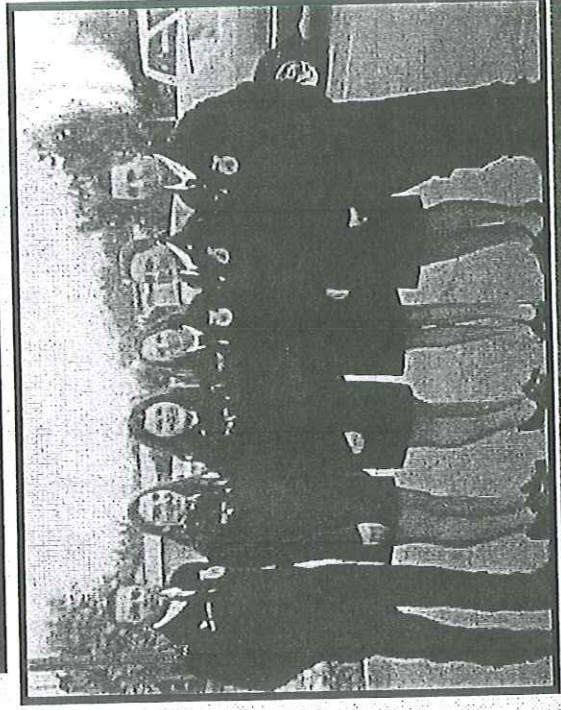
Transportation - to and from contests and events
Financing - Loans for projects

The above outline is only a brief sketch of opportunities available to the students. The student with support of their family can take advantage of these opportunities. By doing so your son/daughter will be able to graduate saying "I'm glad I did" instead of "I wish I would have."

The teachers of the Sanger Agriculture Department are always available for additional information please call 559-875-7121 Ext. 100

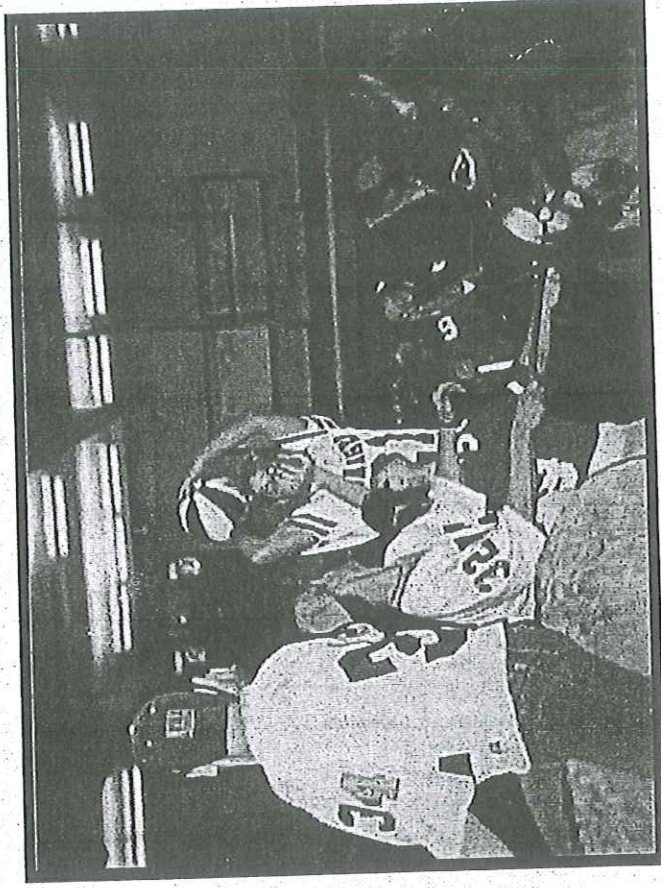
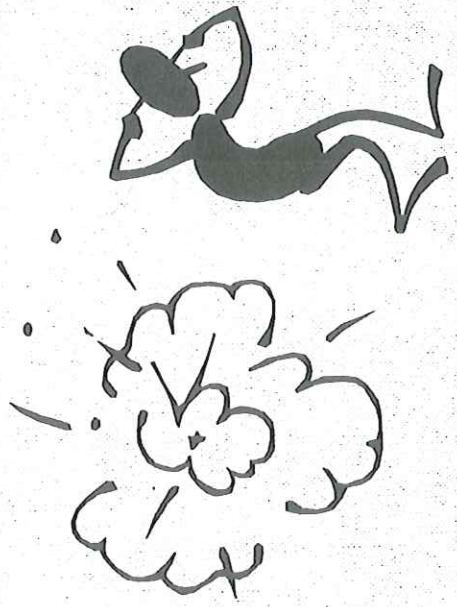
Conferences

- ✓ Greenhand
- ✓ Made for Excellence
- ✓ Advanced Leadership
- ✓ Hanford Officer
Conference
- ✓ Sectional Conference
- ✓ Regional Conference
- ✓ State Convention
- ✓ National Convention



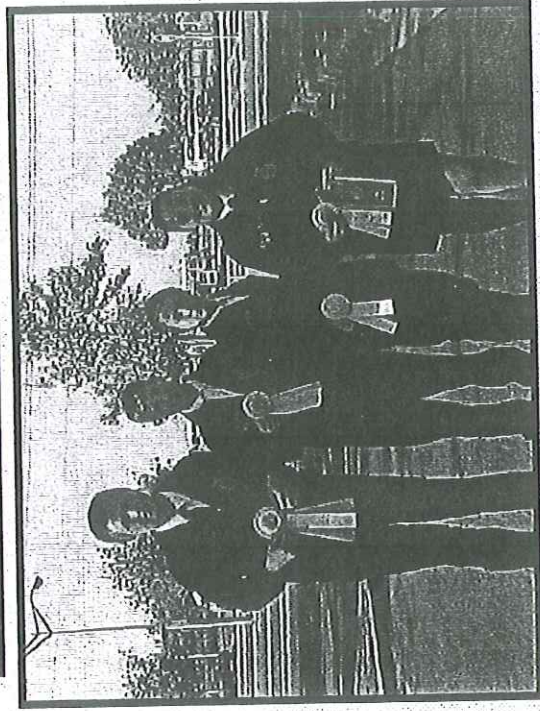
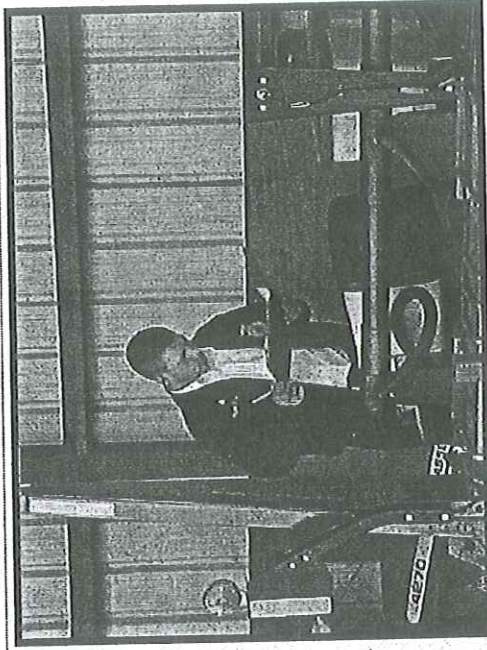
Fund-raisers

- ✓ Donkey Basketball
- ✓ Pizza sales
- ✓ Silent Auction and raffle
- ✓ Fireworks Stand



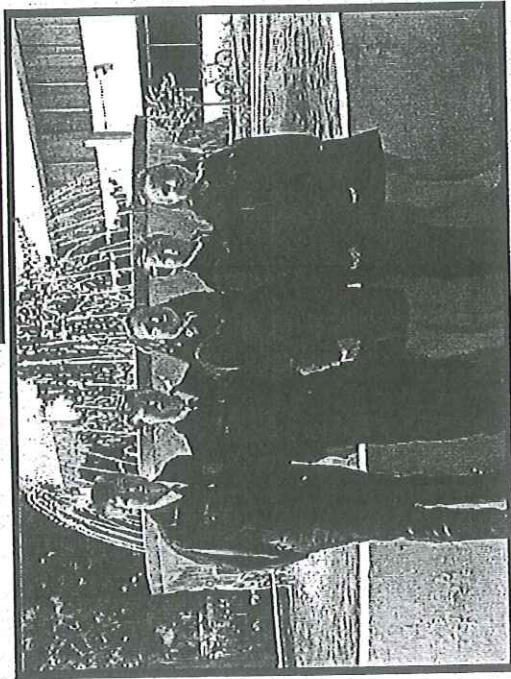
Judging and Competition teams

- ✓ Farm power
- ✓ Vine pruning
- ✓ Speaking
- ✓ Banking
- ✓ Farm records
- ✓ Cooperatives
- ✓ Best Informed
- ✓ Greenhand (BIG)
- ✓ Open/Close



Sanger Future Farmers of America

- ✓ Judging and Competition teams
- ✓ Fund-raisers
- ✓ Community service
- ✓ Conferences



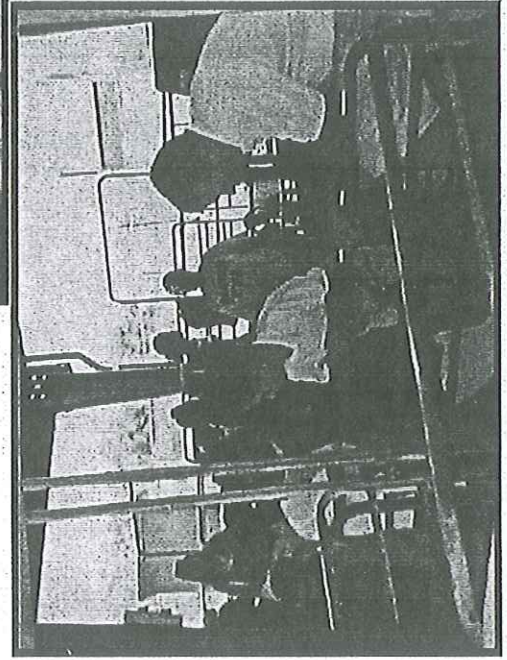
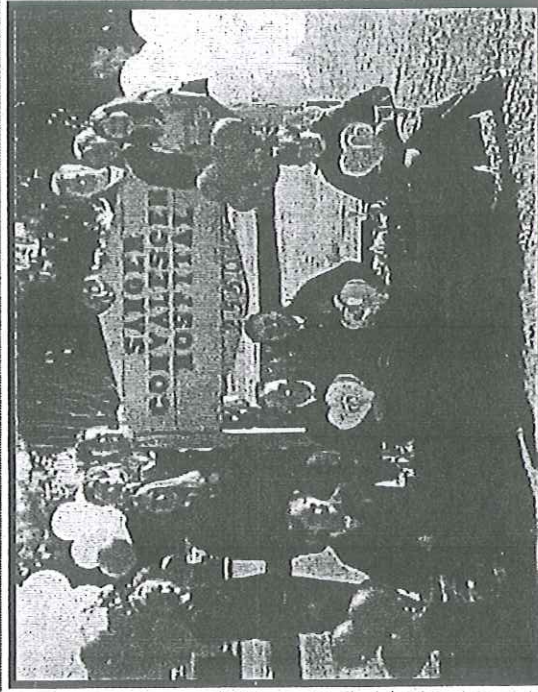
Community Service

✓ Donations to Sanger
Outreach

✓ Can food drive

✓ Convalescent Home
visits

✓ Ag Literacy



FFA Chapter Scrapbook

Sanger High School Agriculture Department Chapter Scrapbook

Our FFA Chapter does not have a traditional scrapbook at this time. Over the years, the cost of producing a physical scrapbook has increased to the point that our chapter has elected not to create one for a number of years. Instead, a digital scrapbook is maintained through our chapter Facebook page timeline and through a DVD slide show specific to each year. The chapter page is viewable at <https://www.facebook.com/pages/Sanger-FFA>. Each year, with the help of our chapter historian, I put together a video scrapbook and present it at the annual FFA Awards Banquet. The DVD consists of ten to twelve minutes of photos presented in slideshow format each photo being displayed for approximately five seconds. Music clips from school appropriate songs that are popular with the students during that year, or that were “theme songs” to CDE teams are played throughout the video. We keep the digital copy on file in the Ag Department.

Summer Activities Calendar

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9 Swine Meeting	10	11	12 Finals 135	13 Finals 246 Graduation 5:30pm	14
15 Father's Day	16 Paramount Summer Academy @ Reedley College	17	18	19	20	21
22	23 Swine Meeting Project Visitations	24 Officer Meeting Dept Meeting	25 Shop SAE day	26 Top 15 Reward Trip	27	28
29	30 Swine Meeting Project Visitations					

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Dept Meeting Curriculum Review	2 Shop SAE day	3 Officer Meeting Swine Project Visitations	4 Independence Day	5
6	7 Paramount Summer Academy @ SHS	8	9	10	11	12
13	14 Showmanship Practice Project Visitations	15 Dept Meeting Project PO's	16 Officer Meeting Shop SAE day	17 Swine Project Visitations	18	19
20	21 Swine Meeting Project Visitations Officer Meeting	22 Dept Meeting Farm Project Planning	23 Shop SAE day	24 Swine Project Visitations	25	26
27	28 Showmanship practice Project Visitations	29 Dept Meeting Classroom Prep	30 Shop SAE day Summer Cleanup Shop Prep	31 Officer Meeting Swine Project Visitations		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2
3	4	5 Sanger FFA Officer Retreat	6	7	8	9
10	11	12 New Teacher Training Shop Prep	13 Officer Meeting	14	15 SJR FFA Boot Camp Session One	16
17	18 Staff In-Service	19	20 Classroom Prep	21 1 st Day of school	22	23
24	25	26 Officer Meeting	27 E/WFM COLC/CATA- Kingsburg HS 5pm	28	29	30

Graduate Follow-Up Survey Instrument

**SANGER HIGH SCHOOL
CAREER VOCATIONAL EDUCATION
GRADUATE FOLLOW-UP
2013-2014**

Name _____ Age _____ Date _____
Address _____ City _____ State _____ Zip _____
Telephone No. _____ Male _____ Female _____
CAHSEE SCORES: Math _____ English _____

PROGRAM COMPLETER: Two years in one or more programs. Select the program.

Agriculture _____ Business _____ Home Economics _____ Health & Human Services _____
Industrial Technology; Transportation _____ Construction _____ Manufacturing _____
Arts & Communication Services (Drafting) _____

WHAT WILL YOU BE DOING NEXT YEAR?

Check the appropriate line in each column.

Active Duty in the military	College	Trade or Private School	Employment
Yes _____	Yes _____	Yes _____	Full Time _____
No _____	No _____	No _____	Part Time _____
	2yr. _____		
	4yr. _____		

RACE/ETHNICITY: Select the ethnicity that best describes you.

America Indian or Alaskan Native _____
Asian _____
Black or African American _____
Hispanic or Latino _____
Native Hawaiian or other Pacific Islander _____
White _____
Unknown/other _____

**Sanger High School Ag Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school

_____ Full-time

_____ Part-time

_____ Working

_____ Full-time

_____ Part-time

_____ In the military

_____ Not working

_____ Homemaker

_____ Looking for work

_____ Not looking for work

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at SHS.

_____ I am using some of the skills I learned in the vo-ag program at SHS.

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

5. What type of school are you currently attending?

_____ High school

_____ 4-year college

_____ Adult education

_____ Trade/technical school

_____ Private business school

_____ Other _____

6. What is your major course of study?

5. If you had an FFA project, of what use are the skills you learned from that project in your occupation? (Circle one)

1-None 2-Little 3-Some 4-Moderate 5-Great

6. Considering the following skills that may be developed through membership in the FFA, of what use are they in your occupation? (Circle one for each item)

1-None 2-Little 3-Some 4-Moderate 5-Great

7. Currently, of how much value and usefulness is the industry you received in the following Agriculture class at Sanger High School.

Class	None	Little	Some	Moderate	Great	Didn't take class
Intro. to Ag	1	2	3	4	5	NA
Plant/Animal Sci.	1	2	3	4	5	NA
Ag. Business	1	2	3	4	5	NA
Ag. Mechanics I	1	2	3	4	5	NA
Ag. Mechanics II	1	2	3	4	5	NA
OH I	1	2	3	4	5	NA
OH II	1	2	3	4	5	NA

8. Please list any recommendation you may have that would help improve any aspect of the Agriculture program at Sanger High School.

Sanger High School
Agriculture Department Graduate Follow-Up Survey

Name _____
Address _____
Telephone # (____) _____

Instructions: Please read the following statements and respond as indicated.
Your answers will be kept confidential.

1. What now occupies most of your working day (8 a.m. – 5 p.m.)?

- ____ 1.employment
____ 2.unemployment
____ 3.homemaker
____ 4.student ____ ag related major ____ non-ag major

2. Indicate the area or areas in which you have worked the longest since leaving high school. (Answer as many as apply by checking the appropriate items.)

- ___ 1.Self-employment in an occupation not related to Agriculture.
___ 2.Self-employment in Agriculture or an ag. related occupation.
___ 3.Work in an occupation not related to Agriculture.
___ 4.Work in Agricultural industry or an ag. Related occupation.

Please list your job title: _____

3. Check your highest academic degree obtained to date. (check one only)

- ___ 1.Graduation Equivalency Degree for high school diploma (GED)
___ 2.High school diploma
___ 3. Technical or vocational school certificate. Title: _____
___ 4.Community or junior college degree (A.A. or A.S.)
___ 5.Degree or degrees from a four year college and/or graduate school

or professional school. Degree(s): _____

4. To what degree did the experiences you had with your FFA project (SOEP, ag related experience, etc.) influence your career decision? (circle one)

1-None 2-Little 3-Some 4-Moderately 5-Greatly

Results of Graduate Follow-Up Surveys

A graduate follow-up survey instrument is on file and in use by the department that collects information about what graduates are doing currently. There are questions on the survey to determine current employment status, education and college attendance, value of the information learned in their high school agriculture courses, relevance to what they are doing now, and suggestions for improvements to the program and/or courses. Copies of survey instruments are in the previous section.

While we technically use a graduate follow-up system to collect data from program completers, our department has not tabulated graduate survey results in a meaningful way to be able to relay the graduate information to the instructors or the Advisory Committee. Because of the low level of information included in the online graduate activity report available through Calaged, plans are being developed within our department to utilize the graduate follow-up instrument in a more meaningful way. With all of the information relative to how well our program has served our graduates, we hope to be able to form a strong picture of the positive, helpful areas of our program and to be able to identify areas for improvement. As Agriculture Staff completes a plan to use the survey to its full potential, the value of the survey results will increase greatly.


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E2 Secondary

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Table Header Definitions

- **Total G12 Concentrators:** Number of 12th grade total concentrators reported on 2012-13 CDE E1
- **Active Military:** Number of students on active military by December 31, 2013
- **Furthering Education Related:** Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- **Furthering Education Unrelated:** Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- **Related Full-time (FT) or Part-time (PT):** Number of students related FT or PT by December 31, 2013
- **Unrelated Full-time (FT) or Part-time (PT):** Number of students unrelated FT or PT by December 31, 2013
- **Other:** Number of students not employed, not in further education or training and not in the military
- **Total G12 Concentrators Responding:** Unduplicated total number of 12th grade concentrators responding to the survey
- **District:** In District Courses
- **ROCP:** In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5601 - Manufacturing/materials processing

Special Population Data

Table for entering secondary student placement data by special population designation and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT Related				Others		Total G12 Concentrators Responding	
					In Related Occupation		In Non-related Occupation		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Total Economically Disadvantaged Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Economically Disadvantaged Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disabled Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disabled Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Questions: Sam Lee | SLee@cde.ca.gov | 916-445-1668

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E1 Secondary

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Table Header Definitions

- (A) Total Participants
- (B) Total Concentrators
- (C) Concentrators in Capstone Course
- (D) Concentrators in Capstone course receiving a "C" or better
- (E) Total 12th Grade Concentrators
- (F) 12th Grade Concentrators Proficient (380) in California High School Exit Exam (CAHSEE) English Language Arts
- (G) 12th Grade Concentrators Proficient (380) in CAHSEE Math
- (H) 12th Graders receiving a Diploma, GED or equivalent
- District - In District Courses
- ROCP - In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Black or African American Male	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	39	0	10	0	10	0	10
Hispanic or Latino Female	0	1	0	1	0	1	0	1
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0
White Male	0	15	0	3	0	3	0	3
White Female	0	5	0	1	0	1	0	1
Two or More Races Male	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0
Total	0	64	0	15	0	15	0	15

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

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E2 Secondary

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Transportation

CBEDS Title: 5661 - Small engine repair

Special Population Data

Table for entering secondary student placement data by special population designation and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT Related				Others		Total G12 Concentrators Responding	
					In Related Occupation		In Non-related Occupation		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Total Economically Disadvantaged Male	0	2	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Total Economically Disadvantaged Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disabled Male	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Total Disabled Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Male	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	10
Total Limited English Proficient Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	4	0	0	0	0	0	2	0	0	0	3	0	0	0	13

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E2 Secondary

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Transportation

CBEDS Title: 5661 - Small engine repair

Ethnicity Data

Table for entering secondary student placement data by race/ethnicity and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT				Others		Total G12 Concentrators Responding	
					Related Program		Unrelated Program		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Male	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Asian Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	3	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Hispanic or Latino Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian																

or Other Pacific Islander Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Female	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Two or More Races Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	5	0	0	0	0	0	3	0	0	0	2	0	0	0	4

Questions: Sam Lee | SLee@cde.ca.gov | 916-445-1668

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E2 Secondary

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Ethnicity Data

Table for entering secondary student placement data by race/ethnicity and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT				Others		Total G12 Concentrators Responding	
					Related Program		Unrelated Program		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	10	0	2	0	2	0	5	0	1	0	4	0	0	0	9
Hispanic or Latino Female	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Native Hawaiian																

or Other Pacific Islander Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Male	0	3	0	0	0	0	0	2	0	1	0	1	0	0	0	3
White Female	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Two or More Races Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	15	0	2	0	2	0	9	0	2	0	7	0	0	0	13

 Questions: Sam Lee | SLee@cde.ca.gov | 916-445-1668

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E1 Secondary

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Table Header Definitions

- (A) Total Participants
- (B) Total Concentrators
- (C) Concentrators in Capstone Course
- (D) Concentrators in Capstone course receiving a "C" or better
- (E) Total 12th Grade Concentrators
- (F) 12th Grade Concentrators Proficient (380) in California High School Exit Exam (CAHSEE) English Language Arts
- (G) 12th Grade Concentrators Proficient (380) in CAHSEE Math
- (H) 12th Graders receiving a Diploma, GED or equivalent
- District - In District Courses
- ROCP - In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Ethnicity Data Table 2

Page 2 of 4 for Secondary

Table for entering 12th grade secondary student enrollment data by race/ethnicity and gender.

	(E) Total 12th Grade Concentrators		(F) 12th Grade Concentrators Proficient (380) in CAHSEE Eng. Lang Arts		(G) 12th Grade Concentrators Proficient (380) in CAHSEE Math		(H) 12th Graders receiving a Diploma, GED or equivalent	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaskan Native Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Asian Female	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	10	0	5	0	5	0	10
Hispanic or Latino Female	0	1	0	0	0	1	0	1
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0
White Male	0	3	0	2	0	2	0	3
White Female	0	1	0	0	0	1	0	1
Two or More Races Male	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0
Total	0	15	0	7	0	9	0	15

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Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

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E1 Secondary

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Table Header Definitions

- (A) Total Participants
- (B) Total Concentrators
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- (D) Concentrators in Capstone course receiving a "C" or better
- (E) Total 12th Grade Concentrators
- (F) 12th Grade Concentrators Proficient (380) in California High School Exit Exam (CAHSEE) English Language Arts
- (G) 12th Grade Concentrators Proficient (380) in CAHSEE Math
- (H) 12th Graders receiving a Diploma, GED or equivalent
- District - In District Courses
- ROCP - In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Ethnicity Data Table 1

Page 1 of 4 for Secondary

Table for entering secondary student enrollment data by race/ethnicity and gender.

	(A) Total Participants		(B) Total Concentrators		(C) Concentrators in Capstone Course		(D) Concentrators in Capstone course receiving a "C" or better	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	2	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0
Asian Male	0	2	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0	0	0

Black or African American Male	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	39	0	5	0	5	0	5
Hispanic or Latino Female	0	1	0	1	0	1	0	1
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0
White Male	0	15	0	3	0	3	0	3
White Female	0	5	0	1	0	1	0	1
Two or More Races Male	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0
Total	0	64	0	10	0	10	0	10

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

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Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring:

<u>Last Name</u>	<u>First Name</u>	<u>Graduate Status</u>
		Four Year College-Ag Major
		Military-
		Two Year College-Ag Major
		Two Year College-Ag Major
		Location or Position Unknown-
		Employed - Fulltime-Non-Ag Job
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Employed - Fulltime-Ag Job
		Employed - Fulltime-Ag Job
		Two Year College-Non-Ag Major
		Two Year College-Ag Major

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Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring:

Last Name	First Name	Graduate Status
		Employed - Parttime-Ag Job
		Two Year College-Non-Ag Major
		Employed - Parttime-Non-Ag Job
		Location or Position Unknown-
		Four Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Employed - Fulltime-Ag Job
		Two Year College-Non-Ag Major
		Four Year College-Ag Major
		Two Year College-Non-Ag Major

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Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring:

Last Name	First Name	Graduate Status
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major

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Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring: 2010 Go

Last Name First Name Graduate Status

Location or Position Unknown-
Two Year College-Non-Ag Major
Four Year College-Non-Ag Major
Employed - Parttime-Ag Job
Two Year College-Non-Ag Major
Two Year College-Non-Ag Major
Employed - Parttime-Ag Job
Employed - Fulltime-Non-Ag Job
Location or Position Unknown-
Two Year College-Non-Ag Major
Two Year College-Ag Major
Two Year College-Ag Major
Employed - Fulltime-Non-Ag Job
Two Year College-Non-Ag Major
Two Year College-Ag Major
Two Year College-Non-Ag Major
Four Year College-Ag Major
Four Year College-Ag Major
Employed - Fulltime-Ag Job
Two Year College-Non-Ag Major
Two Year College-Ag Major
Two Year College-Non-Ag Major
Employed - Parttime-Non-Ag Job
Employed - Parttime-Ag Job
Military-
Military-

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Comprehensive Program Plan

Sanger Agriculture Department



Program Plan

Sanger Comprehensive Program Plan Table of Contents

A	Job Market Description
B	Targeted Occupations
C	Total Program Goals and Objectives
D	Description of Courses, SOE, and Leadership Development
E	Program(s) and/or Course Subject Matter Content Outline
F	Program Completion Standards
G	Description of Facilities and Major Equipment
H	Five (5) Year Facility and Equipment Acquisition Schedule
I	Staff Assignments
J	FFA Program of Activities
K	School and/or Department Policies
L	Proficiency Standards for Program Completers
M	Teacher Data Sheet for Each Teacher
N	Roster of Agriculture Advisory Committee
O	Advisory Committee Minutes
P	Current Year Budget
Q	Signed Articulation Agreement and/or Evidence of Articulation
R	Graduate Follow-Up System
S	List of Active Placement Sites
T	Recruitment Activities and Materials
U	Staff In-Service Record
V	Staff Minutes
W	Department Inventory
X	List of Courses that Qualify for Alternative Credit
Y	
Z	

A.
***Job Market
Description***

Job Market Description

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

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

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

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

Sanger, California***"The Nation's Christmas Tree City"***

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

MAJOR EMPLOYERS**Manufacturing**

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

Non-Manufacturing

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

Assessed Valuation \$626,768,705

Sales Tax:

9.725%

Elevation

365'

Population

1990 16,700

1999 18,847

2001 19,050

2002 19,650

2003 19,900

2004 20,520

2005 22,105

2006 23,322

2007 24,877

2008 25,329

Labor Force: 2007

Total Labor Force:

9,800

Employed:

8,500

Unemployed:

1,300

Unemployment Rate:

13.0%

City Limits: 5.5 Miles

School District Boundaries:

180 square miles

Population Breakdown

Hispanic 80.9%

Other 43.2%

White-Non Hispanic 15.9%

Two or more races 3.6%

American Indian 1.8%

Japanese 0.6%

Numbers may add over 100% as some fit into more than one category.

For information contact the Sanger Chamber of Commerce

1789 Jensen Ave., #B, Sanger, CA 93657 Phone: (559) 875-4575 Fax: (559) 875-0745

E-mail: sanger@psnw.com Web: <http://www.sanger.org>

Sanger, California

"The Nation's Christmas Tree City"

- Centrally located in the state, the city of Sanger provides direct access to the vast California market.
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- 20 minutes to Fresno-Yosemite International Airport; interstate highway networks & rail connections.
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MAJOR EMPLOYERS

Manufacturing

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

Non-Manufacturing

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

Assessed Valuation \$626,768,705

Sales Tax:
8.725%

Elevation

365'

Population

1990	16,700
1999	18,847
2001	19,050
2002	19,650
2003	19,900
2004	20,520
2005	22,105
2006	23,322
2007	24,877
2008	25,329

Labor Force: 2007

Total Labor Force:

9,800

Employed:

8,500

Unemployed:

1,300

Unemployment Rate:

13.0%

City Limits: 5.5 Miles

School District Boundaries:

180 square miles

Population Breakdown

Hispanic	80.9%
Other	43.2%
White-Non Hispanic	15.9%
Two or more races	3.6%
American Indian	1.8%
Japanese	0.6%

Numbers may add over 100% as some fit into more than one category.

For information contact the Sanger Chamber of Commerce
1789 Jensen Ave., #B, Sanger, CA 93657 Phone: (559) 875-4575 Fax: (559) 875-0745
E-mail: sanger@psnw.com Web: <http://www.sanger.org>

VALLEY ROP COURSE OUTLINE

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

COURSE DESCRIPTION:

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

HOURS: 360 Hours
PREREQUISITES: NONE
DATE: August 2001

COURSE OUTLINE

DEPARTMENT: Agriculture
SCHOOL: Kingsburg High School
Reedley High School
CREDITS PER SEMESTER: 10
GRADE LEVEL: 11-12
ARTICULATION: Reedley College Course L14, 2 college credits

INSTRUCTIONAL METHODS:

1. Lecture
2. Laboratory
3. Demonstration

VROP COURSE OUTLINE

COURSE TITLE: Ornamental Horticulture

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

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

COURSE DESCRIPTION:

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

HOURS: 180 Hours (2 semesters)

PREREQUISITES: NONE

DATE: September 1999

CREDITS PER SEMESTER: 5

GRADE LEVEL: 11-12

TEXTBOOKS: Introduction to Horticulture (Science and Technology), Interstate Publishers, 1997.
Floriculture Designs and Merchandising, Delmar Publishers, 1995.
Western Garden Book, Sunset Publishing, 1998.

VALLEY ROP COURSE OUTLINE

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

COURSE DESCRIPTION:

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

HOURS:	360 Hours
PREREQUISITES:	NONE
DATE:	August 2001

COURSE OUTLINE

DEPARTMENT:	Agriculture
SCHOOL:	Kingsburg High School Reedley High School
CREDITS PER SEMESTER:	10
GRADE LEVEL:	11-12
ARTICULATION:	Reedley College Course L14, 2 college credits
INSTRUCTIONAL METHODS:	
	1. Lecture 2. Laboratory 3. Demonstration

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Small Gas Engine Internship

CBEDS TITLE: Small Engine Repair

CBEDS NO: 5661

JOB TITLES: 49.9099.99 Installation, Maintenance and Repair Workers

HOURS: 180 hours

CREDITS PER YEAR: 10

PREREQUISITES: Small Engines or permission of instructor

DEPARTMENT: Agriculture

SCHOOL: Sanger High School

GRADE LEVEL(S): 11-12

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

COURSE DESCRIPTION:

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

STUDENT OUTCOMES:

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

VALLEY ROP COURSE OUTLINE

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

CBEDS TITLE: Small Engine Repair

CBEDS NUMBER: 5661

JOB TITLES: Small Engine Mechanic DOT # 625.281-034

COURSE DESCRIPTION:

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

STUDENT OUTCOMES:

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

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 3—Advanced Floral Wedding and High-Style Design

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMER: 4050

JOB TITLES:	General Floral Designer	142.081-010
	Production Floral Designer	142.081-010
	Head Floral Designer	142.081-010
	Specialized Floral Designer	142.081-010
	Floral Department Designer	142.081-010
	Salesperson (Customer Service/Counter)	299.367-010
	Delivery Person	299.477-010
	Balloon Designer	142.081-010

COURSE DESCRIPTION:

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

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

PREREQUISITES: Floral Design 1 AND 2

GRADE LEVEL: 12

DATE: May 2003

DEPARTMENT: Agriculture

HOURS: 180 Classroom hours
45-90 hours Community Classroom

CREDITS: 10 credits per year

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Advanced Floral Design

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

JOB TITLES:

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

COURSE DESCRIPTION:

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

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

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

HOURS: 360 Hours

PREREQUISITES: NONE; Floral Design recommended.

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Floral Design 1	
CBEDS TITLE:	Horticulture and the Environment	
CBEDS NUMBER:	4050	
JOB TITLES:	General Floral Designer	142.081-010
	Production Floral Designer	142.081-010
	Head Florist Designer	142.081-010
	Specialized Floral Designer	142.081-010
	Floral Department Designer	142.081-010
	Freelance Floral Designer	142.081-010
	Salesperson-Customer Serv/Counter	299.367-010
	Delivery Person	299.477-010
	Interior Landscape/Maint. Person	408.364-010
	Cut Flower Processor	405.687-010
	Greenhouse Worker	405.684-010
	Balloon Designer	142.081-010
	Salesperson, Flowers	260.357-010
	Salesperson, Florist Supplies	275.357-054

COURSE DESCRIPTION:

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

ARTICULATIONI:	2+2+2 articulation with Reedley College
PREREQUISITES:	NONE
DATE:	December 2000
REVISION:	January 2006
HOURS:	180
CREDITS:	10
GRADE LEVEL:	11-12

VETERINARY SCIENCE
Adopted by
VALLEY ROP

Meets the UC "g" Admission requirement
Approved 2003

I. COURSE INFORMATION:

- | | | |
|------|-------------------|--|
| A. | Course Title: | Veterinary Science |
| | Developed By: | Santa Cruz ROP; adopted by Valley ROP March 10, 2005 |
|
 | | |
| B. | Grade Level: | 11-12 Grades |
|
 | | |
| C. | Length of Course: | 1 Year |
| | Hours/Credits: | 180 hours/year; 10 credits/year |
|
 | | |
| D. | Prerequisites: | Algebra I |
|
 | | |
| E. | CBEDS: | 4020 – Agriculture, Animal Science |
|
 | | |
| F. | Job Titles: | Animal Care and Service Workers |
| | | ONET Codes: 39-2011.00, 39-2021.00; |
| | | Veterinary Technician DOT 079.361-014 |

II. MAJOR GOAL AND STUDENT OUTCOMES:

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

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	VETERINARY SCIENCE II	
CBEDS TITLE:	Ag Animal Science #4020	
CTE SECTOR:	Agriculture and Natural Resources	
JOB TITLES:	29-1131.00	Veterinarian
(ONET #s)	31-9096.00	Veterinarian Assistant
	29-2056.00	Veterinary Technician
	45-2021.00	Animal Breeder
	45-2093.00	Farm Workers, Farm and Ranch Animals

COURSE DESCRIPTION:

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

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

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

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

TEXTS AND SUPPLEMENTAL MATERIALS:	<i>Biology: The Web of Life</i> , Nancy Walker and Francesca Mollura, Prentice-Hall Co.
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Introduction to Veterinary Science, James B.
Lawhead, Delmar Learning, 2005.

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

*An Illustrated Guide to Veterinary Medical
Terminology*, Janet Amundson Romich, Delmar
Learning

B.
Targeted
Occupations

B. TARGETED OCCUPATIONS

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

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

Agriculture Business

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

Bookkeeper
Data Entry Person
Warehouse Worker
Retail Sales Clerk
Retail Manager
Production Manager
Farm Realtor
Customer Service Rep.
Crop Insurance Agent
Economist

Agriculture Science

JOBS REQUIRING ADVANCED EDUCATION (College or University)

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

JOBS REQUIRING SPECIALIZED TRAINING (Post Secondary)

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

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

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

ANIMAL SCIENCE

JOBS REQUIRING ADVANCED EDUCATION (College or University)

Veterinarian
Microbiologist
Zoologist
Laboratory Scientist
Dairy Scientist
Pharmacologist
Animal Researcher
Geneticist

JOBS REQUIRING SPECIALIZED TRAINING (Post Secondary)

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

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

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

ORNAMENTAL HORTICULTURE

JOBS REQUIRING ADVANCED EDUCATION (College or University)

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

JOBS REQUIRING SPECIALIZED TRAINING (Post Secondary)

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

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

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

AGRICULTURE MECHANICS

JOBS REQUIRING ADVANCED EDUCATION (College or University)

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

JOBS REQUIRING SPECIALIZED TRAINING (Post Secondary)

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

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

Small Equipment Operator
Irrigation Systems Installer
Small Power Equipment Mechanic
Parts Supplier
Ag Equipment Mechanic
Agricultural Welder
Ag Construction Apprentice
Customer Service
Farm Shop Worker
Mobile Repair Mechanic
Equipment Lube Technician

C.
Total Program
Goals and Objectives

Sanger High School Departmental Goals 2012-2013

1. Increase FFA participation.
 - a. All members have an SAE
 - b. Members participate in CDE competitions
 - c. Members join and participate in committees
2. Educate GLS's on;
 - a. Pathways and Courseflow
 - b. Ag Department Opportunities
 - c. Future course offerings and needs
3. Provide more student recognition across the entire program
 - a. Aggies of the month
 - b. Degree Applications
 - c. Proficiency Applications
4. Improve overall department appearance
 - a. Clean up farm
 - b. Build/Buy storage/organization items-shelving, sheds etc.
 - c. Paint, landscape, signage
5. Develop a strong, effective recruitment program at the elementary level.
6. Evaluate course flow of 9th through 12th grade students using advisory input.
7. Strengthen and increase participation of Advisory Committee.
 - a. Add members
 - b. Appoint subcommittees for advisory operations
8. Continue implementation of Explicit Direct Instruction in the classroom.
 - a. Upgrade existing lessons
 - b. Continue writing new lessons in EDI format

Sanger High School Departmental Goals 2012-2013

1. Increase FFA participation.
 - a. All members have an SAE
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Sanger High School Departmental Goals 2012-2013

1. Increase FFA participation.
 - a. All members have an SAE
 - b. Members participate in CDE competitions
 - c. Members join and participate in committees
2. Educate GLS's on;
 - a. Pathways and Courseflow
 - b. Ag Department Opportunities
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3. Provide more student recognition across the entire program
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 - c. Proficiency Applications
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 - a. Clean up farm
 - b. Build/Buy storage/organization items-shelving, sheds etc.
 - c. Paint, landscape, signage
5. Develop a strong, effective recruitment program at the elementary level.
6. Evaluate course flow of 9th through 12th grade students using advisory input.
7. Strengthen and increase participation of Advisory Committee.
 - a. Add members
 - b. Appoint subcommittees for advisory operations
8. Continue implementation of Explicit Direct Instruction in the classroom.
 - a. Upgrade existing lessons
 - b. Continue writing new lessons in EDI format

Sanger High School Departmental Goals 2011-2012

1. Increase FFA participation.
2. Staff members work as a team.
3. Provide an equitable operation budget.
4. Provide more student recognition across the entire program.
5. Reorganize and improve shop facilities.
6. Develop a strong, effective recruitment program at the 8th grade level.
7. Develop courses for a flow of 9th through 12th grade students.
8. Develop Explicit Direct Instruction in the classroom.

Sanger High School Departmental Goals 2009-2010

1. Increase FFA participation.
2. Staff members work as a team.
3. Provide an equitable operation budget.
4. Provide more student recognition across the entire program.
5. Reorganize and improve shop facilities.
6. Develop a strong, effective recruitment program at the 8th grade level.
7. Develop courses for a flow of 9th through 12th grade students.
8. Develop Explicit Direct Instruction in the classroom.

Sanger High School Agriculture Department Goals

Prepared by: Audrey Bonomi

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

AGRICULTURAL DEPARTMENT GOALS

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

AGRICULTURE DEPARTMENT OBJECTIVES

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

I. AGRICULTURAL PRODUCTION (01.01)

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

II. AGRICULTURAL MECHANICS (01.03)

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

The goals of the instructional program are:

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

III. ORNAMENTAL HORTICULTURE

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

The goals of this instructional program are:

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

IV. INTRODUCTION TO AGRICULTURE (01.08)

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

The goals of this course are:

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

The objectives of the course are:

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

D.
Program Description
of included Courses,
SOE and Leadership

D. DESCRIPTION OF AGRICULTURE COURSES

Introduction to Agriculture

Year 9-12

Prerequisites: None

Fulfills: Science graduation requirement

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

Plant and Animal Science

Year 10-12

Prerequisites: Introduction to Ag

Fulfills: Science graduation requirement

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

Integrated Agriculture Biology

Year 10-12

Prerequisites: Introduction to Ag

Fulfills: UC and CSU entrance requirements

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

Agriculture Economics

Year 11-12

Prerequisites: Intro to Ag, Plant and Animal Science or Ag Biology

Fulfills: Economics graduation requirement

Students completing this course will have basic and practical understanding of the different ways of conducting an agribusiness, banking practices, and marketing strategies. Agriculture Business will present students with instruction in the following areas:

computer applications in agriculture, careers in agribusiness, economics principles, agribusiness management and accounting, financial planning and analysis, finance and credit, sales and marketing, agriculture taxation and law, and employability and college entrance skills. FFA development, SOE participation and California Recordbook is required.

Agriculture Mechanics I

Year 9-12

Prerequisites: None

Fulfills: elective requirement

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

Agriculture Mechanics II

Year 10-12

Prerequisites: Ag Mechanics I

Fulfills: elective requirement

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

Agriculture Welding and Construction

Year 11-12

Prerequisites: Ag Mech. I & II

Fulfills: elective requirement

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

Ornamental Horticulture I

Year 9-12

Prerequisites: None

Fulfills: life science graduation credit

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

Ornamental Horticulture II

Year 10-12

Prerequisites: Ornamental Horticulture I

Fulfills: elective/1 year life science

A student completing Ornamental Horticulture II will explore their career opportunities in this industry. They will become familiar with greenhouse design and management,

water systems, fertilizers, light and temperature, insect control, and marketing. Students will also study the floral industry and participate in activities using fresh and dry flowers. FFA development and SOE participation will be graded and required in the class.

Floral Design I

Year 9-12

Prerequisite: None

Fulfills: 1 year of fine art/UC articulated

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

Floral Design II

Year 11-12

Prerequisite: Floral Design I

Fulfills: elective credit

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

Forestry and Natural Resources

Year 10-12

Prerequisite: None

Fulfills: elective credit

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

Environmental Science

Year 9-12

Perquisite: None

Fulfills: UC "F" Lab Science

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

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2010-2011 School Sanger High School

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)		
1. Sectional FFA Meeting Spring	x	
2. Sectional COLC	x	
3. Sectional Farm Record Book Contest	x	
TOTAL AREAS MET	14	

CALIFORNIA AG FACTS!!

Did you know?

- 1 out of 10 people in California are employed in the Agriculture Industry
- California produces over 350 different crops
- One cow gives 200,000 glasses of milk in her lifetime... California is the #1 dairy state in the USA
- In 1947 Marilyn Monroe was crowned the 1st Artichoke Queen
- Jalapeños, zucchini & eggplant are fruits not vegetables

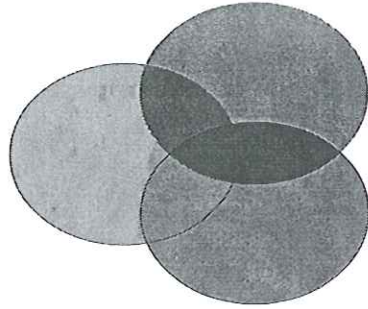
Careers in Agriculture

Equipment Operator	Ranch Worker
Laboratory Aide	Salesperson
Diesel Mechanic	Veterinarian
Floral Designer	Irrigation Tech
Animal Nutritionist	Ag Teacher
Pest Control Advisor	Ag Lawyer
Landscape Architect	Geneticist
Land Surveyor	Vet Assistant
Welder	Motor Repair



The 3 C's of an Agricultural Education Program

Class



FFA

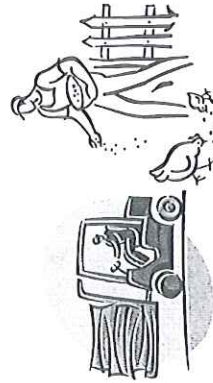
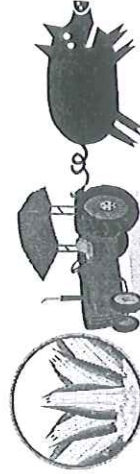
SAE

Sanger High School Ag Teachers

Mrs. Bonomi

Mr. Ravy

Mr. Herron

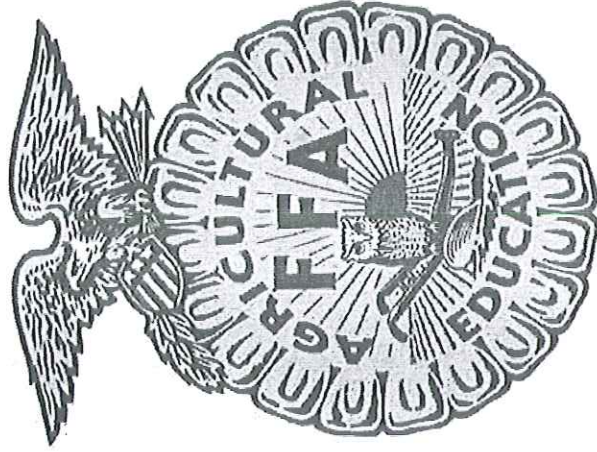


SANGER HIGH SCHOOL

AGRICULTURE

EDUCATION

PROGRAM



1045 Bethel

Sanger, Ca. 93657

[559] 875-7121 ext.100

COURSE OFFERING

FAIR PROJECTS

You Can Enter

Animals

Beef
Dairy
Chicken
Sheep
Goats
Turkeys
Swine
Rabbits

Plants

Potted Plants Fruits
Vegetables Cut Flowers
Floral Design

Ag Mechanics

Welding Projects Trailers
Wood Projects Rope work
Large Farm Projects

Agricultural Sciences

• • • • •

Intro to Agriculture
Agriculture Biology
Veterinary Science
Floral Design
Environmental Horticulture
Forestry

Agriculture Mechanics

• • • • •

Intro to Ag Mechanics
Ag Mechanics 2
Ag Construction 1&2
Ag Welding 1&2
Small Gas Engines
Advanced Engines

FFA Leadership Opportunities

Freshman Teams

- 👍 Best Informed Greenhand
- 👍 Creed Speaking
- 👍 Opening/Closing
- 👍 Novice Farm Records

Judging Teams

Specialty Animal
Floral Design
Small Engines
Welding

Other Contests

- ★ Opening/Closing
- ★ Speaking Contests
- ★ Farm Records
- ★ Cooperative Marketing
- ★ Meats/Livestock/Horses
- ★ Cotton/Citrus/Vines/Trees
- ★ Parliamentary Procedure

E.
Program and/or
Course Subject Matter
Content Outline

Agriculture Science & Technology

FA Leadership program involves students in agriculturally related occupations to build citizenship, cooperation, and leadership skills. Students participate in a Supervised Occupational Experience to apply their classroom knowledge to their related career goals.

AG BIOLOGY P

(Grades 10, 11, 12. Meets UC "d" requirement)

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

ENVIRONMENTAL SCIENCE P

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

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

AG SCIENCE 1

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

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

AG SCIENCE 2 P

(Grades 10, 11, 12-Prerequisite: Ag Science 1 or Instructor's permission. Meets UC "g" requirement)

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

AG SCIENCE 4

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

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

ANIMAL SCIENCE P

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

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

AG CONSTRUCTION 1 AND 2

(Grades 10, 11, 12-Prerequisite: Ag Mech 1 & 2 OR Welding Practices OR Permission of Instructor. \$10 shop fee/sem)

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

MECHANICS 1

(Grades 9, 10, 11, 12-No prerequisite; \$10 shop fee/sem)

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

ADVANCED AG ENGINE

(Prerequisite: ROP Engine Repair)

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

MECHANICS 2

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

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

AG WELDING 1

(Grades 10, 11, 12-Prerequisite: Ag Mech 1 recommended) (\$10 shop fee/semester)

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

AG WELDING 2

(Grades 10, 11, 12-Prerequisite: Ag Mech 1 or Ag Welding 1) (\$10 shop fee/semester)

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

HORTICULTURE

ROP AGRICULTURE & NATURAL RESOURCES P

(Grades 11, 12-No Prerequisite. Meets UC "g" requirement)

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

*ROP ENVIRONMENT HORTICULTURE SCIENCE 1 & 2 P

(Grades 11, 12-No Prerequisite. Meets UC "g" requirement)

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

ROP FLORAL DESIGN I P+

(Grades 9, 10, 11, 12-No Prerequisite. Meets 1 yr Fine Art SHS graduation requirement. 2+2+2 RC)

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

ROP FLORAL DESIGN 2

(Prerequisites: Floral Design 1)

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

**SEE ADDITIONAL
COURSES IN
VALLEY ROP
SECTION**

Agriculture Mechanics

Sanger Agriculture Education Pathways

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Ag Weld 1

Ag Small Gas Engines

Ag Mechanics 2

Yr 3 (11th)

Ag Weld 2

Ag Advanced Engines

Ag Construction 1

Yr 4 (12th)

Ag Fabrication
And Design

Ag Power and Machinery

Ag Construction 2

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Animal Science

Ag Biology

Yr 3 (11th)

Veterinary
Science 1

Animal
Science

Yr 4 (12th)

Veterinary
Science 2

Veterinary
Science 1

Animal Science

Sanger Agriculture Education Pathways

Ornamental Horticulture

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Floral Design 1

Ag Biology or
Environmental Science

Yr 3 (11th)

Floral Design 2

Ornamental Horticulture 1

Yr 4 (12th)

Floral Design 3

Ornamental Horticulture 2

Natural Resources

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Ag Biology

Yr 3 (11th)

Environmental
Science

Yr 4 (12th)

Natural Resources

Agriculture Mechanics

Sanger Agriculture Education Pathways

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Ag Weld 1

Ag Small Gas Engines

Ag Mechanics 2

Yr 3 (11th)

Ag Weld 2

Ag Advanced Engines

Ag Construction 1

Yr 4 (12th)

Ag Fabrication
And Design

Ag Power and Machinery

Ag Construction 2

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Animal Science

Ag Biology

Yr 3 (11th)

Veterinary
Science 1

Animal
Science

Yr 4 (12th)

Veterinary
Science 2

Veterinary
Science 1

Animal Science

Sanger Agriculture Education Pathways

Ornamental Horticulture

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Floral Design 1

Ag Biology or
Environmental Science

Yr 3 (11th)

Floral Design 2

Ornamental Horticulture 1

Yr 4 (12th)

Floral Design 3

Ornamental Horticulture 2

Natural Resources

Yr 1 (9th)

Ag AMP
Intro to Ag

Yr 2 (10th)

Ag Biology

Yr 3 (11th)

Environmental
Science

Yr 4 (12th)

Natural Resources

Veterinary Science I Course Syllabus and Outline

Course:	Veterinary Science I
Credit:	UC "g" Elective Credit
Grade Level:	11-12
Course Length:	1 year / 180 hours
CBEDS:	4020-Agriculture-Animal Science
Job Titles:	Animal Care Animal Service Veterinary Technician
Textbook:	Introduction Veterinary Science, Lawhead & Baker, Thompson Learning Publishers
Supplemental Material	www.infovets.com Veterinary Medical Terminology
Evaluation and: Assessment	Classroom Assignments- 20% Laboratory Assignments-20% Tests/Quizzes-25% Notebook/Term Paper-15% Leadership-10% SAE Development/Record book -10%
Class Needs:	Rubber Boots-(optional) Work Clothes-(optional) 1 ½-3 inch Binder-(to keep in class)
Class Expectations:	Be Prepared to Learn Maintain a positive attitude Be on Time Be honest Treat Subs with respect Absences are your responsibility to make-up
Grading:	90-100%=A 80-89%=B 70-79%=C 60-69%=D 59%-Below=F

Circulatory System
Respiratory System
Renal System
Digestive System
Reproductive System
Central Nervous System
Nutrition
Infectious Diseases and Disorders
Pharmacology/Radiology
Genetics and Heredity
Professional Career Opportunities
Agriculture Leadership, SAE and Record book
Career Preparation Skills
 Personnel Skills
 Interpersonal Skills
 Communication Skills
 Occupational Safety
 Employment Literacy
 Technology Literacy
 Importance of Ethics

Key Assignments: Academic Assignments
Lab Activities and Reports
Research Paper and Presentations
SAE & Record book
Notebook

Instructional
Methods: Lab Activities and Dissections
Lecture and Discussion
Reading and Research Assignments
Written and Oral Reports
Audio Visual Presentations
Projects

VETERINARY SCIENCE

Adopted by
VALLEY ROP

Meets the UC "g" Admission requirement
Approved 2003

I. COURSE INFORMATION:

- | | | |
|----|-------------------|---|
| A. | Course Title: | Veterinary Science |
| | Developed By: | Santa Cruz ROP; adopted by Valley ROP March 10, 2005 |
| B. | Grade Level: | 11-12 Grades |
| C. | Length of Course: | 1 Year |
| | Hours/Credits: | 180 hours/year; 10 credits/year |
| D. | Prerequisites: | Algebra I |
| E. | CBEDS: | 4020 – Agriculture, Animal Science |
| F. | Job Titles: | Animal Care and Service Workers
ONET Codes: 39-2011.00, 39-2021.00;
Veterinary Technician DOT 079.361-014 |

II. MAJOR GOAL AND STUDENT OUTCOMES:

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

5. Develop and enhance computer skills while working on individual and group projects to practice and refine written, oral and multimedia communication skills.
6. Develop advanced communication, leadership and research skills, which will contribute to personal and post-secondary success.

III. COURSE OBJECTIVES:

In *Veterinary Science*, students will be able to:

A. **Anatomy and Physiology:**

1. Explain the molecular makeup of cells
2. Identify the basic structures of the cell and their corresponding functions
3. Discuss mitosis and its clinical significance in diseases such as cancer
4. Detail meiosis in mammalian reproduction
5. Describe the properties, locations, functions, and varieties of epithelial tissues, connective tissues, muscle and nerve tissues
6. Describe the functions of musculoskeletal system
7. Detail the structure of the bone; name the joint types and their accompanying role in movement
8. List the two major sections of the skeleton, name the corresponding bones, and compare species differentiation
9. Explain how bone grows and remodels; relate bone and muscle groups to movement
10. List blood components and explain the functions of blood
11. Identify the basic structures of the mammalian heart; trace the flow of blood through the heart and body while detailing the parts of the blood vessels and their structural significance
12. Use knowledge of heart function and control to explain the clinical significance of the electrocardiogram; heart sounds, including heart murmurs; and blood pressure
13. Identify the basic components of the respiratory tract; list and discuss the function and control of breathing
14. Identify and name the basic structures in the renal system; name and explain the functions of the renal system
15. Identify structures within the kidney and detail the formation of urine and its regulation
16. Evaluate urine and blood as a measure of the health of the animal and the urinary system
17. Identify the basic structures of the digestive system; explain digestion in monogastrics, including digestive tract function,

absorption and the role of the liver in digestion and metabolism

18. Compare and contrast the specialization of dentition and digestive tracts identify male anatomy and relate associated hormonal function
19. Discuss female anatomy and the estrous cycle; list the steps in establishing pregnancy and identify the stages of parturition
20. Describe the neuron, the nerve impulse, and the synapse and explain the components of a reflex arc
21. Identify the major structures of the brain
22. Discuss the anatomy and function of the spinal cord
23. Compare and contrast the function of the sensory somatic system to the autonomic nervous system and differentiate between the two branches of the autonomic system
24. Describe the endocrine system; name the major endocrine glands, list the hormones secreted by each gland, and describe the functions of these hormones
25. Define the term antigen and explain its significance in immunity; distinguish between passive and active immunity

B. Nutrition:

1. List the six major components of animal diets, and discuss their structure and significance in nutrition
2. Explain the general principles in animal nutrition
3. Discuss the difference between dogs, cats and equine nutrition needs

C. Infectious Diseases:

1. Describe Koch's postulates
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases
3. Name the basic components of disease prevention
4. Describe the types of vaccines available and their roles in disease prevention
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance
6. List and describe several diseases common in domestic animals that are contagious to humans
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method

D. Principles of Surgery:

1. Explain the clinical significance of the basic principles of successful surgery
2. Explain the healing of lacerations

E. Pharmacology:

1. Define terms relating to general pharmacology

2. Explain the five schedules of controlled substances and their common use
3. Become familiar with pharmacologic agents their uses, adverse side effects and dosage form
4. Identify the parts of drug labels and inserts
5. List routes and describe route of drug administration and routes of drug excretion
6. Define biotransformation and list common chemical reactions involved in this process

F. Genetics:

1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets
2. Describe the theory of classification of the animal kingdom
3. List common genetic diseases and disorders

G. Professional Opportunities:

1. List requirements to become a registered animal health professional in California
2. Outline the steps to acquiring a veterinary license in California
3. Explain what work ethics are and give examples of their importance in the health profession
4. Create a professional portfolio and demonstrate its use in the interview process for college or work

IV. COURSE OUTLINE:

A. Introduction to Pre-Veterinary Science (5 hours)

1. Safety and Regulations
2. Laboratory skills
3. Research and data collection procedures
4. Medical terminology

Lab – Using the microscope

Lab – Introduction to lab techniques

B. Anatomy & Physiology (8 hours)

1. Cells of the animal body
2. Cell makeup, structure & function
3. Mitosis and cancer
4. Mammalian reproduction

Lab – Identify animal cells; by tissue type

Lab – Identify plant cells; compare the difference between plant and animal cells

Lab – Cell Chemistry – Periodic table of elements

Lab – Build a cell model

Lab – Osmosis & diffusion investigation

C. Tissue Types and Functions

(7 hours)

1. Epithelial
2. Connective
3. Muscle
4. Nerve

Lab – Contraction of glycerinated muscle with ATP

Lab – Examination and diagram cells microscopically

Lab – Dissect muscle, bone, and connective tissue

D. Musculoskeletal System

(7 hours)

1. Musculoskeletal system functions
2. Bone structure, growth and remodeling
3. Joint types and movements
4. Axial and appendicular skeletons

Lab – Owl pellet dissection

Lab – Compare and contrast skeletons of mammals, avian, fish

Lab – Observation & diagram of muscle tissue and bone cells

E. Circulatory System

(6 hours)

1. Blood components and functions
2. Mammalian heart structures
3. Blood vessels and blood flow
4. Electrocardiograms, heart sounds, and blood pressure

Lab – Separate chemical compounds of blood samples, PCV – Total Protein – pH, etc

Lab – Evaluate sample of different species for normal and abnormal values

Lab – Compare human norms with animals

Lab – Dissection of a cow heart

Lab – Examine stained blood slides for form, function, parasites etc.

F. Respiratory System

(4 hours)

1. Respiratory tract
2. Mechanisms of breathing

Lab – Pulse & breathing rate

Lab – Compare metabolic rates of species

Lab – How fish respire

G. Renal System

(4 hours)

1. Renal system structure and functions
2. Kidney structure and urine formation and regulation
3. Urine and blood evaluation

Lab – Urinalysis – chemistry and morphology

Lab – Dilution and toxicity

H. Digestive System

(10 hours)

1. Digestive system structures
2. Monogastric digestion

Lab – Chemical mechanism of digestion

Lab – Conversion of cellulose to glucose through enzymatic hydrolysis

Lab – Enzyme action on starch

Lab – Chemistry analysis that identifies blood glucose levels

I. Reproductive System (14 hours)

1. Male and female anatomy hormonal function
2. Pregnancy and parturition

Lab – Mitosis and meiosis

Lab – Chick embryo development

Lab – Alcohol and seed germination

J. Central Nervous System (2 hours)

1. Neuron function

K. Nutrition (16 hours)

1. Basic Nutrients
2. Species comparison
3. Animal nutrition
4. Pet food labels
5. Equine nutrition and fiber digestion
6. Ruminant nutrition and fiber digestion

Lab – Chemical analysis of common foods such as: sugar, starch, lipids, proteins, Vitamin C

Lab – Evaluation of nutritional values of a meal

Lab – Energy from yeast

L. Common Diseases & Disorders (20 hours)

1. Principles of infectious disease
2. Koch's postulates
3. Disease agents
4. Disease prevention
5. Vaccines
6. Classification of diseases
7. Parasites (endoparasites and extroparasites)
8. Viral
9. Bacterial
10. Fungal
11. Protozoan
12. Zoonotic
13. Diagnosis of disease

Lab – Fecal analysis for parasites, bacteria

Lab – Microscopic examination of fleas, ticks, roundworms, flatworms

Lab – Gram stain and morphology of bacterium

- Lab – Bacterial culture and inhibition
 Lab – Build a virus model
 Lab – Observe and grow fungi
- M. Principles of Surgery** (6 hours)
1. Laceration healing
 2. Surgical considerations
- Lab – Testing bactericides
 Lab – Simulated germs and hand washing
- N. Pharmacology** (10 hours)
1. Classification and chemistry of common drugs
 2. Determine amount and correctly measure prescribed medication using medical math, calculation, conversions
 3. Drug laws, dispensing and record keeping
- Lab – Solute and solutions
 Lab – Chemical structure and compounds
- O. Radiology** (8 hours)
1. Darkroom techniques and radiation safety
 2. Biologic changes with radiation
- Lab – Anatomical positioning
- P. Genetics and Heredity** (15 hours)
1. Theory of Classification -Taxonomy
 2. Animal Kingdom –Vertebrate & Invertebrate
 3. Genetic diseases and disorders
 4. Current Issues and Ethics
- Lab – Pattern of variation
 Lab – Gene regulation
 Lab – Manipulation of DNA
 Lab – Genetic traits
 Lab – Gene regulation
- Q. Professional Career Opportunities** (15 hours)
1. College education and career planning
 2. Professional growth
 3. Work ethics and employability skills
 4. Resume writing
 5. Interview techniques
 6. Developing a professional portfolio
- R. Veterinary Science Research Presentation** (8 hours)
1. Current animal research and investigation
 2. Data presentation
 3. Summarization and conclusion

S. Agricultural Inter-Personal & Leadership Development (15 hours)

1. Completion of a Supervised Agricultural Experience Program and Record Book
2. Development of listening, speaking, writing & reading skill activities
3. Critical thinking & group team building activities
4. Speaking & Seminar Presentations

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure;

identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous

materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.

2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

V. Texts & Supplemental Instructional Materials:

Introduction to Veterinary Science, Lawhead & baker, Thomson Learning
First Edition

Biology – The Dynamics of Life, Glencoe McGraw Hill

An Illustrated Guide to veterinary Medical Terminology, 1st Edition, Janet A. Romich

Clinical Textbook for veterinary Technicians, 4th Edition, W. B. Saunders Company

Pharmacology for Veterinary Technicians, Robert Bill, DVM

Handbook of Veterinary Anesthesia, William Muir, DVM, Mosby Company

Clinical Anatomy & Physiology for Veterinary Technicians, Mosby-Harcort Science Co

VI. KEY ASSIGNMENTS

- A. Weekly academic textbook assignments
- B. Weekly laboratory activities & report
- C. Veterinary Science Term Paper
- D. Supervised Agricultural Experience Project & Record Book
- E. Student Seminar Presentation on a Veterinary Science Topic
- F. Portfolio of Laboratory Exercises

VII. INSTRUCTIONAL METHODS

- A. Laboratory Activities and Experiments
- B. Lecture and Discussion
- C. Reading research Assignments
- D. Written and Oral Reports
- E. Homework Assignments
- F. Audio-Visual Presentations
- G. Projects

VIII. METHODS OF EVALUATION & ASSESSMENT

- | | |
|------------------------------------|-----|
| A. Tests and Quizzes | 40% |
| B. Homework Assignments/Term Paper | 15% |
| C. Notebook/Portfolio | 05% |

D.	Laboratory Activities	20%
E.	SAE Project & Record Book	10%
F.	Leadership Development Activities	10%

IX. LABORATORY ASSIGNMENTS

- A. The following laboratory activities will be incorporated:
1. Using the microscope
 2. Introduction to lab techniques
 3. Identify animal cells; by tissue type
 4. Animal health investigation
 5. Oral Anatomy & health care investigation
 6. Species research - Dogs
 7. Species research - Cats
 8. Contraction of glycerinated muscle with ATP
 9. Examination and diagram cells microscopically
 10. Dissect muscle, bone, and connective tissue
 11. Owl pellet dissection
 12. Compare and contrast skeletons of mammals, avian, fish
 13. Observation & diagram of muscle tissue and bone cells
 14. Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
 15. Evaluate sample of different species for normal and abnormal values
 16. Compare human norms with animals
 17. Dissection of an animal heart
 18. Examine stained blood slides for form, function, parasites
 19. Pulse & breathing rate
 20. Compare metabolic rates of species
 21. Circulatory system
 22. Urinalysis – chemistry and morphology
 23. Dilution and toxicity
 24. Chemical mechanism of digestion
 25. Chemistry analysis that identifies blood glucose levels
 26. Chick embryo development
 27. Exploring the senses
 28. Animal eye dissection
 29. Effects of steroids on growth
 30. Fecal analysis for parasites & bacteria
 31. Immunology Hematology activity

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	VETERINARY SCIENCE II	
CBEDS TITLE:	Ag Animal Science #4020	
CTE SECTOR:	Agriculture and Natural Resources	
JOB TITLES:	29-1131.00	Veterinarian
(ONET #s)	31-9096.00	Veterinarian Assistant
	29-2056.00	Veterinary Technician
	45-2021.00	Animal Breeder
	45-2093.00	Farm Workers, Farm and Ranch Animals

COURSE DESCRIPTION:

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

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

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

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

TEXTS AND SUPPLEMENTAL MATERIALS:	<i>Biology: The Web of Life</i> , Nancy Walker and Francesca Mollura, Prentice-Hall Co. <i>Introduction to Veterinary Science</i> , James B. Lawhead, Delmar Learning, 2005. <i>Modern Livestock and Poultry Production</i> , James Gillespie, Delmar Learning, 7 th Edition <i>An Illustrated Guide to Veterinary Medical Terminology</i> , Janet Amundson Romich, Delmar Learning
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Activity Guide for Animal Production & Management,
R. Kirby Barrick, McGraw-Hill Book Co.

Handbook of Livestock Management, Richard
Battaglia, Prentice Hall

Medical Nursing for Animal Health Technicians,
Paul W. Pratt, American Veterinary Publications, Inc.

Delmar's Veterinary Technician Dictionary, Ray V.
Herren and Janet Amundson Romich, Delmar
Learning

Veterinary Office Practices, Robert Kehn, Delmar
Learning

COURSE OBJECTIVES:

1. The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.
2. The students will be able to demonstrate knowledge of the principles involved in animal nutrition and feeds.
3. The students will be able to demonstrate knowledge of the structure, function and maintenance of the major organ systems of the animal.
4. The students will demonstrate knowledge of the principles of livestock breeding and mendelian genetics and the importance of heritability in a breeding program.
5. The students will demonstrate knowledge of specific health problems related to horses, cattle, sheep and swine and the identification, treatment and prevention of these problems.
6. The students will identify the major internal and external livestock pests, their life cycles and their control.
7. The student will demonstrate an understanding of the basic principles of care, raising, breeding, selection and marketing of large animals.
8. The student will demonstrate knowledge of correct pasture and rangeland management practices for animal health, pasture production and maintaining the balance of living things within the ecosystem.
9. The students will be exposed to educational and industry opportunities as it relates to the field of study in this course.
10. Students will be prepared academically and technically for:
 - Four year college
 - Technical training
 - Employment

Course Outline

<u>Instructional Units</u>	<u>Hrs.</u>
I. Orientation and Guidance	2
A. Course Objectives	
B. Grading, Tests, and Classroom Procedures	
C. Animals in Society	
II. Safety – Personal	4
A. Classroom	
B. Laboratory	
III. Livestock Facilities, Equipment and Restraints	5
IV. Animal Nutrition and Feeds	25
A. Feed identification and nutrient evaluation	
B. Feed additives	
C. Hormones	
D. Developing rations	
E. Nutritional diseases	
F. Feeding requirements	
V. Animal Systems	30
A. Digestive	
B. Respiratory	
C. Endocrine	
D. Reproductive	
E. Urinary	
F. Skeletal	
G. Circulatory	
H. Muscular	
VI. Livestock Breeding	28
A. Review – sperm and egg production	
- dominant and recessive genes	
B. Selection and heritability	
C. Embryo transfer	
D. Artificial insemination	
E. Estrous cycles/breeding	
F. Gestation and parturition	
G. Environment and care of producing animals	
H. Feeding reproduction animals	
I. Crossbreeding/Inbreeding	
VII. Animal Parasites, Pests and Diseases	29

A.	Infectious and non infectious diseases	
B.	Cause of disease	
C.	Disease fighting agents/procedures	
D.	Health practices	
E.	Common internal/external parasites	
VIII.	Large Animal Production	20
A.	Production practices	
B.	Animal behavior	
C.	Marketing livestock	
IX.	Livestock and Carcass Evaluation	5
A.	Selection and Judging	
B.	Harvest Practices	
C.	USDA Standards and Grading	
X.	Career Exploration	17
A.	Importance of work	
B.	Large animal careers	
C.	Trends in careers	
D.	Resumes	
E.	Higher education applications	
F.	Employment applications	
G.	Letters of introduction	
H.	Interview practices	
X.	Interpersonal Leadership Development	15
A.	Record keeping	
B.	FFA leadership development	
C.	Communication	
D.	Critical thinking	
Total Hours		180

CAREER PREPARATION STANDARDS: (These standards are integrated into the individual units throughout the course.)

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty

- d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's workspace.

- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

Floral Design I Course Syllabus and Outline

Course:	Floral Design I
Credit:	UC "F" Art Credit High School Art Credit 2+2 Articulation
Grade Level:	9-12
Course Length:	1 year / 180 hours
CBEDS:	4050-Horticulture and Environment
Job Titles:	General Floral Designer Head Floral Designer Specialized Floral Designer Floral Department Designer Free Lance Floral Designer Salesperson (Customer Service/Counter) Delivery Person Interior Landscape/Maintenance Person Cut Flower Processor Greenhouse Worker Balloon Designer Flower Salesperson Floral Supply Salesperson

Course Description:

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.

Tardy and
Discipline

School Rules are enforced
Step Policy is followed
Refer to student handbook

Units/Topics:

History of Floral Design
Cultural Influences
Elements and Principles of Design
Color
Texture
Shape/Form
Balance
Proportion/Scale
Focal Point
Rhythm
Line
Depth
Flower Foliage Forms
Mechanics and Materials
Arrangement Styles and Techniques
Seasonal, Holiday and Occasional Designs
Leadership, SAE and recordkeeping
Career Preparation Standards
Personal Skills
Interpersonal Skills
Thinking and Problem-solving Skills
Communication Skills
Occupational Safety
Employment Literacy
Technology Literacy

Instructional
Methods:

Material Identification
Lecture and Discussion
Design Practicum's
Vocabulary
Demonstrating/Modeling
Reading and Research Assignments
Written and Oral Reports
Audio Visual Presentations
Projects
Group/Team Learning

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 1

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

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

COURSE DESCRIPTION:

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

ARTICULATIONI: 2+2+2 articulation with Reedley College

PREREQUISITES: NONE

DATE: December 2000

REVISION: January 2006

HOURS: 180

CREDITS: 10

GRADE LEVEL: 11-12

TEXTBOOKS:

The Art of Floral Design, 2nd Edition,
Norah T. Hunter, Delmar Publishers,
2000.

INSTRUCTIONAL METHODS:

1. Lecture
2. Cooperative group learning
3. Demonstration
4. Modeling
5. Multi-media aids
6. Computer technology
7. Nursery and Floral Practices
8. Lab
9. Community Classroom
10. Cooperative Vocational Education

EVALUATION METHODS:

1. Projects (Nursery labs, Floral labs, Landscape design, Installation and maintenance labs, and Retail sales simulation-Bear Roots, Portfolio)
2. Chapter /lecture tests (t/f, multiple choice, fill-in, short answer, essay, and drawing)
3. Chapter questions and problems (short answer, definitions, and critical thinking)
4. Oral Presentations (design presentation and laboratory experiments)
5. Class Participation (attendance, homework, discussions, group participation)
6. Community Classroom
7. Cooperative Vocational Education

OBJECTIVES/COMPETENCIES:

Upon completion of this course, the student will:

Flowers and Foliage, Mechanics and Materials

1. Identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
2. Identify plant growing structures.
3. Propagate plants by separation and division.
4. Explain the process of shipping, handling, processing and storing of fresh cut flowers.
5. Select marketable, healthy potted plants.
6. Demonstrate the ability to dry flowers.
7. Identify different media used in floral design.
8. Identify mechanics and materials used in floral design.
9. Identify career opportunities in floriculture.
10. Identify achievements, contests, and awards in vocation contests through floral design.

Design Elements

1. Explain the history of floral design.
2. Explain the cultural diversity and implications of different floral designs.
3. Explain the arrangement styles and techniques of modern floral design and their origination.
4. Explain, identify, and evaluate the elements and principles of design.
5. Explain, evaluate, and design seasonal, holiday, and occasion arrangements. Through elements and principles of design.
6. Explain, evaluate and design alternative arrangements.

Design Practicum

1. Demonstrate historical arrangements
2. Demonstrate floral arrangements styles and techniques.
3. Demonstrate construction of wedding work.
4. Demonstrate construction of sympathy work.
5. Demonstrate alternative arrangements.

Special Project

1. Develop a personal portfolio.
2. Participate in FFA Floriculture events.

CONTENT OUTLINE:

<u>Hours</u>	<u>Topic</u>
20	I. History of Floral Art <ul style="list-style-type: none"> A. Cultural Floral Designs <ul style="list-style-type: none"> 1. Floral Art of Ancient Civilizations 2. Floral Art of European Periods 3. Oriental Influences 4. American Styles B. Monet's Gardens <ul style="list-style-type: none"> 1. Artful Background 2. Three- to Two-Dimensional C. Design Practicum <ul style="list-style-type: none"> 1. Recreate Arrangements of Various Periods in Floral Art
80	II. Elements and Principles of Design <ul style="list-style-type: none"> A. Textures <ul style="list-style-type: none"> 1. Visual and Tactile Components 2. Container and Material Components 3. Flower and Foliage Components B. Colors <ul style="list-style-type: none"> 1. Color Phenomenon 2. Color Properties 3. Psychological Effects C. Shapes/Forms <ul style="list-style-type: none"> 1. Triangular Designs 2. Circular Designs

		3.	Vertical Designs
		4.	Horizontal Designs
	D.		Balance (visual and physical)
		1.	Symmetrical
		2.	Asymmetrical
	E.		Proportion
	F.		Scale
		1.	Flowers to Materials
		2.	Flowers to Flowers
		3.	Flowers to Foliage
	G.		Focal Points
		1.	Location and Emphasis
		2.	Size and Pattern
		3.	Line Direction and Directional Facing
		4.	Framing and Isolation
	H.		Rhythm
		1.	Radiating Line
		2.	Repetition
		3.	Transitions
	I.		Lines
		1.	Actual, Implied and Psychic
		2.	Vertical, Horizontal, and Diagonal
	J.		Depth
		1.	Angling of Stems and Overlapping
		2.	Size, Color, and Value
	K.		Design Practicum
		1.	Create two-dimensional layouts incorporating elements and principles
		2.	Create three-dimensional arrangements incorporating elements and principles
10	III.		Flowers and Foliage Forms
	A.		Mass Flowers
	B.		Filler Flowers
	C.		Potted Flowers
	D.		Dried Flowers
	E.		Artificial Flowers
5	IV.		Mechanics and Materials
	A.		Containers and Topiaries
	B.		Tools and Foams
	C.		Accessories
30	V.		Arrangement Styles and Techniques
	A.		Art Nouveau
	B.		Art Deco
	C.		Free-form Expression
	D.		Geometric Mass
	E.		Contemporary Style

	F.	Oriental Style
	G.	Design Practicum
	1.	Create two-dimensional layouts in the various style and techniques
	2.	Create three-dimensional arrangements in the various styles and techniques
20	VI.	Seasonal, Holiday, and Occasional Design
	A.	Seasonal Themes
	1.	Spring
	2.	Summer
	3.	Autumn
	4.	Winter
	B.	Cultural Themes
	1.	Religious Holidays
	2.	Funeral and Wedding Themes
	3.	American Themes
	C.	Design Practicum
	1.	Create two-dimensional layouts in the various style and techniques
	2.	Create three-dimensional arrangements in the various styles and techniques
10	VII.	Alternative Arrangements
	A.	Waving and Tying Techniques
	1.	Wheat, Grapevines, and Other Organic Materials
	B.	Design Practicum
	1.	Create two-dimensional layouts in the various style and techniques
	2.	Create three-dimensional arrangements in the various styles and techniques
5	VIII.	Careers

CAREER PREPARATION STANDARDS (hours applied throughout course)

- A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance

- e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

- D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.

- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

180 Total Hours

- D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
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 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
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1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.

180 Total Hours

Floral Design II & III Course Syllabus and Outline

Course:	Floral Design I
Credit:	UC "P" Art Credit High School Art Credit 2+2 Articulation
Grade Level:	9-12
Course Length:	1 year / 180 hours
CBEDS:	4050-Horticulture and Environment
Job Titles:	General Floral Designer Head Floral Designer Specialized Floral Designer Floral Department Designer Free Lance Floral Designer Salesperson (Customer Service/Counter) Delivery Person Interior Landscape/Maintenance Person Cut Flower Processor Greenhouse Worker Balloon Designer Flower Salesperson Floral Supply Salesperson
Course Description:	<p>This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.</p>

Textbook: The Art of Floral Design, Nora Hunter

Evaluation and:
Assessment Classroom Assignments- 20%
Laboratory/Designs-20%
Tests/Quizzes-15%
Projects 10%
Floral Portfolio-15%
Leadership-10%
SAE Development/Record book -10%

Class Needs:
1-1 ½ inch Binder-(to keep in class) for
Portfolio
Occasionally bring container/greenery

Class Expectations: Be Prepared to Learn
Maintain a positive attitude
Be on Time
Be honest
Treat Subs with respect
Absences are your responsibility to make-up

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

FFA/SAE By being in an Agriculture Class you must earn two
activity points a semester. There are many ways to
earn activity points, here are examples:

Attend an FFA meeting
Help with Community Service
Attend FFA Banquet
Assist with an FFA activity
Be on a Committee
Enter a project in the Fair
Fundraiser Sales
Participate on a Team/Contest

Tardy and
Discipline

School Rules are enforced
Step Policy is followed
Refer to student handbook

Units/Topics:

Merchandising and Sales
Flower Shop Procedures
Business Planning
Wedding Consulting and Designing
Delivery Techniques
Sale Displays
Advertising Techniques
Career and Job Seeking Skills
Training Employees
Managing Employees
Interviewing Techniques
Elements and Principles of Design
Flower Foliage Forms
Mechanics and Materials
Arrangement Styles and Techniques
Seasonal, Holiday and Occasional Designs
Leadership, SAE and recordkeeping
Career Preparation Standards
Personal Skills
Interpersonal Skills
Thinking and Problem-solving Skills
Communication Skills
Occupational Safety
Employment Literacy
Technology Literacy

Instructional
Methods:

Material Identification
Lecture and Discussion
Design Practicum's
Vocabulary
Demonstrating/Modeling
Reading and Research Assignments
Written and Oral Reports
Audio Visual Presentations
Projects
Group/Team Learning

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Advanced Floral Design

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

JOB TITLES:

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

COURSE DESCRIPTION:

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

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

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

HOURS: 360 Hours

PREREQUISITES: NONE; Floral Design recommended.

DATE: December 2000

COURSE OUTLINE

DEPARTMENT: Agriculture

SCHOOL: Sanger High School

CREDITS PER SEMESTER: 10

GRADE LEVEL: 11-12

TEXTBOOKS: Floriculture Designing and Merchandising,
Charles Griner, 1995

INSTRUCTIONAL MATERIALS:

Flowers for a Beautiful Wedding, Gail Brown Brumley, 1990
Arranging Cut Flowers, Ortho Books, 1985
Western Garden Book, Sunset, 1999
Designers Workbook Series, The John Henry Co., 1994
A Centennial History of the American Florist, 1997
Retail Flower Shop Operation, Redbook, 1997
Selling and Designing Wedding Flowers, Redbook, 1991
The Profit Minded Florist, Source Publications, 1987

INSTRUCTIONAL METHODS:

1. Lecture
2. Laboratory
3. Demonstration
4. Multi-Media Aids
5. Technology Instruction
6. Cooperative Group Learning
7. Discussion
8. Guest Speakers
9. Field Trips
10. Portfolio Projects
11. Business Simulation

EVALUATION METHODS:

1. Student Rubrics
2. Individual Rubrics
3. Design Practicum
4. Written Assessment
5. Terminology and Vocabulary
6. Portfolio Development

OBJECTIVES/COMPETENCIES/OUTLINE:

Upon completion of this course, the student will:

1. **CAREER PREPARATION STANDARDS** **20 HOURS**
 - A. Understand how personal skill development-including positive attitude, honesty, self-confidence, time management, and other positive traits that affect employability.
 1. Identify personal responsibilities for a career in the floral industry.
 2. Identify ethical and legal roles and responsibilities.
 3. Define professional roles and responsibilities in floral occupational careers
 4. Prioritize tasks and meet deadlines.
 - B. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.
 1. Participate in interaction with employees (students) and customers.
 2. Demonstrate importance of teamwork.
 3. Understand laws dealing with sexual harassment in the work place.
 - C. Understand the importance of good basic skills, critical thinking, and problem-solving skills in the workplace.
 1. Recognize the importance of good reading, writing, and math skills in the Floral industry and implement a plan for self-improvement as needed.
 2. Read, write, give and follow directions.
 3. Spell and pronounce flowers/foilage, customer names/addresses and industry tools/equipment.
 4. Interpret labels, orders and other documents.
 5. Apply critical thinking and problem-solving skills on the job.
 6. Use appropriate industry references to locate information.
 7. Recognize problem-solving situations and outline problem-solving steps needed for troubleshooting.
 - D. Understand principles of effective communication.
 1. Communicate effectively orally and in writing.
 2. Effectively communicate with fellow employees (students) and Customers.
 3. Demonstrate knowledge of delivery routing procedures.

4. Identify non-verbal communication techniques.
5. Handle customer inquiries and objectives.
6. Use effective telephone skills.
7. Communicate with the work site.
8. Follow both written and oral directions.

E. Understand occupational safety issues.

1. Identify and apply safety techniques when using tools, equipment, and supplies used in the floral industry.
2. Demonstrate appropriate attire and personal hygiene.
3. Demonstrate proper techniques for lifting and transporting heavy objects.
4. Identify electrical/power hazards and other hazardous situations/materials; understand common reporting procedures.
5. Observe electrical and power safety standards by shutting off floral Equipment when not in operation.
6. Maintain work site safety standards

F. Understand career paths and strategies for obtaining employment

1. Identify career paths/opportunities within the floral industry.
2. Fill out application forms completely and correctly.
3. Prepare resume.
4. Apply effective job search skills, including locating employment information.
5. Identify effective interviewing techniques.
6. Participate in a mock interview.

G. Understand and adapt to changing technology.

1. Understand the importance of lifelong learning in adapting to changing technology.
2. Correctly use and care for all supplies and equipment.
3. Understand the importance of computers as they pertain to wire service orders and record keeping.
4. Demonstrate basic computer knowledge, function, and skills, as required by individual employers.
5. Use Xerox, fax, and other communication technology.

2. FLOWERS AND FOLIAGE 15 HOURS

- A. Identify annual, perennial, biennials, bulbs, potted/flowering plants and tools used in the floral industry.
- B. Identify plant-growing structures.
- C. Propagate plants by separation and division.
- D. Explain use of growth stimulants, retardant and rooting hormones.
- E. Explain the environmental conditions required for potted/flowering plants.
- F. Explain techniques used in grading, bunching, and shipping cut flowers.
- G. Select flowers at optimum stages of maturity.
- H. Select marketable, healthy potted plants.

- I. Practice procedures for extending the life of cut flowers and foliage.
- J. Demonstrate the ability to dry flowers.

3. DESIGN ELEMENTS 30 HOURS

- A. Explain the history of floral design.
- B. Appreciate cultural diversity and its implication for different floral designs
- C. Explain the following three types/styles of modern floral design and their origin.
 - 1. Ikebana
 - 2. Continental
 - 3. Western line design
- D. Explain the following elements and principles of floral design.
 - 1. Scale
 - 2. Balance
 - 3. Harmony
 - 4. Texture
 - 5. Depth
- E. Explain the use of color, including the following:
 - 1. Color wheel
 - 2. Color theory
 - 3. Color psychology

4. DESIGN PRACTICUM 45 HOURS

- A. Demonstrate construction of boutonnieres and corsages.
 - 1. Create basic designs.
 - 2. Demonstrate proper techniques for creating boutonnieres and corsages.
 - 3. Select appropriate flower(s).
 - 4. Incorporate accessories.
- B. Create floral arrangements.
 - 1. Create arrangements with fresh and dry cut flowers and foliage.
 - 2. Create arrangements with artificial products
 - 3. Use and select appropriate containers.
 - 4. Design arrangements appropriate to customer needs.
- C. Create holiday decorations
 - 1. Explain cultural differences in designs.
 - 2. Demonstrate ability to construct table-setting arrangements.
- D. Create/construct designs for weddings.
 - 1. Explain Cultural Differences
 - 2. Distinguish a variety of wedding needs
- E. Create/construct designs for sympathy/funerals
 - 1. Explain cultural differences
 - 2. Distinguish color and styles appropriate to funerals

F. Use balloons in floral design

G. Construct marketable novelty products

V. MERCHANDISING AND SALES 35 HOURS

- A. Explain shop management procedures
- B. Describe layout/design of an effective floral shop
- C. Describe effective advertising techniques
- D. Understand importance of a good customer relations and describe strategies for retaining customers
- E. Perform shop sales and/or electronic cashiering
- F. Describe personal management techniques
- G. Understand how to start a business
- H. Conduct and prepare a complete wedding consultation
- I. Explain importance of floral wire service
- J. Describe techniques used for efficient delivery
- K. Demonstration techniques for sales displays

VI. SPECIAL PROJECTS 30 HOURS

- A. Construct holiday projects
- B. Construct special occasion projects
- C. Develop a personal portfolio
- D. Demonstration ability to teach/train fellow employees

VII. JOB SPECIFIC SKILLS-ADVANCED

- A. Demonstrate job specific skills of a floral designer/assistant.
- B. Demonstrate job specific skills of a floral wholesaler.
- C. Demonstrate job specific skills of a garden worker/gardener-florist
- D. Demonstrate job specific skills of a salesperson, flowers
- E. Demonstrate job specific skills of a salesperson, floral supplies

VIII. FFA, SAE AND RECORD KEEPING 5 HOURS

- A. Develop leadership skills through the participation in FFA
- B. Maintain a California FFA Record Book and understand the importance of keeping records
- C. Develop an strong SAE project related to the floral industry

IX. COMMUNITY CLASSROOM 90 HOURS

X. COOPERATIVE VOCATIONAL EDUCATION 90 HOURS

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 3—Advanced Floral Wedding and High-Style Design

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMER: 4050

JOB TITLES:	General Floral Designer	142.081-010
	Production Floral Designer	142.081-010
	Head Floral Designer	142.081-010
	Specialized Floral Designer	142.081-010
	Floral Department Designer	142.081-010
	Salesperson (Customer Service/Counter)	299.367-010
	Delivery Person	299.477-010
	Balloon Designer	142.081-010

COURSE DESCRIPTION:

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

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

PREREQUISITES: Floral Design 1 AND 2

GRADE LEVEL: 12

DATE: May 2003

DEPARTMENT: Agriculture

HOURS: 180 Classroom hours
45-90 hours Community Classroom

CREDITS: 10 credits per year

TEXTBOOK:

Floriculture Designing Merchandising

COURSE CONTENT:

- A. Floristry Equipment
- B. Advanced Corsages and Boutonnieres
- C. Advanced High-Style Designs
- D. Wedding Flowers
- E. Wedding and Event Planning
- F. Competitive Floral Judging and Construction
- G. Marketing Techniques for Weddings and Events

COURSE GOALS AND OBJECTIVES:

1. Students will be able to correctly identify tools and supplies used in floral design, as well as use these materials in a safe manner. (10 hours)
2. Students will be able construct a corsage and boutonniere in a fashionable, stylistic and saleable manner in a reasonable amount of time. (12 hours)
3. The students will be familiar with all styles of Western design and the roles they play in high styled weddings and high-styled events. (13 hours)
4. Students will become acquainted with flowers and foliages more commonly used in wedding, events and funerals and their correct uses. (10 hours)
5. Students will become aware of the role color plays in the effective use of flowers and the incorporation of accessories into arrangements and wedding designs. (12 hours)
6. Students will be able to critique arrangements. (5 hours)
7. Students will be able to successfully plan and implement a wedding order. (15 hours)
8. Students will plan and event and implement the order. (15 hours)
9. Students will be familiar with the pricing structure of wedding and high style designs. (10 hours)
10. Students will be familiarized with the proper procedures used to get and keep a job. (5 hours)
11. Students will be instructed in the use of portfolios used in the art/design world. Each student will have a portfolio in progress. In the world of Art and Design a

portfolio is continually updated and redeveloped as a student becomes more proficient. (20 hours)

12. Students will be able to demonstrate good human relations and decision-making skills prior to entering a community classroom site. (10 hours)
13. Students will be instructed in entering various fairs, flower shows, and design contests. (15 hours)
14. Students will be able to develop a resume/cover letter to obtain a job in a floral industry. (5 hours)
15. Students will construct and be proficient in arm bouquets, hand-tied bouquet, nosegays and cascade designs. (12 hours)
16. Students will be proficient in constructing ceremonial decorations, reception decorations and rehearsal dinner decorations. (11 hours)
17. Students will complete 45 hours of community classroom which involves planning and completing flowers/balloons decoration for weddings, holiday events, banquets and other community events. (45 hours)

INSTRUCTIONAL METHODS:

1. Lecture
2. Cooperative Group Learning
3. Demonstration
4. Modeling
5. Multi-Media Aids
6. Computer Technology
7. Nursery and Floral Practices
8. Lab
9. Community Classroom

EVALUATION METHODS:

1. Projects
2. Written exams on lectures and textbook chapters
3. Oral Presentations
4. Class Participation
5. Community Classroom

COURSE OUTLINE:

- I. Principles of Designs
 - A. Design Elements

- B. Design Principles
- II. Corsages and Boutonnieres
 - A. Advanced Corsage Designs
 - B. Advanced Boutonnieres Designs
 - C. Construction of Advanced Corsages and Boutonnieres
- III. Shapes and Styles of Arrangements
 - A. Advanced Line Designs
 - B. Advanced Triangular Designs
 - C. Advanced Circular Designs
 - D. Advanced and High-Style Design Construction
- IV. Significance of Holidays
 - A. Seasonal Holidays
 - B. Religious Holidays
 - C. Importance of Holidays in the Floral Industry
 - D. Advanced Design Construction
 - E. Event and Holiday Planning
- V. Wedding Flowers
 - A. Bridal Consulting
 - B. Wedding Order Form
 - C. Bridal/Attendant Bouquets
 - D. Wedding Corsages and Boutonnieres
 - E. Ceremonial Decorations
 - F. Reception Flowers and Decorations
 - G. Rehearsal Dinner Flowers and Decorations
 - H. Creating and planning a wedding order
 - I. Constructing an advanced wedding design to include bouquets, ceremony, and reception flowers
- VI. Pricing Strategies
 - A. Wedding Designs
 - B. Holiday Designs
 - C. Special Events and Community Events
 - D. Mark Up/Percentage Pricing Method
 - E. Costs of Goods and Labor
- VII. Displays and Advertising
 - A. Advertising Weddings and Events
 - B. Artistic Displays
 - C. Design Displays
 - D. Types of Marketing and Advertising
- VIII. **Career Preparation Standards** (hours applied throughout course)

- A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.

- a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
- 1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 - 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 - 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 - 4. Demonstrate active listening through oral and written feedback.
 - 5. Give and receive feedback.
 - 6. Demonstrate assertive communications (both oral and written).
 - 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 - 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 - 9. Exhibit a proficiency in the use of reference books.
 - 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
- 1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical

- e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
2. Apply sound ergonomic principles in organizing one's workspace.
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
- 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 - 2. Identify steps for setting goals and writing personal goals and objectives.
 - 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 - 4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
 - 5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
- 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 - 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 - 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
- 1. Discuss social and ethical responsibilities in the industry.
 - 2. Demonstrate ethical choices in workplace situations.

IX. Community Classroom (45-90 hours)

VROP COURSE OUTLINE

COURSE TITLE: Ornamental Horticulture

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

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

COURSE DESCRIPTION:

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

HOURS: 180 Hours (2 semesters)

PREREQUISITES: NONE

DATE: September 1999

CREDITS PER SEMESTER: 5

GRADE LEVEL: 11-12

TEXTBOOKS: Introduction to Horticulture (Science and Technology), Interstate Publishers, 1997.
Floriculture Designs and Merchandising, Delmar Publishers, 1995.
Western Garden Book, Sunset Publishing, 1998.

INSTRUCTIONAL METHODS:

1. Lecture
2. Cooperative group learning
3. Demonstration
4. Modeling
5. Multi-media aids
6. Computer technology
7. Nursery and Floral Practices
8. Lab

EVALUATION METHODS:

1. Projects (Nursery labs, Floral labs, Landscape design, Installation and maintenance labs, and Retail sales simulation-Bear Roots)
2. Chapter /lecture tests (t/f, multiple choice, fill-in, short answer, essay, and drawing)
3. Chapter questions and problems (short answer, definitions, and critical thinking)
4. Oral Presentations (design presentation and laboratory experiments)
5. Class Participation (attendance, homework, discussions, group participation)

OBJECTIVES/COMPETENCIES:

Upon completion of this course, the student will:

1. Demonstrate plant identification and selection of for local landscape applications by completion of lab assignments.
2. Understand the principles of plant physiology and growth, including: photosynthesis, transpiration, respiration, and plant structure through satisfactory grade on tests and labs.
3. Demonstrate methods of sexual and asexual plant propagation and factors affecting them through satisfactory grade on tests and labs.
4. Learn the principles of integrated pest management and demonstrate through labs.
5. Evaluate water management practices for ornamental plants. Student will demonstrate knowledge through satisfactory completion of lab assignments.
6. Learn the relationship between growing mediums, water management, and fertilization through satisfactory completion of lab assignments.
7. Demonstrate principles of pruning and training plant material through satisfactory completion of lab assignments.
8. Describe the selection, installation, and care of turf through satisfactory completion of lab assignments.
9. Become familiar with safe work practices with nursery production facilities, equipment, and tools by satisfactory completion of lab assignments.

10. Demonstrate principles of landscape planning, design, construction, and maintenance through satisfactory completion of landscape design lab.
11. Demonstrate principles and skills of floral design through satisfactory completion of floral labs.
12. Learn about the California Horticultural Industry and role of supporting industries through demonstration in lab exercises.
13. Learn the importance of record keeping through demonstrations in retail sales simulation.
14. Learn about the importance of leadership by participating in leadership training activities.

ORNAMENTAL HORTICULTURE OUTLINE

<u>HOURS</u>	<u>TOPIC</u>
5	Introduction <ul style="list-style-type: none">-Importance of Horticulture Industry/California/U.S.-Occupational opportunities-Job requirements
5	Recognize safe work practices <ul style="list-style-type: none">-Hand tool identification, storage and usage-Power equipment and usage-Personal safety measures
5	Plant Physiology and Nomenclature <ul style="list-style-type: none">-Plant structures and functions-Plant classifications-Plant characteristics and identification
5	Plant Propagation: Nursery Stocking <ul style="list-style-type: none">-Importance-Difference between sexual and asexual propagation-Labs in seeding, transplanting, cuttings, grafting, and division
30	Nursery Practices <ul style="list-style-type: none">-Growing nursery stock-Care and maintenance of nursery plants-Plant handling-Structures
30	Landscape Construction, Installation, and Maintenance <ul style="list-style-type: none">-Landscape measurement-Landscape design<ul style="list-style-type: none">-Soils, soil conditioners, fertilizers, grading, and irrigation-Landscape installation<ul style="list-style-type: none">-Structures, staking, and leveling

10	Pruning of Ornamental Plants <ul style="list-style-type: none"> -Reason for pruning -Timing of pruning -Pruning tools <ul style="list-style-type: none"> -Identification, safety, use, and care -Types of pruning <ul style="list-style-type: none"> -Thinning out, heading back, espalier, and hedging
30	Turfgrass Care <ul style="list-style-type: none"> -Identification of turf grass -Planting/re-establishing methods <ul style="list-style-type: none"> -Seeding, stolons, sod, and plugging -Maintenance practices <ul style="list-style-type: none"> -Mowing, edging, fertilization, watering, winter care aeration, and basic pest and disease control
40	Floriculture <ul style="list-style-type: none"> -Identification of flower varieties -Floral design elements -Wiring, ribbons, accessories and container -Corsage production <ul style="list-style-type: none"> -Three flower and five flower arrangements -Floral arranging <ul style="list-style-type: none"> -Symmetrical and asymmetrical
20	Business Procedures <ul style="list-style-type: none"> -Record keeping -Inventory and equipment records -Marketing and sales

180 Total Hours

Agricultural Biology
Meets the UC "d" Admission Requirement

I. COURSE INFORMATION:

Course Title: Agricultural Biology

Credits: 10 Units

Length of Course: 1 Year

Prerequisites: Algebra I or concurrent enrollment in Algebra I

Target Group: Students with ninth grade honors or GATE only and tenth through twelfth grade students who plan to enter a college and/or university with a major in agriculture. This is an elective course that meets life science graduation requirements and departmental major requirements, as well as University of California one-year laboratory science admission requirements.

II. COURSE GOALS:

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

B. Specific goals include:

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

10. To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

III. COURSE OBJECTIVES:

A. Students should be able to:

1. Intelligently discuss theories on the origins of life.
2. Describe the characteristics of living organisms.
3. Describe the characteristics of plant and animal cells with respect to their structure and chemistry.
4. Compare and contrast the roles of meiosis and mitosis in cellular and organism reproduction.
5. Define the chromosome theory of heredity, Mendelian genetics, gene-enzyme relationships, and apply this knowledge to animal inheritance.
6. Distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.
7. Identify the structural and functional similarities and differences among the major animal, plant, and protist phyla.
8. Analyze the major organ systems of animals and understand their function.
9. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
10. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
11. Identify the environmental and genetic factors that influence variation among organisms.
12. Demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretative skills.

IV. COURSE OUTLINE:

A. Introduction to Agricultural Biology

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

B. Organisms and Their Ecological Environment

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

C. Cell Biology

1. Plant and Animal Cell Identification and Functions
 2. Plant and Animal Cell Structure and Functions
 3. Cellular Respiration
 4. Cellular Transport
5. Cell Differentiation
6. Chemiosmotic Gradients and ATP Production
7. Macromolecules in Cells

D. Inorganic Foundations that Support Life

1. Soil and Water: The Chemical Foundation
2. Atomic and molecular structure and chemical bonding
3. Basic Soil Components
4. Soil Formation Factors and Horizons
5. Soil Texture and Structure
6. Soil Organisms and Organic Matter
7. Interrelationships of Plants and Soil
8. Water Movement Properties
9. Soil and Water Management

E. Plant & Animal Classifications

1. Development of the Binomial System of Nomenclature
2. Classifications of Major Groups of Plants and Animals
3. Evolutionary Relationships
4. Development of the Kingdom Concept
5. Comparisons of Modern Agricultural Plants and Animals

F. Plant Physiology, Reproduction, Photosynthesis and Growth

1. Plant Structures & the Process of Photosynthesis
2. Plant Growth Requirements
3. Monocotyledons and Dicotyledons
4. Sexual and Asexual Reproduction
5. Research Applications to Plant Biotechnology

6. Chemical and Environmental Factors Affecting Plant Growth

G. Animal Physiology and Reproduction

1. Internal Systems of Animals
2. The Digestive Process
3. The Respiratory System
 4. The Reproductive System
 5. The Circulatory System
 6. The Endocrine System
 7. The Nervous System
 8. The Immune System

H. Animal Nutrition

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

I. Animal Health & Diseases

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

J. Plant and Animal Genetics

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

K. Agricultural Biology Research Project

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

Project

4. Instructional Supervision & Coordination

L. Leadership & Team Building Development

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

V. TEXTS & SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

Modern Biology 2nd Edition (Holt, Rinehart & Winston, 2000)

Laboratory Investigations in Biology (Holt, Rinehart & Winston, 2000)

Biological Science Applications in Agriculture (Osborne, 1999)

Agriculture Biology Lab Manual Revised (Fullerton, 1999)

VI. KEY ASSIGNMENTS:

- A. Weekly Reading & Writing Assignments
- B. Weekly laboratory activities & write-ups
- C. Agriculture Biology Term Paper
- D. Supervised Agricultural Experience Project & Record Book
- E. Student Seminar Presentation related to Agriculture Biology Topic
- F. Portfolio of Laboratory Exercises
- G. Leadership Development Activities

VII. INSTRUCTIONAL METHODS:

A. Students will be engaged in a variety of activities that balance direct instruction with project work. Students will be expected to apply the academic and applied concepts and processes learned during direct instruction to their projects. Students will attend lectures, complete labs, become involved with professional mentors, complete real world projects, and make presentations that demonstrate understanding of physical concepts and the application process.

B. Methods of instruction will include, but is not limited to:

1. Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).
2. Use of community-based research projects and with professional mentors, development of language arts skills while students complete reports, journals, analyses, and essays.
3. Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks.

4. Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning.
5. Use of student presentations, exhibits, and competitions.

VIII. ASSESSMENT METHODS:

A. Assessment opportunities that allow continuous evaluation of students' progress should be embedded throughout the course and should be a learning experience. All students will be expected to achieve a high understanding of all topics; often demonstration of knowledge will occur in a public forum. The following strategies, which include both formal and informal assessment techniques, may include, but are not limited to:

1. Performance-based assessments such as demonstrations, discussions, simulations, and projects
2. Presentations, (both team and individual) written assignments, (both team and individual),
3. On-going and cumulative portfolio of investigative accomplishments.
4. Written tests & quizzes with a variety of short answer and essay questions.
5. Written assignments, (such as justifications, investigations, and research, evaluative, or technical), and individual and group assessments including the assessment working relationships.

B. Grading will be based on the following assessment areas:

- | | |
|---|-----|
| 1. Tests & Quizzes | 40% |
| 2. Laboratory Investigation Activities & Write-ups | 20% |
| 3. Portfolio & Writing Assignments | 15% |
| 4. Leadership & Critical Thinking Activities | 10% |
| 5. Research Report and Oral Presentation | 10% |
| 6. Supervised Agricultural Experience & Record Book | 05% |

IX. LABORATORY ACTIVITIES:

- A. The Scientific Method
- B. Analyzing Ecosystems
- C. Checking water for Coliform Bacteria
- D. Genotypic and phenotypic ratios
- E. Cell identification
- F. Flower dissection and pollen growth germination
- G. Secondary and microelements with N-P-K tissue tests on plants
- H. Animal tract dissection
- I. Reproductive tract dissection
- J. Feed nutrient analysis
- K. Factors affecting photosynthesis
- L. Effects of leaf surface area, air movement, and light on transpiration rates
- M. Effects of light quality on plant growth
- N. Artificial insemination & embryo transfer

- O. Phototropism
- P. The Hydrologic Cycle
- Q. Comparison of soil vs. non-soil plant culture
- R. Effects of nutrient concentrations on hydroponic plant growth
- S. Effects of chemicals (herbicides) on plants
- T. Herbicide biopsy
- U. Effects of rooting hormone on root development
- V. Balancing feed rations
- W. Anther culture
- X. DNA extraction
- Y. Probability of trait inheritance
- Z. Tissue culture
- AA. Seed dispersal
- BB. Genetic probability
- CC. Insect identification
- DD. Environmental forcing structures
- EE. Comparison of asexual propagation methods
- FF. Water quality
- GG. Plant pigment chromatography

F.
Program Completion
Standards

F. Program Completion Standards

In order for a student to complete a program in agriculture at Sanger High School, they must meet minimum program completion standards. The program is structured to follow the Basic Core Curriculum and the Advanced Clusters.

Minimum Standards

1. Complete minimum of 720 hours of instruction in four courses within their program area.
2. The students supervised occupational experience program must be related to their career goal and be at least four months in the duration of their sophomore, junior and senior years.
3. Each student enrolled in an agricultural education program will be an active member of the FFA and serve actively at the local level.
4. Each student must receive a passing grade of a "C" or better to advance to the next course.
5. Students will choose a sequence of courses in the area of agriculture sciences, agricultural mechanics, ornamental horticulture, forestry and natural resources and agricultural business.

G.
Description of
Facilities and Major
Equipment

Description of Facility

Farm

1.5 Acre Farm
20 X 40 Greenhouse
36 X 72 Sheep Barn
36 X 36 Ewe Barn
36 X 12 Rabbit Barn
Goat Pasture
Sheep Pasture
12 X 8 Goat Barn
Storage Sea Train
Show Ring
12 X 48 Swine Area

Shop/Classroom

Welding and Project Shop
Small Engines Shop
Ag Office
Agriculture Classroom
7 X 7 Floral Cooler
Sliding Floral Cooler
9 Microscopes
Media Console
Lap top computer
Document reader
2 Projectors
DVD Player
VHS Player
Surround Sound/Receiver

Shop Equipment

3 AC 225 Lincoln Arc Welder
5 Miller Thunderbolt 225 Welder
1 Miller Spot Welder
1 Duro Dyne Spot Welder
2 Millermatic 252 MIG setups
1 Millermatic 251 MIG setups
1 Millermatic 250x MIG setups
1 Lincoln Power MIG 255 setups
1 ESAB MIG Master 250 setups
1 Millermatic 140 MIG 110V setups
2 Miller Synchronware 180 TIG setups

1 Thermodynamics Cutmaster 81
8 Oxygen Bottle ~280 cu ft
1 Oxygen Bottle 150 cu ft
1 Oxygen Bottle 120 cu ft
3 Acetylene Cylinder Lg.
3 Acetylene Cylinder Sm.
5 Oxy Acetylene Torch/ Regulator Assy.
1 Scotchman Ironworker- 40 ton
3 Pedestal Grinder
2 Floor Drill Press
2 Bench Drill Press
2 14" Band Saw Upright
1 Horizontal Band Saw
16 Welding Helmets
8 Jack Stands
4 4" Angel Grinder
5 1/2" Chuck Drill 1 Makita 5 Dewalt
3 18V Cordless Drill Dewalt
4 12V Cordless Drill Skil
1 33gal Arc Compressor
2 3/8" Drill 1 Dewalt 1 Rocksolid
1 Reciprocating Saw
1 Circular Saw
2 Cut-Off Saw- Metal
1 Miter Saw- Wood
1 Dyno Mite Dyno
10 Engine Strands
2 Air Compressors- 33gal
1 Snap-On Scanner
1 Mac Scanner
2 Floor Jack
1 Tire Changer
1 Tire Balancer
1 48" Tool Box
1 36" Tool Box
1 Massey Ferguson Tractor
2 Flammable Liquids Cabinet
1 Sioux 2075HP Value Grinder
48 Vertical Shaft Engines 1cyl.
55 Horizontal Shaft Engines 1cyl.
4 Other Engines

***H.
Five Year Facility
And Equipment
Acquisition
Schedule***

Five year Facility And Equipment Acquisition Schedule

2013-2014:

- Poultry Facility/Layer Hen Project
- Uniform Ground Material
- Multi Process Welding Set-up
- Complete Pens South Side
- Cover Remainder of the Barn
- Additional Ag Vehicle
- Show Arena Support Beams

2014-2015

- Drainage and Sewer for Animal Facility
- Swine facility (like Reedley)
- Farm Market
- Rabbit Facility
- Cattle Chutes
- Fans for Cattle
- Bleachers

2015-2016:

- Dairy Goat Barn and Milking Parlor
- Feed Storage Area
- Beef Area Barn
- Ag truck vehicle for department
- Landscape Farm/ Picnic Area

2016-2017

- Fan Sprayer for Orchard
- Laminar Flow Hoods
- Lab Tables in Ag Biology room

2017-2018

- Shelving and locking storage in Ag Shops
- Lab Tables in Floral Room
- Tool Shed

Five year Facility And Equipment Acquisition Schedule

2012-2013:

- Uniform ground material for farm
- 4 Ipads
- Complete Aquaculture Tank and Equipment
- Hydroponic Tanks and Equipment
- Ewe Shade Area
- Hard Facing Set-up
- New stick welders
- Electrical for Ag Mech area and Aquaponic Area
- Shelving and Cabinets area for OH Storage Area

2013-2014:

- Poultry Facility
- OH plant unit Covered growing area
- Multi Process Welding Set-up
- Complete Sheep Pens South Side
- Show Arena Support Beams

2014-2015

- Drainage and Sewer for Animal Facility
- Swine facility (like Reedley)
- Farm Market
- Rabbit Facility
- Tool shed
- Bleachers

2015-2016:

- Dairy Goat Barn and Milking Parlor
- Feed Storage Area
- Beef Area Barn
- Ag truck vehicle for department
- Landscape Farm/ Picnic Area

2016-2017

- Fan Sprayer for Orchard
- Additional Ag Truck
- Laminar Flow Hood
- Lab Tables in Ag Biology room

Five year Facility And Equipment Acquisition Schedule

2010-2011:

- Floral shears/tool replacement
- Sheet Metal Brake
- Replace/add new welders
- Lockers for student/projects
- Drainage and Sewer for Animal Facility
- Uniform ground material for farm
- Cutting table's plasma
- Hydroponics and Aquaculture Set-up

2011-2012:

- Swine facility (like Reedley)
- Poultry Facility
- Sheep runs along barn North Side
- New stick welders
- Hard facing setup

2012-2013:

- OH plant unit Covered growing area
- Farm Market
- Rabbit Facility
- Tool shed
- Show Arena
- Bleachers

2013-2014:

- Dairy Goat Barn and Milking Parlor
- Feed Storage Area
- Beef Area Barn
- Ag truck vehicle for department
- Landscape Farm/ Picnic Area

2014-2015

- Fan Sprayer for Orchard
- Boom Sprayer
- Additional Ag Truck
- Laminar Flow Hood
- Lab Tables in Ag Biology room

5 Year Acquisition Plan

2010-2011

- Tool storage Units/ Boards
- Raised Bed Planting Area
- Pasture Fencing/ Gates
- Pressure Water
- Vineyard/ Orchard Developing
- Color Printers
- Time Clocks

2011-2012

- Laying House/ Poultry Unit
- Sheep Barn Extension
- Hard fencing setup
- Swine facility
- Plant sale/ display patio
- Landscape form/ Picnic Area
- Router Table

2012-2013

- Show Arena and Bleachers
- Market Rabbit Facility
- Lockers for student Projects
- Sanger Farm Store
- Tool Shed/ Farm Storage
- New plasma cutter

2013-2014

- Beef area/ Barn
- Goat facility
- Office copier
- Egg/ Plant cooler
- Fruit Display bins
- Cash Register

2014-2015

- New SMAW/ Multiprocessing Welders
- Ag Suburban
- New Fume Extraction

Five year Facility And Equipment Acquisition Schedule

2009-2010:

- Greenhouse refurbishes
- Rock
- Pads
- Paint- Metal Tables
- Shop tool storage units
- Tool boards
- Part washer

2010-2011:

- Floral shears/tool replacement
- Replace/add new welders
- Lockers for student/projects
- Uniform ground material for farm
- Cutting table's plasma
- Poultry house

2011-2012:

- Swine facility (like Reedley)
- Fencing for sheep pasture
- Sheep runs along barn
- New stick welders
- Hard facing setup

2012-2013:

- OH plant unit to
- Tool shed
- Show Arena
- Bleachers

2013-2014:

- Beef Area Barn
- Ag truck vehicle for department
- Landscape Farm/ Picnic Area

I.
Staff Assignments

Sanger Agricultural Department Responsibilities				
Event		Audrey	Greg	Tony
Car Wash	Activity		X	
	Tickets		X	
	Funds/Profit Potential		X	
	Set-up	x	x	
Retreat				
	Funding	X		
	Agenda		X	
	Trip Request/Scheduling Facility	X		
	Leadership Workshops		X	
	Calendar		x	
	Food/Purchase Order	X		
Grape Bowl Livestock Show				
	Awards/Order & Pick up	X		
	Invitations/Layout/Agenda	X		
	Food/Refreshments		X	
Fall Sectional CATA Meeeting				
Teachers	Registration/Conf Request	X		
	Attendance	X	X	
Chapter Officer Leadership Conference				
	Trip Request/Purchase Order		x	
	Transporting Students		X	
Welcome Back FFA Meeting				
	Invitations		X	
	Funding Source/PO's	X		
	Advertisement		X	
	Agenda		X	
	Activity		X	
	Order/P/U Food	x	X	
	Food Preperation	x		
	Clean-up/Set-up	X	X	X
Harvest Gala				
	Site	X		
	Food Preperation	X		
	Decorations	X		
	Tickets	X		

	Officer Presentations			
	Thank you note/gift		x	
Farm Day FCFB				
	Transport Students		X	
	Ag Booth		X	
April FFA Meeting	Advertise		X	
	Planning		X	
	Agenda		X	
	Bus/Activity	X		
State Convention April				
	Four Day Participants		X	
	One Day Participants	X	X	
	Trip Request/PO's	X		
	Transportation Students	X	X	
American Degree Scoring May				
Teachers	American Degree Books	X		
	Attend Scoring	X	X	
Sectional CATA Meeting May				
Teachers	Attendance	X	X	
	Registration/Conf Req	X	X	
Sectional FFA Meeting May				
	Sectional officer Candidates		X	
	Delegates/Senior Interviewer		X	
	Registration/Conf Request		X	
FFA End of the Year Banquet May				
	Invitation/mailling/personal invites-		X	
	Binder/Script-	X		
	Video End of Year		X	
	Decorating	X		
	Purchasing Supplies for decorations-	X		
	Ordering and Pick up Awards-	X		
	Ordering and Picking Food		X	
	Picking up paper goods-		X	
	Organizing/Practicing Script+Program		X	
	Programs/Printing-	X		
	Food Set-up-	X	X	X

	Advertisement	X		
	Program Event			
	Invitations			
	Quad Activities		X	
	Flyers/Printing		X	
	Prizes/Giveaways		x	
Spring Regional FFA Meeting-				
	Registration/Purchase Order	X		
	Transport Students	X	X	
Spring Regional CATA Meeting				
	Registration/Conf Request	X		
	Attendance	X	X	
Donkey Basketball- March				
	Advertisements for Program			
	Set-Up Date			
	Program put together			
	Collect Funds			
ON HOLD	Ticket Sales			
	Ticket Distribution			
	Organizing Riders			
	Alumni Contacts			
	Secure/PU Jerseys			
	Ordering Shirts/funding			
	Snack Bar Set/Operation			
	Purchasing Snack Bar Supplies			
	Snack Bar Change			
	Paying Burrell			
	Posters/News Media			
	Posters Advertisement			
	Set-upClean-up			
SHS Staff Appreciation BBQ				
	Funding/PO's	x		
	Invitations		x	
	Secure Date/Facility		x	
	Help/BBQ		x	
	Purchase Food/Paper Goods	x		
	Organize Servers		x	
	FFA Display		x	

	Advertise		X	
	Planning		X	
	Agenda		X	
	Refreshments/Food	X		
	Purchase Supplies	x		
State Degrees Scoring 1				
Teachers	Attendance	X	X	
State degree/Proficiency Scoring 2				
Teachers	Attendance	X	X	
Mid- Winter Retreat				
	Funding	X		
	Agenda		X	
	Trip Request/Scheduling Facility		x	
January Meeting				
	Advertise	X	X	X
	Planning		X	
	Agenda		X	
	Activity		X	
	Food/Refreshments	x		
Sectional Speech Contest	Job Interview		X	
	Creed	X		
	Extemp		X	
	Prepared	X		
	Transport Students	X	X	
February Meeting				
	Advertise	X	X	
	Planning		X	
	Agenda		X	
	Bus/Activity	X		
	Food/Refreshments	X		
FFA Week Activities				
	Funding/Po's	X		
	Coordinating Day/Facilities		X	
	Design Info Boards			
	Build Info Boards			
	Order Supplies		X	
	Pick up Supplies		X	
	Event Program		X	

	Invitation/mailling/personal invites-		X	
	Binder/Script/Agenda	X		
	Decorating	X		
	Purchasing Supplies for decorations-	X		
	Printing Certificates	X		
	Ordering and Pick up Awards-			
	Ordering/ Picking Food/Salad Cake Rolls			
	Picking up paper goods			
	Organizing/Practicing Script+Program			
	Programs/Printing-			
	Food Set-up-Food/Serving			
	Head Table and Guest table set-up-			
	Clean-up/set-up	X	x	
See's Candy Fundraiser				
	Profit Potential	X		
	Meet with See's Rep	X		
	Organize packets/order forms	X		
	Distribute Flyers Teachers/Staff	X		
	Collect Money/Turn in	X	X	X
	Place Order, By Dec 2			
See's Candy Fundraiser cont	Pick up order from See's	X		
	Sort Order, by class/individual student	X		
	Paperwork for check payment	X		
Banking/BIG Contest				
	Best Informed Greenhand Test	X		
	Banking Test		x	
	Team Participation	X	X	
	Farm Records Test	X		
	Coop Test		X	
Veterans Parade				
Toyland Parade Float				
	Trailer Use	X		
	Theme Planning		X	
	Layout/Design		X	
	Construction		X	
	Organizing Student Participation	X	X	
Apache Closet Assistance with FFA Members				
	Shopping for Toys	X		
	Set-Up	X		
Winter FFA Officer Meeting				

	Program		X	
	Donations	X	X	
	Set/Clean up	X	X	
	Officer Student Help		x	
Fresno Fair				
	Animal Entries	X	X	X
	Ag Mechanic Entries		X	
	Floral Entries	X		
	Trip requests/Subs	X	X	X
	Transportation Coordination	X		
	students	X		
	projects	X	X	
	Food/Tent	x		
Drive Thru BBQ Fundraiser				
	Ticket Printing/Contacts	X		
	Food PO's/Profit Potential	X		
	Distributing Tickets	X	X	X
	Sales	X	X	X
	Picking up food	X	X	
	BBQ-Cooking Meat		X	
	Rice/Beans/Salad Preparation	X	x	
	Paper Products	X		
	Students/Parent Help	X	X	
Opening Closing Contest- November				
	Take students to Reedly-	X	X	
	Trip Request/Transportation	X		
	Funding PO	X	x	
October FFA Meeting				
	Advertise		X	
	Planning		X	
	Agenda/Script		X	
	Bus/Activity Request	X		
	Refreshments	x	X	
FFA Fall Meeting-November				
Regional -Teachers	Transport students to conference	X	X	
	Trip Request and Funding	X		
Fall Regional CATA Meeting				
	Attendance	X	X	
	Purchase order for registration	X		
FFA Greenhand Festival				

Course	Course Name	Boys	Girls	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
1000	Adv Competitive Debate P	34	63	0	59	22	16	0	97
1001	AP English Lit	30	53	0	0	7	76	0	83
1002	American Lit P	279	207	0	0	483	3	0	486
1003	Beg Debate P	1	0	0	1	0	0	0	1
1005	British Lit P	142	146	0	0	1	287	0	288
1006	Drama 1	11	28	11	4	12	12	0	39
1007	Drama 2	4	10	1	6	2	5	0	14
1009	English 9 P	168	181	346	1	0	3	0	350
1018	World Literature P	283	285	0	565	1	2	0	568
1027	AP English Lang	60	94	0	0	153	1	0	154
1030	Yearbook	5	13	0	0	7	11	0	18
1045	English 9 P/Debate	48	65	113	0	0	0	0	113
1050	Corrective Rd 1	3	2	4	1	0	0	0	5
1051	Corrective Rd 2	40	29	63	6	0	0	0	69
1052	Corrective Rd 3/A	41	32	47	9	10	7	0	73
1053	Corrective Rd 4	75	47	19	86	15	2	0	122
1059	English Lab	36	28	62	2	0	0	0	64
1070	CAHSEE-ELA	1	0	0	0	0	1	0	1
1071	World Lit H	50	86	0	136	0	0	0	136
1072	Corrective Rd 3/B	7	5	0	12	0	0	0	12
1073	Corrective Rd 5	42	41	0	10	70	3	0	83
1074	English 9 H	22	53	75	0	0	0	0	75
1075	Corrective Rd A	0	1	0	1	0	0	0	1
1093	Non-Fiction Lit P	101	106	0	0	0	207	0	207
1094	Drama 3-4	5	8	0	0	3	10	0	13
1500	AP European Hist	69	92	0	161	0	0	0	161
1501	AP US History	63	57	0	0	117	3	0	120
1503	American Govt P	233	254	0	0	1	486	0	487
1504	Geog West Hist H	37	63	100	0	0	0	0	100
1510	US History P	280	242	0	0	513	9	0	522
1513	World Hist P	257	277	0	528	3	3	0	534
1521	Economics P	222	245	0	0	0	467	0	467
1538	Economics Bus P	12	14	0	0	1	25	0	26
1540	AP Microeconomics	24	16	0	0	0	40	0	40
1545	Geog/Pers Dev	242	264	499	1	4	3	0	507

4002	French 3 P		23	31		0	0	0	46	8	0	54
4004	AP French Lang		7	19		0	0	0	1	25	0	26
4007	Spanish 1 P		139	153		149		52	88	4	0	293
4009	Spanish 2 P		183	166			0	213	91	45	0	349
4011	Spanish 3 P		63	64		0	0	5	95	27	0	127
4012	AP Spanish Lang		6	11		0	0	0	3	14	0	17
4018	Spanish 1 HS P		60	57		48		25	34	10	0	117
4019	Spanish 2 HS P		36	49		4		42	21	18	0	85
4020	Spanish 3 HS P		22	40		0		18	32	12	0	62
4021	AP Spanish 4 HS		14	33		0		1	18	28	0	47
4022	Hmong 1 P		18	25		26		4	8	5	0	43
4023	Hmong 1 HS P		7	15		15		2	4	1	0	22
4024	Spanish 4P		1	2		0		0	2	1	0	3
4025	Hmong 2 P		22	7		0		11	13	5	0	29
4026	Hmong 2 HS P		10	1		0		10	0	1	0	11
4027	Hmong 3 P		5	9		0		6	4	4	0	14
4028	Hmong 3 HS P		10	2		0		0	8	4	0	12
4511	Intro Web Design		48	61		104		1	3	1	0	109
4512	Intro MM Comp App		68	90		156		1	1	0	0	158
5012	Manufact Tech+		12	0		9		1	1	1	0	12
5014	Construct 1		76	4		11		8	37	24	0	80
5015	Construct 2		20	0		0		1	8	11	0	20
5017	Construct 3		2	0		0		0	0	2	0	2
5023	Precision Mach Shp		3	0		0		0	0	3	0	3
5500	Fashion Merch		0	5		0		1	0	4	0	5
5501	Cloth 1		3	19		6		0	4	12	0	22
5503	Foods 1		89	79		4		24	61	79	0	168
5504	Great Living		1	3		2		0	0	2	0	4
5505	Interior Design		1	5		0		2	1	3	0	6
5506	Foods 2		10	8		0		0	3	15	0	18
5508	Contem Living		1	2		0		0	0	3	0	3
6000	Adv Art 2		24	21		0		4	14	27	0	45
6002	Art 1		179	89		32		17	129	90	0	268
6003	Adv Ceramics 2		4	19		0		3	6	14	0	23
6004	Ceramics 1		47	68		17		2	56	40	0	115
6005	Adv Art 3		5	1		0		0	1	5	0	6

7561	SDAIE World Lit P	13	12	0	22	1	2	0	25
7563	SDAIE Geometry	24	21	0	24	12	9	0	45
7564	SDAIE Brit Lit	12	8	0	0	0	20	0	20
7565	SDAIE Algebra 1 P	8	3	2	6	1	2	0	11
7565mh	SDAIE Algebra 1 P	1	1	2	0	0	0	0	2
7567	SDAIE US Hist P	14	11	0	0	23	2	0	25
8300	ROP CSI	22	25	0	0	0	47	0	47
8302	ROP Engine Repair	61	3	0	0	44	20	0	64
8304	ROP Career/Child+	9	85	0	0	53	41	0	94
8308	ROP IntroFire Tech	8	2	0	0	0	10	0	10
8311	ROP Nurse Assist A	13	41	0	0	1	53	0	54
8333	ROP Med Term+	10	50	0	0	35	25	0	60
8337	ROP Care/Child L+	14	43	0	0	36	21	0	57
8360	ROP CompOpL 1stQtr	11	3	0	0	6	8	0	14
8361	ROP Intro To Teach	3	27	0	0	1	29	0	30
8362	ROP Floral Dsgn 2	1	24	0	0	2	23	0	25
8367	ROP Criminal Just+	52	35	0	0	42	45	0	87
8369	ROP Floral Dsgn 3	0	2	0	0	0	2	0	2
8372	ROP Vet Science 1	7	20	0	0	15	12	0	27
8373	ROP Digital Photo+	40	56	0	0	31	65	0	96
8375	ROP Drafting I +	89	59	0	2	12	134	0	148
8376	ROP Drafting II +	2	0	0	0	0	2	0	2
8377	ROP Vet Science 2	2	8	0	0	0	10	0	10
8378	ROP Sports Med	7	22	0	0	14	15	0	29
8379	ROP Digital Animat	16	3	0	0	4	15	0	19
8380	ROP Health 1 +	9	21	0	0	14	16	0	30
8381	ROP Journalism 1	1	8	0	0	5	4	0	9
8382	ROP Journalism 2	1	9	0	0	0	10	0	10
8383	ROP Floral Dsgn 1	18	126	6	6	71	61	0	144
8384	ROP AdvDigit Photo	4	12	0	0	0	16	0	16
8385	ROP Adv Web Design	2	1	0	0	2	1	0	3
8386	ROP Int Web Dsgn	16	6	0	0	8	14	0	22
8387	ROP Adv Ag Engine/Diesel	1	0	0	0	0	1	0	1
8388	ROP Sports Entertainment Marketing	12	6	0	0	2	16	0	18
8389	ROP Aviation Maintenance Tech	1	1	0	0	0	2	0	2
8390	ROP Athletic Fitness Aide L	3	5	0	0	1	7	0	8

Agriculture Science/Tech	Sections
Ag Biology (2@25)	2
Intro Ag Mech/Weld (2@29)	2
Ag Weld 1 (2@24)	2
Small Engine/Intern (1@40) (2@20)	2
AG Construct (1@24)	1
Vet Science 1 (1@40)	1
Floral 1 (3@35)	2
Ag Engin/Fact (1@13)	1
Floral 2 (1@23)	1
ROP Bio Tech (1@22)	1
AG Sci 1 (1@30)	1
AG AMP (1@34)	0

16

Agriculture Science/Tech	Sections
Bonomi, Audrey	5
Ravy, Gary	5
Herron, Tony	3
	13

Bonomi

- 2 Vet Science
- 3 Biotech
- 4 Floral 2
- 5 Floral 1
- 6 Floral I

Ravy

- 1 - Ag mech 1
- 2 - ag mech 2
- 3 - Engine/Construct
- 4 + Prep
- 5 Engines
- 6 - Welding

Herron

- 1 Prep
- 2 Ag Bio
- 3 Ag
- 4 Ag Bio
- 5 Bio
- 6 Bio

Brunna
pictures

SANGER HIGH SCHOOL
CURRICULUM COUNCIL AGENDA
March 28, 2012

1. CALL TO ORDER/WELCOME GUESTS: DAN CHACON
2. CALENDAR: RONNIE SCOTT
3. NUMBERS FOR 2012-2013: DAN CHACON
4. ADJOURNMENT

Not enough Amp

Herron

- 1 Ag Bio
- 2 Ag Bio
- 3 Ag Sci
- 4 Biology
- 5 Biology

Bonomi

- Vet 1 - 40
Biotech - 22
Floral 2 - 23
Floral I - 35
Floral I 35
Floral I

Rauy

- 1 Ag mech 1 - 29
1 Ag mech 1 - 29
1 Ag weld - 24 3
1 Ag weld - 24 3
1 Small Engine 20
Small engine 20
Ag construct 24
1 engineer (13) 3
manufact

Literature, for example, is a very large PLC that has teachers teaching all over the board. The core PLC is strong. PLC's are preparing curriculum for CST's and CAHSEE, and this could not have happened without PLC's and the trust it's made between teachers. Mr. Penner stated some Social Studies PLC's have been together for years and the majority has stayed consistent. The same 3-4 teachers have been involved in the same PLC for that long. Common Assessments have helped track process. Adjustments and fine-tuning have been made. The intervention program is a large project that has been undertaken. Mr. Caldwell-Holden asked what the biggest challenge was for maintaining PLC's? Mrs. Benavides answered that single PLC's are difficult since there is no one else to collaborate with. Mr. Caldwell-Holden asked if that issue has been addressed. Mr. Hernandez stated that admin has suggested dividing up department member and having the entire department is the PLC. Mrs. Maglic added that all PLC members are stakeholders in collaboration, including the GLS team. Mr. Caldwell-Holden asked how PLC's impact professional development. Mr. Chacon answered that school wide, EDI training, and miscellaneous trainings for each department make an impact. Mr. Caldwell-Holden stated that EDI sounds easy, but when you sit there and try to build it, it's tough. The expectation is that all teachers use EDI daily. Mr. Chacon stated that Sanger High's EDI has changed a little bit, and has been changed to SHIP (Sanger High Instructional Practices) and that EDI has shifted to meet needs of SHS teachers. Mr. Soto stated that SHIP training was implemented to train and retrain and explain that the flexibility that we were told that we were not able to have, we could then instead have. Teachers would still be able to engage in good teaching practices. There have been a lot of positive responses. Mr. Aalto added that the common language is EDI, but the flexibility piece has allowed secondary teachers to modify. In the training, we were able to teach teachers how to incorporate writing strategies. Easy simple solutions to create writing. Mr. Caldwell-Holden asked what is Common Core. Mr. Aalto stated that in science, there is a note packet and to build on it, summaries are incorporated. Mr. Ellingson stated that in math, a plan over the next 3 years is to focus on vocabulary. People tend to assume kinds know, and with tying in SHIP, it gives teachers better ideas on how to build vocabulary. Getting students to write summaries at the end of class has been implemented.

ADJOURNMENT: Meeting adjourned at 8:15am. Respectfully submitted, Mary Sondheim

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Registration 2011/12
Soph-Seniors

8395 ROP Ag Construction	8	0	0	0	0	4	4	8	8
8396 ROP Ag Engineering/Manufacturing	12	0	0	0	0	4	4	8	12
8408 School Wide Mentor	2	3	0	0	0	1	1	4	5
8457 CAP 1 Math 4	0	1	0	1	1	0	0	0	1
8465 Voc Ed Transition	5	2	0	0	0	0	0	7	7
8467 Voc Ed Wk Exp	5	2	0	0	0	0	0	7	7
8468 CAP II St Skills	31	17	0	0	24	15	9	9	48
8473 Voc Ed Eng 1	4	2	0	0	0	0	6	6	6
8475 Voc Ed Math 1	5	2	0	0	0	0	7	7	7
8477 Voc Ed Civics	3	0	0	0	0	0	3	3	3
8502 PE-Assist	9	9	0	0	0	2	16	18	18
8503 Library Aide	5	3	0	0	0	1	7	8	8
8506 Peer Comm	24	38	0	0	0	8	54	62	62
8507 Student Govt	12	51	0	0	1	11	51	63	63
8510 Student Assist	42	53	0	0	0	8	87	95	95
8511 Work Exp	3	1	0	0	0	0	4	4	4
8512 Academic Decat	6	7	0	0	0	3	10	13	13
8523 Office Aide-A	7	9	0	0	0	2	14	16	16
8524 Office Aide-M	2	2	0	0	0	1	3	4	4
8525 Office Aide-G	11	8	0	0	0	1	18	19	19
8553 Parent Skls	1	2	0	0	0	3	0	3	3
8575 Leadership	0	4	0	0	0	2	2	4	4
8601 ROTC US History P	5	4	0	0	0	9	0	9	9
8606 ROTC TA	0	1	0	0	0	0	1	1	1
8607 ROTC Naval Sci 3	7	3	0	0	0	9	1	10	10
8608 ROTC Naval Sci 4	8	1	0	0	0	0	9	9	9

Registration 2011/12
Soph-Seniors

6003 Adv Ceramics 2	2	11	0	0	0	5	8	13	
6004 Ceramics 1	52	59	0	0	2	77	32	111	
6005 Adv Art 3	4	4	0	0	0	1	7	8	
6006 Digital Media Communication Design	45	21	0	0	4	38	24	66	
6007 Advanced Media Production	18	3	0	0	0	3	18	21	
6010 Graphic Design	16	11	0	0	0	9	18	27	
6011 Ceramics 3 H	0	1	0	0	0	0	1	1	
* 6503 Ag Biology P	25	29	0	0	50	4	0	54	
6509 Ag Weld 2+ *	5	1	0	0	0	2	4	6	
6511 Ag Weld 1+ *	6	0	0	0	0	3	3	6	
6512 Environ/Hort *	1	0	0	0	0	0	1	1	
6516 Animal Science *	3	3	0	0	3	2	1	6	
6518 Intro/Ag Animal, Plant, Mechanics	1	0	0	0	0	0	1	1	
7000 Adv Band	18	12	0	0	1	17	12	30	
7001 Cadet Band	2	0	0	0	0	1	1	2	
7002 Chamber Sing	1	3	0	0	1	1	3	5	
7004 Instrumental	2	1	0	0	1	2	0	3	
7007 Mixed Chorus	1	11	0	0	1	8	3	12	
7011 Jazz Theory	3	2	0	0	0	2	3	5	
7510 SDAIE World Hist P	2	3	0	0	4	1	0	5	
7523 Latino Dance	2	7	0	0	2	3	4	9	
7543 ELD A Reading	4	2	0	0	3	3	0	6	
7544 ELD A Lab 1	4	2	0	0	3	3	0	6	
7548 ELD C Reading	4	1	0	0	2	3	0	5	
7549 SDAIE English Lab	3	3	0	0	2	4	0	6	
7552 ELD C Lab	4	2	0	0	3	3	0	6	
7554 ELD A Lab 2	4	2	0	0	3	3	0	6	
7558 SDAIE Am Lit P	4	6	0	0	0	9	1	10	
7559 SDAIE Biology P	5	4	0	0	8	1	0	9	
7560 SDAIE CncptPhysicsP	3	3	0	0	1	4	1	6	
7561 SDAIE World Lit P	3	3	0	0	4	1	1	6	
7563 SDAIE Geometry	5	8	0	0	6	5	2	13	
7564 SDAIE Brit Lit	4	2	0	0	0	6	6	6	
7565 SDAIE Algebra 1 P	3	1	0	0	1	2	1	4	
7567 SDAIE US Hist P	8	7	0	0	0	13	2	15	
8300 ROP CSI	17	9	1	0	0	1	24	26	

Floral 2 - 1
Floral - 82
Vet - 25 + 6 ASU
AMP - 1
* Biotech/Vet 2 / envu hort
AMP 12

330
33
4

28-30 Intro ag mech-1
25-28 engine repair-2
29- welding-1-
26 engine manifest

Registration 2011/12

Soph-Seniors

	M	F	A	J	11	12	T
8302 ROP Engine Repair	38	1	0	0	19	20	39
8303 ROP Engine Intern	3	0	0	0	1	2	3
8304 ROP Career/Child+	19	85	0	0	42	62	104
8308 ROP IntroFire Tech	5	0	0	0	0	5	5
8311 ROP Nurse Assist A	5	47	0	0	2	50	52
8333 ROP Med Term+	19	59	0	1	51	26	78
8337 ROP Care/Child L+	2	5	0	0	4	3	7
8344 ROP CompOpL 2ndQtr	2	0	0	0	1	1	2
8348 ROP Virtual Entrp	7	6	0	0	2	11	13
8360 ROP CompOpL 1stQtr	7	8	0	0	7	8	15
8361 ROP Intro To Teach	3	19	0	0	1	21	22
8362 ROP Floral Dsgn-2	1	21	0	0	5	17	22
8367 ROP Criminal Just+	78	41	0	0	61	58	119
8370 ROP Wildland Fire Science+	4	0	0	0	0	4	4
8372 ROP Vet Science 1	8	17	0	0	15	10	25
8373 ROP Digital Photo+	50	67	0	0	34	84	118
8375 ROP Drafting I +	59	20	0	0	8	71	79
8376 ROP Drafting II +	7	1	0	0	2	6	8
8377 ROP Vet Science 2	1	8	0	0	0	9	9
8378 ROP Sports Med	10	19	0	0	13	16	29
8379 ROP Digital Animat	9	9	0	0	8	10	18
8380 ROP Health 1+	18	30	0	0	12	36	48
8381 ROP Journalism 1	3	4	0	0	2	5	7
8382 ROP Journalism 2	0	6	0	0	0	6	6
8383 ROP Floral Dsgn 1	1	83	0	3	50	31	84
8384 ROP AdvDigit Photo	5	5	0	0	0	10	10
8385 ROP Adv Web Design	4	5	0	0	0	9	9
8386 ROP Int Web Dsgn	11	3	0	0	4	10	14
8387 ROP Adv Ag Engine/Diesel engine	6	0	0	0	2	4	6
8388 ROP Sports Entertainment Marketing	11	7	0	0	7	11	18
8389 ROP Aviation Maintenance Tech	6	0	0	0	0	6	6
8390 ROP Athletic Fitness Aide L	8	42	0	0	31	19	50
8391 ROP Video Game Design	65	9	1	0	30	43	74
8392 ROP Biotechnology in Agriculture	1	2	0	0	1	2	3
8393 ROP Intro to Ag Mechanics/Welding	13	3	1	2	11	2	16
8394 ROP Ag Welding	28	1	0	3	14	12	29

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6511

R2 Teacher Information
Sanger HS, Sanger
Year: 2009

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
Ravy	Greg		Male	White	1	Agriculture Specialist	42300	6345	1000	0	N
Herron	Tony		Male	White	18	Agriculture Specialist	67980	10200	1000	0	Y
Bonomi	Audrey		Female	White	12	Agriculture Specialist	66783	13200	1000	3000	Y

Bonomi, Audrey					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:55	Project	0	SAE
1	2	8:55	Veterinary Science	39	Animal Science
1	3	10:16	Floral Design 1 & 2	42	O.H./Floral
1	4	11:14	Floral 1 & 2	44	O.H./Floral
1	5	1:02	Floral Design 1 & 2	40	O.H./Floral
1	6	2:02	SAE	0	SAE

Herron, Tony					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:55	SAE	0	SAE
1	2	8:55	Prep	0	Prep
1	3	10:16	Science	0	Unknown
1	4	11:14	Science	0	Unknown
1	5	1:02	Science	0	Unknown
1	6	2:02	Ag. Biology	25	Ag Biology

Ravy, Greg					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:55	Ag Welding	28	Ag Mechanics
1	2	8:55	Prep	0	Prep
1	3	10:16	Welding 1 & 2	25	Ag Mechanics
1	4	11:14	Small Engines	29	Ag Mechanics
1	5	1:02	Small Engines	30	Ag Mechanics
1	6	2:02	Adv. Engines	18	Ag Mechanics

Department Schedule
By Teacher

Bonomi

Period 1- Project
Period 2- Vet Science 1&2
Period 3- Floral 1&2
Period 4- Floral 1&2
Period 5- Floral 1&2
Period 6- Prep

Ravy

Period 1- Welding 1&2
Period 2- Prep
Period 3- Welding 1&2
Period 4- Small Engines
Period 5- Adv. Engines
Period 6- Small Engines

Herron

Period 1- Prep/Project
Period 2- Prep/Project
Period 3- Biology
Period 4- Biology
Period 5- Biology
Period 6- Ag Biology

Sanger Agricultural Department Responsibilities					
Event		Audrey	Greg	Tony	officers
Retreat					
	Funding	x			
	Agenda	x			x
	Trip Request/Scheduling Facility	x			
	Leadership Workshops	x	x		
	Calendar				x
	Food/Purchase Order				x
Community Service	To Be decided				x
	Sign-ups				
	Distribution/Collection				
Grape Bowl Livestock Show		x	x	x	x
	Awards	x			
	Invitations		x		
	Food		x		
Fall Sectional CATA Meeeting					
	Regestration/Conf Request	x	x		
Chapter Officer Leadership Conference					x
	Trip Request/Purchase Order	x			
	Transporting Students	x	x		
Welcome Back FFA Meeting					
Parent Night	Invitations				x
	Advertisement	x	x		
	Agenda	x			x
	Activity		x		x
	Food				
	Clean-up/Set-up	x	x		x
Fresno Fair					
	Animal Entries	x	x	x	
	Ag Mechanic Entries		x		
	Floral Entries	x			
	Trip requests	x			
	Transportation Coordination	x			
	students				
	projects				

National FFA Convention					
	Hotel	TBD			
	Travel/Accommodations				
	Trip Request				
October FFA Meeting		x	x		
	Flyer/Advertisement				x
Opening Closing Contest- November					
	Take students to Reedly-	x	x		
	Trip Request/Transportation	x			
Blanket Drive or Other Community Service		TBD			
FFA Fall Meeting-November					
Regional	Officers attending leadership conference				x
	Registration	x			
	Transport students to conference	x	x		
Fall Regional CATA Meeting		x	x	x	
	Purchase order for registration	x			
FFA Greenhand/Chapter Degree Banquet					
	Invitation/mailling/personal invites-				x
	Binder/Script-				x
	Decorating	x			x
	Purchasing Supplies for decorations-	x			
	Ordering and Pick up Awards-	x			
	Ordering/ Picking Food				
	Picking up paper goods				
	Organizing/Practicing Script+Program	x			x
	Programs/Printing-		x		x
	Food Set-up-		x		
	Head Table and Guest table set-up-	x			
	Clean-up/set-up	x	x		x
See's Candy Fundraiser					
	Profit Potential	x			
	Meet with See's Rep	x			
	Organize packets/order forms				x
	Distribute Flyers	x	x	x	x
	Collect Money/Turn in	x	x		
	Place Order, By Dec 2	x			

See's Candy Fundraiser cont	Pick up order from See's	x			
	Sort Order, by class/individual student				x
	Paperwork for check payment	x			
Banking/BIG Contest					
	Best Informed Greenhand Test	x			
	Banking Test				
Toyland Parade Float					
	Trailer Use	x			
	Driver		x		
	Layout/Design				x
	Construction		x		
	Organizing Student Participation	x	x		
Canned Food Drive Dec 1-19					
	Advertise	TBD			
	Deliver				
Apache Closet Assistance with FFA Members		TBD			
	Shopping for Toys				
	Set-Up				
Winter FFA Officer Meeting		x	x		
	Advertise				x
	Planning				x
	Agenda				x
	Bus/Activity				x
State Degrees Scoring 1		x	x	x	
State degree/Proficiency Scoring 2		x	x	x	
January Meeting		x	x		
	Advertise				x
	Planning				x
	Agenda				x
	Activity	TBD			
Sectional Speech Contest	Job Interview	x	x		
	Creed	x			
	Extemp		x		
	Prepared	x			

February Meeting February 18		x	x		
	Advertise				x
	Planning				x
	Agenda				x
	Bus/Activity				TBD
FFA Week Activities	Ranch Breakfast		x		
	Community Service				
	Quad Activities	x			
Spring Regional FFA Meeting-					
	Registration/Purchase Order	x			
	Transport Students	x	x		
Spring Regional CATA Meeting		x	x	x	
	Registration/Conf Request	x			
	Trip/Reques				
Donkey Basketball- March		x	x		
	Advertisements	x	x		x
	Set-Up Date	x			
	Program	x	x		x
	Collect Funds	x	x		
	Ticket Sales	x	x		
	Ticket Distribution				x
	Organizing Riders	x			
	Alumni Contacts	x			
	Getting Jerseys				x
	Ordering Shirts		x		
	Snack Bar Set/Operation				
	Purchasing Snack Bar Supplies				
	Snack Bar Change	x			
	Paying Burrell	x			
	Posters/News Media				x
	Posters Advertisement				x
	Set-upClean-up	x	x		

Drive Thru BBQ Fundraiser -April or September					
	Ticket Printing/Contacts	x			
	Food PO's	x			
	Distributing Tickets	x	x		
	Sales	x	x		
	Picking up food		x		
	BBQ-Cooking Meat		x		
	Rice/Beans/Salad Preparation	x			
	Paper Products		x		
	Students/Parent Help	x			
State Convention April					
	Four Day Participants	x	x		
	One Day Participants	x	x		
	Trip Request/PO's	x			
	Transportation Students	x	x		
American Degree Scoring May					
	American Degree Books	x		x	
	Attend Scoring	x	x	x	
Sectional CATA Meeting May					
	CATA Meeting	x	x	x	
	Registration/Conf Req	x			
Sectional FFA Meeting May					
	Sectional officer Candidates		x		
	Delegates/Senior Interviewer	x			
	Registration/Conf Req	x			
FFA End of the Year Banquet May 13					
	Invitation/mailling/personal invites-	x			x
	Binder/Script-				x
	Silent Auction Letters/Donations		x		x
	Setting up Silent Auction		x		
	Video End of Year				
	Decorating	x			
	Purchasing Supplies for decorations-	x			
	Ordering and Pick up Awards-	x			
	Ordering and Picking Food				
	Picking up paper goods-				
	Organizing/Practicing Script+Program	x	x		
	Programs/Printing-				x
	Food Set-up-				x
	Head Table and Guest table set-up-				x

	Food- Sal's 4 years-				
	Clean-up-	x	x		x
	Purchase Food				
Teams					
	Floral Judging	x			
	Specialty Animal(New)	x			
	Welding		x		
	Small Engines		x		
Supervised Agriculture Experience					
	Beef	x			
	Sheep	x			
	Swine		x		
	Dairy Cattle				
	Dairy Goats			x	
	Market Goats				
	Rabbits			x	
	Poultry		x		
	Horticulture				
	Floriculture	x			
	Ag Mechanics		x		
FFA Field Days					
	Arbuckle	x	x		
	UC Davis	x	x		
	Chico		x		
	Great Western	x			
	Reedley College	x	x		
	Modesto	x	x		
	Pomona	TBD			
	Merced College		x		
	Fresno State	x	x		
	Madera Floral	x			
	Cal Poly State Finals	x	x		
Registration For field Days		x			
Farm	Farm Manager	TBD			
	Greenhouse/Benches	x			
	Sheep Barn Facility	x			
	Park Area/Landscaping	x	x		
	Swine Area		x		
	Beef and Goat Facility			x	

Sanger Agricultural Department Responsibilities					
Event		Audrey	Greg	Tony	officers
	Activity		X		
Car Wash	Tickets		X		
	Funds/Profit Potential		X		
	Set-up				
Retreat					
	Funding	X			
	Agenda		X		
	Trip Request/Scheduling Facility	X			
	Leadership Workshops		X		
	Calendar	X			
	Food/Purchase Order	X			
Grape Bowl Livestock Show					
	Awards/Order & Pick up	X			
	Invitations	X			
	Food/Refreshments		X		
Fall Sectional CATA Meeting					
Teachers	Registration/Conf Request	X			
	Attendance	X	X		
Chapter Officer Leadership Conference					
	Trip Request/Purchase Order	X			
	Transporting Students		X		
Welcome Back FFA Meeting					
	Invitations		X		X
	Funding Source/PO's	X			
	Advertisement		X		X
	Agenda		X		X
	Activity		X		
	Order/P/U Food		X		
	Food Preparation		X		X
	Clean-up/Set-up	X	X	X	
Harvest Gala					
	Site	X			
	Food Preparation	X			
	Decorations	X			
	Tickets	X			

	Program		X		
	Donations	X			
	Set/Clean up	X	X		
Fresno Fair					
	Animal Entries	X	X	X	
	Ag Mechanic Entries		X		
	Floral Entries	X			
	Trip requests/Subs	X	X	X	
	Transportation Coordination	X			
	students	X			
	projects	X	X		
Drive Thru BBQ Fundraiser					
	Ticket Printing/Contacts	X			
	Food PO's	X			
	Distributing Tickets	X	X	X	
	Sales	X	X	X	
	Picking up food	X	X		
	BBQ-Cooking Meat		X		
	Rice/Beans/Salad Preparation	X			
	Paper Products	X			
	Students/Parent Help	X	X		
Opening Closing Contest- November					
	Take students to Reedly-	X	X		
	Trip Request/Transportation	X			
	Funding PO	X			
October FFA Meeting					
	Advertise		X		X
	Planning		X		X
	Agenda/Script		X		X
	Bus/Activity Request	X			
	Refreshments		X		X
FFA Fall Meeting-November					
Regional -Teachers					
	Transport students to conference	X	X		
	Trip Request and Funding	X			
Fall Regional CATA Meeting					
	Attendance	X	X		
	Purchase order for registration	X			
FFA Greenhand/Chapter Degree Banquet					

	Invitation/mailling/personal invites-		X		X
	Binder/Script-	X			
	Decorating	X			X
	Purchasing Supplies for decorations-	X			
	Printing Certificates	X			
	Ordering and Pick up Awards-	X			
	Ordering/ Picking Food/Salad Cake Rolls		X		
	Picking up paper goods		X		
	Organizing/Practicing Script+Program		X		X
	Programs/Printing-	X			
	Food Set-up-Food/Serving	X	X	X	X
	Head Table and Guest table set-up-	X			
	Clean-up/set-up	X	X	X	X
See's Candy Fundraiser					
	Profit Potential	X			
	Meet with See's Rep	X			
	Organize packets/order forms	X			
	Distribute Flyers Teachers/Staff	X			
	Collect Money/Turn in	X	X	X	
	Place Order, By Dec 2				
See's Candy Fundraiser cont					
	Pick up order from See's	X			
	Sort Order, by class/individual student	X			X
	Paperwork for check payment	X			
Banking/BIG Contest					
	Best Informed Greenhand Test	X			
	Banking Test			X	
	Team Participation	X	X		
	Fr Test	X			
	Coop Test		X		
Toyland Parade Float					
	Trailer Use	X			
	Theme Planning		X		X
	Layout/Design		X		X
	Construction		X		X
	Organizing Student Participation	X	X		
Apache Closet Assistance with FFA Members					
	Shopping for Toys	X			
	Set-Up	X			
Winter FFA Officer Meeting					

	Advertise		X		X
	Planning		X		
	Agenda		X		
	Refreshments/Food	X			
State Degrees Scoring 1					
Teachers	Attendance	X	X		
State degree/Proficiency Scoring 2					
Teachers	Attendance	X	X		
Mid- Winter Retreat					
	Funding	X			
	Agenda		X		
	Trip Request/Scheduling Facility	X			
January Meeting					
	Advertise	X	X	X	
	Planning		X		X
	Agenda		X		X
	Activity		X		X
	Food/Refreshments		X		
Sectional Speech Contest					
	Job Interview	X			
	Creed	X	X		
	Extemp		X		
	Prepared	X			
February Meeting					
	Advertise	X	X		
	Planning		X		X
	Agenda		X		X
	Bus/Activity	X			
	Food/Refreshments		X		
FFA Week Activities					
Ag Oppurtunity Day					
	Funding/Po's	X			
	Coordinating Day/Facilities	X			
	Design Info Boards				
	Build Info Boards				
	Order Supplies		X		
	Pick up Supplies		X		
	Event Program		X		

	Advertisement	X			
	Program Event				
	Invitations		X		
	Quad Activities		X		
	Flyers/Printing		X		
	Prizes/Giveaways	X			
Spring Regional FFA Meeting-					
	Registration/Purchase Order	X			
	Transport Students	X	X		
Spring Regional CATA Meeting					
	Registration/Conf Request	X			
	Attendance	X	X		
Donkey Basketball- March					
	Advertisements for Program	X			
	Set-Up Date	X			
	Program put together	X			
	Collect Funds	X			
	Ticket Sales	X			
	Ticket Distribution	X	X	X	
	Organizing Riders	X			
	Alumni Contacts	X			
	Secure/PU Jerseys				X
	Ordering Shirts/funding	X			
	Snack Bar Set/Operation		X		
	Purchasing Snack Bar Supplies		X		
	Snack Bar Change		X		
	Paying Burrell	X			
	Posters/News Media	X			
	Posters Advertisement		X		
	Set-upClean-up	X	X		
SHS Staff Appreciation BBQ					
	Funding/PO's				
	Invitations				
	Secure Date/Facility				
	Help/BBQ				
	Purchase Food/Paper Goods				
	Organize Servers				
	FFA Display				

	Officer Presentations				
	Thank you note/gift				
Farm Day FCFB					
	Transport Students		X		
	Ag Booth		X		
Drive Thru BBQ Fundraiser -April					
	Ticket Printing/Contacts	X			
	Food PO's	X			
	Distributing Tickets	X	X	X	
	Sales	X	X	X	
Drive Thru BBQ cont	Picking up food	X	X		
	BBQ-Cooking Meat				
	Rice/Beans/Salad Preparation	X			
	Paper Products	X			
	Students/Parent Help	X	X		
April FFA Meeting	Advertise		X		X
	Planning		X		X
	Agenda		X		X
	Bus/Activity	X			
State Convention April					
	Four Day Participants		X		
	One Day Participants	X	X		
	Trip Request/PO's	X			
	Transportation Students	X	X		
American Degree Scoring May					
Teachers	American Degree Books	X			
	Attend Scoring	X	X		
Sectional CATA Meeting May					
Teachers	Attendance	X	X		
	Registration/Conf Req	X	X		
Sectional FFA Meeting May					
	Sectional officer Candidates		X		
	Delegates/Senior Interveiwer	X	X		
	Registration/Conf Request	X			
FFA End of the Year Banquet May					

	Invitation/mailling/personal invites-	X			
	Binder/Script-	X			
	Silent Auction Letters/Donations		X		
	Setting up Silent Auction		X		
	Video End of Year	X			
	Decorating	X			
	Purchasing Supplies for decorations-	X			
	Ordering and Pick up Awards-	X			
	Ordering and Picking Food		X		
	Picking up paper goods-	X			
	Organizing/Practicing Script+Program		X		
	Programs/Printing-	X			
	Food Set-up-	X	X	X	
FFA Banquet Cont.	Head Table and Guest table set-up-	X			
	Food- Sal's 4 years-	X			
	Clean-up-	X	X	X	
Judging Teams					
	Floriculture Judging				
	Specialty Animal Judging	X			
	Welding		X		
	Best Informend Greenhand			x	
	Banking/Coops		x		
	Opening/Closing	x	X		
	Other/Meats/	X			
Supervised Agriculture Experien	Beef	X			
	Sheep	X			
	Swine		X		
	Dairy Cattle		X		
	Dairy Goats			X	
	Market Goats	X	X		
	Rabbits		X		
	Poultry		X		
	Horticulture	X			
	Floriculture	X			
	Ag Mechanics		X		
FFA Field Days	Arbuckle				
	UC Davis				
	Chico		X		

	Great Western	X	X		
	Reedley College	X	X		
	Modesto		X		
	Pomona		X		
	Merced College				
	Fresno State		X		
	Madera Floral	X			
	Cal Poly State Finals	X	X		
Registration For field Days	Funding/Trip requests	X			
	Travel Accomodations	X			
Leadership Conferences	Greenhand Conference	X	X		
	Made For Excellance		X		
	Advanced Leadership Academy		X		
	State Leadership Conference	X	X		
	Farm Manager	X			
Farm	Greenhouse/Benches/Oharea	X			
	Sheep Barn Facility/MKT Goat	X			
	Park Area/Landscaping	X			
	Swine Area		X		
	Beef and Goat Facility			X	
	Orchard	X			
	Veg Plots	X			
Misc FFA	Top 10 Points/Award	X			
	Officer Elections/Interviews		X		
Departmental	Program of Work	X			
	Program Plan	X	X		
	Ag Incentive Grant	X			
	R2/Roster	X			
	Advisory Committee	X			
	Reports	X			
Duties and activities as agreed upon by the ag staff for the 2011-12 school year.					
	Signature				
Signature		Signature			

Sanger Agricultural Department Responsibilities					
Event		Audrey	Greg	Tony	officers
Retreat					
	Funding	X			
	Agenda	X	X	X	X
	Trip Request/Scheduling Facility	X			
	Leadership Workshops		X		
	Calendar	X			X
	Food/Purchase Order	X	X	X	X
Grape Bowl Livestock Show					
	Awards/Order & Pick up	X			
	Invitations				X
	Food/Refreshments				
Fall Sectional CATA Meeeting					
	Regestration/Conf Request	X			
	Attendance	X	X	X	
Chapter Officer Leadership Conference					
	Trip Request/Purchase Order	X			
	Transporting Students	X	X		
Welcome Back FFA Meeting					
Parent Night	Invitations		X		X
	Funding Source/PO's	X			
	Advertisement	X			X
	Agenda	X			X
	Activity		X		X
	Order/P/U Food	X			
	Food Preperation		X	X	
	Clean-up/Set-up	X	X	X	X
Fresno Fair					
	Animal Entries	X	X	X	
	Ag Mechanic Entries		X		
	Floral Entries	X			
	Trip requests/Subs	X			
	Transportation Coordination	X			
	students	X	X	X	
	projects	X	X		

Drive Thru BBQ Fundraiser					
	Ticket Printing/Contacts	X			
	Food PO's	X			
	Distributing Tickets	X	X	X	
	Sales	X	X	X	
	Picking up food		x		
	BBQ-Cooking Meat		x		
	Rice/Beans/Salad Preparation	x			
	Paper Products		x		
	Students/Parent Help	X	X	X	
Opening Closing Contest- November					
	Take students to Reedly-	X	X		
	Trip Request/Transportation	X			
	Funding PO		X		
October FFA Meeting Hobbs Grove		X	X	X	
	Advertise	X		X	X
	Planning	X			X
	Agenda/Script	X			X
	Bus/Activity Request	X			X
	Refreshments		X		
FFA Fall Meeting-November					
Regional	Transport students to conference	X	X		
	Trip Request and Funding	X			
Fall Regional CATA Meeting					
	Attendance	X	X	X	
	Purchase order for registration	X			
FFA Greenhand/Chapter Degree Banquet					
	Invitation/mailling/personal invites-				X
	Binder/Script-	X			X
	Decorating	X			
	Purchasing Supplies for decorations-	X			
	Printing Certificates		X		X
	Ordering and Pick up Awards-	X			
	Ordering/ Picking Food/Salad Cake Rolls				
	Picking up paper goods				
	Organizing/Practicing Script+Program	X			
	Programs/Printing-		X		X
	Food Set-up-Food/Serving		X	X	
	Head Table and Guest table set-up-	X			X
	Clean-up/set-up	X	X	X	X

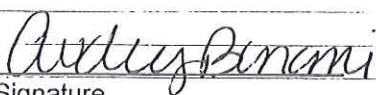

See's Candy Fundraiser					
	Profit Potential	X			
	Meet with See's Rep	X			
	Organize packets/order forms	X			X
	Distribute Flyers Teachers/Staff		X		
	Collect Money/Turn in	x	X	X	
	Place Order, By Dec 2	X			
See's Candy Fundraiser cont	Pick up order from See's	X			
	Sort Order, by class/individual student	X			X
	Paperwork for check payment	X			
Banking/BIG Contest					
	Best Informed Greenhand Test			X	
	Banking Test		x		
	Team Participation			X	
Toyland Parade Float					
	Trailer Use	X			
	Theme Planning				X
	Layout/Design		X		
	Construction		X		
	Organizing Student Participation	X	X	X	
Canned Food Drive Dec 1-19					
	Advertise	X	X	X	
	Deliver				X
Apache Closet Assistance with FFA Members					
	Shopping for Toys	X			
	Set-Up	X			
Winter FFA Officer Meeting					
	Advertise	X	X	X	
	Planning	X			X
	Agenda	X			X
	Refreshments/Food		X		
State Degrees Scoring 1					
	Attendance	X	X		
State degree/Proficiency Scoring 2					
	Attendance	X	X		

Road Show	Attendance	x	x		
Mid- Winter Retreat					
	Funding	X			
	Agenda		x		
	Trip Request/Scheduling Facility	X			
January Meeting					
	Advertise	x			
	Planning		x		
	Agenda	X			
	Activity	X			X
	Food/Refreshments				
Sectional Speech Contest	Job Interview		X		
	Creed	X			
	Extemp		X		
	Prepared	X			
February Meeting					
	Advertise				
	Planning				
	Agenda				
	Bus/Activity				
	Food/Refreshments				
FFA Week Activities					
Ag Oppurtunity Day	Funding/Po's	X			
	Coordinating Day/Facilities	X			
	Design Info Boards				X
	Build Info Boards		X		
	Order Supplies		X		
	Pick up Supplies		X		
	Event Program	X			X
	Advertisement	X	X	X	X
	Invitations				X
	Quad Activities				X
	Flyers/Printing		X		
	Prizes/Giveaways	X			X
Spring Regional FFA Meeting-					
	Registration/Purchase Order	X			
	Transport Students	X	X		

Spring Regional CATA Meeting					
	Registration/Conf Request	X			
	Attendance	X	X		
Donkey Basketball- March					
	Advertisements for Program	X			X
	Set-Up Date	X			
	Program put together				X
	Collect Funds	X	X	X	
	Ticket Sales	X	X	X	
	Ticket Distribution				
	Organizing Riders	X			
	Alumni Contacts	X			
	Secure/PU Jerseys				X
	Ordering Shirts/funding	X			
	Snack Bar Set/Operation		X		
	Purchasing Snack Bar Supplies		X		
	Snack Bar Change	X			
	Paying Burrell	X			
	Posters/News Media			X	X
	Posters Advertisement		X		X
	Set-up/Clean-up		X		X
SHS Staff Appreciation BBQ					
	Funding/PO's	X			
	Invitations				X
	Secure Date/Facility	X			
	Help/BBQ	X			
	Purchase Food/Paper Goods		X		
	Organize Servers		X		
	FFA Display				X
	Officer Presentations				X
	Thank you note/gift				X
Farm Day FCFB					
	Transport Students		X		
	Ag Booth		X		
Drive Thru BBQ Fundraiser -April					
	Ticket Printing/Contacts	x			
	Food PO's	x			
	Distributing Tickets	x	x	x	
	Sales	x	x	x	

Drive Thru BBQ cont	Picking up food		x		
	BBQ-Cooking Meat		x		
	Rice/Beans/Salad Preparation	x			
	Paper Products		x		
	Students/Parent Help	x	x		
April FFA Meeting	Advertise				X
	Planning	X			X
	Agenda	X			X
	Bus/Activity		X		
State Convention April					
	Four Day Participants	X	X		
	One Day Participants	X	X		
	Trip Request/PO's	X			
	Transportation Students	X	X		
American Degree Scoring May					
	American Degree Books	X			
	Attend Scoring	X	X		
Sectional CATA Meeting May					
	Attendance	X	X		
	Registration/Conf Req	X			
Sectional FFA Meeting May					
	Sectional officer Candidates		X		
	Delegates/Senior Interveiwer	X			X
	Registration/Conf Request	X			
FFA End of the Year Banquet May 13					
	Invitation/mailling/personal invites-				X
	Binder/Script-	X			
	Silent Auction Letters/Donations	X	X		
	Setting up Silent Auction		X		
	Video End of Year		X		
	Decorating	X			X
	Purchasing Supplies for decorations-	X			
	Ordering and Pick up Awards-	X			
	Ordering and Picking Food		X		
	Picking up paper goods-		X		
	Organizing/Practicing Script+Program	X			
	Programs/Printing-	X			
	Food Set-up-		X		X

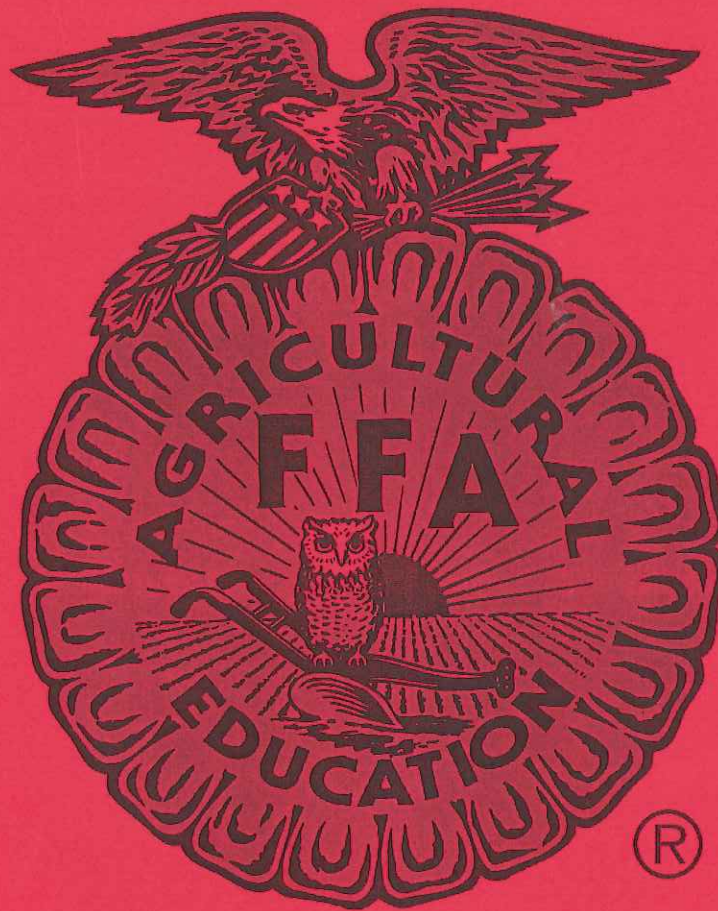
FFA Banquet Cont.	Head Table and Guest table set-up-	X			
	Food- Sal's 4 years-	X			X
	Clean-up-	X	X		
	Purchase Food				
Judging Teams					
	Floriculture Judging	X			
	Specialty Animal Judging	X			
	Welding		X		
	Small Engines		X		
	Best Informend Greenhand			X	
	Banking/Coops		X		
	Opening/Closing	X	X		
	Other Novice Farm Record	X			
Supervised Agriculture Experience					
	Beef	X			
	Sheep	X			
	Swine		X		
	Dairy Cattle			x	
	Dairy Goats			X	
	Market Goats		X		
	Rabbits			X	
	Poultry		X		
	Horticulture	X			
	Floriculture	X			
	Ag Mechanics		X		
FFA Field Days					
	Arbuckle	X	x		
	UC Davis	X	x		
	Chico				
	Great Western	X			
	Reedley College	X	x		
	Modesto	X	x		
	Pomona				
	Merced College		x		
	Fresno State		X		
	Madera Floral	X			
	Cal Poly State Finals	X	X		
Registration For field Days					
	Funding/Trip requests	X			
	Travel Accomodations	X			

Leadership Conferences					
	Greenhand Conference		X		
	Made For Excellence		X		
	Advanced Leadership Academy		X		
	State Leadership Conference		X		
Farm					
	Greenhouse/Benches	X			
	Sheep Barn Facility	X			
	Park Area/Landscaping	X			
	Swine Area		X		
	Beef and Goat Facility			X	
Misc FFA					
	Top 10 Points/Award	X			
	Officer Elections/Interviews		X		
Departmental					
	Program of Work	X			
	Program Plan	X			
	Ag Incentive Grant	X			
	R2/Roster	X			
	Advisory Committee	X			
	Reports	X			
Fair Shows					
	Fresno Fair	X	X	X	
	Madera, Goat Show ADGA			X	
	Cow Palace				
Duties and activities as agreed upon by the ag staff for the 2009-2010 school year.					
					
Signature		Signature		Signature	

J.
FFA
Program of Activities

SANGER FFA

**Harvesting the dreams of American
Agriculture**



2013-2014

Program of Activities

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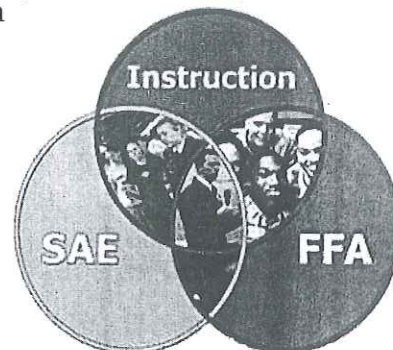
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Sanger High School Agricultural Education Program

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

CLASSROOM

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



NATIONAL FFA ORGANIZATION

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

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM

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

ADVISORS AND PROJECT AREAS –

Floral Design, Vet Science, Biotechnology--Sheep, Mkt Goat, Beef	Mrs. Bonomi
Agriculture Sciences--Dairy Goats, breeding rabbits.....	Mr. Herron
Ag Mechanics, Small Engines--Swine, Poultry, Market Rabbits.....	Mr. Ravy

What is taught in the Agricultural Education Courses?

AGRICULTURE SCIENCE AREA

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

Animal Production

Rabbits	Poultry
Beef	Dairy Goats
Sheep	Specialty Animals
Swine	

Floral and Plant Production –

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

AGRICULTURE MECHANICS AREA

- Safety
- Arc/Oxyacetylene Welding
- MIG and TIG Welding
- Woodworking
- Hand & Power Tool Usage
- Cold Metal Working

- Tool Sharpening & Maintenance
- Electricity/ Plumbing
- Materials and Fasteners
- Small/Advanced Engines
- Equipment/Machinery Operation
- Student Projects – 4th Quarter

RESOURCES

Student Research & Experience Projects	Science Lab Equip. –Microscopes
Career Education and Research	Sanger High School Farm
Plant Science Growing Greenhouse	Agriculture Mechanics Laboratories
Guest Speakers and Field Study Tours	Outdoor Planting Benches
Agriculture Floral Design Lab	Career Development Events and Field Days

CLASSES OFFERED

Introduction to Agriculture	Agriculture Mechanics
Agriculture/ROP Floral Design	Agriculture/ROP Welding
Agriculture Biology	Ag/ROP Construction
Ag Animal Science	Ag/ROP Engineering/Manufacturing
Ag/ROP Veterinary Science	Agriculture/ROP Small Engines
Ag/ROP Biotechnology	Ag./ROP Gas Engine Internship

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES

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

LEADERSHIP DEVELOPMENT PLAN

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

TYPICAL FIRST YEAR ACTIVITIES

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

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:

Scholarships	Transportation – to and from
SAE Project Ideas	contests and events
Recommendations – Colleges and Jobs	Financing – Loans for projects

Officer Letter

Dear FFA Members, Parents and Friends,

Welcome back, from the FFA Officer Team! We hope you had a fun, exciting, and relaxing summer and are ready for the new school year.

It is the goal of this year's FFA officer team to lead our members into agricultural progress. The officer team would like all FFA members to participate and become involved in the FFA organization. We have many fun and exciting activities planned to encourage your involvement in the Sanger FFA Chapter as well as understanding the role of future agriculturalists. The members are truly the backbone of our organization. With your support and belief in the FFA, we will grow, strengthen and become a superior chapter.

Together, we will develop a program that is unmatched by any other organization. Your many talents will help better the Sanger FFA Chapter. The Sanger FFA will thrive and prosper with your commitment and dedication to our program. We hope this year will be a great learning experience for everyone as well as fun and exciting. We know the Sanger FFA members will have the ultimate FFA experience in the 2013-2014 school year.

Sincerely,

The 2013-2014 Sanger FFA Officer Team

President:

Scott Cillis

V. P.

Haley Gonsky

Secretary

Scott Morgan

Reporter

Alyssa W. Ortega

Treasurer

Carenio Haysaga

Sentinel

Yazmaral James

Sweetheart

Ros Arriaga

Historian

Isaiah Lopez

Advisor's Message

The Sanger FFA advisors would like to welcome you to the 2013-2014 school year. We are excited to have you as a member of the FFA. There are many events and opportunities for you to involve yourself in throughout the year. The Sanger FFA is a place that you will feel welcome and can be a part of. Our mission this year is to promote agriculture education by supporting each students' potential for premier leadership, personal growth and career success.

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

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

FFA Advisors

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

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

Greg Ravy 524-7303
gregory_ravy@sanger.k12.ca.us

**Sanger FFA Chapter Goals
2013-2014**

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

2. Improve department facilities
 - a. Clean-up and Organize
 - b. Fact plaques
 - c. Signs
 - d. Replace Temporary items
 - e. Landscaping

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

4. Continue to Nurture our Community through a tradition of service
 - a. December Giving: Golden Living Center
 - b. Apache Closet Donation
 - c. October Food Drive
 - d. Valentines for Vets

2013-2014 Chapter Budget

FFA

Estimated Expenses:	\$ Cost
Awards/Prizes	500
Busses/Travel	1000
Food/Serving	1500
Supplies/Decorations	1000
Community service and Donations	500
Conferences / Contests	500
Total	5000

Estimated Incomes:	\$ Income
Car Wash	1000
See's Candy	1500
Toyota Truck Tickets	500
Drive Thru BBQ	1000
Food Day/Car Show	500
Other Fundraisers/donations	500
Total	5000

Floral

Estimated Expenses:	\$ Cost
Flowers	8000
Supplies	1500
Buses	1000
Balloons	1000
Total	11500

Estimated Incomes:	\$ Income
Weddings /Events	7500
Floral Fee Take Home Fee	2000
Holiday Flower Sales	3000
Total	11500

Ag Mechanics

Estimated Expenses:	\$ Cost
Specialty Tools	500
Project Supplies	500
BBQ Food/supplies	300
Misc Expenses	200
Total	1500

Estimated Incomes:	\$ Income
Metal Recycling	750
Project Sales	500
Donations	250
Total	1500

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

Missions and Strategies

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

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

An organizations mission is it reason for existing and what it strives to do.

1) What is your mission?

2) How do you plan to accomplish it?

FFA History and Structure

History

- Founded in 1928, the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education. In Kansas City's Baltimore Hotel, 33 young farm boys charted a course for the future. They could not have foreseen how the organization would grow and thrive.
- Since 1928, millions of agriculture students - no one knows exactly how many - have donned the official FFA jacket and championed the FFA creed. FFA has opened its doors and its arms to minorities and women, ensuring that all students could reap the benefits of agricultural education.
- Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. Now, the organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse agriculture into the classroom.

What do the letters FFA stand for?

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

SANGER CHAPTER

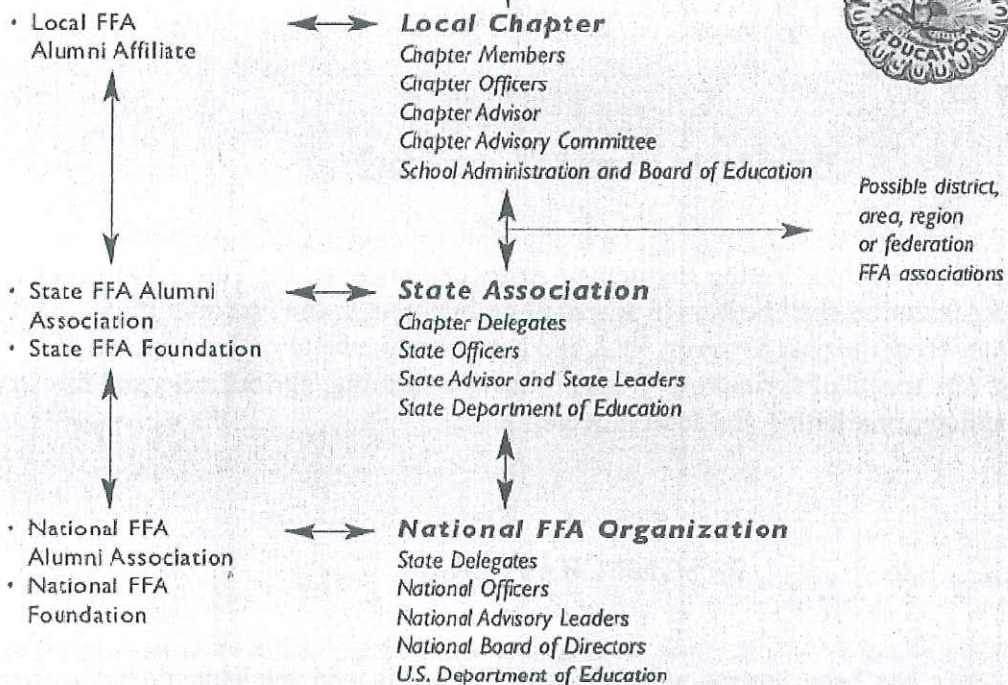
Sanger's FFA Charter has been around since January 15, 1930, and our chapter has a strong history and sense of tradition. Sanger FFA has an annual membership of 250-300 members including you! Our chapter has achieved great things through the participation of members like yourself. Our members do their best to promote agriculture in our community. Members have earned high level awards over the years including the State FFA Degree, American FFA Degree, Regional, State, and National Proficiencies, and Championship CDE Teams. Each of you has the opportunity to achieve as well. Our program of activities serves as a road map for planning and accomplishing tasks/goals at the local level.

FFA Organization Structure

- The FFA operates on local, state and national levels. Student members belong to chapters organized at the local level. Agriculture education instructors serve as chapter advisors.
- California chapters are organized under the state association headed by an advisor and youth consultant. The state association conducts programs and hosts annual conventions run by the state officer team.
- The California FFA Association charters new chapters, provides direction, programmatic materials and support, and hosts the State FFA Convention which draws approximately 4,000 attendees each spring.

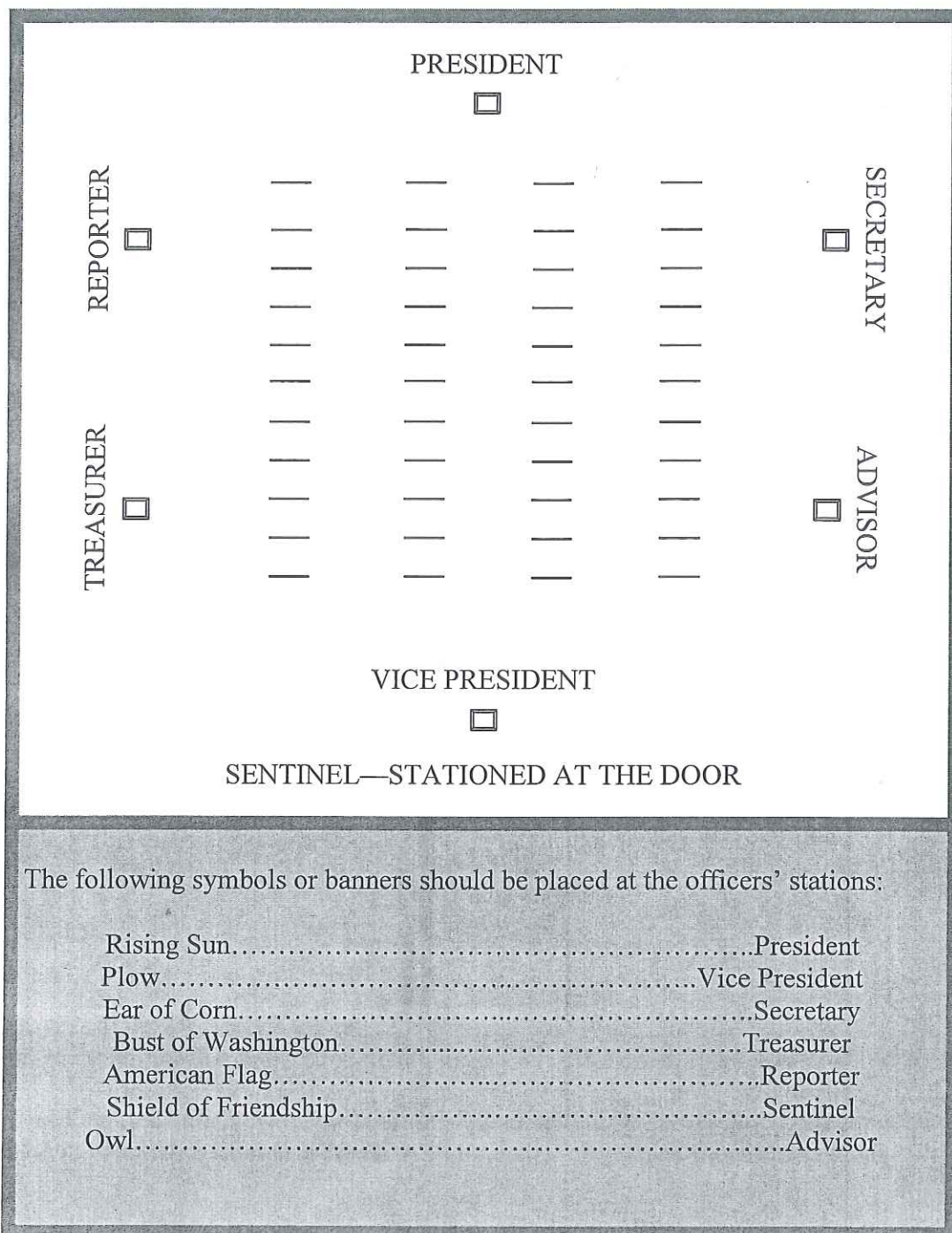
National FFA Structure

You! An FFA Member



Meeting Room Arrangement

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



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 the FFA and agriculture. Each element within the emblem has unique significance.



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

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

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

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

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

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

FFA Colors

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

FFA Motto

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

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

Brotherhood Pledge

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

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

Official Dress

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

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

Female Official Dress

- Black skirt.
Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Black nylon hosiery.
- Official FFA jacket zipped to the top.

Male Official Dress

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

Boys and Girls Livestock Show Uniform

- WHITE jeans
- White dress shirt and official FFA tie
- Black or brown boots
- Black socks
- Official FFA jacket zipped to the top.

How to wear Awards

- Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.
- State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.
- No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.

FFA Jacket Order Form

Name _____

ID _____

Please check all that apply

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

FFA Jacket cost \$52

FFA Girls Scarf \$10.50

FFA Boys Pre-tied tie-\$12.50

FFA Boys Silk Dress Tie-\$24.50



Shipping is between \$7 and \$10 unless

_____ Total-

Filled Out by advisor

Payment _____

Size _____

Name on Jacket _____

Official Dress:

Show Uniform-

White Pants-Jeans or Dickie type-Boot cut, plenty long
White Collared shirt-Short sleeve-No frills, buy a uniform
type or dress type with a nice collar
Boots or brown or black shoes

Official FFA Dress

Black dress pants (boys) or dress skirt, knee length (girls)
White collared shirt- Short sleeve-No frills, buy a uniform
type or dress type with a nice collar
Black dress shoes- Professional shoes- Plain no frills



The FFA Creed

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

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

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

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

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

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

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

Script for FFA Opening and Closing Ceremonies

Opening the Meeting

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

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

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

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

Sentinel: "Stationed by the door."

Vice President: "Your duties there?"

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

Vice President: "The Reporter."

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

Vice President: "Why by the flag?"

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

Vice President: "The Treasurer."

Treasurer: "Stationed at the emblem of Washington."

Vice President: "Your duties there."

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

Vice President: "The Secretary."

Secretary: "Stationed by the ear of corn."

Vice President: "Your duties there."

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

Vice President: "The Advisor."

Advisor: "Here by the owl."

Vice President: "Why stationed by the owl?"

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

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

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

Advisor: "Why is the president so stationed?"

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

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

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

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

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

Closing the Meeting

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

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

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

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

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

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

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

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

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

Career Development Events

Sanger FFA encourages students to participate in at least one of the following teams. You will be able to travel to different colleges throughout the state of California as you learn critical thinking, speaking and leadership skills. There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

Banking	Parliamentary Procedure
Cooperative Marketing	Specialty Animals
Best Informed Greenhand	Farm Records
Creed Speaking	Floriculture
Opening/Closing Ceremony	Welding
Public Speaking	Small Engines
Job Interview	Meats Evaluation

Public Speaking

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

Judging Teams

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

Specialized Contests

There are many other contest areas including:

- Agricultural Mechanics
- Agronomy
- Land
- Fruit Tree Judging
- Horticulture
- Vine Pruning
- Floriculture
- Farm Business Management
- Landscape Design
- Crops
- Citrus Judging
- Dairy Foods (as seen in Napoleon Dynamite)

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

Possible FFA Awards

Local Awards

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

CDE Awards

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

SAE

- Outstanding Exhibitor Award (By species)

State Awards

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

National Awards

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

Community Service

Sanger FFA is committed to community service and has made it one of the chapter goals for the 2013-2014 school year. We plan to help in our community in several ways and make it a community that cares. The following are some ways you can help and participate in community service:

- Canned Food Drive
- Valentines for Veterans
- Apache Closet Giveaway
- Golden Living Center Wreaths

Sanger FFA SAE Project Options for Members

Animal Systems

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

Business Systems

<u>SAE Activity Idea</u>	<u>Type of SAE</u>
Operate custom animal raising service.	E
Operate custom Jam/Jelly business.	E
Operate a lawn maintenance/mowing service.	E
Work for local cement company that installs ag applications.	P
Work at the local feed store.	P
Work for a local tax accountant that handles ag customers.	P

Natural Resources Systems

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

Plant Systems

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

Power, Structural & Technical Systems

<u>SAE Activity Idea</u>	<u>Type of SAE</u>
Restore a tractor and sell it or restore a tractor for someone.	E
Design, build and sell lawn ornaments.	E
Operate a lawn mower service and repair business.	E
Build garden sheds for homeowners.	E
Operate a business that computerizes farmers' records.	E
Make business cards, stationary, etc., for businesses or members.	E
Work in a welding shop.	P
Work as an assistant for an auto, truck or tractor mechanic.	P
Work for a local electrician.	P

P – placement

E – entrepreneurship

Fairs & Shows

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

Dairy

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

Dairy Replacement Heifers Budget

<u>Expenses:</u>	<u>Heifer</u>	<u>\$ 800.00</u>
	<u>Feed</u>	<u>\$ 600.00</u>
	<u>Entry Fee</u>	<u>\$ 20.00</u>
	<u>Insurance</u>	<u>\$ 90.00</u>
	<u>Equipment</u>	<u>\$ 30.00</u>
	<u>Total</u>	<u>\$ 1540.00</u>

Market Goats

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

Market Goat Budget

<u>Expenses:</u>	<u>Goat</u>	<u>\$ 250.00</u>
	<u>Feed</u>	<u>\$ 100.00</u>
	<u>Entry Fee/Insurance</u>	<u>\$ 30.00</u>
	<u>Chain</u>	<u>\$ 5.00</u>
	<u>Total</u>	<u>\$ 385.00</u>

Poultry

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

Poultry Project Budget

Expenses:	<u>Meat Pen (2)</u>	\$ 15.00
	<u>Feed</u>	\$ 25.00
	<u>Entry Fee</u>	\$ 12.00
	<u>Total</u>	\$ 46.00

Rabbits

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

Rabbit Project Budget

Expenses:	<u>Animal Cost (2)</u>	\$ 50.00
	<u>Feed</u>	\$ 25.00
	<u>Entry Fee</u>	\$ 12.00
Total:		\$ 87.00

Steer

Showing a steer is a lot of hard work and you have to be willing to take a lot of responsibilities. You have to make sure you walk your steer everyday. You also have to rinse and brush the animal hair constantly because you are trying to make it grow. You also need to get them use to walking with a halter and making sure they get use to being shown with a show stick. If you are a first time showman, you don't want this to be the first animal you show.

Market Steer Budget

Expenses:	<u>Market Steer</u>	\$ 1500.00
	<u>Feed</u>	\$ 1200.00
	<u>Entry Fee</u>	\$ 30.00
	<u>Vet. Supplies</u>	\$ 20.00
	<u>Insurance's</u>	\$ 95.00
Total:		\$ 2845.00

Sheep

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

Market Sheep Budget

Expenses:	<u>Market Lamb</u>	<u>\$ 250.00</u>
	<u>Feed</u>	<u>\$ 125.00</u>
	<u>Entry Fee/Insurance</u>	<u>\$ 40.00</u>
	<u>Total</u>	<u>\$ 415.00</u>

Swine

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

Market Swine Budget

Expenses:	<u>Feeder Hog</u>	<u>\$ 250.00</u>
	<u>Feed</u>	<u>\$ 200.00</u>
	<u>Entry Fee/Insurance</u>	<u>\$ 35.00</u>
	<u>Total</u>	<u>\$ 485.00</u>

Dairy Goats

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

Ag Mechanics Project

Constructed or repaired at school or at home.

Ex. BBQ 18X30 Plate Grill

Expenses:	<u>Metal</u>	\$	80.00
	<u>Hardware</u>	\$	20.00
	<u>Paint & Miscellaneous</u>	\$	20.00
	<u>Total</u>	\$	120.00

Ex. Mower Repair

Expenses:	<u>Parts</u>	\$	50.00
	<u>Chemicals/Oil</u>	\$	20.00
	<u>Paint/Hardware</u>	\$	15.00
	<u>Total</u>	\$	85.00

Floral Project

Create floral arrangements at school for weddings or events.

Ex. Wedding Flowers

Expenses:	<u>Flowers</u>	\$	500.00
	<u>Vases (12)</u>	\$	12.00
	<u>Ribbon/Tulle/Miscellaneous</u>	\$	20.00
	<u>Total</u>	\$	532.00

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

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

2013-2014 FFA Officers

Sanger FFA Chapter Officers

President: Sarah Gibbs
Vice President: Hollyn Gesinske
Secretary: Paige Simons
Treasurer: Cirenio Hisasaga
Reporter: Alyssa Ortega
Sentinel: Raymond Farnsworth
Sweetheart: Rosa Avila-Ayala
Historian: Isaiah Lopez
Advisor: Audrey Bonomi
Advisor: Greg Ravy
Advisor: Tony Herron

East Fresno Madera FFA Section Officers

President: Emilie Gambрил - Clovis
Vice President: Makayla Copp - Minarets
Secretary: Lauren Allen - Clovis
Treasurer: Hunter O'Brion - Liberty
Reporter: David Valdez - Clovis
Sentinel: Brent Oge - Kinsburg
Advisor: Aireal Covey - Clovis

San Joaquin Region FFA Officers

President: Dipak Kumar, Tulare
Vice President East Fresno Madera: Emilie Gambрил, Clovis
Vice President Eastern Sierra: Molly Lacey-Lone Pine
Vice President Kern: Joseph Aguilar, Foothill
Vice President Sequoia: Hattie Jameson, Golden West
Vice President South Valley: Madison Zittel, Frontier
Vice President Tulare Kings: Bailey Munday, Tulare
Vice President West Fresno Madera: Amber LaSalle, Firebaugh
Secretary: Evie Starich, Hanford
Treasurer: Grant Hall, Minarets
Reporter: Virat Kang, Madera
Sentinel: Kristyn Fletcher, Sierra
Regional Supervisor: Mr. Charles Parker

California State FFA Officers

President: Riley Nilsen, Nipomo
Vice President: Valerie Canas, Santa Maria
Secretary: Gabrielle Franke, Galt
Treasurer: Gage Willey, East Nicolaus
Reporter: Sheldon Overton, McArthur
Sentinel: Hunter Berry, San Jacinto
Advisor: Josiah Mayfield

Past State FFA Degrees

2013- Ashley James Ray Farnsworth Nahshon Northrip Alison Webb Julia Nail	David Erhle Nicole Faulk Esmerelda Flores Alana Laird Marie Leso Steven Lopez Andrew McCarty Jessica Menezes Alva Reyes Anthony Rodriquez Will Terzian
2012- Kenna Sandberg Paige Coffman	
2011- Julia Reidelshiemer Erica Casares Savannah Hatashita Lacey Benefiel	
2010- Andrew Warren Jaclyn Nelson Alicia Heredia	
2009- Alexandria Alfaro Amanda Cherry Jeffrey Christensen Cody Greer Sarah Kelley Katherine Spendlove Ashley White Mellissa Wood	2007- Kayla Betterton Jestine Butts Jacob Deruiter Emily Henson Sarah Lewis Kara Moore Brooke Schmitz Kayla Ladner
2008- Lydia Abbott Michael Alfaro Jeremy Crossland Tiffany Davis	2006- Kristen Cherry Katy Peoples Crystal Perkins Crystal Oropeza Haileigh Stainbrook Melody Terzian
	2005- Briana Esqueda-Voigt Shane Gibbs Gabriela Gutierrez

- | | | | |
|-------|--|-------|--|
| | Matt Henson
Alyssa Menezes
Kashe Messer
Herman Sihota | | |
| 2004- | Tabatha Casares
Laura Henson
Samantha Kister | 2000- | Chad Anderson
Kenny Anderson
Billy Boos
Michelle Brough
Jennifer Champion
Brett Carver
Nathan Johnson
Justin Lerma
Jay Lett
Rosana Macias
Jana Martin
Josh Schmidt
JD Triffon
Jacob Viau
Jessica Willhoite
Ashley White |
| 2003- | Mark Anderson
Josh Butts
Colby Campbell
Dominique Casares
Lindsay Dudley
Krystle Encinas
Steven Henderson
Kristin Jauregui
Pat Denatale
James Pellegrini
Troy Powell
Robin Sani | 1999- | Michelle Brown
John DeGraw
Jamie Greer
Chris Herron
Troy Keiser
Dustin Summers |
| 2002- | Brandon Bedrosian
Pat Biddy
Wesley Messer
Morgan Schmitz
Chase Sullivan
Crystle Williams
Lindsey Streeter | 1998- | Erin Bushell
Daniel Meine
Mellissa Ochoa
Brandon Streeter
Miranda Williams |
| 2001- | Cory Ballis
Andy Cosentino
Dustin Degraw
Martina Otterbeck
Jarrod Takemoto | 1997- | Laura Baker
Renee Dell |

Past American FFA Degrees

- | | | | |
|-------|--|-------|---|
| 2011- | Katie Spendlove
Ashlee White | 2009- | Kristin Cherry
Lydia Abbott
Jestine Butts |
| 2010- | Cody Greer
Steven Lopez
Brooke Schmitz | | |

2008- Melody Terzian
Haileigh Stainbrook
Alana Laird

2006- Laura Henson

2005- David Bidy
Dominique Casares

2004- Wesley Messer
Morgan Schmitz

2002- Kenny Anderson

Billy Boos
Michelle Brough
Jana Martin
Nathan Johnson
Joshua Schmidt
JD Triffon

2001- Dustin Summers

2000- Erin Bushell

1999-Laura Baker
Rence Dell

Past State Judging Teams

2001- Best Informed Greenhand

2001- Vine Pruning Team

2003-Meats Evaluation & Technology

Past State Proficiency Award Winners

1998- Laura Baker-Specialty Animal Production

1999- Laura Baker-Diversified Livestock Production

National Winner

The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2009

ARTICLE I – NAME

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

ARTICLE II – OBJECTIVES

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

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

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

BY-LAWS

Article I

Section A:

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

Section B:

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

Article II Degree Initiations

Section A:

1. Candidates for the Greenhand and/or chapter degree, who do not attend their respective initiation meeting, shall not be allowed that degree during that current year, without a valid written excuse as deemed by the chapter executive committee and/or Advisor.

Section B:

1. The advisor can and will have the final say in any matter concerning a members status and award.

Article III Active Membership Status

Section A:

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

Provision I:

1. FFA member must maintain a 2.0 GPA during each semester.
 - a. Sanger FFA will use the current athletic policy for GPA status and probationary periods.
 - b. Sanger FFA will use semester grades following the fall and summer school periods.

Provision II:

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

Provision III:

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

Article IV General Officer Responsibilities

Section A:

1. Chapter officers are required to attend all chapter meetings and functions/events with a "three strikes" rule enforced.

Provision I: "Three Strikes Rule"

1. Any officer will be eliminated from the officer team for the following:
 - a. Missing any FFA meeting called by the Advisor.
 - b. Not fulfilling assigned responsibilities.
 - c. Not holding up to ethics required by the National, State and Local requirements. ***Suspension from the school will supersede the three strikes rule on a case-by-case basis.
2. The Executive committee has the right, by unanimous vote; to place an officer on probation after the "three strikes" policy has been enforced. The Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.
3. The advisor has final say in any vote or punishment of a member or officer.

Article V Fair Amendment

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

Section A:

1. Market animals including champions and non-champions.

Section B:

1. Breeding stock will be allowed to show at the advisor's discretion.

Section C:

1. If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

Section D:

1. FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

Section E:

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

Article VI Officers

Section A:

1. The following officers for the chapter shall be as follows:

- a. President
- b. Vice-President
- c. Secretary
- d. Reporter
- e. Treasurer
- f. Sentinel
- g. Historian
- h. Parliamentarian
- i. Chaplain
- j. Sweetheart

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

Section B:

1. Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.

Section C:

2. The officers of the chapter shall constitute the chapter executive committee. This executive committee shall have full power to act as necessary for all chapter activities in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section D:

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

Section E:

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

Article VII Meetings**Section A:**

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

Section B:

1. Delegates who are eligible for State leadership conference are as follows:
 - a. Must complete an application
 - b. Sophomore or junior executive committee members are first for eligibility.
 - c. If not available, then senior executive committees members are are next for eligibility.
 - d. If neither is available, then top 15 from the previous year may apply.

Provision I:

1. All elected delegates who represent the chapter shall be elected from the freshman, sophomore, and junior classes.
2. Only executive members can be delegates.
3. If the delegates can not select from the executive members, it will be open to the top 15 point members as of the fall semester of the current school year.

Provision II:

1. Delegate applicants will be screened by advisors before executive committee.
2. Delegate applications will be completed by all candidates and will be scored and screened by the Executive Committee.
3. If members of the Executive Committee are part of the application process, they will be excused and the remainder of the members will proceed with the scoring.

Provision III:

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

Provision IV:

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

Section C:

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

Article VIII Amendments

Section A:

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

Section B:

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

Do you just belong?

Are you an active member,
the kind that would be missed?

Or are you just content
to have your name among the list?

Do you attend the meetings
and mingle with the flock?
Or do you usually stay away
and criticize and knock?

Do you take an active part,
to help and work along?

Or are you satisfied
to be the kind that just belongs?
Do you pitch in, and do you share,
to really make things tick?

Or leave the work to just a few,
that you would call "the clique?"

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

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

Author Unknown

Point Interactive Award Chart

Date	Activity	Points Possible	Description of participation	Points earned
Aug 31	FFA Car Wash	every ticket		
	-ticket sales	Sold=2pts.		
	-participation	5		
Sept 7	Grape Bowl			
	-participation	10		
	-showmanship	See pg.		
	-market/breed	See pg.		
	-set up/clean up	10		
Sept 18	Ice Cream Social			
	-set up/clean up	10		
Sept 18	Black Beards EFM-Sectional			
	-attendance	10		
Sept 20-22	4th Annual Harvest Gala			
	-Gala setup (20 th)	10		
	-Gala Dinner (21 st)	10		
	-Gala clean up (22 nd)	10		
Oct 2-13	Fresno Fair			
	-participation Sheep: Swine: Goats(D/M): Rabbit: Poultry:			
	-showmanship:			
	-market:			
	-committees/help			
Oct 23	October Meeting FFA			
	-participation			
	-clean up/set up			
Oct 24	Greenhand conference			
	-attendance			
Nov 4	Winter Fundraiser			
	-items sold	5pt.=1-5		
Nov 13	EFM Opening Closing Contest	See page		
	-participation	10		
	Place/Team:		Event:	
	Place/Individual:		Event:	
Nov 19	November Meeting			
	-participation			
	-clean up/set up			
Dec 5	EFM Banking/BIG	See page		

	-participation			
	Place/Team:			
	Place/Individual:			
Dec 7	Toyland Parade			
	-float building (Dec. 2,3,4,5,6 after school)			
	-float riding			
Dec 11	FFA Giving Meeting			
	-set up/clean up	5		
	-attendance	10		
Jan 24	Cal Skate FFA Activity			
	-attendance			
Feb 6	EFM Speaking Contest		Creed:	
	-participation		JI:	
	Place/Team/Individual:		Prep:	
			Extemp:	
Feb 7-8	Chico State Field Day	10		
	-participation			
	Place/Team:			
	Place/Individual:			
Feb 14-15	MFE/ALA Conference			
	-participation			
Feb 18-21	National FFA Week			
	-Support Our Troops Day(18 th)			
	-Forever Blue & Gold Day(19 th)			
	John's Incredible Pizza(19th)			
	Attender Sectional Event			
	-Wild West Day(20 th)			
	-Wacky Apache Day(21 st) Staff Appreciation BBQ(participation)			
Mar 7-8	UC Davis Field Day			
	-participation			
	Place/Team:	See page		
	Place/Individual:	See page		
Mar 12	E/FM Parli Pro Contest			
	-participation			
	Place/Team:			
Mar 15	Merced College Field Day			
	-participation			
	Place/Team:			
Mar 19	March Meeting			
	-participation			
Mar 21	SJR Parli Pro			

	-participation			
	-set up/clean up			
	Place/Event/Team:			
Mar 28-29	SJR /MJC Field Day			
	-participation			
	Place/Event/Team:			
Apr 5	Reedley College Field Day			
	-participation			
	Place/Event/Team:			
Apr 10-12	State Speaking(10th)/Parli Pro(11th) Finals & Fresno state Field Day			
	-participation			
	Place/Event/Team:			
Apr 24	Farm Day & BBQ			
	-participation			
Apr 26	Madera Floral & Hanford Field Day			
	-participation			
	Place/Event/Team:			
May 3	State Finals Cal-Poly			
	-participation			
	Place/Event/Team:			
	Car Show			
	-set up/clean up			
	-working			
	-food donation			
	International Food Day			
	-set up/clean up			
	-working			
	-food donation			
	Unlisted FFA Activities/Events:			

Point Award System

The Top 15 individuals on the point award system will be eligible to attend a summer achievement trip, and be honored at the Annual Awards Banquet in May. High point will receive a belt buckle.

Points are tabulated according to the following system:

I. LEADERSHIP

	POINTS:
1.Greenhand Degree (November of year awarded)	20
2.Chapter FFA Degree (November of year awarded)	35
3.State FFA Degree	75
4.Star State Farmer (in addition to degree)	75
5.American FFA Degree	100
6. Officers (points awarded in May)	
• Greenhand Officer	35
• Chapter Officer	150
• Sectional Officer	100
• Regional Officer	150
• State Officer	200
7. Meetings	
Attendance at each Chapter FFA Meeting	
• September	10
• October	10
• November (Fall Banquet)	10
• December	10
• January	10
• February	10
• March	10
• April	10
• May (Spring Banquet)	10
• Attend Meeting in Uniform	5
• Attend meeting with Parent	5
• Participation in FFA Activities that are NOT listed	25
• Representing the Chapter at Sectional Meetings	25
• Representing the Chapter at Regional Meetings	50
• Representing the Chapter at State Meetings	100
• Representing the Chapter at one Day Convention	25
• Representing the Chapter at National Convention	150
8. Committees	
Active committee member	10
• Meetings	
• Community service	

- Recreation
- Fundraising
- Food Committee
- Award banquets
- Public relations
- Student body activities
- Alumni relations
- Agricultural experiences

9. Fundraisers

- Raised at least \$50 in any one fundraiser sponsored by the Sanger FFA 10
- Raised at least \$100 in any one fundraiser sponsored by the Sanger FFA 25
- Participate in the following: 10
 - Drive Thru BBQ
 - Donkey Basketball

II. SUPERVISED AGRICULTURE EXPERINCE

1. Approved Enterprise: (each project)
 - Large Mechanics, Market Beef, Sheep, and Swine 50
 - Small Mechanics, Market Poultry, Goats and Rabbit 20
 - Breeding Beef, Sheep, Swine and Goats (project) 50
 - Breeding Poultry and Rabbit (project), 20
 - OH/Crop project 20
2. Exhibit at Fairs and Shows 20
 - Best in Show 30
 - First Award Ribbon 10
 - Mechanics/OH/Breeding/Crop/Landscape/Booth 10
 - Second Award Ribbon 7
 - Mechanics/OH/Breeding/Crop/Landscape/Booth 7
 - Third Award Ribbon 5
 - Mechanics/OH/Breeding/Crop/Landscape/Booth 5
- Animal Projects-
 - Market classes
 - Supreme Champion 30
 - Reserve Supreme 25
 - FFA Champion 22
 - FFA Reserve Champion 20

• Breed Champion	15
• Reserve Breed Champion	13
• Class winner	11
• Class placing 2 nd -10 th	5
• Group one (purple)	10
• Group two (blue)	5
• Chapter group participation	5
• Breeding classes	
• Supreme Grand Champion	30
• Reserve Grand Champion	25
• Best in show	25
• Champion FFA	22
• Reserve Champion FFA	20
• Showmanship (Final Round only)	
• First	30
• Second	25
• Third	20
• Fourth	15
• Fifth	10
• Sixth-tenth	5
• Participation	3
• Round Robin Winner	
• First	35
• Second	30
• third	25
• forth	20
• fifth	15
• sixth	5
3. Enterprise Hours-For every 20 hours	5
• Verified in recordbook by advisor	
• 100 points maximum per enterprise	
• Three enterprises allowed	
4. Participation	
• Per fair/show	25
• Grape Bowl	15

III. CONTESTS

1.Participation	15
2.Placement	
• Individual	
• First High Overall	35
• Second High Overall	25
• Third High Overall	20
• Fourth High Overall	18
• Fifth High Overall	16
• Sixth-Tenth Overall	10
• Team	
• First High Overall	30
• Second High Overall	25
• Third High Overall	20
• Fourth High Overall	18
• Fifth High Overall	16
• Sixth –Tenth Overall	10

- The above points for a State Finals Contest are increased by 15 points across the board
- The National Teams receive 50 points for participation and placing points are tripled.

IV. PROFICIENCIES

• Sectional Application	5
• Sectional Winner	15
• Regional Application	10
• Regional Winner	50
• State Application	15
• State Winner	100
• National Application	20
• National Finalist	50
• National Winner	100

V. OTHER AWARDS

• Agriscience Student Project	10
• Regional	25
• State	50
• National	100
• Star Farmer, Agri-business, Agri-placement	
• Sectional	25
• Regional	50
• State	75
• National	100

End of Year Point Awards

- All point totals are the responsibility of the members.
- FFA advisors will keep a total of points received by each individual member. It is not the advisors responsibility to keep track of activities performed by members.
- At times the advisor will fill out a point at the end of each month in their classroom.
- Do not rely on the opportunity. It was added for the students benefit. It is not the advisors responsibility.
- Members are required to turn in activity points to their advisor. It is not the responsibility of the member to make sure their points are correct.
- The final date to turn in activity points is on the Monday following State Finals at Cal Poly SLO. 3pm
- Points will be recorded by the committee chairperson, committee members, or the chapter secretary, and must be approved by the advisor.
- Any points earned after the state final deadline, will be awarded during the following year.
- Updated point lists will be available for members upon request. A two-day minimum will be required for each request.
- The advisor for individual activities will verify all points

Sanger FFA 2013-2014 Calendar of Events

June 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Father's Day	17	18	19	20	21	22
23 CATA Governing Board	24 CATA Conference-SLO	→				29
30						

July 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 GH Registration 14 for Clovis	3	4 Independence Day	5	6
7	8	9 Officer Meeting 9:00-12:00am	10 Top 10	11	12	13
14	15	16 Officer Meeting 9:00-12:00	17	18	19	20
21	22	23 Officer Meeting 9:00-12:00	24	25	26	27
28	29	30 Officer Meeting 9:00-12:00	31			

August 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 Officer Retreat 8am @ SHS	6	7	8	9	10
11	12	13 Officer Meeting after Registration	14 Livestock and Gala Parent Meeting 6pm (Registration Night Booth)	15 Sophomore, Junior, & Senior Registration AM	16 SJR FFA Boot Camp-Scicon	17
18	19	20	21	22 School Starts	23	24
25	26	27 Exec. Officer Meeting @ lunch	28 Est. Fresno Officer Leadership COLC/CATA-Clovis HS 5pm	29 Farm Cleanup 3:30-5:30	30	31

September 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day No School	3 Executive Officer Meeting @ lunch	4	5 Farm Cleanup & Grape Bowl Prep 3:30pm-5pm	6 Farm Cleanup & Grape Bowl Prep 3:30pm-5pm	7 Grape Bowl Livestock Show 8am-12pm
8	9	10 Executive Officer Meeting @ lunch	11 Livestock & Gala Parent Meeting 6:00pm	12	13	14
15	16	17 Executive Officer Meeting @ lunch	18 Ice Cream Social EFM FFA Black Beards 4pm-9pm Late Start	19	20 Gala Setup 3:30pm-7:00pm	21 Set Up 8am-12pm Parents: 5:30pm 4 th Annual Harvest GALA
22 Gala Cleanup 8am-12pm	23	24 Executive Officer Meeting @ lunch	25	26	27	28
29 Small Animals Haul-in	30					

October 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Goat Haul-in	2 Fresno County Fair Late Start	3	4	5 Dairy/Fur & Feathers Sale
6 Fresno County Fair	7	8	9	10	11	12 Livestock Sale 8am
13 Fresno County Fair	14 Columbus Day	15 SAFE Trailer Raffle Kickoff	16 Late Start	17	18	19
20	21	22	23 October Meeting 3:30pm-5:30pm @ Applegate Park	24 GHC-Clovis East HS	25	26
27	28	29	30 National Convention Late Start	31 Halloween		

November 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 National Convention →	2
3	4	5	6	7	8	9
10	11 Veterans Day No School	12 Kick Off Winter Fundraiser	13 EFM O/C- Reedley College 3pm-8pm	14	15 Ag Instructor Meeting	16 Ag Instructor Meeting
17	18	19 Ag Day 3:30pm-5:30pm	20	21	22 Reedley College Novice Livestock Showmanship 8am-3pm	23
24	25 No School →	26	27	28 Thanksgiving	29	30

December 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Float Building 3:15pm-5pm	3	4 Late Start	5 EFM Banking/BIG- Sanger 5pm- 8pm	6	7 Toyland Parade 8am-12pm
8	9	10	11 FFA Giving Meeting 3:30pm-5:30pm	12	13	14
15	16	17	18	19 Finals 1, 3, 5	20 Finals 2, 4, 6	21
22	23 Winter Break No School	24	25 Christmas	26	27	28
29	30 Winter Break No School	31				

January 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 New Year's Day Winter Break No School	2	3	4
5	6 Winter Break No School	7	8	9 Big Stump Officer Retreat	10	11
12	13 School Resumes	14	15 State Degree Record Books- Madera 5pm Late Start	16	17	18
19	20 MLK Holiday No School	21	22	23 Winter FFA Meeting Cal Skate 5pm Job Interview/ Prepared Manuscripts Due	24 SJR FFA Officer Apps Due	25
26	27	28	29 State Degree Record Book- Kingsburg 5pm Late Start	30	31	

February 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Minarets Parli Pro/Creed 8am
2	3	4	5	6 EFM Speaking Contest-Clovis 3pm-9pm	7 Chico State Parli Pro Invitational	8 MJC Parli Pro Invitational
9	10 No School	11	12 E/WFM CoOp- Laton 5pm Farm Show Field Trip Late Start	13	14 MFE/ALA – Visalia Leadership Conference SJR FFA Officer Interviews- Visalia Valentine's Day	15
16	17 FFA Week Presidents Day No School	18 Support Our Troops (American) Day	19 Forever Blue & Gold Day Chapter Meeting & EFM John's Incredible	20 Wild Wild West Day	21 Wacky Apache Staff Appreciation BBQ	22
23	24	25	26 Late Start	27	28	

March 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 SJR FFA/CATA Meeting-Frontier HS Chico State FD
2	3	4	5	6	7 UC Davis Parli Pro	8 UC Davis Field Day
9	10	11	12 E/WFM Parli Pro-Sierra 4pm	13	14	15 Merced College Field Day
16	17	18	19 FFA Meeting 3:30-5:30pm Late Start	20	21 SJR Parli Pro-COS Tulare	22
23	24	25	26	27	28 SJR Speaking- COS Speaking Contests	29 MJC Field Day
30	31					

April 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 EFM/WFM State Degree Banquet 6pm @ Fairgrounds	2 Late Start	3	4	5 CRC FD/Ag Sales Reedley College FD Madera Weld/Engines
6	7	8	9	10 State Speaking Finals State Exec Mtg.	11 State Parli Pro Finals	12 Fresno State Field Day Clovis East Weld/Spec Animals FFA State → Conference
13 FFA State Conference	14 Spring Break No School	15	16	17	18	19
20 Easter	21 No School	22	23 Late Start	24 Farm Day & BBQ Meeting 3:30pm-5pm	25	26 Madera Floral 8am Hanford Field Day
27	28	29	30			

May 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 EFM Off Apps Due	3 State Finals-Cal Poly
4	5 EFM Officer Screening	6	7 Late Start	8 E/WFM CATA Planning/FFA Off Elect-Kingsburg 4:30pm	9	10
11 Mother's Day	12	13	14	15	16	17 Prom
18	19 American Degree Scoring-Kingsburg 5pm	20	21 Banquet 6:00 PM	22	23	24
25	26 Memorial Day	27	28 Final American Degree Scoring-Fresno State	29	30	31

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12 Finals 1, 3, & 5	13 Finals 2, 4, & 6 Last Day of School	14
15 Father's Day	16	17	18	19	20	21
22	23 CATA Conference-SLO	24	25	26	27	28
29	30					

CHAPTER FFA DEGREE APPLICATION



As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box and write the date on the line to the right.

Name: _____ Date Submitted: _____

Chapter Name: _____

Date Due: _____

Requirement	Date Completed
<input type="checkbox"/> I hold the Greenhand FFA Degree and have completed Two semesters of agricultural course work.	_____
<input type="checkbox"/> I have a satisfactory SAE program in operation. <i>Attach a description of your SAE program.</i>	_____
<input type="checkbox"/> I have earned and productively invested \$150 or worked at Least 45 unpaid hours outside of class time in an SAE program. <i>Attach SAE records that illustrate this achievement.</i>	_____
<input type="checkbox"/> I have effectively led a group discussion for 15 minutes. When: _____ Topic: _____	_____
<input type="checkbox"/> I have demonstrated five procedures of parliamentary law. List 5 procedures below:	_____
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
<input type="checkbox"/> I have shown progress toward individual achievement in the FFA Award program. (List Awards Below):	
<input type="checkbox"/> I have a satisfactory scholastic record (List Award GPA) _____	_____

Having met these requirements, I hereby submit this application for the Chapter FFA Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

The FFA Chapter Degree will be awarded on _____

GREENHAND FFA DEGREE APPLICATION



As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box and write the date on the line to the right.

Name: _____ Date Submitted: _____

Chapter Name: _____

Date Due: _____

<u>Requirement</u>	<u>Date Completed</u>
<input type="checkbox"/> I am enrolled in an agricultural class _____ List Class _____	_____
<input type="checkbox"/> I have satisfactory plans for a supervised agricultural experience Program (SAE). <u>Attach SAE plan</u>	_____
<input type="checkbox"/> I have learned and explained the FFA motto.	_____
<input type="checkbox"/> I have learned and explained the FFA salute.	_____
<input type="checkbox"/> I have learned and explained the FFA creed.	_____
<input type="checkbox"/> I have described and explained the meaning of the FFA emblem and colors.	_____
<input type="checkbox"/> I understand and have explained the FFA Code of Ethics And proper use of the FFA jacket.	_____
<input type="checkbox"/> I have demonstrated and understanding of the organization's History, the chapter constitution and bylaws, and the chapter Program of Activities.	_____
<input type="checkbox"/> I own or have access to the <i>Official FFA Manual</i> or the <i>FFA Student Handbook</i> .	_____

Having met these requirements, I hereby submit this application for the Greenhand FFA Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

The Greenhand FFA Degree will be awarded on _____

State FFA Convention Attendance/Delegate Application

Minimum Requirements:

- ALL APPLICATIONS MUST BE ACCOMPANIED BY A \$15.00 for each day CHECK PAYABLE TO SHS FFA. If you are chosen as a delegate, your check will be returned.
- 2.0 GPA (current term)
- Not failing any classes
- A "C" or better in your Agriculture classes (current school year)
- Have attended at least three (3) chapter FFA activities (current school year)
- Participated in at least one fundraising activity
- Due by _____, 20____, 3:15 pm
- No late applications accepted

NAME: _____

Year in School: _____ Current GPA: _____

Have you attended the State Conference before?

If yes, when?

List not more than five (5) FFA activities/accomplishments that you have done this school year.

1. _____
2. _____
3. _____
4. _____
5. _____

List your SAEP (s):

What has been your greatest accomplishment in the FFA?

Why should you be selected to attend the State FFA Convention as a delegate?

How will the Sanger FFA benefit from you attending the convention?

How would attending the State FFA Convention benefit you as a delegate?

-
- The State Convention is scheduled for April 20-23, 2013 at a cost of \$15.00 per day plus food.
 - Members will be required to wear the Official FFA Uniform while attending the convention
 - Members are required to attend all conference events. No one is allowed to wander away from the group on his or her own.
 - All district, School, and Ag Department rules apply while attending the Convention Trip
 - Any member who violates the rules for participants will be sent home at their own expense.

I hereby certify all information on this application to be correct and truthful.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

K.
School and/or
Department Policies
Pertaining to:

- *Student Eligibility to Participate in out-of-class Activities*
- *Leadership Development Integrations into Program*
- *SOE Integration into Program and other Policies*

AGRICULTURE FFA/SAE GRADING POLICY

Agriculture Education Department
Sanger High School

Your grade in Agriculture Classes will include the following:

1. Regular Classwork/Homework/Tests 80%
2. FFA Participation 10%
3. Supervised Agriculture Experience 10%

According to the California State Curriculum Standards for Agricultural Education, Agriculture classes are to include in the curriculum opportunities for students to participate in both leadership development and vocational skill development activities. The Foundation Standards for agriculture education courses are implemented in each course. Students gain valuable skills, life long friendships, work experience, and can make money along the way only by actively participating fully in the curriculum.

Every student in Sanger High School Agriculture Classes is required to conduct and maintain an on-going Supervised Agricultural Experience Program or "project". The project may encompass any field of agriculture; sales and service; production; processing; mechanics; business; nursery/landscaping; etc. The projects may be owned by the student or they may be work experience, paid or unpaid. The project is selected by the student and can be career related. All work on projects shall be done outside of the classroom and must be recorded in the student's recordbook for credit.

Every student is required to participate in a minimum of two FFA activities per semester in order to fulfill the FFA requirement. The activities may include meetings, contests, leadership sessions, community service activities, or a host of others.

Eligibility for FFA Activities

It is a policy at Sanger High School that all students participating in out-of-class activities including FFA, maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Education Department Chairman, with advisement from the Assistant Principal at Sanger High School.

Parent/Guardian Signature

Date

The Official Constitution of the Sanger FFA

Sanger FFA Constitution Chapter #44

Revised September 2009

ARTICLE I – NAME

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

ARTICLE II – OBJECTIVES

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

- 1.To be an integral part of the organization instructional programs in agriculture education, which prepares students for a wide range of careers in agriculture, agribusiness, and other agriculture, related occupations.
- 2.To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of time: by learning to assume responsibility: and by developing competencies in communications, human relation, and other social abilities leading to intelligent choice of a career and a successful employment or Entrepreneurship in the agricultural industry.

BY-LAWS

Article I

Section A:

1.All provisions pf these by-laws shall be considered a part of the constitution of the Sanger FFA Chapter.

Section B:

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

Executive committee can review and proceed with termination or can reinstate the officer by unanimous vote.

3. The advisor has final say in any vote or punishment of a member or officer.

Article V Fair Amendment

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

Section A:

1. Market animals including champions and non-champions.

Section B:

1. Breeding stock will be allowed to show at the advisor's discretion.

Section C:

1. If the show offers consignment sales, market animals will be allowed to show only if exhibitor enters the consignment sale.

Section D:

1. FFA students can participate in the Red Wave livestock show as a practice event for the Fresno Fair.

Section E:

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

Article VI Officers

Section A:

1. The following officers for the chapter shall be as follows:

- a. President
- b. Vice-President
- c. Secretary
- d. Reporter
- e. Treasurer
- f. Sentinel
- g. Historian
- h. Parliamentarian
- i. Chaplain
- j. Sweetheart

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

Section B:

1. Offices to be held shall be elected annually by vote of the active members. The top elected offices will be placed in an individual office by the advisor.

Provision III:

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

Provision IV:

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

Section C:

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

Article VIII Amendments

Section A:

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

Section B:

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

L.
**Proficiency Standards for
Program Completers**

PROFICIENCY STANDARDS

The following skills and knowledge are to be acquired by the time each student completes one year of Introduction to Agriculture.

1. Agriculture and Society
 - A. Be able to recognize and explain the importance of agriculture to our community.
 - B. Be able to recognize and explain the importance of agriculture to our county, our state and our nation.
 - C. Be able to identify the agricultural commodities which have the greatest economic effect on our county.
 - D. Be able to identify careers which center around the agriculture industry.
2. Supervised Occupational Experience Projects
 - A. Be able to recognize the importance of hands-on experience in learning agriculture skills.
 - B. Research possible projects and make a decision as which one to pursue.
 - C. Be able to use the California State Record Book properly in order to record work in a chosen project program.
3. Agricultural Effects on Environmental Quality
 - A. Be able to identify the effects of pollution.
 - B. Be able to identify some of the major causes of pollution.
 - C. Be able to identify the dangers in the use of pesticides.
 - D. Be able to identify the dangers in the use of fertilizers.
 - E. Be able to recognize the importance of proper disposal of agricultural waste.
4. Group Leadership and Participation
 - A. Be able to recognize the value of the Future Farmers of America program in the development of agriculture leaders.
 - B. Be able to identify some of the important landmarks in the development of the FFA program.
 - C. Identify activities which would be beneficial to each student and the development of his project program.
5. Basic Animal Science
 - A. Be able to recognize the importance of livestock production to our economy.
 - B. Be able to identify the species of livestock most important to our local economy.

- C. Name and identify five breeds of each of the following livestock species: beef, sheep, dairy, and swine.
 - D. Identify the body parts of each of the following species of livestock: beef, sheep, dairy, and swine.
 - E. Be able to define terminology important to livestock production.
 - F. Be able to identify the areas of California where each of the species of livestock is produced.
6. Products and Processing
- A. Be able to identify the value of processing agriculture commodities to both farmers and consumers.
 - B. Be able to name and explain a minimum of three methods of processing including, but not limited to, canning, freezing, drying, freeze-drying, and packaging.
 - C. Be able to identify a minimum of three agriculture products which are processed in each of the above manners.
7. Basic Plant Science
- A. Identify the vegetative parts of the plant and their functions.
 - B. Identify the reproductive parts of the plant.
 - C. Understand how seeds germinate.
 - D. Be able to name the three soil particle sizes and explain their effect on soil quality and plant growth.
 - E. Be able to name the three primary fertilizer elements and their effect on plant growth.
 - F. Be able to identify a minimum of five field crops grown in Fresno County.
 - G. Be able to identify a minimum of five vegetable crops grown in Fresno County.
 - H. Be able to identify and explain the uses for the three methods of pruning and supporting grapes.
 - I. Be able to explain the three uses for the grape harvest.
 - J. Be able to identify a minimum of five tree crops grown in Fresno County.
 - K. Be familiar with the pruning practices for tree crops.
8. Ornamental Horticulture
- A. Identify the major areas of Ornamental Horticulture production in California.
 - B. Identify the uses of Ornamental Horticulture products in our daily lives.
 - C. Be able to make two types of vegetative cuttings commonly used in the Ornamental Horticulture field.
 - D. Be able to properly mix appropriate soil mixtures for greenhouse use.

- E. Be able to properly apply a minimum of two types of fertilizer.
 - F. Be able to properly plant and transplant greenhouse crops.
9. Floriculture and Floristry
- A. Be able to identify and explain the importance of the floral industry in California.
 - B. Be able to identify a minimum of five floral crops.
 - C. Be able to identify a minimum of ten tools used in floral design.
 - D. Be able to construct a carnation corsage.
 - E. Be able to construct a bud vase.
10. Ag Supplies and Services
- A. Be able to define the term supplies and services.
 - B. Know the importance of the supply and service industry to agriculture.
 - C. Be able to list a minimum of ten occupations associated with the supply and service industry.
 - D. Know entry level requirements for jobs in the supply and service field.
11. Introduction to Ag Mechanics
- A. Be able to identify a minimum of ten shop tools
 - B. Be able to identify and explain arc and gas welding.
 - C. Be able to properly construct a crown knot.
 - D. Be able to explain how to construct a rope halter.

PROFICIENCY STANDARDS

The following skills and knowledge are to be acquired by the time the student completes one year of Plant and Animal Science.

1. The Animal Production Industry
 - A. Be able to explain and describe the importance of animal production to Fresno County and to California.
 - B. Be able to list and explain the career opportunities in the Animal Science and Animal Husbandry fields.
 - C. Be able to list three colleges that offer degrees in Animal Science or Animal Husbandry.
2. History of Domestic Animals
 - A. Be able to identify important landmarks in the development of domestic animals.
 - B. Be able to explain the establishment of the livestock species in the United States.
 - C. Be able to list four reasons for domesticating animals.
3. Livestock Nutrition and Feeding
 - A. Be able to list and explain the six nutrients essential to all animals.
 - B. Be able to list three sources of proteins, carbohydrates and fats.
 - C. Be able to explain the function of vitamins and minerals
 - D. Be able to name three feed supplements used in livestock feed.
 - E. Be able to balance a ration.
4. Anatomy and Physiology of Farm Animals
 - A. Be able to describe and explain the digestive systems for each of the following species: cattle, sheep, swine, and horses.
 - B. Be able to describe and explain the reproductive systems for each of the following species: cattle, sheep, swine, and horses.
 - C. Be able to name the body parts of each of the following: beef cattle, dairy cattle, sheep, swine, horse.
5. Animal Health
 - A. Be able to recognize a minimum of five symptoms of livestock illness.
 - B. Be able to list the normal temperatures for all farm species.
 - C. Be able to describe and explain the effects of antibiotics.
 - D. Be able to describe and explain the effects of a vaccination.
 - E. Be able to describe and explain the effects of wormer.
 - F. Be able to explain the use of antiseptics.
 - G. Be able to properly fill a syringe.

- H. Be able to give injections in the following forms: subcutaneous, intermuscular, and understand the use of intravenous injections.
 - I. Be able to properly administer a bolus.
6. Dairy Cattle Husbandry Practices
- A. Be able to explain the lactation cycle in dairy cows.
 - B. Be able to explain the use of artificial insemination in dairy cattle.
 - C. Be able to explain the use of DHIA records in herd management.
 - D. Be able to explain the use of silage and haylage in dairy cattle operations.
 - E. Be able to describe and explain the use of milking machines.
7. Dairy Products and Processing
- A. Be able to identify ten dairy products.
 - B. Be able to explain the pasteurization process.
 - C. Be able to explain the homogenization process.
 - D. Be able to explain the processing of cheeses and cottage cheese.
 - E. Be able to name three types of fluid milk.
8. Beef Cattle Practices
- A. Be able to describe the use of rangeland grazing in the production of beef cattle.
 - B. Be able to explain feedlot operation practices.
 - C. Be able to describe and explain the use of roughage and concentrates in the production of beef.
 - D. Be able to list five diseases of beef cattle.
 - E. Be able to list five pests of beef cattle.
9. Meats - Products and Processing
- A. Be able to name the wholesale cuts of beef, sheep and swine.
 - B. Be able to name five retail cuts of each of the following: beef, lamb and pork.
 - C. Be able to identify a USDA grading stamp.
 - D. Be able to identify a USDA inspection stamp.
 - E. Be able to explain the USDA regulations for slaughter houses.
10. Sheep Husbandry Practices
- A. Be able to describe rangeland grazing practices used in sheep production.
 - B. Be able to describe and explain seasonal breeding in sheep.
 - C. Be able to describe and explain shearing practices of sheep.
 - D. Be able to explain multiple births and their importance to the sheep industry.
 - E. Be able to list five diseases common to sheep.
 - F. Be able to list five pests common to sheep.

11. Wool and Wool Products
 - A. Be able to explain the structure of wool.
 - B. Be able to name the Spinning Count and Blood systems of classifying wool.
 - C. Be able to describe the value of wool products and garments.
 - D. Be able to define the terminology associated with wool.
12. Swine Husbandry Practices
 - A. Be able to describe confinement housing.
 - B. Be able to compare ruminant digestion and mono-gastric digestion.
 - C. Be able to describe the effects and benefits of milling grain.
 - D. Be able to explain the use of self feeders and feeders.
 - E. Be able to describe curing methods.
 - F. Be able to describe newborn management practices.
13. Small Animals
 - A. Be able to explain the feeding of the following species: rabbits, turkeys and chickens.
 - B. Be able to explain the environmental needs of chickens, turkeys, and rabbits.
 - C. Be able to safely carry a chicken or rabbit.
14. Horses
 - A. Be able to name and describe three breeds of horses.
 - B. Be familiar with the body parts of the horse.
 - C. Be able to compare the digestive system of the horse with that of cattle or hogs.
 - D. Be able to explain the terminology associated with horses.

1. Importance of Plants
 - A. Be able to explain the importance of plants in the use of food and fiber production.
 - B. Be able to discuss the relationship between plants and animals.
 - C. Be able to explain the importance of plants in the environment and how plants contribute to the world.
2. Function of Plants Parts
 - A. Be able to identify and explain the function of the plant parts.
 - B. Be able to explain how plant parts function as a whole.
3. Classification of Plants
 - A. Be able to explain the difference between annuals, biannuals, and perennials.
 - B. Be able to identify monocot and dicot and explain the difference in the vascular system.
4. Plant Reproduction
 - A. Be able to identify the parts of the flower and the function of the parts.
 - B. Be able to explain the difference between sexual reproduction and asexual reproduction in plants.
 - C. Be able to explain the process of cloning and the importance in plant production.
5. Photosynthesis
 - A. Be able to explain the process of photosynthesis and know the importance of it.
 - B. Explain how respiration and transpiration take place in plants and the importance to the environment.
6. Basic Requirements for Plant Growth
 - A. Be able to identify and explain the difference in soil texture.
 - B. Explain the function of water in soils, plants, and the environment.
 - C. Be able to explain how sunlight and day length affect plant growth.
 - D. Be able to explain how temperature affects plant growth and soil condition.
 - E. Be able to explain how air quality affects plant growth.
 - F. Know how important air is in relationship to soil.
 - G. Know the primary, secondary, and micro nutrients, their role in plants, how to apply them, and what source they come from.

7. Insect Classification and Identification
 - A. Be able to explain the scientific classification of animals and insects and how scientific names are used.
 - B. Be able to identify the insect parts and function of a grasshopper.
8. Beneficial Insects and Insect Parts
 - A. Be able to explain the role of beneficial insects and list five beneficial insects and their function.
 - B. Be able to identify five common insect parts; explain the damage they do; and methods to control them.

PROFICIENCY STANDARDS

The following skills and knowledge are to be acquired by the student upon the completion of one year of Agriculture Business.

1. Single Proprietorships
 - A. Be able to define the term proprietorship.
 - B. Be able to name a minimum of 5 businesses in our community which are single proprietorships.
 - C. Be able to explain the advantages and disadvantages of owning your own business.
2. Partnerships
 - A. Be able to define the term partnership.
 - B. Be able to name a minimum of 5 businesses in our community that are partnerships.
 - C. Be able to explain the advantages and disadvantages of a partnership.
3. Corporations
 - A. Be able to define the term corporation.
 - B. Be able to explain the use of stock shares.
 - C. Be able to name 10 businesses in our community that are corporations.
 - D. Be able to explain the advantages and disadvantages of a corporation.
4. Cooperatives
 - A. Be able to define the term cooperative.
 - B. Be able to explain the levels of management in a cooperative.
 - C. Be able to trace the history of cooperatives in California.
 - D. Be able to name 10 cooperatives in California.
 - E. Be able to explain the advantages and disadvantages of cooperatives.
 - F. Be familiar with the Ag Council of California.
5. Banking Practices
 - A. Understand the requirements for opening a checking or savings account.
 - B. Know how to properly complete a deposit slip.
 - C. Know how to properly complete a check.
 - D. Understand the proper method of balancing a bank statement.
 - E. Be able to name 3 commercial banks in our area.
 - F. Be familiar with the methods of calculating interest.
 - G. Be familiar with loan applications.

6. Resumes and Job Applications
 - A. Write a satisfactory resume.
 - B. Understand how to properly fill out a job application.
 - C. Understand how and when to request transcripts.
7. College Entrance
 - A. Know where on campus to obtain information about college entrance.
 - B. Know where to request information from college campuses.
 - C. Understand how to complete entrance applications.
 - D. Know where to request scholarship applications.
 - E. Be familiar with college requirements and scheduling.
8. Current Events in Agriculture
 - A. Be able to name a minimum of 5 agriculture publications.
 - B. Read and report on a minimum of 20 newspaper articles dealing with events important to agriculture.
 - C. Read and report on a minimum of 20 magazine articles dealing with events important to agriculture.
9. Legislation which effects Agriculture
 - A. Understand the process which establishes state legislation.
 - B. Know the names of local legislators.
 - C. Understand the use of lobbyists.
10. Labor Relations
 - A. Be able to explain the difference between salary and wage.
 - B. Be able to explain the difference between temporary and permanent employment.
 - C. Understand the purpose of unions.
 - D. Understand the purpose of unemployment compensation.
 - E. Be able to explain the role of the labor contractor.
11. Production Costs
 - A. Be able to name 5 common production costs.
 - B. Be able to construct a budget for a common agriculture crop.
 - C. Interview a local farmer and be able to explain his yearly costs.
 - D. Be able to list possible reductions for the crop above.
12. Assets and Liabilities
 - A. Be able to define Asset.
 - B. Be able to define Liability.
 - C. Construct a list of personal assets and liabilities.
 - D. Be able to define gross worth and net worth.

13. Taxes
 - A. Be able to define the term Tax.
 - B. Be able to explain the justification for land and income taxes.
 - C. Fill out a "skeleton" tax form.
 - D. Be able to use the tax tables to determine tax.
 - E. Understand the use of W-2 forms.
14. Transportation of Agricultural Products
 - A. Explain the effects of processing on transportation of goods.
 - B. Understand and explain the use of refrigerated trucks.
 - C. Understand the use of air transport for agricultural products.
 - D. Be able to explain methods used for unit costs in transportation.
 - E. Understand the use of freight insurance and liability claims in transportation of agriculture products.
15. Quality Control
 - A. Be familiar with a minimum of 3 methods of inspecting products.
 - B. Understand and explain the use of sorters and sizers.
 - C. Be familiar with the use of electronic devices for detecting inferior products.
 - D. Be able to explain the use for "cull" fruit and vegetables.
16. Methods of Marketing
 - A. Be able to explain direct marketing.
 - B. Understand and explain the advantages of cooperative marketing.
 - C. Be able to explain "contract" production.
 - D. Be able to explain the difference in wholesale and retail marketing.

PROFICIENCY STANDARDS

The following skills and knowledge are to be acquired by the time each student completes one year of Agriculture Mechanics I.

1. Shop Orientation and Safety
 - A. Be able to explain and pass basic shop safety test.
 - B. Be familiar with proper shop behavior.
 - C. Be able to explain why the shop is organized in a certain manner.
2. The Use of Power Tools
 - A. Be able to pass a safety test on each power tool used.
 - B. Be able to determine the proper use of the power tool.
 - C. Be familiar with minor maintenance, care and storage of power tools.
3. Arc Welding
 - A. Be able to pass an arc welding safety test.
 - B. Know the proper clothing requirements for welding.
 - C. Be able to properly set-up the arc welder.
 - D. Demonstrate proficiency in flat and vertical arc welding.
 - E. Be able to identify and use the following electrodes:
 1. 6011
 2. 6013
 3. 7018
4. Oxyacetylene Welding
 - A. Be able to pass an oxyacetylene welding safety test.
 - B. Know the proper clothing required to wear while welding.
 - C. Be able to demonstrate welding proficiency in the flat position.
 - D. Be able to demonstrate brazing techniques.
 - E. Be able to demonstrate proper use of the cutting torch.
5. Tool Sharpening
 - A. Be able to demonstrate the proper sharpening techniques of various tools used in metal work.
 - B. Be able to demonstrate the proper sharpening techniques of various tools used in farming.
6. Nomenclature of Metals
 - A. Be able to identify 25 various metals and shapes used in metal work.
 - B. Be able to measure metal for proper identification.
 - C. Be able to identify and measure various pipe.

7. Bill of Materials
 - A. Be able to list the size and type of materials to be used on a given project.
 - B. Be able to calculate the cost of materials to be used on a given project.
8. Project Plans
 - A. Be able to plan and design a project from metal.
 - B. Be able to write a bill of materials on the plan.
 - C. Be able to estimate the costs of material for the plan.
9. Project Construction
 - A. Be able to construct a project out of metal using the skill acquired in class.
 - B. Be able to incorporate project plans, bill of materials, and costs in the construction process.

Course Expectancies

1. Orientation and Safety
 - A. Be able to explain how the shop is set-up and why.
 - B. Be able to explain and demonstrate general shop safety.
 - C. Be able to pass an equipment safety test and demonstrate the use of the equipment.
2. Arc Welding
 - A. Be able to explain why proper clothing is necessary when welding.
 - B. Be able to safely operate welding equipment.
 - C. Be able to demonstrate proper welding in the flat position.
 - D. Be able to demonstrate proper welding in the vertical position.
3. MIG Welding
 - A. Be able to explain the proper clothing and equipment necessary for MIG welding.
 - B. Be able to demonstrate proper welding techniques in the flat position.
 - C. Be able to demonstrate proper welding in the vertical position.
4. Oxyacetylene Welding
 - A. Be able to safely operate oxyacetylene welding equipment.
 - B. Be able to demonstrate oxyacetylene welding in the flat position.
5. Oxyacetylene Cutting
 - A. Be able to demonstrate the safe operation of the cutting torch.
 - B. Be able to demonstrate how to cut flat metal, pipe, and various outlines in metal.
6. Brazing
 - A. Be able to demonstrate safe brazing techniques.
 - B. Be able to demonstrate brazing techniques on the following:
 1. Solid Stock
 2. Pipe to Plate
 3. Pot Metal
7. Tool Sharpening
 - A. Be able to demonstrate proper sharpening techniques for twist drills.
 - B. Be able to properly sharpen various chisels used in metal working.
 - C. Be able to properly sharpen various tools used in farm operation such as pruners, cutters, axes, etc.

8. Project Construction

- A. Be able to know the nomenclature of materials to be used.
- B. Be able to properly draw project plans.
- C. Be able to list a bill of materials from the project plans.
- D. Be able to construct a project using the project plans.

Course Expectancies

The following knowledge and skills are to be acquired by the time each student completes two years of Ornamental Horticulture.

1. Basic Plant Science
 - A. Be able to name and explain the function of the parts of the plant.
 - B. Be able to explain propagation of plants through the use of seeds, cuttings and plantlets.
 - C. Be able to name and explain the function of the 3 major fertilizer elements.
 - D. Be able to name the 3 soil textures.
 - E. Be able to name and explain 3 methods of irrigation.
2. Propagation of Greenhouse Plants
 - A. Be able to properly propagate plants through cuttings.
 - B. Be able to properly propagate plants through separation and the removal of plantlets.
 - C. Be able to successfully germinate seeds.
 - D. Be able to successfully transplant greenhouse plants.
 - E. Be able to properly mix soil media for greenhouse use.
 - F. Understand the use of time-released and liquid fertilizers.
3. Plant Identification
 - A. Know the commonly used plant taxonomy system.
 - B. Be able to identify a minimum of 3 leaf margin types.
 - C. Be able to identify the 3 types of plant venation.
 - D. Be able to identify the 3 types of root systems.
 - E. Be able to identify a minimum of 20 common houseplants.
4. Fertilizers
 - A. Be able to name the 3 primary fertilizer elements.
 - B. Be able to name a minimum of 3 secondary or minor elements.
 - C. Be able to list and explain 3 methods of applying fertilizer.
 - D. Be able to recognize signs of fertilizer deficiency.
5. Selecting and Buying Plants
 - A. Know the difference between wholesale and retail sales.
 - B. Be able to identify the common plant container sizes.
 - C. Be able to recognize the possibility of plant disease or insect damage.

6. Potted Plants
 - A. Know and explain the care of potted plants.
 - B. Be able to construct a dish garden.
 - C. Be able to construct a terrarium.
 - D. Be able to identify plants which can be used in planter boxes.
 - E. Be able to properly plant a houseplant in a container.
7. The Culture of Floral Crops
 - A. Be able to identify a minimum of 15 floral crops.
 - B. Be able to identify the areas of California where floral crops are commonly grown.
 - C. Be able to identify the cultural requirements of floral crops.
 - D. Be able to identify 3 floral crops commonly grown outdoors.
8. Identification of Floral Crops
 - A. Be able to identify a minimum of 15 floral crops.
 - B. Be able to identify a minimum of 3 flowering plants used in the floral industry.
 - C. Be able to identify quality factors in carnations and roses.
 - D. Be able to identify a minimum of 5 foliages used in floral design.
9. Artificial and Dry Flowers
 - A. Be able to identify a minimum of 10 dried flower crops.
 - B. Be able to construct a minimum of 3 commercially acceptable artificial or dry flower products.
 - C. Be able to safely use a hot glue gun.
10. Floristry Tools and Supplies
 - A. Be able to identify a minimum of 15 tools used in floral construction.
 - B. Be able to properly wire flowers used for corsage construction.
 - C. Be able to secure floral foam in containers for arrangement construction.
 - D. Be able to name 3 retail or wholesale suppliers of floral equipment and supplies.
11. Landscape and Nursery Tools
 - A. Know how to safely operate a rototiller.
 - B. Be able to identify 3 sprinkler types used in landscaping.
 - C. Be able to construct a drip irrigation line.
 - D. Be able to identify a minimum of 5 garden tools.
12. Introduction to the Turf Industry
 - A. Be able to define the term turf.

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 - A. Know and explain the care of potted plants.
 - B. Be able to construct a dish garden.
 - C. Be able to construct a terrarium.
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 - A. Be able to identify a minimum of 10 dried flower crops.
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 - A. Be able to identify a minimum of 15 tools used in floral construction.
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 - C. Be able to secure floral foam in containers for arrangement construction.
 - D. Be able to name 3 retail or wholesale suppliers of floral equipment and supplies.
11. Landscape and Nursery Tools
 - A. Know how to safely operate a rototiller.
 - B. Be able to identify 3 sprinkler types used in landscaping.
 - C. Be able to construct a drip irrigation line.
 - D. Be able to identify a minimum of 5 garden tools.
12. Introduction to the Turf Industry
 - A. Be able to define the term turf.

- B. Be able to identify 3 uses for turf.
 - C. Be able to identify 3 common disease problems in turf.
 - D. Be able to identify 3 common insect pests of turf.
 - E. Be able to name 3 weeds common to turf.
13. Lawn Substitutes and Ground Cover
- A. Be able to explain the use of lawn substitutes.
 - B. Be able to name 3 lawn substitutes.
 - C. Be able to explain the use of ground covers.
 - D. Be able to name 3 common ground covers.
14. Propagation Structures
- A. Be able to recognize and explain the environmental requirements of propagation structures.
 - B. Be able to describe the use of cold frames.
 - C. Be able to describe the use of mist beds.
 - D. Be able to describe the use of heating mats.
15. Landscape Plans
- A. Be able to identify and draw a minimum of 10 landscape symbols.
 - B. Know and be able to explain the use of landscape plans in construction of a simple landscape project.
 - C. Be able to draw a simple landscape plan.

PERFORMANCE/COMPETENCY STANDARDS ROP Floriculture

After completing a course in Introduction to California Agriculture, this student has gained knowledge and skills in the following areas:
3 = Exceeds conditions stated 2 = Meets conditions stated 1 = Exists on limited basis 0 = Does not exist

Performance/Competency Standards	3	2	1	0
Student will demonstrate proper safety skills used in the floral shop.				
Describe 3 career opportunities in the floriculture industry.				
Explain the techniques in grading, bunching, and shipping cut flowers in preparation for market.				
Describe how to care for tool and equipment.				
Demonstrate basic principles and designs elements of floral design.				
Practice procedures to increase life span of floral materials.				
Recognize and select healthy and marketable potted/flowering plants.				
Demonstrate how to care for plants and plant structures.				
Identify and classify 50 major floral crops of the floriculture industry.				
Demonstrate how to treat flowers correctly after field cutting or market preparation.				
Identify 25 tools and equipment of the floriculture industry.				
Demonstrate selection of correct flowers and how to wire and tape them for corsage work.				
Construct three types of corsages and boutonnieres.				
Demonstrate an effective advertising display.				

	3	2	1	0
Construct two basic arrangements using basic design principles.				
Identify foliage plants commonly used in the industry and identify required environmental conditions.				
List and demonstrate methods of creating color, harmony, scale, balance, texture and depth in arrangements.				
Construction of holiday centerpiece arrangements.				
Student will construct and write up a wedding consultation.				
Student will demonstrate appropriate front and back shop procedures while positively working with employees and employers.				
Student will have working knowledge of wire service orders and the role they play in the industry.				
Students will know how to preserve and dry flowers.				
Recognize and select flowers and potted/flowering plants at the optimum stage of maturity.				
Identify 50 indoor plants used in the floral industry.				
Construct a marketable wedding bouquet.				
Construct novelty and seasonal gifts for retail sales.				
Construct a marketable sympathy piece.				
Student will demonstrate proper phone and communication skills.				

Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

3 Mastered - can work independently with no supervision
2 Requires Supervision - can perform job completely with limited supervision
1 Not Mastered - requires instruction and close supervision
N No Exposure - no experience or knowledge in this area

NOTE: The code in parentheses is the competency identification number used in computerized management systems.
NOTE: All competencies involving safety require a Number 3 rating. NOTE: **Pass destruction test.

3	2	1	N

Arc Welding

1. List the safety procedures for arc welding

1. List the safety procedures for arc welding (A001)
2. Identify the various types of metals and their properties (A002)
3. Prepare metals for welding by cutting, grinding, and/or cleaning (A003)
4. Weld in all positions with stick welder [Shielded Metal Arc Welding] (A004)
 - a. Weld in flat position using 6010 & 7018
 - b. Weld in horizontal position using 6010, 6011, & 7018
 - c. Weld in vertical up position using 6010, 6011, & 7018
 - d. Weld in vertical down position using 6010 & 6011
 - e. Weld in overhead position using 6010, 6011, & 7018
5. Weld in all positions with MIG welder [Gas Metal Arc Welding] (A005)
 - a. Weld in flat position using E-70S-3 & E-71S-3
 - b. Weld in vertical position using E-70S-3 & E-71S-3
 - c. Weld in horizontal position using E-70S-3 & E-71S-3
 - d. Weld in overhead position using E-70S-3 & E-71S-3
6. Hardsurface areas where extensive wear may occur (A006)
7. Weld cast iron (A007)
8. Weld pipe (A008)

3	2	1	N
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1. List the safety procedures required for using oxy-acetylene equipment (B001)
 2. Perform in order the complete procedure for lighting, adjusting the flame and shutdown of the torch (B002)
 3. Select appropriate tip for the job to be performed (B010)
 4. Weld in all positions with oxy-gas welder (B003)
 - a. Weld in flat position
 - b. Weld in horizontal position
 - c. Weld in vertical position
 - d. Weld in overhead position
 5. Perform a hardsurfacing operation (B004)
 6. Weld cast iron using rod and flux (B005)
 7. Perform a braze weld operation (B006)
 8. Perform cutting with oxy-gas (B007)
 9. Perform cutting with arc-air (B008)
 10. Cut using the motorized torch (B009)
- Other:

Woodworking

1. Identify common woods used in agricultural construction (C001)
2. Select the proper fastener for a specific job (C002)
3. List the actual and nominal dimensions of common construction lumber (C003)
4. Use hand woodworking tools (C004)

4. Use power woodworking tools (C005)
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
5. Select preservatives (C006)
- Other: _____

5. Select preservatives (C006)

Other:

3	2	1	N	D	Tasks
					1. Select metals by design and strength (D001)
					2. Explain how construction metal is dimensioned (D002)
					3. Remove stress risers (D003)
					4. Identify common metal fasteners (D004)
					5. Identify the hardness grade of a bolt (D005)
					6. Control heat distortion of metals (D006)
					7. Assemble work using proper locks and fasteners (D007)
					8. Use heat to shape metals (D008)
					9. Use tap and die set to do threading (D009)
					10. List steps used in tempering, annealing, hardening, wrinkle bending, normalizing and welding to control crystallization (D010)
					Other: _____

3	2	1	N	E	Finishing
					1. Prepare surfaces for finishing (E001)
					2. Select the primer to use before painting the surface (E002)
					3. Select the paint to use in the finish operation (E003)
					4. List the steps for cleanup after finishing operation is complete (E004)
					Other: _____

3	2	1	N	F	Project Construction
					1. List the safety procedures for project construction (F001)
					2. Select project and design a project plan (F002)
					3. Develop a bill of materials and a projected cost list (F003)
					4. List tools needed to complete a project and list safety precautions (F004)
					5. Determine the time frame for completion of a project (F005)
					6. Interpret a project construction plan (F006)
					7. Lay out and prepare materials for cutting (F007)
					8. Determine construction design for proper hitching and balancing (F008)
					9. Determine construction design for legal specifications: width, length, weight, etc. (F009)
					10. Identify and correct project defects by approved methods (F010)
					11. Perform assembly procedures (F011)
					12. Describe why a project should have a finish (F012)
					13. Determine actual cost of materials and labor for project (F013)
					14. Use hand and power tools in completing a project (F014)
					a. _____
					b. _____
					c. _____
					d. _____
					e. _____
					f. _____
					g. _____
					h. _____
					i. _____
					j. _____
					k. _____
					l. _____
					m. _____
					n. _____
					o. _____
					Other: _____

3	2	1	N	L	Leadership & Personal Development for Advanced Students (Leads to Duty C)
					1. Develop a resume and complete a job application (C001)
					2. Develop a plan for finding a job (C002)
					3. Describe how to apply and interview for a job (C003)
					4. Describe the characteristics needed to develop desirable personal and social skills (C004)
					5. Describe the importance and process of developing better human relationships (C005)
					Other: _____

3	2	1	N	U	Using the Missouri Farm Business Record Book (SAE Duty D)
					1. Describe the two types of accounting methods (D001)
					2. Complete the forms needed to open the Missouri Farm Business Record Book (D002)
					3. Develop a projected cash flow (D003)
					4. Record receipts and expenditures in the Missouri Farm Business Record Book (D004)
					5. Complete additional records in the Missouri Farm Business Record Book (D005)
					6. Complete the forms necessary to summarize the Missouri Farm Business Record Book (D006)
					7. Analyze the farm business using the Missouri Farm Business Record Book (D007)
					Other: _____

Introduction to Floral Design I & ROP Floral Design

Competency Assessments

Competency	Assignments/Assessments
<p><i>I. Ethically and socially skilled persons who...</i></p> <p>I.A Work cooperatively as a team member and demonstrate respect for ALL co-workers.</p> <ol style="list-style-type: none"> 1) Demonstrate interpersonal skills, which include the ability to be friendly, courteous, sensitive to others' feelings, cooperative and tactful when working with co-workers and supervisors. 2) Exhibit employment qualities expected in successful employer/employee relationships. 3) Use effective conflict resolution and negotiation skills when presented with a challenging situation or topic. 4) Demonstrate respect for healthy gender and cultural work relationships. 5) Discuss employer and employee responsibilities as they pertain to sexual harassment. 	<ol style="list-style-type: none"> 1a. Employability Skills Evaluation 1b. Cooperative Learning Groups 1c. Customer Service Skills 1d. Job Interview Etiquette 1e. Peer Evaluation 2a. Employability Skills Evaluation 2b. Cooperative Learning Groups 2c. Customer Service Skills 2d. Job Etiquette 2e. Portfolio Presentation 3a. Employability Skills Evaluation 3b. Cooperative Learning Groups 3c. Job Etiquette 3d. Safety Unit 3e. Customer Service Skills 3f. Ethics Lesson 3g. Role-Playing Scenarios 4a. Sexual Harassment Lesson 4b. School Policy Overview 5a. Sexual Harassment Lesson

Competency		Assignments/Assessments
<i>I. Ethically and socially skilled persons who ... Cont.</i>		
<p>I.B Arrive on time, stay on task, and follow attendance policies.</p> <p>1) Comply with classroom and worksite rules, procedures, and attendance.</p> <p>2) Efficiently complete tasks and assignments within given time limits.</p>	<p>1a. Employability Skills Evaluation</p> <p>1b. Safety Test of 100% accuracy</p> <p>1c. Review of Class Policies</p> <p>1d. Discuss School Agendas</p> <p>2a. Employability Skills Evaluation</p> <p>2b. Grading Standards/Policies</p> <p>2c. Teacher Observation</p>	
<p>I.C Model honesty, integrity, and loyalty.</p> <p>1) Display ethical behavior when performing classroom and worksite assignments.</p> <p>2) Maintain loyalty and confidentiality when dealing with sensitive classroom and/or worksite situations.</p>	<p>1a. Employability Skills Evaluation</p> <p>1b. Ethics Lesson</p> <p>1c. Student Role-Playing</p> <p>1d. Responses on Written Scenarios</p> <p>1e. Present School Policy for Academic Dishonesty</p> <p>1f. Guest Speaker Presentation</p> <p>2a. Employability Skills Evaluation</p> <p>2b. Ethics Lesson</p> <p>2c. Student Role-Playing</p> <p>2d. Responses on Written Scenarios</p> <p>2e. Present School Policy for Academic Dishonesty</p> <p>2f. Guest Speaker Presentation</p> <p>2g. Sexual Harassment Lesson</p> <p>2h. Peer Evaluation/Assessment</p>	
<p>I.D Demonstrate initiative.</p> <p>1) Display initiative when performing classroom and worksite assignments.</p>	<p>1a. Employability Skills Evaluation</p> <p>1b. Instructor Observation</p> <p>1c. Grading Policies</p>	

Competency	Assignments/Assessments
<p><i>I. Ethically and socially skilled persons who ... Cont.</i></p> <p>I.E Display leadership skills.</p> <ol style="list-style-type: none"> 1) Practice effective public speaking skills. 2) Flexible to assume leadership role in a variety of individual and/or group situations. 	<ol style="list-style-type: none"> 1a. Employability Skills Evaluation 1b. Portfolio Presentation 1c. Project Presentation 1d. FFA Activities 1e. SAEF Project 2a. FFA Participation 2b. SAEF Project 2c. Small Group Projects
<p>I.F Demonstrate the skills and resources to attain employment.</p> <ol style="list-style-type: none"> 1) Apply effective job search techniques. 2) Complete all components of the MCROP Employability Portfolio. 3) Demonstrate effective job interview techniques. 4) Present the MCROP Employability Portfolio. 	<ol style="list-style-type: none"> 1a. Portfolio Completion 1b. Portfolio Presentation 1c. Job Finders Handbook Completion 1d. Job Search Strategy Video 1e. Who Am I? Book 1f. Career Technician Speaker 1g. Ag Career Day 1h. Utilize Eureka Program 1i. Career Research Paper 1j. FFA Career Show 2a. Portfolio Completion 3a. Portfolio Presentation 3b. Portfolio Mock Interview 3c. FFA Job Interview Contest 4a. Project Presentation 4b. Portfolio Mock Interview

Competency		Assignments/Assessments
<i>I. Ethically and socially skilled persons who ... Cont.</i>		
<p>I.G Demonstrate appropriate grooming and hygiene.</p> <p>1) Investigate appropriate hygiene practices in relationship to the industry specific course.</p> <p>2) Display proper attire in class and at the worksite.</p>		<p>1a. Dress for Success Lesson</p> <p>1b. What Your Appearance Says About You Lesson</p> <p>1c. Employability Skills Evaluation</p> <p>2a. Employability Skills Evaluation</p> <p>2b. Review School Dress Code</p> <p>2c. Safety Unit</p>
<i>II. Productive and safe workers who ...</i>		
<p>II.A Demonstrate the knowledge, skills, and ability to competently complete the job</p> <p>1) Complete a work sample that demonstrates knowledge of entry-level skills.</p> <p>2) Identify characteristics of a productive worker.</p>		<p>1a. Work Samples</p> <p>1b. Floral Retail Estimate Worksheet</p> <p>2a. Employability Skills Evaluation</p> <p>2b. Career Research</p> <p>2c. Discuss School Agenda/Planner</p> <p>2d. All Aspects of the Industry Lesson</p>
<p>II.B Demonstrate the ability to accept change.</p> <p>1) Develop an awareness of emerging employment trends and benefits of preparing for change.</p> <p>2) Describe the importance of flexibility and its role in the workplace.</p>		<p>1a. Career Research</p> <p>1b. Guest Speaker Presentation</p> <p>1c. Ag Industry Day</p> <p>1d. Horticulture Trade Show</p> <p>2a. Workplace Ethics</p> <p>2b. Employability Skills Evaluation</p> <p>2c. Discuss School Agenda/Planner</p> <p>2d. Classroom Debates/Discussions</p>

Competency	Assignments/Assessments
II. <i>Productive and safe workers who ... Cont.</i>	
II.C Read, write, speak, and listen competently. 1) Read, listen, comprehend, and discuss course specific materials.	1a. Review Course Policies/Procedures 1b. Class Participation 1c. Floral Arrangements/Projects 1d. Employability Portfolio 1e. Textbook/Article Assignments 1f. Interactive Notebooks
2) Produce legible work that demonstrates accurate spelling, correct punctuation and capitalization.	2a. Employability Portfolio 2b. Research Projects 2c. Class Assignments
3) Demonstrate effective communication using the English language with peers, teachers, co-workers, and worksite supervisors through various communication modes.	3a. Portfolio Presentation 3b. Mock Job Interviews 3c. Project Presentations 3d. Employability Skills Evaluation

Competency	Assignments/Assessments
II. Productive and safe workers who ... Cont.	
II.D Identify, analyze, calculate, compute, and apply information. 1) Apply estimation, measurement, and calculation skills appropriate to the industry specific course. 2) Compute the range, mean, median, and mode related to a set of data appropriate to the industry specific course. 3) Convert fractions to decimals and percents and apply estimations. 4) Calculate the percentages of increases and decreases of a quantity as related to the industry specific course. 5) Use estimation to verify the reasonableness of calculated results from applications within the industry specific course. 6) Use a variety of methods (words, numbers, symbols, charts, graphs, diagrams, or models) to explain mathematical reasoning as applicable within the industry specific course.	

Competency <i>II. Productive and safe workers who ... (continued)</i>	Assignments/Assessments
<p>II.E Manage time, make decisions, and evaluate outcomes.</p> <p>1) Demonstrate the ability to set priorities and manage time effectively.</p> <p>2) Solve real-world situations using decision-making or problem solving method.</p> <p>3) Reflect and respond in writing to the Employability Skills Evaluation.</p>	<p>1a. Discuss School Agenda/Planner 1b. Complete Arrangements/Projects 1c. Project Grade Checks 1d. FFA Record Books</p> <p>2a. Classroom Policies 2b. Who Am I? Book 2c. Goal Setting 2d. Ethics Lesson 2e. Sexual Harassment Lesson 2f. Safety Lesson 2g. FFA Record Book 2h. Floral Marketing Plan/Pricing</p> <p>3a. Response to Employability Skills Evaluation</p>

Competency <i>II. Productive and safe workers who ... (continued)</i>	Assignments/Assessments
<p>II.F Utilize problem-solving skills.</p> <ol style="list-style-type: none"> 1) Interpret, process, and apply effective problem solving and critical thinking skills to a variety of real-world situations relevant to the industry specific course. 	<ol style="list-style-type: none"> 1a. Who Am I? Book 1b. Ethics Lesson 1c. Sexual Harassment Lesson 1d. Safety Lesson 1e. Floral Art Evaluation
<p>II.G Understand and follow safety rules and regulations.</p> <ol style="list-style-type: none"> 1) Discuss practices necessary to maintain a safe working environment, including ergonomics and OSHA regulations. 2) Demonstrate safe working habits. 3) Pass the ROP course Safety Test with 100% accuracy. 	<ol style="list-style-type: none"> 1a. Safety Lesson 1b. Employability Skills Evaluation 2a. Safety Lesson 2b. Employability Skills Evaluation 2c. Floral Projects 3a. Safety Lesson 3b. Employability Skills Evaluation

Competency	Assignments/Assessments
<p><i>III. Lifelong learners who...</i></p> <p>III.A Monitor personal educational and career goals.</p> <ol style="list-style-type: none"> 1) Maintain a record of progress toward completion of requirements for the industry specific course Certification of Completion. 2) Develop an individual personal, educational, and career goal plan. 3) Compare personal educational goals to the educational requirements of the industry specific career. 4) Identify education and skills required for specific jobs within the industry. 	<ol style="list-style-type: none"> 1a. Portfolio Completion 1b. Class Requirements 1c. Grading/Progress Reports 2a. FFA/SAEP 2b. Who Am I? Book 2c. Career Research Project 2d. Goal Setting 2e. Employability Portfolio 2f. Record Book 2g. FFA Student Data Sheet 3a. Career Research Project 3b. FFA Student Data Sheet 3c. Post-Secondary Education Preparation by Industry Schools 4a. Employability Portfolio 4b. Career Research Project 4c. Eureka Career Technician 4d. Post-Secondary Education Preparation by Industry Schools
<p>III.B Adapt to personal learning styles and assesses performance objectively.</p> <ol style="list-style-type: none"> 1) Identify personal learning styles (i.e. Gardner's M.I.) 2) Apply personal learning styles to obtain success in the classroom and/or worksite. 	<ol style="list-style-type: none"> 1a. Who Am I? Book 1b. Interactive Notebook 2a. Who Am I? Book 2b. Interactive Notebook

Competency	Assignments/Assessments
<p><i>III. Lifelong learners who...</i></p> <p>III.C Are motivated toward continued personal growth.</p> <ol style="list-style-type: none"> 1) Review the importance of lifelong learning, upgrading job skills, and assessing personal plans for attainment. 2) List resources that can contribute to professional development. 	<ol style="list-style-type: none"> 1a. Who Am I? Book 1b. Employability Portfolio 1c. Career Research Project 1d. FFA/SAEP 2a. Career Research Project 2b. FFA/SAEP Participation 2c. Employability Portfolio 2d. Leadership Conferences 2e. Ag Industry Day
<p><i>IV. Users of Technology/Resources Who...</i></p> <p>IV.A Effectively select, apply, maintain, and troubleshoot technologies and resources relevant to their fields.</p> <ol style="list-style-type: none"> 1) Identify appropriate methods, resources, and tools to resolve and troubleshoot technology problems to implement effective solutions. 	<ol style="list-style-type: none"> 1a. Employability Skills Evaluation 1b. Employability Portfolio 1c. Materials & Tools Identification

Competency		Assignments/Assessments
IV. Users of Technology/Resources <i>Who... Cont.</i>		
<p>IV.B Adapt to ever-changing technologies and resources by identifying, learning, and applying new skills to improve job performance.</p> <p>1) Identify emerging technology and trends appropriate to the industry specific course.</p> <p>2) Apply new skills learned in the classroom and/or at the worksite to maintain and improve job performance.</p>	<p>1a. Career Research Project 1b. Utilize Eureka 1c. Advanced Computer Applications</p> <p>2a. Floral Arrangements/Projects 2b. Floral Retail Estimate Worksheets 2c. Portfolio Presentations 2d. Portfolio Completion 2e. Ethics Lesson 2f. Safety Lesson 2g. Plant Identification, Care, and Handling 2h. Floral Marketing/Sales 2i. FFA Record Book</p>	
<p>IV.C Demonstrate the ability to identify, plan, and allocate resources.</p> <p>1) Identify, organize, plan, and allocate resources in relationship to time, money, materials, facilities, and human resources.</p>	<p>1a. FFA Record Book 1b. SAEF 1c. Floral Retail Pricing Worksheet 1d. Interactive Notebook 1e. Party/Holiday Project 1f. Goal Setting 1g. Employability Skills Evaluation 1h. Cooperative Learning Activities</p>	

IV. Users of Technology/Resources <i>Who ... Cont.</i>	Competency	Assignments/Assessments
<p>IV.D Demonstrate the ability to integrate technology and resources in the work environment.</p> <p>1) Utilize technology and apply resources relevant to the industry specific course.</p>	<p>1a. Floral Arrangements/Projects 1b. Computer Applications 1c. Career Research Projects 1d. Portfolio Completion</p>	
<p>IV.E Effectively acquire, gather, interpret, comprehend, and process relevant information.</p> <p>1) Maintain classroom assignments using a personal organization system.</p> <p>2) Use electronic media, manuals, and tutorials as resources to access information.</p> <p>3)</p> <p>4) Complete a research writing sample.</p>	<p>1a. Interactive Notebook 1b. School Agenda/Planner 1c. FFA Record Book</p> <p>2a. Career Research Project 2b. Internet Research 2c. FFA Record Book 2d. Floral Identification</p> <p>3a. Career Research Project 3b. Floral Design Projects</p>	

Competency <i>V. Effective Users of Systems Who...</i>	Assignments/Assessments
<p>V.A Understand the social structure and the general function of the workplace.</p> <ol style="list-style-type: none"> 1) Explain the elements of <i>All Aspects of the Industry</i>. 2) Research the social, organizational and technological systems of a business. 	<ol style="list-style-type: none"> 1a. Career Research Project 1b. All Aspects of the Industry Lesson 2a. Career Research Project 2b. FFA Record Book 2c. SAEF 2d. Career Day Guest Speaker Presentation 2e. Internet Search/Essay Assignment
<p>V.B Proficiently use equipment, material, and terminology.</p> <ol style="list-style-type: none"> 1) Utilize a computer and current program applications when completing the Employability Portfolio. 2) Practice workplace vocabulary when presenting the Employability Portfolio. 3) Demonstrate appropriate care and use of equipment and tools found in the classroom and/or at the workplace. 	<ol style="list-style-type: none"> 1a. Employability Portfolio 1b. Computer Applications 2a. Floral Bingo 2b. Mock Portfolio Interviews 2c. Interviewing Tips Lesson 2d. FFA Job Interview Contest 3a. Employability Skills Evaluation 3b. Safety/Tool Test 3c. Work Samples 3d. Employability Portfolio 3e. Floral Arrangements/Projects

COMPETENCIES

Intro to Agricultural Mechanics/Welding

Upon successful completion of this course, students are proficient in:

- ☐ Materials Ordering and Bill of Materials
 - ☐ Building materials identification
 - ☐ Ordering materials
 - ☐ Materials calculation
- ☐ Woodworking
 - ☐ Safety, ID, and use of: saws, miter box, drill screw driver
 - ☐ Safety, ID, and use of: band saw, radial arm saw, table saw, shop vacuum.
- ☐ Fastener and Hand Tool Identification
 - ☐ Nail size and type
 - ☐ Nut and bolt sizes and characteristics
 - ☐ ID of wrenches, drivers, pliers, punches, hammers
- ☐ Tool Repair
 - ☐ Sharpening
 - ☐ Handle replacement
- ☐ Welding and Cutting
 - ☐ Start up, shut down and safety procedures
 - ☐ Cutting
 - ☐ Plasma cutter
 - ☐ Cutting circles
- ☐ Gas Heating and Brazing
 - ☐ Gas welding
 - ☐ Brazing
- ☐ Arc Welding
 - ☐ Welding theory
 - ☐ Arc welding application
- ☐ Metal Working with Machines
 - ☐ Properties of Metal
 - ☐ Cutting and shearing
 - ☐ Bending
 - ☐ Drilling
- ☐ Electricity
 - ☐ Principles of electricity, Ohm's law
 - ☐ Use of volt-ohm meter
 - ☐ Installing branch circuits
 - ☐ Installing wiring boxes, switches, lights and outlets
- ☐ Painting
 - ☐ Paint bases, uses, and solvents
 - ☐ Brushes, rollers, paint pads, masking guards
- ☐ Plumbing
 - ☐ Plumbing tool ID
 - ☐ Selection of appropriate fittings
 - ☐ Assembly of plastic, steel, and copper plumbing
- ☐ Concrete and Masonry
 - ☐ Identification of tools and raw materials for concrete work
 - ☐ Preparing forms, compacting pads and reinforcing materials
 - ☐ Mixing, pouring and finishing
- ☐ Projects
 - ☐ Student will use project drawings to construct project
- ☐ Safety
 - ☐ Operate safely in a shop environment
 - ☐ Use tools appropriately for proper applications
 - ☐ Use of appropriate Personal Protection Equipment

COMPETENCIES

Agricultural Welding

Electric Arc Welding

☐ Metallurgy—Understanding Basic Principals

☐ Flat Position

- ☐ Stringer Beads 6011, 6013, & 7018
- ☐ Welding Pad 6011, 6013, & 7018
- ☐ Butt Weld 6011, 6013, & 7018
- ☐ Lap Weld 6011, 6013, & 7018
- ☐ Fillet Weld 6011, 6013, & 7018
- ☐ Pipe to Plate 6011, 6013, & 7018

☐ Vertical Position

- ☐ Running straight Bead 6011, 6013, & 7018
- ☐ Beading downhill 6011, 6013, & 7018
- ☐ Butt weld-downhill 6011, 6013, & 7018
- ☐ Fillet weld-single pass 6011, 6013, & 7018
- ☐ Thick to thin lap weld 6011, 6013, & 7018
- ☐ Pipe to Plate 6011

☐ Horizontal Position

- ☐ Running straight Bead 6011, 6013, & 7018
- ☐ Beading downhill 6011, 6013, & 7018
- ☐ Butt weld-downhill 6011, 6013, & 7018
- ☐ Fillet weld-single pass 6011, 6013, & 7018
- ☐ Thick to thin lap weld 6011, 6013, & 7018
- ☐ 3-Pass Fillet

☐ Overhead Position

- ☐ Straight Butt 6011
- ☐ V-Butt weld 6011
- ☐ Lap Weld 6011
- ☐ Fillet weld-single pass 6011

☐ Pipe Welding

- ☐ Saddle Notch 6011

Cutting Processes

☐ Oxy-Acetylene Cutting

- ☐ Straight Cut
- ☐ Circle Cut
- ☐ Piercing

☐ Plasma Cutter

- ☐ Straight Cut
- ☐ 1' x 4" Strip
- ☐ Piercing

MIG Welding Application

☐ Metallurgy—Understanding Basic Principals

☐ Various Joints and Positions

- ☐ 1F, 1G
- ☐ 2F, 2G
- ☐ 3F, 3G
- ☐ 4F, 4G

Construction

- ☐ Technical Drawing
- ☐ Framing
- ☐ Squaring
- ☐ Bracing
- ☐ Reinforcing
- ☐ Blueprint reading
- ☐ Material Ordering & Pricing

Safety

- ☐ Operate safely in a shop environment
- ☐ Use tools appropriately for proper applications
- ☐ Use of appropriate Personal Protection Equipment

COMPETENCIES

Agricultural Construction

Welding

☐ Metallurgy—Understanding Basic Principals

- ☐ Flat Position
 - ☐ SMAW
 - ☐ GMAW
 - ☐ GTAW

☐ Vertical Position

- ☐ SMAW
- ☐ GMAW

☐ Horizontal Position

- ☐ SMAW
- ☐ GMAW

☐ Overhead Position

- ☐ SMAW
- ☐ GMAW

Cutting Processes

- ☐ Oxy-Fuel

☐ Plasma

- ☐ Understand Computer Operated Machinery

☐ Air ARC

Construction

- ☐ Technical Drawing
 - ☐ CAD Drawing
- ☐ Framing
- ☐ Squaring
- ☐ Bracing
- ☐ Reinforcing
- ☐ Blueprint reading
- ☐ Material Ordering & Pricing

Safety

- ☐ Operate safely in a shop environment
- ☐ Use tools appropriately for proper applications
- ☐ Use of appropriate Personal Protection Equipment

COMPEIENCIES

Agricultural Engineering & Manufacturing

Welding

☐ Metallurgy—Understanding Basic Principles

☐ Flat Position

- ☐ SMAW
- ☐ GMAW
- ☐ GTAW

☐ Vertical Position

- ☐ SMAW
- ☐ GMAW

☐ Horizontal Position

- ☐ SMAW
- ☐ GMAW

☐ Overhead Position

- ☐ SMAW
- ☐ GMAW

Machining processes

☐ Lathe Operation

- ☐ Facing and Turning

☐ Mill Operation

- ☐ Shaping/Surfacing
- ☐ Hole and pocket forming

☐ CNC

- ☐ Understand Computer operated machines
- ☐ Programming and software

Cutting Processes

☐ Oxy-Fuel

☐ Plasma

- ☐ Understand Air-Plasma Cutting Operations
- ☐ Understand Computer Operated Machinery
- ☐ Integrate CAD drawings into CAM software

☐ Air ARC

Construction

☐ Technical Drawing

☐ CAD Drawing

- ☐ Framing
- ☐ Squaring
- ☐ Bracing
- ☐ Reinforcing
- ☐ Blueprint reading
- ☐ Material Ordering & Pricing

Safety

- ☐ Operate safely in a shop environment
- ☐ Use tools appropriately for proper applications
- ☐ Use of appropriate Personal Protection Equipment

COMPETENCIES SMALL GAS ENGINES

Upon completion of the course, the students will have:

- ☐ Acquired knowledge of theory in the areas of two-stroke and four-stroke cycle gas engines.
- ☐ Demonstrated use of proper safety with tool and material handling within a shop environment.
- ☐ Completed service paperwork.
- ☐ Accessed technical publications in performing services.
- ☐ Identified and demonstrated proper use of precision measuring tools.
- ☐ Demonstrated procedure for troubleshooting.
- ☐ Identified engine numbers.
- ☐ Explained two and four-stroke cycle engine operating theories.
- ☐ Described engine components, theories, and functions.
- ☐ Described lubrication fundamentals.
- ☐ Described functions of engine maintenance.
- ☐ Performed engine maintenance.
- ☐ Conducted a four-stroke cycle gas engine diagnosis.
- ☐ Serviced a four-stroke cycle gas engine.
- ☐ Performed failure analysis.
- ☐ Identified career opportunities and conducted job search in this industry.

COMPETENCIES

Small Gas Engines Internship

- ☐ Acquire knowledge of appropriate Theory in the areas of Two-Stroke and Four-Stroke Cycle Gasoline Engines.
- ☐ Demonstrate use of proper Safety with tool and material handling within a shop environment.
- ☐ Complete appropriate Service Paperwork
- ☐ Use Technical Publications in performing services.
- ☐ Identify, demonstrate proper use of, and clean Hand Tools
- ☐ Identify and demonstrate proper use of Precision Measuring Tools
- ☐ Demonstrate procedure for Troubleshooting.
- ☐ Identify Engine numbers.
- ☐ Explain Two- and Four-Stroke Cycle Engine operating theories.
- ☐ Demonstrate knowledge of engine systems, components, theories, and functions.
- ☐ Describe Importance of customer service
- ☐ Demonstrate proper customer communications and relations
- ☐ Order parts and components
- ☐ Receive, document, and manage customer work orders
- ☐ Perform Engine Maintenance.
- ☐ Test a Two-Stroke cycle Gasoline Engine
- ☐ Conduct engine servicing as needed
- ☐ Conduct Gasoline Engine Diagnosis
- ☐ Overhaul Gasoline Engines as needed
- ☐ Perform Failure Analysis
- ☐ Identify Career Opportunities and Conduct Job Search

M.
Teacher Data Sheet
for each Teacher



State of California

Commission on Teacher Credentialing

issues this document to

AUDREY ANNE BONOMI

DOCUMENT NUMBER: 080027633

VALID: 03/01/2008 to 03/01/2013

DOCUMENT TITLE: Clear Single Subject Teaching Credential

SUBJECT(S) AND AUTHORIZATION(S):

Agriculture

(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.

RENEWAL CODE(S):

(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.

*Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov*

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

*****NO FURTHER ENTRIES*****



State of California

Commission on Teacher Credentialing

issues this document to

AUDREY ANNE BONOMI

DOCUMENT NUMBER: 080027632

VALID: 03/01/2008 to 03/01/2013

DOCUMENT TITLE: Clear Specialist Instruction Credential (Agriculture)

SUBJECT(S) AND AUTHORIZATION(S):

Agriculture

(R3A1) This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

RENEWAL CODE(S):

(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.

(R15P) The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

*Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov*

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

*****NO FURTHER ENTRIES*****

Welcome to **California**

HOLLYWOOD

**California Teacher
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Credentials Held](#)[Renew Credentials](#)[Direct Application
\(Non-Recommendation Only\)](#)[Track Payment
\(Renewal Only\)](#)[Track Payment
\(Recommendation Only\)](#)[Start the IHE Login Page](#)[Start the Student Applicant
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Selected Credential Held

The application status and credential information was last updated on 10/26/2009. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: HERRON, WILLIAM A.	
Document Title	Clear Single Subject Teaching Credential
Document Number	080106790
Authorization Code(s)	<p>R1S</p> <p>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.</p> <p>R1A</p> <p>This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.</p>
Renewal Code(s)	<p>R20</p> <p>To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.</p>
Issuance Date	07/01/2008
Expiration Date	07/01/2013
Date of Original Issuance	05/21/1993
Authorized Subject(s)	Agriculture
Supplementary Authorized Subject(s)	Biology
County of Employment	FRESNO

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Selected Credential Held

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Details of Selected Credential

Details of Selected Credential	
Name: HERRON, WILLIAM A.	
Document Title	Clear Specialist Instruction Credential (Agriculture)
Document Number	080106775
Authorization Code(s)	R3A1 This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.
Renewal Code(s)	R15 There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.
Issuance Date	07/01/2008
Expiration Date	07/01/2013
Date of Original Issuance	05/21/1993
Authorized Subject(s)	Agriculture
County of Employment	FRESNO

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New Application Information

Credential(s) Submitted for Approval:

P5--(Preliminary) \$29.50 Single Subject
Teaching Credential
CL--(Clear that expires every 5yrs) Specialist
Instruction Credential in Agriculture

Name: Gregory Michael Ravy

Payment Information

Name: Gregory M Ravy
Billing Address: PO Box 3224
San Luis Obispo, CA 93403
Phone: 760 533 8416
E-mail: gregravy@ravymotorsports.com
Address:

Confirmation Number: 4136389092441939
Date Paid: 06/30/2009
Form Of Payment: MC
Card Number: XXXXXXXXXXXX8014

Billing Agency: California Commission on Teacher Credentialing
Total Amount Paid: \$86.50

Payment Status

Date:	Activity:	Status:	Reason:	Notes:
06/30/2009	Payment Received	Successful	Approved	Authorization Successful
07/01/2009	Payment Deposited	Successful	Approved	Funds Settled

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N.
Roster of Agriculture
Advisory Committee

S.A.F.E. Attendees on 12/2/09

Name	Contact #
Janette Otterbeck	908-8246
Kelly Boos	288-1027
Billy Boos	285-2960
Ken Domoto	259-3088
Kenny Anderson	289-4824
Audrey Bonomi	351-2137
Greg Ravy	760-533-8416
Earl Hudson	917-4457
Bill Boos	246-6213
Kaylen Anderson	875-9347

Sanger High School
Agricultural Department
Advisory Committee

2011-2012

1. Bill and Kelly Boos- Production Agriculture/Ag Mechanics
468 South Newmark
Sanger, Ca. 93657
2. Earl & Liz Hudson-Production Agriculture/Fresno County Farm Bureau
PO Box 168
Del Rey, Ca. 93616
3. Nick & Reyna Hill- Production Agriculture
23488 East Dinuba
Dinuba, Ca. 93618
4. Sid & Kaylen Anderson- Production Agriculture/Education
153 North Quality
Sanger, Ca. 93567
5. Kenny Demoto-Production Agriculture
1752 N. Viau
Sanger, Ca. 93657

Sanger High School
Agricultural Department
Advisory Committee

1. Bill Boos- PRODUCTION Agriculture/ Ag Mechanics
468 South Newmark
Sanger, CA 93657
2. Liz Hudson- Production Agriculture/Fresno County Farm Bureau
PO Box 168
Del Rey, Ca 93616
3. Kaylen Anderson – Production Agriculture/Education
153 North Quality
Sanger, Ca 93657
4. Kenny Demoto- Production Agriculture
1752 N. Viau
Sanger, Ca 93657
5. Jan Otterbeck
6967 Chaparell Drive
Sanger, Ca 93657
6. Kenny Anderson – Tigert Construction
14200 East California
Sanger, Ca 93657
7. Billy Boos– W.M. Boos & Son
14252 East Butler
Sanger, Ca 93657
8. Josh Schmidt – Volkin
13552 East McKinley
Sanger, Ca 93657
9. Ben and Nettie Drake
29415 Ruth Hill Road
Squaw Valley, Ca 93675
10. Jana Martin Triffon – Fresno County Ag/Air Service
1925 Tucker
Sanger, Ca 93657

Sanger High School
Agricultural Department
Advisory Committee

1. Bill Boos- PRODUCTION Agriculture/ Ag Mechanics
468 South Newmark
Sanger, CA 93657
2. Liz Hudson- Production Agriculture/Fresno County Farm Bureau
PO Box 168
Del Rey, Ca 93616
3. Kaylen Anderson – Production Agriculture/Education
153 North Quality
Sanger, Ca 93657
4. Kenny Demoto- Production Agriculture
1752 N. Viau
Sanger, Ca 93657
5. Jan Otterbeck
6967 Chaparell Drive
Sanger, Ca 93657
6. Kenny Anderson – Quinn Catepillar
14200 East California
Sanger, Ca 93657
7. Billy Boos– W.M. Boos & Son
14252 East Butler
Sanger, Ca 93657
8. Josh– Quinn Catepillar
13552 East McKinley
Sanger, Ca 93657
9. Jennifer Tweedy –/Caruthers Unified
5711 South Locan
Fowler, Ca 93725
10. Jana Martin Triffon – Fresno County Ag/Air Service
1925 Tucker
Sanger, Ca 93657

BOARD OF TRUSTEES

- VP - ✓ Area #2 - Peter Filippi, 3440 N. Bethel Ave., Sanger, 875-3823 ✓
- ✓ Area #5 - Jim Gonzalez, 1413 Park St., Sanger, 875-3091 ✓ *Mike Hernandez*
- ✓ Area #3 - James Karle, 10673 E. Butler, Sanger, 875-4140 ✓
- ✓ Pres.- Area #6 - Ken R. Marcantonio, 1216 Lyon St., Sanger, 875-4251 ✓
- ✓ Clerk- Area #7 - Jesse Vasquez, 2216 Mary, Sanger, 875-8504 ✓
- ✓ Area #4 - Walter Villarreal, 10659 Morro Ave., P. O. Box 370, Del Rey, 93616, 804-7254 ✓
- ✓ Area #1 - Tammy Wolfe, 17366 E. Belmont, Sanger, 787-3182 ✓ *marci masamoto*

The board meets the second and fourth Tuesday of each month in the Board Room of the District Administration Building, 1905 Seventh Street, Sanger, CA 93657 at 7:00 p.m.

PERSONNEL COMMISSION

Michael S. Hannigan, 6057 E. Liberty, Fresno, 93727, 456-1808

Frank Oliva, 2238 Moir, Sanger, 875-4058

Jerry Stehman, 4556 N. Quail Lake Dr., Clovis, 93619, 347-0796

The Commission meets on the third Monday of each month in the Board Room of the District Administration Building at 5:00 p.m.

PRIVILEGED INFORMATION

Names, address and telephone numbers of all employees are treated as privileged information and, therefore, not given to sales representatives or officious inquirers. Our district does not permit sales representatives to contact employees at school except on school business. This directory is a service to you as an employee. Please do not share it with people who might use it for commercial purposes.

Sanger High School
Agricultural Department
Advisory Committee

1. Bill and Kelly Boos- Production Agriculture/Ag Mechanics
468 South Newmark
Sanger, Ca. 93657
2. Earl & Liz Hudson-Production Agriculture/Fresno County Farm Bureau
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5. Kenny Demoto-Production Agriculture
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Sanger, Ca. 93657

Sanger High School
Agricultural Department
Advisory Committee

2009-2010

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4. Sid & Kaylen Anderson- Production Agriculture/Education
153 North Quality
Sanger, Ca. 93567
5. Kenny Demoto-Production Agriculture
1752 N. Viau
Sanger, Ca. 93657

Sub Committee members

1. Kenny & Jennifer Anderson- Quinn Caterpillar
14200 East California
Sanger, Ca. 93657
2. Billy & Morgan Boos- W.M. Boos & Son
14252 East Butler
Sanger, Ca. 93657
3. Josh & Michelle Schmidt-Quinn Caterpillar/SUSD
13552 East McKinley
Sanger, Ca. 93657
4. Travis & Jennifer Tweedy- JWT/Caruthers Unified
5711 South Locan
Fowler, Ca. 93725

Joint Advisory Member list for Manufacturing

NAME	JOB TITLE	EMAIL	PHONE NO.
Aviko, Walter	District Manager	[mailto:walter_aviko@lincolnelectric.com] walter_aviko@lincolnelectric.com	(831) 809-3608
Barrientos, Felipe	VROP Instructor	[mailto:felipe.barrientos@parlierunified.org] felipe.barrientos@parlierunified.org	(559) 859-6753
Bartel, Scott	Field Manager	[mailto:scott@streamlineirrigation.net] scott@streamlineirrigation.net	(559) 268-1928
Briney, Rob	Project Manager	[mailto:rbriney@preferredpump.com] rbriney@preferredpump.com	(559) 897-2248
Donovan, Brian	Teacher, Ag Mech, Kingsburg High	[mailto:bdonovan@kjuhsd.k12.ca.us] bdonovan@kjuhsd.k12.ca.us	(559) 486-8110
Erickson, Mark	Service/Sales	[mailto:mark@melosgasandgear.com] mark@melosgasandgear.com	(559) 638-3641 x3253
Fransen, Robert	Reedley College Welding	[mailto:robert.fransen@reedleycollege.edu] robert.fransen@reedleycollege.edu	(559) 305-7100
Kosinski, Jeff	Instructor, Reedley High School	[mailto:kosinski-j@kcusd.com] kosinski-j@kcusd.com	(559) 626-5900
Mariscal, Jamie	Instructor	[mailto:mariscal-j@kcusd.com] mariscal-j@kcusd.com	(559) 618-1406
Mireles, Daniel	Teacher, Kingsburg High	[mailto:dmireles@kjuhsd.k12.ca.us] dmireles@kjuhsd.k12.ca.us	(559) 356-3041
Myers, C.J.	Design & Sales	[mailto:cj@streamlineirrigation.net] cj@streamlineirrigation.net	(559) 283-5925
Nix, Larry	WECO Teacher	[mailto:miaget22@att.net] miaget22@att.net	(559) 898-6550
Olinger, Bill	Instructor, Selma High School	[mailto:bolinger@selma.k12.ca.us] bolinger@selma.k12.ca.us	(760) 533-8416
Ravy, Greg	VROP Instructor	[mailto:gregory_ravy@sanger.k12.ca.us] gregory_ravy@sanger.k12.ca.us	(559) 305-4167
Rodriguez, Armando	Contractor, Rodriguez Window Co.	[mailto:rodriguez@comcast.net] rodriguez@comcast.net	(559) 448-8222
Rodriguez, David L.	CAD Designer	[mailto:davidrodriguez1948@yahoo.com] davidrodriguez1948@yahoo.com	(559) 930-8214
Simon, Kyle	Electrical	[mailto:kyle.simon05@gmail.com] kyle.simon05@gmail.com	(559) 908-1628
Singley, Samatha	VROP Instructor	[mailto:singley-s@kcusd.com] singley-s@kcusd.com	(559) 638-3641
Tikkanen, David	Instructor, Reedley College	[mailto:david.tikkanen@reedleycollege.edu] david.tikkanen@reedleycollege.edu	

O.
Advisory Committee
Minutes

Sanger Agriculturalists for Education Agenda for Meeting of May 14, 2014, 5:00PM

Welcome: Bill Boos

Previous Meeting Minutes: Jan

Treasurers Report: Kaylen

Old Business:

Drive Through BBQ

Trailer Raffle

New Business:

2014 Harvest GALA

Next Meeting

Other Business:

Adjourn

S.A.F.E.
Sanger Agriculturalists for Education
Meeting of May 14, 2014
Minutes

Meeting Opened: 5:06 pm

Board Members Present: Bill Boos – President, Janette Otterbeck – Secretary, Kaylen Anderson – Treasurer, Ken Domoto – Vice President **Absent:** None
Attendees: Audrey Bonomi, Greg Ravy, Kenny Anderson, Billy Boos, and Kelly Boos

Minutes: read individually motion to accept as read/motion second/motion passed

Treasurer Reports: The check has been written for the scholarship recipient and is ready for distribution at the chapter banquet next Monday.

Old Business:

Drive thru bbq dinner: Ms. Bonomi reported approximately 275 tickets were sold and after expenses approximately \$1,450.00 was made.

Trailer Raffle: Ticket sales are going well, over 200 tickets have been sold as of today.

New Business:

2014 Gala: The Annual Gala date has been set to Sept 20th and put on Rafi's Schedule. Members are encouraged to start looking for donations

Next Meeting: Wednesday July 16th, at 5:00 pm, at the home of Bill Boos (President).

Meeting Adjourned: 5:25 pm

Regards,

Janette Otterbeck
S.A.F.E. Secretary

Advisory Minutes

April 23, 2012

Members Present

Kaylen Anderson

Bill Boos

Kelly Boos

Jan Otterbeck

Kenny Anderson

Ken DeMoto

The meeting began at 5:05pm at Bill Boos home. The first item on the agenda was an Alumni gathering to bring more interest in the SAFE-Foundation and the Advisory Committee. The committee wants to bring awareness to the community and past FFA members about the future of the Sanger FFA. The discussion was lead by Kaylen Anderson and members all agreed that next April would be a great time. The committee decided to name it Sanger FFA Alumni and Friends Spring Jamboree. The they would be an old western style, with food and activities that would reflect the theme. A date would be decided in the fall after the FFA calendar was set.

An update on the farm and the school year was given by Audrey Bonomi and Greg Ravy. The completion of the CEVELI Grant with the Bio Tech and Ag Manufacturing class was also discussed with committee and the aquaponics, lpad technology and CNC machine uses were explained to committee. The committee showed excitement and approval to departments efforts to improve the program.

The courses and the numbers for the 2012-2013 year were presented and list of courses taught as well. A recap on the FFA was given and recommendations were made about future FFA activities and judging teams. It was suggested to have teams that are related to our area, citrus and vine judging. Committee members such as Bill Boos and Ken Demoto were willing to help with coaching the teams.

The next meeting the committee would like to develop goals and a mission statement. They also indicated the update of the SAFE Foundation Status as well. The next meeting will be July 23, 2012 at 5pm at Bill Boos home.

Respectfully Submitted,

Jan Otterbeck

Ag Advisory Committee minutes for Sanger High School Ag Program Advisory Meeting

December 2, 2009

The meeting was called to order at 6:15PM with the following members in attendance:

Janette Otterbeck, Kelley Boos, Billy Boos, Ken Domoto, Kenny Anderson, Audrey Bonomi, Greg Ravy, Earl Hudson, Bill Boos, and Kaylen Anderson.

The first order of business was to introduce the new teacher, Greg Ravy, to the group. After introductions were made, the committee proceeded to its main agenda item, the installation of new officers for the Committee Board of Directors. Janette Otterbeck requested a 2010-2013 Board of Directors due to the retirement of some members and the resignation of the past President Nick Hill. Attendees agreed. The following persons were nominated and accepted positions

Bill Boos – President

Earl Hudson – Vice President

Kaylen Anderson- Treasurer

Liz Hudson – Secretary

The next new business was to discuss planned changes in the department and give the committee as a whole an overview of the current program. Ag Department Director, Audrey Bonomi, presented goals and objectives for the Sanger High School Agricultural Education Program. The committee reviewed the Program of Work, pathways and current course offerings. Mrs. Bonomi and Mr. Greg Ravy (S.H.S. – R.O.P. Ag, Teacher) introduced the A.M.P. (Agriculture, Mechanics, and Plant)class as an elective course to meet the needs of freshman students and discussed the Ag Education Pathways.

There was a discussion between Kenny, Billy, Earl and Greg about the possibility of forming an advanced fabrication and design class. The next meeting will explore this prospect further. The farm and facilities were discussed. Kenny Anderson and Audrey Bonomi will look at Reedly High Farm facility and get a copy of the plans.

Bill Boos thanked Mrs. Bonomi and Mr. Ravy for their presentation and requested to visit the High School facility to determine the department's needs for the future. It was suggested by Bill Boos that the Board and any committee members conduct an on-site visit to re-familiarize the committee with the classrooms, shops, and farm facilities. The date will be January 15 at 2:30pm. Greg Ravy will invite the Board and Advisory and any members wanting to visit the

site. It was recommended that Greg work with Kenny to make more contacts with the local welding industry to see how the shop classes can better meet the industry needs.

With no further business, the meeting was adjourned at 8:46pm.

Respectfully Submitted,

Greg Ravy

Sanger High School Agriculture Advisory Committee Meeting
January 15, 2010

Meeting was called to order at 2:45 pm in room 1000. Members present were Bill Boos, Kelley Boos, Billy Boos, Kenny Anderson, Jan Otterbeck, Ken DeMoto, Earl Hudson, Liz Hudson, Travis Tweedy, Kaylen Anderson, Renna Hill, Dan Chacon, Leo Castillo, Audrey Bonomi, Greg Ravy and Hillary Boos.

There were no minutes read at this time. The first item on the agenda was to bring forth information about SAFE status. The board voted not to renew the foundation status. The vote was unanimous. The committee decided that at a later time that might be something to reinstate.

The second item on the agenda was to prioritize the needs of the department. Audrey Bonomi brought forth a five year plan for the committee to review. There was discussion and a period of questioning and answering to the ag staff as well as the administration. It was determined that the department will come up with a list of needs and prioritize them and distribute to the members of the committee for assistance. The farm and shop areas were discussed and given background of the courses taught this year and courses needed to be taught in the future. The ag department is to come up with a drawing and layout of the farm facility and current structures. Jan Otterbeck mentioned making a connection with an architect to help draw plans that will be suitable for a complete farm housing many projects and labs for students. Bill Boos mentioned donating areas of land for student crop projects to help with the area of crop and fruit production.

The committee then began a thorough tour of all facilities and equipment. Members gave suggestions and asked ag staff for ideas and plans for the future. Minor things such as painting, tractor work and fence building was mentioned by the committee that would be simple to do and low costs. The larger structures and work on the farm would take some time, but can begin planning stages. Audrey Bonomi and Greg Ravy are to develop a plan for the facility and are to present it at the next meeting. The next meeting date was undecided but will be either in March or April.

Meeting was adjourned at 5:10pm

Respectfully Submitted,


Audrey Bonomi

Advisory Committee Meeting
June 23, 2011

Members in attendance-Bill Boos, Kaylen Anderson, Kenny Anderson, Billy Boos, and Ken Demoto. Audrey Bonomi and Greg Ravy.

Meeting called to order by Bill Boos at 6:05pm

The first item on the agenda was the Farm Orchard. The orchard care and management was discussed by Bill Boos. There was discussion about the Old Massey Ferguson Tractor and purchasing some equipment like a boom sprayer and a disc or a mower. Audrey brought up the pressure problem and discussed getting a pressure regulator. Bill also added the cara cara citrus will be in and planted at the end of the month.

The Agricultural Engineering Course was next on the agenda. Greg visited 3 local machine shops and planned a layout and flow of an industry machine shop. He requested some assistance with the machines, lathes and mills. Kenny and Billy are going to meet Greg to work in the machine shop.

Next was the Biotechnology in Agriculture class. The job market was discussed and the labor trends of the careers in the industry. There are many new and upcoming careers in this field. Locally in Parlier there is the Kearney Agriculture Research Station and the USDA Research Center. In Tulare there is the UC Davis Veterinary Medical Teaching Research. This is a great asset to our career pathway for the plant and animal.

The other courses, welding was in process of becoming articulated with Fresno City college. The other courses were discussed but no concerns with equipment, facility and curriculum.

Discussion of an additional teacher was brought up by the committee, however the budget is the factor that is restricting a hire. The department numbers are continuing to increase.

The Farm facilities are continuing to improve. It was stated by the committee that they are happy with the progress. There was discussion about funding and grants, Audrey addressed the issue and answered questions regarding the funds. The focus of the group was to continue to build the farm for a students to have a quality agricultural education and experience.

The next Meeting will be scheduled for August 2, 2011 at 6:00pm in room 1000.
Meeting adjourned at 7:30pm
Respectfully Submitted

Audrey Bonomi

The meeting was called to order at 5:05 pm on October 22, 2010 in room 1000. Members present were Kaylen Anderson, Janette Otterbeck, Bill Boos, Kenny Demoto, Kenny Anderson, Kelly Boos, Greg Ravy and Audrey Bonomi were present.

The items on the agenda were discussed regarding the implementation of a two new courses in the agriculture department. The course names are Biotechnology in Agriculture and Manufacturing. Greg and Audrey both discussed the grant received and requirements of the grant. Each additionally talked about the course and the start of the process of developing a course outline for each class. The actual course will begin next school year, but units that coincide with the course will be implemented in the existing courses of Veterinary Science II and Ag Welding. Greg and Audrey also discussed pathways for the course and how they align with the program. Advisory members asked about the equipment needed for the courses. Greg discussed the existing equipment and Audrey relayed the need for some basic biotechnology equipment. Bill Boos, brought up the implementation of the orchard and vegetable plots as good field testing areas and ways to bring the plant biotechnology into the laboratory. There was no more discussion. The committee agreed it was a good move for the department, and at the next meeting will evaluate the outlines and discuss the equipment and relationships with other community support. The course offerings were approved and passed by a unanimous vote.

Meeting adjourned at 6:10pm.
Next meeting in March 2011

Respectfully Submitted,

Audrey Bonomi

Advisory Committee Meeting
June 23, 2011

Members in attendance-Bill Boos, Kaylen Anderson, Kenny Anderson, Billy Boos, and Ken Demoto. Audrey Bonomi and Greg Ravy.

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Respectfully Submitted

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Meeting adjourned at 6:10pm.

Next meeting in March 2011

Respectfully Submitted,

Audrey Bonomi

Premier
mintr
- order
FFA - tickets
daily April 19 - 3:30 - 7:00 pm

Sanger
Alumn
Country
Jamboree

A Business
adco
flyers

SAFE Meeting Agenda
March 7, 2012

21 Adults -
cmlm

A. Call to Order

- 3 deep pits
Beans Rice
Salad Bread
games - horse shoe Roping
campfire -

B. Minutes

C. Treasurer's Report \$16,306.97 Checking Acct Bal.

School Farm: \$10,638.27

Checking Acct \$3,371.85

Scholarship Fund \$2,296.85

Federal Taxes Pd \$400.00

(could be a balance - will find out in May)

D. Old Business

✓ 1. Scholarship Fund

2. Students making items for Silent Auction

Budget? Yes or No

3. Hog Barn Budget - Need to raise \$25,000.00?

4. FFA Alumni Dinner *

E. New Business →

1. SAFE/FFA Drive-thru tri-tip dinner

2. 2012 Fall Gala - Pump - Sept

at SEPT 22
+ 29

15 \$
flyers
clinks
all fixins

Advisory Committee Minutes

Meeting called to Order April 27, 2009 at 6:15 pm

Members present: Bill Boos, Kelly Boos, Liz Hudson, Earl Hudson, Kaylen Anderson, Kenny Anderson, Billy Boos and Nick Hill.

The minutes were read by Bill Boos and were approved by all. Bill gave an update on the foundation status, and Mr. Stokes the accountant needs more time with the information. Liz Hudson talked about her connections with some Sacramento officials and said she will make some connections.

It was discussed about next year's new hire in the shop and the future pf the ag mech program. Committee said, they would like to see Sanger put more still exhibits in fair. Also, they would like to see more projects come out of the shop. Audrey Bonomi stated there will be an after school mechanics program next ear and there will be more shop production next year. The classes for next year were discussed and the need for more freshmen was stated.

Most of the conversations after and agenda was about improvements that need to be made on the farm and in the program. The Lincoln farm was all cleaned up and ag equipment was safe at the Hudson's shop.

Next Meeting date will be June 6, 2009

Meeting adjourned at 7:45pm

Respectfully submitted,


Audrey Bonomi

S.A.F.E.
Sanger Agriculturalists for Education
Meeting of May 15, 2012
Minutes

Meeting opened: 5:10 pm

Board Members Present: Bill Boos – President, Janette Otterbeck –Secretary, Kaylen Anderson-Treasurer
Absent: Ken Domoto- V.P.,
Attendees: Audrey Bonomi, Greg Ravy, Billy Boos, and Kelly Boos

Minutes: read individually motion to accept as read/motion second/ motion passed

Treasurer Report: Checks have been written for the three scholarship recipients' and are ready for distribution

Old Business:

Drive thru Dinner: Ms Bonomi reported approximately 200 tickets were sold and after expenses approximately \$1,200.00 was made.

2012 Gala: The Annual Gala date has been changed to Sept 29th due to conflicts with Rafi's schedule.

New Business:

IRS Letter - Kaylen Anderson received a letter from the IRS dated May 1, 2012, from the Department of Treasury, requesting more information for the Tax exemption status 501C3 (see attached copy of IRS Letter). Billy Boos noted the name of our S.A.F.E. organization is incorrect and shows "Sanger FFA Agriculturalists for Education Boosters". We are not a Boosters organization nor are we Sanger FFA. Kaylen will make the proper verifications. Kaylen Anderson motioned we amend the organizing documents as recommended by the letter: "Article 7" removal (see attached document pg. 1 of 2). Janette Otterbeck seconded the motion. Motion passed.

Next meeting: Wednesday, July 11th, at 5:00 pm, at the home of Bill Boos (President).

Meeting Adjourned: Meeting adjourned @ 5:44 pm

Regards,

Janette Otterbeck
S.A.F.E. Secretary

Sanger Agricultural Department Advisory Committee Meeting

December 2, 2009

- I. Welcome
- II. Introductions
- III. Previous Minutes
- IV. Old Business
 - a. Safe Update
- V. New Business
 - a. Ag Department Update
 - b. Program Of Work
 - c. Program Plan
 - d. Courses and Pathways
 - e. Job Market/Labor Trends
 - f. Instructional Equipment/Materials
 - g. New Course Development
 - h. Articulation Agreements
 - i. Safe Update
- VI. Adjournment

**S.A.F.E.
Meeting of December 2, 2009
Minutes**

Meeting opened : 6:16pm

Attendees: Janette Otterbeck, Kelley Boos, Billy Boos, Ken Domoto, Kenny Anderson, Audrey Bonomi, Greg Ravy, Earl Hudson, Bill Boos, and Kaylen Anderson

Minutes: waived

Treasurer Report: waived

Old Business: unavailable

New Business:

Nonprofit Status : Bill Boos (parent) presented past letters indicating S.A.F.E. 's nonprofit status has not been renewed since 2005: based on documentation of letters from the California Franchise Tax Board. He is proposing we renew our non-profit status. Attendees present agreed but concerned with costs. Jan Otterbeck and Earl Hudson will research on reinstatement procedures and cost.

2010-2013 Board Members: Janette Otterbeck requested a 2010-2013 Board of Directors due to the S.A.F.E.'S dormancy since 2003 and the resignation of the past President Nick Hill. Attendees agreed. The following persons were nominated and accepted positions

Bill Boos – President

Earl Hudson – Vice President

Kaylen Anderson- Treasurer

Liz Hudson – Secretary

Sanger High School Agricultural Department- Department Director, Audrey Bonomi, presented goals and objectives for the Sanger High School Agricultural Education Program. Mrs. Bonomi and Mr. Greg Ravy (S.H.S. – R.O.P. Ag, Teacher)introduced the A.M.P. (Agriculture, Mechanics, and Plant) Education Pathways. This Agricultural Education Program provides agricultural education through three avenues; classroom instruction, F.F.A, and S.A.E. Mrs. Bonomi also provided S.A.F.E. with an Agricultural Education Binder for viewing upon request. Any questions may be directed to Mrs. Bonomi, audrey_bonomi@sanger.k12.ca.us or Mr. Greg Ravy, greg_ravy@sanger.k12.ca.us. (Please note: the space between the first and last name is an underscore)

Bill Boos thanked Mrs. Bonomi and Mr. Ravy for their presentation and requested to visit the High School facility to determine the department's need for the future. Mrs. Bonomi will set a date and invite the Board and any members wanting to visit the site.

Meeting Adjourned: 8:46 pm

Advisory Committee Minutes

February 23, 2009

Meeting was called to order at 6:11 pm

Members present:

Bill Boos, Kelley Boos, Kaylen Anderson, Ken DeMoto, Liz Hudson, Earl Hudson, Billy Boos, Morgan Schmitz, Kenny Anderson Nick Hill, Reyna Hill and Pete Filippi

Items discussed were the status of the ag department by Audrey Bonomi and the events of the department. Question and answering took place.

Discussion of the Safe Foundation was brought up by Bill Boos and the status of that with the State of California. All members agreed to still move forward with the ag foundation reinstatement. The committee expressed they would like to keep it separate from the SUSD Foundation. Liz Hudson volunteered contact the state and Bill Boos will contact the accountant.

There was also discussion of the members of the advisory committee on courses offered this year and the upcoming year. Also, there was discussion on budgets and future cuts.

Finally, there was discussion about the Lincoln farm property and the status of the the equipment. Kenny and Billy volunteered to pick up the old equipment and tractor and store it at the Hudsons farm shop.

Next meeting date scheduled for April 27 at 6pm at Bill Boos' home.

Meeting adjourned at 7:35pm

Respectfully submitted,


Audrey Bonomi

P.
Current Year Budget

Department Budget 2013-2014

Class	Teacher	Sections	Budget per section	Total
Ag Biology	Herron	1	\$ 500.00	\$ 500.00
Intro to Agriculture	Bonomi	1	\$ 500.00	\$ 500.00
Floral Design 1	Bonomi	2	\$ 500.00	\$ 1,000.00
Advanced Floral Design	Bonomi	1	\$ 500.00	\$ 500.00
Biotechnology in Agriculture	Bonomi	1	\$ 500.00	\$ 500.00
Veterinary Science 1	Bonomi	1	\$ 500.00	\$ 500.00
Intro Ag Mechanics/Welding	Ravy	1	\$ 500.00	\$ 500.00
Agriculture Welding	Ravy	1	\$ 500.00	\$ 500.00
Agriculture Construction	Ravy	1	\$ 250.00	\$ 250.00
Ag Engineering/Manufacturing	Ravy	1	\$ 250.00	\$ 250.00
Small Gas Engine Repair	Ravy	2	\$ 250.00	\$ 500.00
Subtotal				\$ 5,500.00

Non-Class Room Budgets

Tractor Repair	\$ 500.00
Fuel	\$ 1,000.00
Maintenance/Trailers	\$ 1,000.00
Subtotal	\$ 2,500.00

FFA

Awards	\$ 500.00
Contests	\$ 300.00
Travel/Hotels	\$ 1,200.00
State Conference/GH/MFE/ALA	\$ 1,500.00
California FFA Registration	\$ 3,000.00
National FFA	\$ 500.00
Subtotal	\$ 7,000.00

Departmental

TA Regional Meetings/Conference	\$ 1,300.00
Transportation Fair	\$ 2,000.00
Substitutes	\$ 2,500.00
School Owned Animals	\$ 500.00
Farm Supplies/Sanger Nursery	\$ 1,500.00
Tools and Sharpening	\$ 200.00
Subtotal	\$ 8,000.00

Non-Class Total	\$ 17,500.00
Class Total	\$ 5,500.00
Grand Total	\$ 23,000.00

2013/14 Incentive Grant	\$ 11,000.00
2013/14 Matching Funds	\$ 12,000.00
2013/14 Total Funds	\$ 23,000.00

Department Budget

Class	Teacher	Sections	Budget per section	Total
AG Biology	Herron	2	\$ 500.00	\$ 1,000.00
Intro to Ag	Herron	1	\$ 500.00	\$ 500.00
Floral Design 1	Bonomi	2	\$ 500.00	\$ 1,000.00
Advanced Floral Design	Bonomi	1	\$ 500.00	\$ 500.00
Biotechnology in Agriculture	Bonomi	1	\$ 500.00	\$ 500.00
Veterinary Science 1	Bonomi	1	\$ 500.00	\$ 500.00
AG Mech 1	Ravy	2	\$ 500.00	\$ 1,000.00
Construction	Ravy	1	\$ 250.00	\$ 250.00
ROP Welding	Ravy	1	\$ 500.00	\$ 500.00
Ag Manufacturing	Ravy	1	\$ 250.00	\$ 250.00
Small Engines	Ravy	1	\$ 500.00	\$ 500.00
Sub Total			\$ 6,500.00	

Non-Class Room Budgets

Tractor Repair	\$500.00
Fuel	\$1,000.00
Maintance/Trailers	\$1,000.00
Sub Total	\$2,500.00

FFA

Awards	\$500.00
Contests	\$300.00
Travel/Hotels	\$500.00
State Conference/GH/MLA/ALA	\$1,700.00
California FFA registration	\$3,000.00
National FFA	\$500.00
Sub Total	\$6,500.00

Department

TA Regional Meetings/Conference	\$1,300.00
Transportation Fair/ Farm Show	\$1,500.00
Substitutes	\$2,000.00
School owned animals	\$500.00
Farm Supplies/Sanger Nursery	\$1,500.00
Fair	\$500.00
Tools and Sharpening	\$200.00

Sub Total \$7,500.00

Non-Class Total \$ 16,500.00

Class Total \$ 6,500.00

Grand Total \$23,000.00

2012/2013 Incentive grant \$11,000.00

2012/2012 matching funds \$12,000.00

2012/2013 Total Funds \$23,000.00

Class	Teacher	Sections	Budget per section	Total
Floral 1	Bonomi	3	\$ 500.00	\$ 1,500.00
Floral 2	Bonomi		\$ 500.00	\$ 500.00
Vet 1 & 2	Bonomi	1	\$ 500.00	\$ 500.00
Small Engines	Ravy	2	\$ 750.00	\$ 1,500.00
Adv. Engines	Ravy	1	\$ 1,000.00	\$ 1,000.00
Welding 1	Ravy	2	\$ 750.00	\$ 1,500.00
Welding 2	Ravy		\$ 500.00	\$ 500.00
Ag Biology	Herron	1	\$ 500.00	\$ 500.00
			Sub Total	\$ 7,500.00

Non-Class Room Budgets

Ag Truck

Fuel 800
Maintance 900

Sub Total \$1,700.00

FFA

Projects \$500.00
Contests 1000
Travel 2000
Conferences 1000
California FFA 2800
Fair Supplies 700
Awards 1200
Dairy Goats 1000

Sub Total \$10,200.00

Department

Office supplies 215
Substitutes 3000
onal Meeting/Road Show 350
CATA Conference 3000
Transportation 1200
ols Repairs & sharpening 250
Farm
rm Improvement/maintar 2000

Sub Total \$10,015.00

Non-Class Total \$21,915.00
Class Total \$ 7,500.00
Grand Total \$29,415.00

2009/20010 Incentive grant \$14,415.00
2009/20010 matching funds \$15,000.00
2009/20010 Total Funds \$29,415.00

Q.
Signed Articulation
Agreement and/or
Evidence of Articulation

2 + 2 Request for Articulation Agreement

<input type="checkbox"/> FCC or <input checked="" type="checkbox"/> RC (including North Centers) <small>separate form for each college</small>		Date Submitted:						
<input type="checkbox"/> New <input checked="" type="checkbox"/> Renewal of Agreement No.: AG-072R		<i>exp. Spring 2012</i>						
High School Districts and Site(s): VALLEY REGIONAL OCCUPATIONAL PROGRAM (serving Sanger, Selma, Reedley, Parlier, Kingsburg, Orange Cove) Contact Person: Michelle Stricker, Coordinator Contact Hours: 8:00am to 4:30 pm Address: 1305 "Q" Street Sanger, CA 93657 Phone: (559) 876-2122 Signature: _____								
Identification of high school/ROP course (title and number) submitted for articulation: FLORAL DESIGN # AG-072R								
Materials/information from the submitting district will include: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Course outline</td> <td style="width: 33%;">3. Length of Course</td> <td style="width: 33%;">5. List of major items of equipment</td> </tr> <tr> <td>2. List of competencies/objective</td> <td>4. Textbook/reference List</td> <td>6. Credit by exam</td> </tr> </table>			1. Course outline	3. Length of Course	5. List of major items of equipment	2. List of competencies/objective	4. Textbook/reference List	6. Credit by exam
1. Course outline	3. Length of Course	5. List of major items of equipment						
2. List of competencies/objective	4. Textbook/reference List	6. Credit by exam						
Name of high school/ROP teacher: SANGER HIGH SCHOOL Name: <u><i>Audrey Bonomi</i></u> Telephone: <u><i>559 3512137</i></u> Contact Hours: <u><i>7:30-4:00pm</i></u> Signature: <u><i>Audrey Bonomi</i></u>								
Prospective Articulated College Course Numbers: EH 37 Course Title(s): BEGINNING FLORAL DESIGN Units: 4								
COLLEGE ACTION								
Date received by Vice President of Instruction: _____								
Date received by Division Dean: _____								
Action by Department: <input checked="" type="checkbox"/> Approved Signature: <u><i>[Signature]</i></u>		<input type="checkbox"/> Not approved Date: <u><i>10-3-08</i></u>						
Action by Division Dean: <input checked="" type="checkbox"/> Approved Signature: <u><i>[Signature]</i></u>		<input type="checkbox"/> Not approved Date: <u><i>10/12/08</i></u>						
Action by Curriculum Committee: <input checked="" type="checkbox"/> Approved Signature: <u><i>[Signature]</i></u>		<input type="checkbox"/> Not approved Date: <u><i>10-30-08</i></u>						
Effective date of implementation: _____								
Comments: <u><i>OK 11/5/08</i></u>								
The Office of Instruction forwards all documents, including college and high school/ROP curriculum, to the Office of Workforce Development & Educational Services for processing and distribution.								
Date submitted to Office of Educational Services & Planning: <u><i>12-11-08</i></u>								
Date forwarded to State Center Consortium: <u><i>12-11-08</i></u>								

HIGH SCHOOL ARTICULATION CERTIFICATE

This is to certify that

_____ Student Name

Has successfully completed

Introduction to Ag Mechanics and Welding/Ag Welding

Course Title

And is eligible to waive college coursework for

Exploring Welding/Metals (WELD-1)(3 units)

College Course Title

In accordance with the terms of articulation agreement number I-3895F at

Fresno City College

Community College

Valley ROP

School Name



High School Registrar's Signature/Date

Instructor's Signature/Date

This certificate and an official high school transcript should be presented to the college. Replaces former 2+2 certificate. Instructions on the reverse side. (2014)

R.
**Graduate Follow-up
System**

Sanger High School
Agriculture Department Graduate Follow-Up Survey

Name _____

Address _____

Telephone # (____) _____

Instructions: Please read the following statements and respond as indicated.
Your answers will be kept confidential.

1. What now occupies most of your working day (8 a.m. – 5 p.m.)?

____ 1.employment

____ 2.unemployment

____ 3.homemaker

____ 4.student ____ ag related major ____ non-ag major

2. Indicate the area or areas in which you have worked the longest since leaving high school. (Answer as many as apply by checking the appropriate items.)

___ 1.Self-employment in an occupation not related to Agriculture.

___ 2.Self-employment in Agriculture or an ag. related occupation.

___ 3.Work in an occupation not related to Agriculture.

___ 4.Work in Agricultural industry or an ag. Related occupation.

Please list your job title: _____

3. Check your highest academic degree obtained to date. (check one only)

___ 1.Graduation Equivalency Degree for high school diploma (GED)

___ 2.High school diploma

___ 3. Technical or vocational school certificate. Title: _____

___ 4.Community or junior college degree (A.A. or A.S.)

___ 5.Degree or degrees from a four year college and/or graduate school or professional school. Degree(s): _____

4. To what degree did the experiences you had with your FFA project (SOEP, ag related experience, etc.) influence your career decision? (circle one)

1-None

2-Little

3-Some

4-Moderately

5-Greatly

5. If you had an FFA project, of what use are the skills you learned from that project in your occupation? (Circle one)

1-None 2-Little 3-Some 4-Moderate 5-Great

6. Considering the following skills that may be developed through membership in the FFA, of what use are they in your occupation? (Circle one for each item)

1-None 2-Little 3-Some 4-Moderate 5-Great

7. Currently, of how much value and usefulness is the industry you received in the following Agriculture class at Sanger High School.

Class	None	Little	Some	Moderate	Great	Didn't take class
Intro. to Ag	1	2	3	4	5	NA
Plant/Animal Sci.	1	2	3	4	5	NA
Ag. Business	1	2	3	4	5	NA
Ag. Mechanics I	1	2	3	4	5	NA
Ag. Mechanics II	1	2	3	4	5	NA
OH I	1	2	3	4	5	NA
OH II	1	2	3	4	5	NA

8. Please list any recommendation you may have that would help improve any aspect of the Agriculture program at Sanger High School.

**Sanger High School Ag Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school

_____ Full-time

_____ Part-time

_____ Working

_____ Full-time

_____ Part-time

_____ In the military

_____ Not working

_____ Homemaker

_____ Looking for work

_____ Not looking for work

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at SHS.

_____ I am using some of the skills I learned in the vo-ag program at SHS.

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

5. What type of school are you currently attending?

_____ High school

_____ Trade/technical school

_____ 4-year college

_____ Private business school

_____ Adult education

_____ Other _____

6. What is your major course of study?

SANGER HIGH SCHOOL
CAREER VOCATIONAL EDUCATION
GRADUATE FOLLOW-UP
2013-2014

Name_____ Age_____ Date_____

Address_____ City_____ State_____ Zip_____

Telephone No. _____ Male _____ Female _____

CAHSEE SCORES: Math _____ English _____

PROGRAM COMPLETER: Two years in one or more programs. Select the program.

Agriculture____ Business____ Home Economics____ Health & Human Services____

Industrial Technology; Transportation____ Construction____ Manufacturing____

Arts & Communication Services (Drafting)____

WHAT WILL YOU BE DOING NEXT YEAR?

Check the appropriate line in each column.

Active Duty in the military	College	Trade or Private School	Employment
Yes____	Yes____	Yes____	Full Time____
No ____	No ____	No ____	Part Time____
	2yr.____		
	4yr.____		

RACE/ETHNICITY: Select the ethnicity that best describes you.

America Indian or Alaskan Native____

Asian____

Black or African American____

Hispanic or Latino____

Native Hawaiian or other Pacific Islander____

White____

Unknown/other____

Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring: 2013

Last Name	First Name	Graduate Status
		Four Year College-Ag Major
		Military-
		Two Year College-Ag Major
		Two Year College-Ag Major
		Location or Position Unknown-
		Employed - Fulltime-Non-Ag Job
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Employed - Fulltime-Ag Job
		Employed - Fulltime-Ag Job
		Two Year College-Non-Ag Major
		Two Year College-Ag Major

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Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring:

Last Name	First Name	Graduate Status
		Employed - Parttime-Ag Job
		Two Year College-Non-Ag Major
		Employed - Parttime-Non-Ag Job
		Location or Position Unknown-
		Four Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Employed - Fulltime-Ag Job
		Two Year College-Non-Ag Major
		Four Year College-Ag Major
		Two Year College-Non-Ag Major

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Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring:

Last Name	First Name	Graduate Status
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Two Year College-Non-Ag Major

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Count: 14

Graduate Follow-up

CA0210 Sanger
Sanger HS
1045 Bethel
Sanger, CA 93657

Graduates for Spring: 2010 Go

Last Name First Name Graduate Status

Location or Position Unknown-
Two Year College-Non-Ag Major
Four Year College-Non-Ag Major
Employed - Parttime-Ag Job
Two Year College-Non-Ag Major
Two Year College-Non-Ag Major
Employed - Parttime-Ag Job
Employed - Fulltime-Non-Ag Job
Location or Position Unknown-
Two Year College-Non-Ag Major
Two Year College-Ag Major
Two Year College-Ag Major
Employed - Fulltime-Non-Ag Job
Two Year College-Non-Ag Major
Two Year College-Ag Major
Two Year College-Non-Ag Major
Four Year College-Ag Major
Four Year College-Ag Major
Employed - Fulltime-Ag Job
Two Year College-Non-Ag Major
Two Year College-Ag Major
Two Year College-Non-Ag Major
Employed - Parttime-Non-Ag Job
Employed - Parttime-Ag Job
Military-
Military-

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Count: 26


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Perkins Data System

E2 Secondary

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Transportation

CBEDS Title: 5661 - Small engine repair

Ethnicity Data

Table for entering secondary student placement data by race/ethnicity and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT				Others		Total G12 Concentrators Responding	
					Related Program		Unrelated Program		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Male	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Asian Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	3	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Hispanic or Latino Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian																

or Other Pacific Islander Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Female	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Two or More Races Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	5	0	0	0	0	0	3	0	0	0	2	0	0	0	4

 Questions: Sam Lee | SLee@cde.ca.gov | 916-445-1668

California Department of Education
 1430 N Street
 Sacramento, CA 95814

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- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5601 - Manufacturing/materials processing

Special Population Data

Table for entering secondary student placement data by special population designation and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT Related				Others		Total G12 Concentrators Responding	
					In Related Occupation		In Non-related Occupation		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Total Economically Disadvantaged Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Economically Disadvantaged Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disabled Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disabled Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Table Header Definitions

- (A) Total Participants
- (B) Total Concentrators
- (C) Concentrators in Capstone Course
- (D) Concentrators in Capstone course receiving a "C" or better
- (E) Total 12th Grade Concentrators
- (F) 12th Grade Concentrators Proficient (380) in California High School Exit Exam (CAHSEE) English Language Arts
- (G) 12th Grade Concentrators Proficient (380) in CAHSEE Math
- (H) 12th Graders receiving a Diploma, GED or equivalent
- District - In District Courses
- ROCP - In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Ethnicity Data Table 2

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Table for entering 12th grade secondary student enrollment data by race/ethnicity and gender.

	(E) Total 12th Grade Concentrators		(F) 12th Grade Concentrators Proficient (380) in CAHSEE Eng. Lang Arts		(G) 12th Grade Concentrators Proficient (380) in CAHSEE Math		(H) 12th Graders receiving a Diploma, GED or equivalent	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaskan Native Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Asian Female	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	10	0	5	0	5	0	10
Hispanic or Latino Female	0	1	0	0	0	1	0	1
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0
White Male	0	3	0	2	0	2	0	3
White Female	0	1	0	0	0	1	0	1
Two or More Races Male	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0
Total	0	15	0	7	0	9	0	15

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Transportation

CBEDS Title: 5661 - Small engine repair

Special Population Data

Table for entering secondary student placement data by special population designation and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT Related				Others		Total G12 Concentrators Responding	
					In Related Occupation		In Non-related Occupation		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Total Economically Disadvantaged Male	0	2	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Total Economically Disadvantaged Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disabled Male	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Total Disabled Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Male	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	10
Total Limited English Proficient Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	4	0	0	0	0	0	2	0	0	0	3	0	0	0	13

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Table Header Definitions

- (A) Total Participants
- (B) Total Concentrators
- (C) Concentrators in Capstone Course
- (D) Concentrators in Capstone course receiving a "C" or better
- (E) Total 12th Grade Concentrators
- (F) 12th Grade Concentrators Proficient (380) in California High School Exit Exam (CAHSEE) English Language Arts
- (G) 12th Grade Concentrators Proficient (380) in CAHSEE Math
- (H) 12th Graders receiving a Diploma, GED or equivalent
- District - In District Courses
- ROCP - In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Black or African American Male	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	39	0	10	0	10	0	10
Hispanic or Latino Female	0	1	0	1	0	1	0	1
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0
White Male	0	15	0	3	0	3	0	3
White Female	0	5	0	1	0	1	0	1
Two or More Races Male	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0
Total	0	64	0	15	0	15	0	15

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Table Header Definitions

- (A) Total Participants
- (B) Total Concentrators
- (C) Concentrators in Capstone Course
- (D) Concentrators in Capstone course receiving a "C" or better
- (E) Total 12th Grade Concentrators
- (F) 12th Grade Concentrators Proficient (380) in California High School Exit Exam (CAHSEE) English Language Arts
- (G) 12th Grade Concentrators Proficient (380) in CAHSEE Math
- (H) 12th Graders receiving a Diploma, GED or equivalent
- District - In District Courses
- ROCP - In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Ethnicity Data Table 1

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Table for entering secondary student enrollment data by race/ethnicity and gender.

	(A) Total Participants		(B) Total Concentrators		(C) Concentrators in Capstone Course		(D) Concentrators in Capstone course receiving a "C" or better	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	2	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0
Asian Male	0	2	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0	0	0

Black or African American Male	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	39	0	5	0	5	0	5
Hispanic or Latino Female	0	1	0	1	0	1	0	1
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0
White Male	0	15	0	3	0	3	0	3
White Female	0	5	0	1	0	1	0	1
Two or More Races Male	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0
Total	0	64	0	10	0	10	0	10

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Special Population Data

Table for entering secondary student placement data by special population designation and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT Related				Others		Total G12 Concentrators Responding	
					In Related Occupation		In Non-related Occupation		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Total Economically Disadvantaged Male	0	8	0	1	0	2	0	4	0	2	0	3	0	0	0	7
Total Economically Disadvantaged Female	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Total Disabled Male	0	3	0	0	0	0	0	2	0	1	0	1	0	0	0	3
Total Disabled Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Male	0	2	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Total Limited English Proficient Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	14	0	1	0	2	0	8	0	3	0	6	0	0	0	11

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Special Population Data

Table for entering secondary student placement data by special population designation and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT Related				Others		Total G12 Concentrators Responding	
					In Related Occupation		In Non-related Occupation		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Total Economically Disadvantaged Male	0	8	0	1	0	2	0	4	0	2	0	3	0	0	0	7
Total Economically Disadvantaged Female	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Total Disabled Male	0	3	0	0	0	0	0	2	0	1	0	1	0	0	0	3
Total Disabled Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Limited English Proficient Male	0	2	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Total Limited English Proficient Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	14	0	1	0	2	0	8	0	3	0	6	0	0	0	11

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5601 - Manufacturing/materials processing

Ethnicity Data

Table for entering secondary student placement data by race/ethnicity and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT				Others		Total G12 Concentrators Responding	
					Related Program		Unrelated Program		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian																

or Other Pacific Islander Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Male	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0	2
White Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0	2

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5601 - Manufacturing/materials processing

Ethnicity Data

Table for entering secondary student placement data by race/ethnicity and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT				Others		Total G12 Concentrators Responding	
					Related Program		Unrelated Program		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian																

or Other Pacific Islander Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Male	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0	2
White Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0	2

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Table Header Definitions

- Total G12 Concentrators: Number of 12th grade total concentrators reported on 2012-13 CDE E1
- Active Military: Number of students on active military by December 31, 2013
- Furthering Education Related: Number of students engaged in further education or training by December 31, 2013 in a program that is related to the secondary program
- Furthering Education Unrelated: Number of students engaged in further education or training by December 31, 2013 in a program that is unrelated to the secondary program
- Related Full-time (FT) or Part-time (PT): Number of students related FT or PT by December 31, 2013
- Unrelated Full-time (FT) or Part-time (PT): Number of students unrelated FT or PT by December 31, 2013
- Other: Number of students not employed, not in further education or training and not in the military
- Total G12 Concentrators Responding: Unduplicated total number of 12th grade concentrators responding to the survey
- District: In District Courses
- ROCP: In ROCP Courses

Tech Prep: No

Industry Sector: Manufacturing and Product Development

CBEDS Title: 5619 - Welding technology

Ethnicity Data

Table for entering secondary student placement data by race/ethnicity and gender.

	Total G12 Concentrators		Active Military		Further Education or Training				Employed FT or PT				Others		Total G12 Concentrators Responding	
					Related Program		Unrelated Program		In Related Occupation		In Non-related Occupation					
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino Male	0	10	0	2	0	2	0	5	0	1	0	4	0	0	0	9
Hispanic or Latino Female	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Native Hawaiian																

or Other Pacific Islander Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White Male	0	3	0	0	0	0	0	2	0	1	0	1	0	0	0	3
White Female	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Two or More Races Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	15	0	2	0	2	0	9	0	2	0	7	0	0	0	13

 Questions: Sam Lee | Slee@cde.ca.gov | 916-445-1668

California Department of Education
 1430 N Street
 Sacramento, CA 95814

[Web Policy](#)

S.
**List of Active
Placement Sites**

List of Active Placement Sites

The Hay Company
Academy Feed
Morgan Tweedy Welding Services
Cook's Ag Services
Valley ROP
Hilver's Manufacturing

T.
Recruitment Activities
And Materials

Automatic FFA membership!

The FFA is a national organization that is leadership and career skill oriented. Students are automatically registered members of the California Association FFA when they enroll in an Agriculture education course.

Through the FFA, students have numerous opportunities to get involved in leadership activities, competitive Career Development Events, entrepreneurial experiences, travel, public speaking, and lots of awards and scholarships.

Agriculture students also have the opportunity to raise animals for the Fresno Fair!

Your Agriculture Advisors!

Mrs Bonomi is the Animal Science, Floral Design and Veterinary Medicine Instructor



Mr Herron is the Intro to Agriculture and Ag Biology Instructor



Mr Ravy is the Ag Mechanics, Engineering and Ag Equipment Instructor



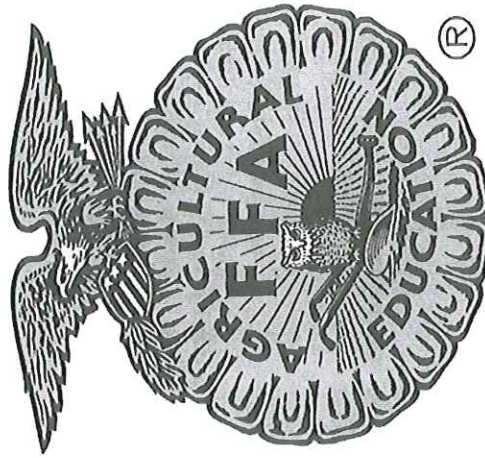
Future Farmers of America
California Association
Sanger FFA Chapter

Mission Statement:

"The FFA makes a positive difference in students' lives by promoting Premier Leadership, Personal Growth, and Career Success"

Motto:

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



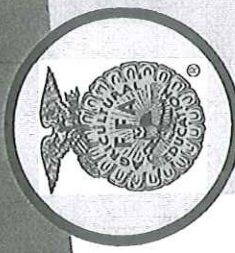
Sanger High School
Agriculture Department

Department Office: Room 1000
Northeast corner of campus
1045 Bethel Ave
Sanger, CA 93675
Phone: 559-524-7300
E-mail: Audrey_bonomi@sanger.k12.ca.us

Sanger High School Agriculture Department

Agriculture Career Pathways
and courses of study

What pathway will YOU choose?



LOOK inside for the amazing
options available to you!

Come out to the Ag Department
in the 1000's building to meet
with your new Ag teachers!

Agriculture Career Pathways

Career pathways are course sequences that orient you toward a specific career area. The Sanger High School Agriculture Department offers 6 specific career pathways. Each is outlined on these pages.

A career pathway consists of specific Agriculture Education courses that are taken in order to allow you to begin with basic knowledge and continue to build up your knowledge and skills until you reach a capstone course for your pathway area. All of the agriculture pathways at SHS are 4 year programs. Review the different pathways with your counselor so you can choose a course of study that will complete your desired pathway!

AGRISCIENCE

Careers: Farming, Farm Supply, Ag Retail, Ag Teacher

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Science P
- 10th Agriculture Biology P
- 11th Ag Science 2 P
- 12th Ag Animal Science P

Possible College Courses Pathway Leads to			Major
13th	AS1 or PLS1	Reedley College	AG
13th	ASCI 1	Fresno State	ASCI

ANIMAL SCIENCE

Careers: Cattle, Sheep, Pig, Goat ranching, Herd manager, livestock breeder, animal nutrition, livestock sales

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Science P
- 10th Agriculture Biology P
- 11th Ag Animal Science P
- 12th Ag Biotechnology P

Possible College Courses Pathway Leads to			Major
13th	AS1-AS5	Reedley College	AS
13th	ASCI 101	Fresno State	ASCI

AGRICULTURE ENGINEERING

Careers: Ag welder, Ag construction, building and equipment design, Ag engineering, shop manager

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Mechanics/Welding
- 10th Agriculture Welding 2+2 Outtrack
- 11th Ag Construction
- 12th Ag Engineering/Manufacturing
- Students passing Agriculture Mechanics/Welding and Agriculture Welding with a B or better will earn Fresno city college credit for Weld 1

Possible College Courses Pathway Leads to			Major
13th	MEAG 50	Fresno State	MEAG
13th	Weld 2A and 2B	Fresno City	WELD
13th	MM 245B	Reedley College	MM

AGRICULTURE EQUIPMENT

Careers: Equipment/Diesel Mechanic, Small power equipment technician, shop manager, parts/equipment sales

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Mechanics/Welding
- 10th Agriculture Biology P/Other Ag course
- 11th Ag Small Gas Engine Repair
- 12th Ag Gas Engine Internship

Agriculture Equipment College Courses			Major
13th	MAG 20	Reedley College	MAG
13th	MEAG 20	Fresno State	MEAG

FLORICULTURE

Careers: Florist, nursery grower, ornamental gardener, flower supply/sales, floral design shop manager/owner

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Science P
- 10th Agriculture Floral Design 1 P
- 11th Ag Floral Design 2 P
- 12th Ag Floral Design 3 Floral Shop

- Students passing Floral Design 1 with a B or better will earn Reedley college credit for EN 37

Possible College Courses Floriculture Leads to			Major
13th	OH1, OH4	Fresno State	AGB
13th	EH30	Reedley College	PLS

CROP SCIENCE

Careers: Crop specialist, plant disease analyst, farmer, plant nutrition, farm/orchard manager, crop/seed sales

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Science P
- 10th Agriculture Biology P
- 11th Ag Science 2 P
- 12th Ag Environmental Science P

Possible College Courses Pathway Leads to			Major
13th	PLS4A, PLS8	Reedley College	PLS
13th	CRSC1, HORT1	Fresno State	CRSC

VETERINARY SCIENCE

Careers: Small animal Veterinarian, Large animal vet, Veterinarian assistant, animal/pet boarding, ranch vet

SHS Agriculture Course Sequence

- 9th Intro to Agriculture Science P
- 10th Agriculture Biology P
- 11th Ag Veterinary Science 1 P
- 12th Ag Biotechnology P

Possible College Courses Pathway Leads to			Major
13th	ASCI 65, 145	Fresno State	PreVET
13th	AS1-6	Reedley College	AS

PARAMOUNT AGRICULTURE ACADEMY

Associate of Science Degree and Transfer—Plant Science
Associate of Science Degree—Agriculture Mechanics

The Agriculture Academy programs are in partnership with Reedley College and students can earn an associates degree while in high school if the program is followed closely. This is an AMAZING OPPORTUNITY!

It is also HIGHLY recommended that students contact their Ag Advisor early to be able to get involved in supervised Agriculture Experience projects, especially livestock projects as there are deadlines for entry forms, contracts, and exhibitor meetings with the Fresno Fair.

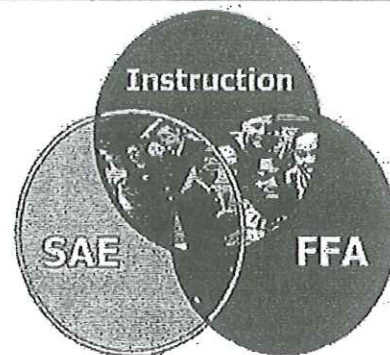
Sanger High School

Agricultural Education Program

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

CLASSROOM

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



NATIONAL FFA ORGANIZATION

is an organization for all students studying agriculture education, the purpose of which is a learning tool to strengthen the "Hands On" part of the high school agricultural education curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM

this is the project the student has taken on related to their agriculture program. They will be keeping records of the transactions related to the project (i.e. hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS

Floral Design, Veterinary Science--Sheep, Poultry, Beef	Ms. Bonomi
Agriculture Sciences--Goats, Rabbits	Mr. Herron
Ag Mechanics, Small Engines--Swine	Mr. Ravy

What is taught in the Agricultural Education Courses?

AGRICULTURE SCIENCE AREA

California Agriculture
Importance and Purpose of Agriculture
Breed Identification/Terminology
State Biology Standards (UC/CSU Approved)
Selection and Anatomy
New Trends and Career Opportunities
Special Projects – "Hands On" Experience
FFA Organization
Record Book
Supervised Agricultural Experience Programs

Animal Production

Rabbits
Beef
Sheep
Swine
Poultry
Dairy Goats
Specialty Animals

Floral and Plant Production –

Floral Design
Growing and Harvesting
Botany and Plant Structure
Plant Requirements

AGRICULTURE MECHANICS AREA

Safety
Arc/Oxyacetylene Welding
MIG and TIG Welding
Woodworking
Hand & Power Tool Usage
Cold Metal Working

Tool Sharpening & Maintenance
Electricity/ Plumbing
Materials and Fasteners
Small/Advanced Engines
Equipment/Machinery Operation
Student Projects – 4th Quarter

RESOURCES

Student Research & Experience Projects
Career Education and Research
Plant Science Growing Greenhouse
Guest Speakers and Field Study Tours
Agriculture Floral Design Lab

Science Lab Equip. -Microscopes
Sanger High School Farm
Agriculture Mechanics Laboratories
Outdoor Planting Benches
Career Development Events and Field Days

CLASSES OFFERED

Introduction to Agriculture
Agriculture Mechanics 1 & 2
Agriculture Biology
Agriculture/Veterinary Science

Agriculture/ROP Floral Design
Agriculture/ROP Welding 1 & 2
Agriculture/ROP Small Engines
Ag./ROP Advanced Engines/Diesels

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES

Agriculture Mechanics/Welding
Ag Banking Contest
Best Informed Greenhand (FFA Knowledge)
Creed Recitation
Extemporaneous Public Speaking
Farm Record Book Contest
Floral Design Contest

Job Interview
Marketing (Coop Quiz)
Opening and Closing Ceremonies
Parliamentary Procedure (Novice/Advanced)
Specialty Animal Judging
Proficiencies (specialized areas)
Prepared Public Speaking

LEADERSHIP DEVELOPMENT PLAN

Greenhand Conference
Made for Excellence Conference
Advanced Leadership Academy
Sacramento Leadership Experience
Chapter Officer Leadership Experience
State FFA Leadership Conference
National FFA Convention

- Freshman
- Sophomore
- Junior
- Senior
- Chapter Officers
- Freshman to Seniors
- Any Member

FAIRS AND SHOWS

BIG Fresno Fair

California State Fair

TYPICAL FIRST YEAR ACTIVITIES

Greenhand Officer
Apache Closet
Greenhand Initiation
Best Informed Greenhand Contest
Creed and Speaking Contests

Achievement Trip
Staff Appreciation Barbecue
Welcome Back Barbeque
Annual Parent/Member Awards Banquet
Plan-a SAE or SOE

OUR DEPARTMENT CAN ASSIST IN PROVIDING/FINDING:

Scholarships
Recommendations - Colleges and Jobs

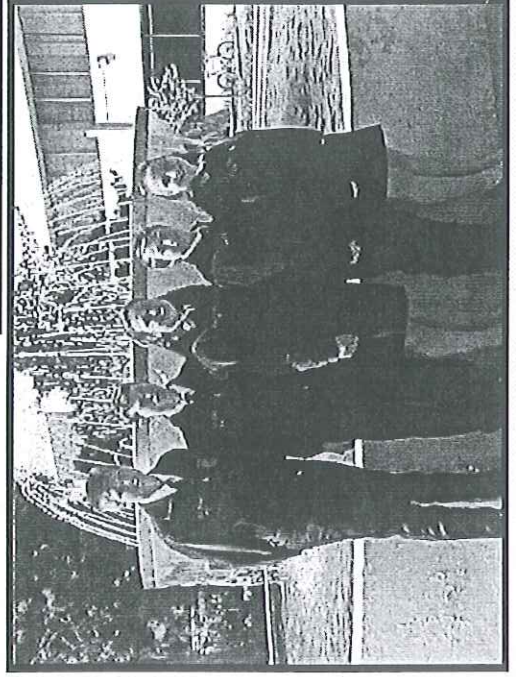
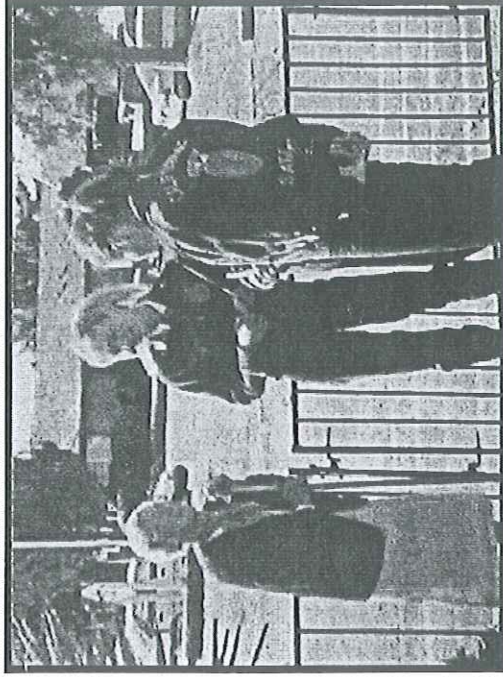
Transportation - to and from contests and events
Financing - Loans for projects

The above outline is only a brief sketch of opportunities available to the students. The student with support of their family can take advantage of these opportunities. By doing so your son/daughter will be able to graduate saying "I'm glad I did" instead of "I wish I would have."

The teachers of the Sanger Agriculture Department are always available for additional information please call 559-875-7121 Ext. 100

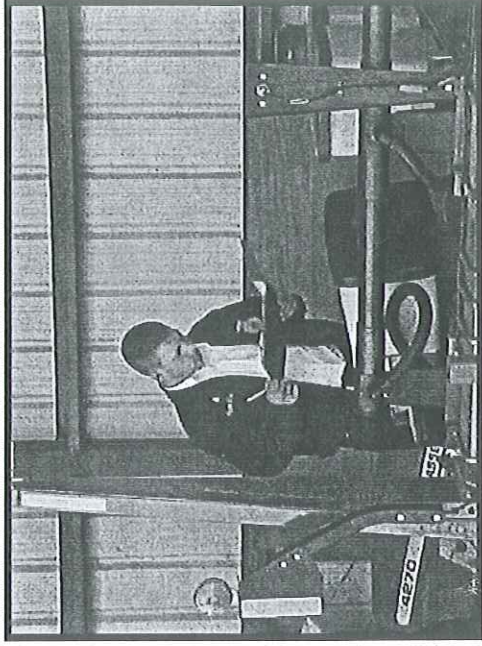
Sanger Future Farmers of America

- ✓ Judging and Competition teams
- ✓ Fund-raisers
- ✓ Community service
- ✓ Conferences



Judging and Competition teams

- ✓ Farm power
- ✓ Vine pruning
- ✓ Speaking
- ✓ Banking
- ✓ Farm records
- ✓ Cooperatives
- ✓ Best Informed
- Greenhand (BIG)
- ✓ Open/Close



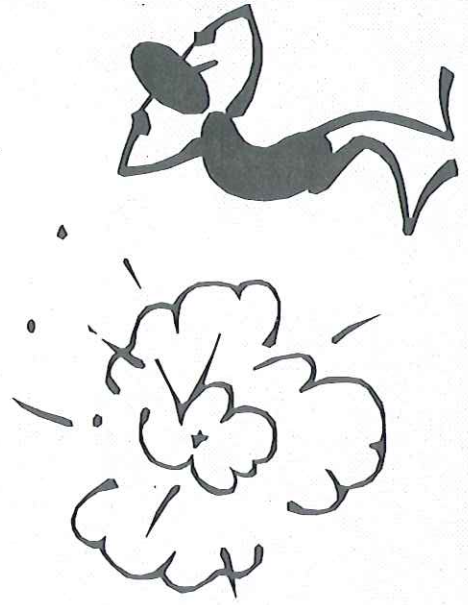
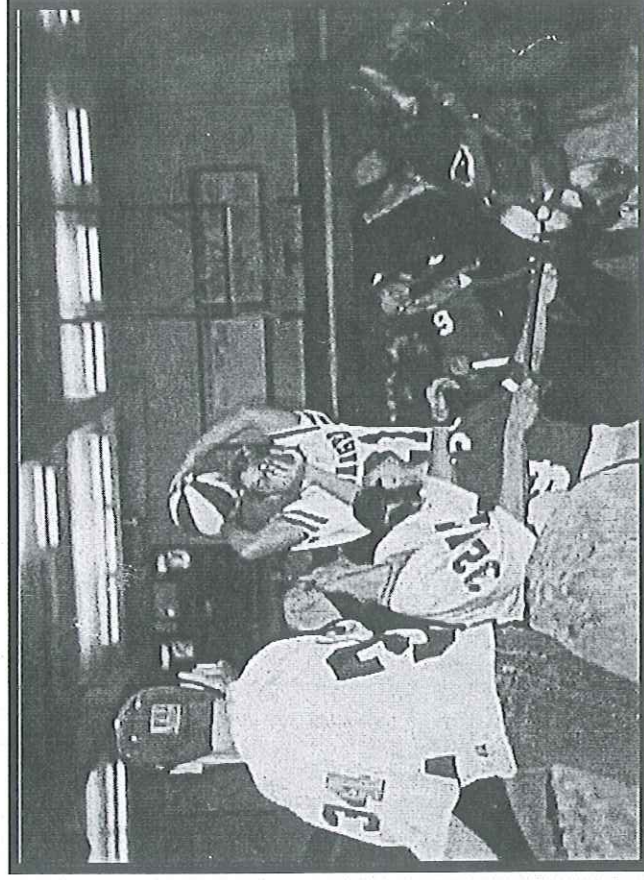
Fund-raisers

✓ Donkey Basketball

✓ Pizza sales

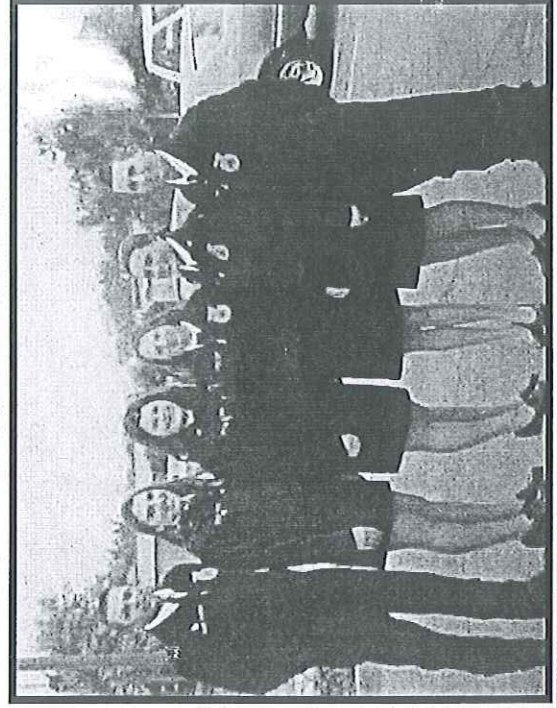
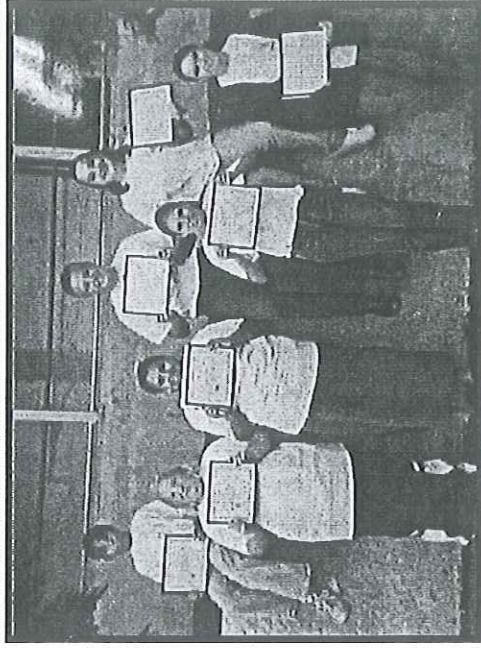
✓ Silent Auction and
raffle

✓ Fireworks Stand



Conferences

- ✓ Greenhand
- ✓ Made for Excellence
- ✓ Advanced Leadership
- ✓ Hanford Officer
Conference
- ✓ Sectional Conference
- ✓ Regional Conference
- ✓ State Convention
- ✓ National Convention



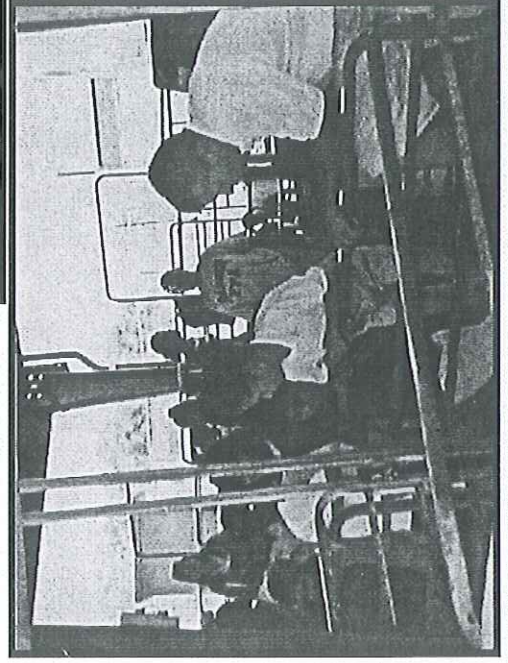
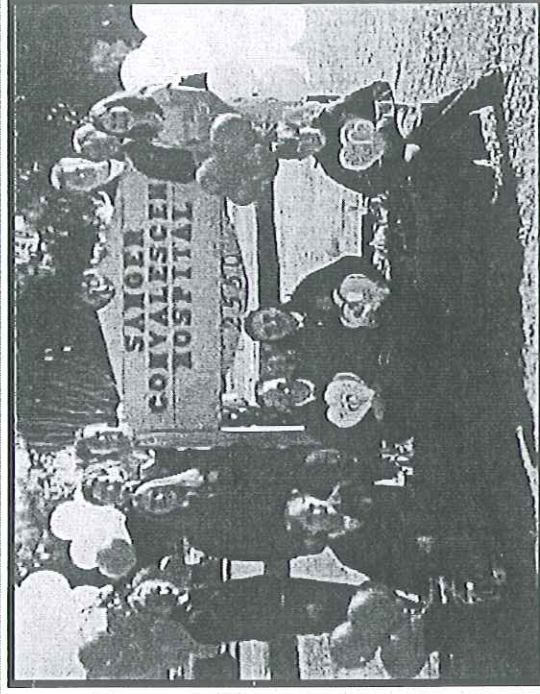
Community Service

✓ Donations to Sanger
Outreach

✓ Can food drive

✓ Convalescent Home
visits

✓ Ag Literacy



U.
Staff In-Service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 13-14 School Sanger High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Bonomi	Ravy	Herron	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X		
Spring Region Meeting	X	X		
Section In-service*	X	X		
Section In-service*		X		
Section In-service*		X		
Section In-service*				
Summer Conference				
University AgEd Skills Week				
Professional Development **	X	X	X	

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 ROP Inservice Fall Meeting - Bonomi/Ravy

2 ROP Spring Joint Advisory Meeting - Bonomi/Ravy

3 Fresno County Science PLC Conference - Bonomi 2 Days

4 Advanced TIG Welding Workshop - Ravy 1 Day

5 Job Shadowing - Production Services Machine Shop - Ravy 2 Days

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 2011 School Sanger High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Bonomi	Ravy	Herron	
Fall Region Meeting		X		
Region In-service Day		X		
Spring Region Meeting	X	X		
Section In-service*	X	X		
Section In-service*	X	X		
Section In-service*		X		
Section In-service*				
Summer Conference		X		
University AgEd Skills Week				
Professional Development **	XX	XX		

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 ROP Fall Inservice Ravy and Bonomi

2 Exemplary Practices in Education Conference -Ravy

3 Spring Joint Advisory- ROP Ravy

4 Floral ROP Inservice-Bonomi

5

Incentive Grant In-service Activities Documentation

Criteria

4.B

Based on previous year's record, every agriculture, teacher at least 1/2 time agriculture, attends a minimum of four of the following professional development activities.

Event	Teacher: Bonomi	Teacher: Herron	Teacher: Martinez
Fall Regional Meeting	X	X	X
Regional In-service Day	X		
Spring Regional Meeting	X		X
Sectional In-service-Scicon	X		
Fall CATA Meeting			
Sectional In-service-Laton	X		
Recordbook Scoring			
Sectional In-service-Kingsburg	X	X	
Recordbook Scoring			
Sectional In-service-Kingsburg	X		
Spring CATA Meeting			
Sectional In-Service	X	X	
American Degree Scoring			
University Ag Ed Skills			X
Summer Conference		X	
Professional Development			
1. VOC ED Perkins Writing			
2.			
3.			
4.			

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year 2010-2011 School Sanger High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Bonomi	Herron	Ravy	
Fall Region Meeting		X	X	
Region In-service Day				
Spring Region Meeting	X		X	
Section In-service*	X		X	
Section In-service*	X		X	
Section In-service*	X			
Section In-service*	X			
Summer Conference				
University AgEd Skills Week				
Professional Development **	X		X	

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 VROP Agriculture Content Area Instructor Meeting- Bonomi and Ravy

2 Lincoln Electric Virtual Welding In Service- Ravy

3 Fall ROP In-Service Meeting Bonomi

4

5

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

2010-2011

School

Sanger High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Bonomi	Herron	Ravy	
Fall Region Meeting		X	X	
Region In-service Day				
Spring Region Meeting	X		X	
Section In-service*	X		X	
Section In-service*	X		X	
Section In-service*	X			
Section In-service*	X			
Section In-service*	X			
Summer Conference				
University AgEd Skills Week				
Professional Development **	X		X	

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 VR0P Agriculture Content Area Instructor Meeting- Bonomi and Ravy

2 Lincoln Electric Virtual Welding In Service- Ravy

3 Fall ROP In-Service Meeting Bonomi

4

5

V.
Staff Minutes

AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 8/13/2012

In Attendance: called to order 1:00pm Audrey and Greg

In Attendance. Adjourned 4:00pm Re opened mtg 8:40am
w/ Audrey + Greg in Attendance. 8/14/20

Activities for the Week: w/ Audrey + Greg in Attendance.

Monday: Norms reviewed, as Mon 3:15pm not good,
members decided to move mtgs ^{possibly to or well} Tues 3:15pm on Tutorial weeks

Tuesday: Some wording has been changed/updated.
Dept Goals Updated, see Attached.

Wednesday: Teacher Responsibilities Revised, see Attached
~~Record Book~~ Calendar items discussed +

Thursday: final version will be available 8/17/2012
Budget approved w/ minor changes.

Friday: All Department members to submit updated inventory
by 8/30/2012. Five year plan updated, see Attached.

Saturday: FFA officer team + Activities were discussed. POT will be finalized last
Summer mtg (8/14/2012 7:00pm) Next Advisory Mtg Oct. 17 in RM 1001 5pm. SAE projects

Sunday: discussed, Dept. Members agreed that Market Livestock projects will require
Fundraisers for the year have been discussed and are on updated calendar. Car wash Kickoff
Intro Classes discussed. Must include CA Ag, FFA, SAE, Record Book (Anits and encourage 8/17.

Important Dates During the Month:

9/29/2012-GALA 8/16 1st day 8/17 Car wash Kickoff 8/25 Car wash
8/30 Ice Cream Social

Vehicle Needs for the Coming Week:

Ray to Use truck for Recycling Run this week

Project Visitations Made (prior week):

All Swine visits made wed-Fri 8/8-8/10

Informational Items for Departmental Consideration:

Ray to Make
Initiation form for
begin of Month

Previous year's sheets
& Blank sheets
for inventory included
in Agenda Pkt.

continue
on
Back

Intro Classes Continued -

... encourage Active participation in FFA activities + SAE -
to ensure the success of Sanger Agriculture Program

This includes Floral I, Ag Mechanics (Intro I.) and Intro to Ag Science.

Harvest Gala Parent meeting will be held 8/22/2012 from 6pm-7pm
Following mtgs will be held Sept. 5, Sept 19. Department
members are to ~~also~~ encourage parents to help, acquire
donation items. Gala is Sat. Sept. 29th

Chapter Activities Checklist Discussed - 13 items were
met, 12 is minimum required. Next year (2012-2013) ²¹Anticipated
for completion.



Department Meeting Minutes for Monday, August 29, 2011

Called to order 3:16PM with all members in attendance.

In old business, the FFA car wash and the information from curriculum council were discussed.

The car wash on Aug 27 brought in about \$960. It was discussed that food for the students (hot dogs/etc) should be provided next year, more advertising in town, bigger signs, and possibly putting an ad online as well.

Curriculum council information and handouts were distributed to members.

In New business;

FFA shirt orders are to be turned in to Audrey on Fri, 9/2.

The welcome back meeting scheduled for 9/1 will be held at 3:30 in 1001, we will need to borrow chairs from MPR and finish clearing the shop floor.

Grape Bowl;

No hogs will be attending, Dairy goats to go 1st, then Boer Goats, Sheep, and Peewee showmanship. Audrey will p/u awards. We will ask Lucy to use the coffee pot, Tony will get donuts for snacks.

Greg will invite Admin.

We need to tell our students about the parent meeting scheduled for wed 8/31 @ 6PM for the dinner fundraiser.

Audrey and Greg will be attending COLC and the CATA meeting Friday 9/16. Audrey will take the officers on Sat 9/17.

The shop workday on Sat, 9/17 will be held from 9-2 and will address safety/organization/machines.

A set of chapter jackets have been ordered.

The meeting was adjourned at 5:00PM

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Wood for Boxes - PO - Reeder

Bins - Look
around

Plants for area - Belmont - patio
pergella

- stone/cement

Grass eg sod

sprinkler supplies - ~~Drill~~ hose?
pencil

Travel walkway - Santa Fe

border boards -

Weed cloth - ? snapper

-
- have Bricks -
Do patio -
 - Grape Stakes

Check Costco
weed cloth

Sanger High School Agriculture Department Meeting
June 7, 2010

I Minutes

II. Old Business

III. New Business

A. Advisory Meeting- 6-9-10 at 3:05 in 1000 — 500:58

B. Farm Projects

C. Summer Conference — regional meetings —

D. Summer Meeting/Officers — July 22 - June 28 + July 7 -

E. Summer Calendar/Retreat

April 3-5
August

F. Other Business

Agenda

Dinner =

Date

Where

Details =

Theme =

Donation - name

Ticket - w/ target size

Food =

money

- Booster Club account
Haylen Treasurer -

Transformer
- C# - too much

Rabbies Place

150 people price

Sanger High School Agriculture Department
Department Meeting
August 16, 2010

I. Welcome

II. Old Business

- a. Summer Meeting ✓ -
- b. Retreat →
- c. Farm → - Aug 28 Fri Post Thurs 26
hole Sat 28

III. New Business

- a. ROA Signed 4th -
- b. Duties 2010-2011 School Year 8:15-30 Room - 8010
- c. Department Mtg every Mon @ 3:30 - Planning Meeting to follow or reschedule
- d. Budgets
- e. PO's Nasco Fair, Nursery ✓
- f. Conferences/CATA →
- g. Newspaper Publications ← Call heard - 2 showing.
- h. Harvest Gala ← Sept 25, 2010
- i. Update Website - calendar
- j. Fair Meeting - 8-16-1000:00.....

K. Greenhand Conference ✓

- Dry Yearling
1st place
- Best milker
- Ribbons/
certs
1-3 rd

Black Spray
A1 sharp PD



**Sanger High School
Agriculture Department**
1045 Bethel Avenue Sanger, California 93657
Phone (559) 875-7121 Fax (559) 875-5721



To: Daniel Chacon, Principal
Leo Castillo, Assistant Principal
Deborah Marvin, VROP Director

From: Audrey Bonomi, Agriculture Department Chair

Date: August 10, 2010

RE: July and August FFA Advisors Report

Summer has come and gone and the FFA has been busy. We have over 35 students with market projects for the Big Fresno Fair, and the SHS students are exciting and thriving with their SAE development. The market animals have had practice every Monday and Thursday all summer. The students are learning about the health, care, feeding and management of their project. They have also been working on marketing of their project and preparing for the show by fitting, clipping, exercising and training their animal. We also had a summer FFA meeting with over 75 in attendance, we had an FFA informational meeting, BBQ summer potluck and waterslides, bounce house and games for all. It was a good way to meet the parents, and for the students interact with new and returning members.

One of our major improvements over the summer has been the farm improvements. We were fortunate enough to have so much support in making major changes and improvements in our farm lab facility. Community members, administration and students have really reached out to help make our farm one that Sanger High School can be proud of. We have plans for a raised bed vegetable area, tree fruit and vine area and a landscaped area that will encompass many different types of gardens and flower bed areas. Additionally, the galvanized pipe that was purchased at the end of the school year is being welded into panels for a high quality, everlasting fence for the pasture. The ag mechanics students and Mr. Ravy are working on putting these together along with community members to assist. Our goal is to have them all complete by December 2010, and the orchard planted by February 2011.

Finally, we have also been planning a our 1st Annual Harvest Gala with the FFA and Sanger Agriculturists For Education Boosters. The date for the event is September 25, at Arek's Village Ranch in Del Rey. It is a beautiful place and will be a fun, social event with lots of great food. Please mark your calendar in hope that you can attend.

We are looking forward to a busy and exciting year and hope we will see at some of the future events.

August 2-4	FFA Officer Retreat, Dinkey Creek
August 7	FFA Car Wash 8am-4pm
August 9	Fresno Fair SheepTag 7am-10am & Livestock Buyers letter workshop
August 11	Harvest Gala Fundraiser Meeting 6-7pm Room 1000
August 16	Fresno Fair Meeting at Fairgrounds 7pm
August 21	Market Goat, Sheep and Swine Practice 8am-9:30am
August 25	Market Animal Practice and Parent Fair Meeting 6-7:30pm
August 28	Market Animal Practice 8am-9:30am

Team Norms

1. **TIME:** We will meet every Monday after school. We will alternate between short and long meetings. Long meetings will be held from 3:15-4:00 and short meetings will be held from 3-15-3:30. First long meeting will be 8-24-09 in 1001. In order to respect everyone's time, we will start and end all meetings on time, unless agreed upon before hand.

2. **Listening:** We will at all times be considerate when a member is talking. We will stick to the agenda when conducting the meeting. The Agenda will always contain an "other" category for concerns. We must come in and always place the department goals and the students before our own personal beliefs and/or agendas.

3. **Confidentiality:** Meeting will be open to others as needed. For example Mr. Arnold to discuss scheduling issues. We will only discuss issues with others those things the department has agreed upon. We will not go behind each other's back and undermine the department.

4. **Decision Making:** Decisions will be made by what is best for kids and the department goals. Decisions will be made by consensus. Disagreements/conflicts will be done openly and respectfully. We can agree to disagree.

5. **Participation:** We will participate professionally. It is up to everyone to encourage each other to participate. All members must be present and on time for all meetings.

6. **Expectations:** Everyone is expected to be cordial, respectful and cordial. We must all act as professionals. If we do not agree with something then proper chain of command must be followed:

1. Discuss it in a department meeting.
2. Department head bring it to the AP.
3. Take it to the AP.
4. Take it to the principal.
5. Take it to the HR.

Sanger Agriculture Department Meeting Minutes

Date: July 8, 2009

Present: Leo Castillo, Audrey Bonomi, Greg Ravey, Tony Herron

Meeting called to order at 9:07 am. Introductions were made by each staff member. Leo Castillo directed the department in developing departmental norms. Lists of norms were made by discussion and consensus in the department. Mondays will be department meetings in addition to the department meetings set by Sanger High School. They will begin August 24, at 3:15 pm-4:00pm. Every other Monday they will be at 3:15pm-3:30pm. Audrey Bonomi was announced as department chair by Leo Castillo. All members of the department were given an inventory sheet to complete for areas of responsibility, regarding livestock, technology, books and equipment. The date to complete inventory will be August 24 to Leo Castillo.. Audrey Bonomi was designated to develop a plan for vehicle check-out and maintenance for all members to follow. A list of FFA and Departmental responsibilities was given and members of the department are to add or make recommendations to the list for responsibilities. At a department meeting it will then be decided the individual teacher responsibilities. Operating procedures will be discussed at a later time. No members of the department discussed any purchases needed to be made at this time. Tony Herron indicated he would use his line item account if he needed any supplies. There was discussion about the FFA officer retreat. It was decided that Audrey Bonomi would look into retreat possibilities overnight and daily retreat options and close driving distance as well as traveling distances. Tony Herron will be contacted by phone regarding the retreat. Audrey Bonomi and Greg Ravey are free to meet as needed. Meeting was adjourned at 10:23am.

Respectfully Submitted,


Audrey Bonomi



Sanger High School
Agriculture Department
1045 Bethel Avenue Sanger, California 93657
Phone (559) 875-7121 Fax (559) 875-5721



The Sanger Agriculture Department held a meeting on July 29, 2009. The meeting was called to order at 9:10am in room 1000. Members of the department present were Audrey Bonomi, Greg Ravy and Tony Herron.

Audrey Bonomi will be taking and writing minutes for each meeting. Each member was asked and replied "yes" to receiving a copy of the previous minutes written by Leo Castillo. Audrey read over the norms that were decided on the July 8, 2009 department meeting.

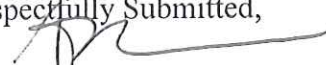
Old business discussed was the officer retreat. The location is at Dinkey Creek camp site. Audrey Bonomi and Greg Ravy will be attending the officer retreat; Tony Herron said he will be attending a conference. Audrey Bonomi gave information about the retreat such as officer binders, the planning agenda and the leadership workshops. Greg Ravy and Audrey Bonomi will be working on the leadership workshops at a later time. Tony Herron was asked if he wanted to make recommendations.

As a department the truck usage policy was read, minor changes were recommended by Greg Ravy. Members were asked to review the policy, make recommendations and review it at the next department meeting. Leo Castillo has been given the document to read over for additions and changes Truck usage for the 2009-2010 school year can be emailed or written out and given to Audrey Bonomi by August 21 and they will then be posted and then distributed to the department and administration. Other dates can be emailed or written down and added later. The responsibilities in the ag department will be discussed at the next meeting.

Dept. chair issued a sample yearly budget that was blank. The department members are to make recommendations of projected expenditures for the year by August 24. If there was anything anyone needed prior to the start of school to email and inform Audrey Bonomi as soon as possible. A sample budget journal was passed out to members of the department to show expenses and account that that it will be deducted from. The account analysis for FFA and Floral were passed out and balances were stated.

Dept. chair asked if there was any other business that other members needed to discuss. Greg Ravy asked to use the truck on 7/29/09 to make a connection with local businesses regarding engines for his advanced engines class. Greg Ravy asked for suggestions on places to go in the area. Audrey Bonomi discussed the connections with the Tweedy family and the contacts they have. Tony Herron suggested to Greg Ravy about having uniform engines and ROP purchasing new books. Greg Ravy also discussed the supplies, books and computers in all of the storage rooms. Greg stated that there was technology in all store rooms. Dept. chair then decided that all the technology, supplies and equipment all needs to be organized for the inventory and for the storage of tools and equipment. Greg Ravy asked Tony Herron when he will be transitioning into his new work space. There was discussion about the office space. Audrey Bonomi responded that the office issue needed to be discussed with administration. Tony Herron left the meeting at 9:48 am. Greg Ravy and Audrey Bonomi continued to finish the discussion on the shops, storage area, available engines and class size. The next meeting was going to be SHS set meeting during teacher workdays. After that the next meeting will be August 24 at 3:15pm in room 1000. The meeting was adjourned at 10:10am.

Respectfully Submitted,


Audrey Bonomi

Department Meeting Minutes for Monday, August 17

Our Meeting was called to order at 1:06PM

We reviewed the minutes from previous meeting and they were accepted at 1:12PM with the amendments suggested by members.

The department Norms and Expectations were reviewed.

Our next item was a reflection on the Officer Retreat from August 3, 2009. Recommendations for separating out officer work/business session days and leadership/teambuilding activities were made. Other recommendations were adding 1/2 to 1 day more and better food purchasing estimates for next year.

The calendar for the 2009-2010 school year was discussed. Suggestions were made to investigate the possibility of inviting the 4-H for next year's Annual Grape Bowl Livestock Show. The date for this year's Grape Bowl was set for Sept. 12, 8:00AM. Show classes and awards to be discussed next meeting; Audrey will get the awards for all classes. Restroom Break taken @ 1:35PM and meeting officially adjourned due to recording w/out consent.

Tony left @ 1:52 for his assigned Science PLC meeting at the same time as Leo arrived. Leo explained to remaining members that if a meeting is to be recorded, all parties must first give consent. Leo advised that the meeting should resume with the agenda as planned with the two remaining department members present. The agenda was re-prioritized for the next meeting, scheduled for August 19, 10:45AM.

Department Meeting

August 19, 2009

- I. Minutes of the previous meeting
- II. Review Norms
- III. Old Business
 - a. Calendar
 - b. Dates of truck usage for Calendar please give by Aug 21
 - c. Any projected expenses for year please give to be by Aug 21
- IV. New Business
 - a. Ag Department Responsibilities
 - b. Advisory Committee
 - c. Program Plan-5 year Plan
 - d. Other Business

Department Meeting Minutes for Wednesday, August 19

Our Meeting was called to order at 11:20AM with Leo in attendance.

Discussion of previous meeting's minutes concluded in the detail of the minutes being limited to relevant items.

We immediately skipped initial agenda items to begin the Department Responsibilities Assignments. We discussed and assigned responsibilities for activities and functions through the month of December, 2009 planned activities. The 5 year plan, Budget, Advisory Committee members were quickly discussed and the meeting adjourned at 12:25.

Department Meeting
August 24, 2009

I. Minutes Previous Meeting

II. Old Business

a. Ag Teacher Responsibilities

III. New Business

a. Welcome Back BBQ

b. Grape Bowl

.c. Data Sheets

d. 5 year Plan

e. Budget

f. Ag Truck Dates

VI. Other Business

Department Meeting Minutes for Monday, August 24

Our Meeting was called to order at 3:24PM.

We began by discussing the issue of time and the necessity to use our meeting time as efficiently as possible. We then proceeded to finish our Department responsibility list. All Department functions, activities and operations now have their appropriate responsibilities assigned. Our next order of business was a discussion on the future of the department and ways that we can direct Sanger High Agriculture for future growth including class offerings, budget items, possible ideas for the five year acquisition plan and a discussion of the upcoming activities. We adjourned the meeting at approximately 4:50PM.

Department Meeting Minutes for Monday, August 31

Our Meeting was called to order at 3:25PM.

We began by discussing the department responsibilities sheet and Greg and Audrey agreed to sign it. Audrey then gave a brief report on the curriculum council meeting she had attended. She let the members know that the Ag Department Program of Activities was at the Print shop and would be done by Sept 8th. Members were also informed that all show supply orders must be in by the next meeting, scheduled for Tuesday the 8th. Other Fair related items discussed included the sheep, goat, and hog clippers being sharpened and having some kind of board up for each species.

The Club rush was brought up as the next item and ideas were passed around for what to do at the booth. Recommendations for a display board and brochure were made, Audrey will get the supplies for the display, and Greg will finish the Department outline already started. Audrey showed us the proposed Sanger chapter shirt design and a probable price list.

We then discussed the Upcoming officer meeting items, additional meetings prior to the welcome back barbecue, and the upcoming BBQ itself. Recommendations were made to ask officers and volunteers to stay after school on the days before the barbecue.

The Goat and Rabbit project budgets were next to be discussed. The paper budget explained that approximately \$4900 would be necessary to keep the dairy goat and rabbit projects operating, but Tony said it could be done for only \$3000 if it had to. Audrey offered \$1000 from the department budget and the \$500 classroom budget from Ag Bio for now to keep the program, but offered to re-visit the budget as items are purchased and money can be saved or re-allocated throughout the next few months. Fundraising and seeking a sponsor were also recommended.

The meeting was adjourned at approximately 3:53PM.

Agriculture Department Meeting
Agenda
August 31, 2009

- I. Minutes and Approval
II. Old Business
 a. Dept Responsibilities
 b.
III. New Business
 a. Curriculum Council Meeting
 b. POA
 c. Fair
 1. Nasco Order next meeting Sept 8 - 315
 2. Clippers - 200\$
 3. Display → supplies - for display
 4. Supplies Needed -
 d. Club Rush/Display Boards - (FFA/SAE/classroom)
 e. Officer/Chapter Shirts -
 f. Welcome Back BBQ -
IV. Other Business Adjourned 353

- PIC meeting
- agenda
next meeting
Thurs 315

- Data Sheets
- 5yr Plan

Stay after signs
Club Rush Boards
Activity - Wed
Pride Award
Wed Another
meeting
Thursday

Wed - Sept 9 - pm -
Set up - tables
Chairs

< Team Scavenger hunt

* FFA Pride
Award

PA
tables
chairs
Display

Organizing Greg

Agenda
September 8, 2009

- 1. Welcome Back BBQ ♦
- 2. Drive Thru BBQ ♦ Oct 3, 200
- 3. Sectional Activity Night - Sep 23 - 5pm -
- 4. Data Sheets -> -Gullbas -
- 5. Back to School Night -
- 6. Sanger Nursery receipts
- 7. Nasco Order-
- 8. FFA Jacket order- Sept. 11
- 9. FFA Shirts order-Sept 17
- 10. PLE Awards Friday

Sanger High Agriculture Department
September 14, 2009

I. Minutes

II. Norms

III. Old Business

FFA BBQ

Grape Bowl

Curriculum Council

IV. New Business

COLC

Activity Nite

Drive Thru BBQ

Open House

Observations

Non-Ag Students in FFA

Ag truck Uses.

V. Other Business

Department Meeting Minutes for Monday, September 14

Our Meeting was called to order at 3:16PM with only two members in attendance. The previous meeting's minutes not being received in the email was discussed. Greg will re-send. The Barbecue was reviewed and suggestions were made to advertise better (announcements, flyers, etc.) to have door prizes, to try for more parents, and to have one of the guidance counselors in attendance. Having an administrator say some welcoming remarks was also discussed.

Grape bowl was reflected upon next. The goals for next year are to include more parents and more kids. Start a little later (9:00am) and have set times for each species (better scheduling.) Barbecuing and inviting the local 4h chapter were some other suggestions. It was also discussed that all students wear uniform colors and keep up professional behavior.

The curriculum council meeting was discussed. The Ag teachers should go to meet with and inform the guidance counselors about the program after winter break. Back to school night is tonight, and all department teachers need to be ready with syllabus, etc. Mr. Johnson from the district is coming on the 17th to walk through some classrooms and see how Sanger High is doing with the EDI suggestions from last year.

In discussing new business, COLC is approaching and the officer team needs to have some kind of presentation prepared for Friday night, will be discussed at the officer meeting tomorrow. Activity Night is next wed, the 23rd, all department teachers need to have an idea of how many students plan to attend. A final count for the T shirt order was requested to be turned in by Friday the 18th. Drive through BBQ was discussed, flyers will be posted around town, chapter reporter will call local news, put announcement into apache notes.

The walkthrough observations by Mr. Castillo were discussed, department teachers need to prepare for a full EDI lesson on NEW material for a formal observation. It was mentioned that all students planning to show animals must be enrolled in an Ag class and be Paid FFA members. A 7th period class was discussed for those students who cannot get into an ag class at this time but still want to show an animal.

Greg is going to use the Ag truck on Wed to get steel, Friday and Saturday to take students to COLC. Possibly need to use it for a trip to Fresno Oxygen and to pick up some more engines.

The PLC meeting for Ag will be Wed. AM during the PLC time given.

Meeting was adjourned at 4:30PM

Sanger High School
Ag Department Meeting
September 21, 2009

I. Minutes of the Previous Meeting

II. Old Business

a. COLC

b. Sectional CATA Meeting

III. New Business

a. Blackbeards

b. Drive thru BBQ

c. Fair

d. FFA Shirts

e. Program Plan-Need Syllabus

IV. Other Business

Department Meeting Minutes for Monday, September 21

Our Meeting was called to order at 3:17 PM with all three members in attendance. The COLC was discussed. The information from the CATA meeting was discussed, our upcoming Incentive Grant Review was mentioned.

In new business, we began by talking about Blackbeard's night and the number of students potentially signed up. Because of the cost of the 2nd bus, we all need to make sure that the students who signed up follow through.

Because the Drive through BBQ is coming up, we need to begin counting the tickets sold, make sure the flyers are all posted in local businesses, and that our chapter officers make some other kind of advertisement. Tony suggested that for the Barbecue, I find a shady spot to do the cooking and make sure to start the coals in plenty of time.

Our next topic was the Fair. Audrey wanted to make sure that all department members had created absences and gotten subs. Reminders about the required display boards and ear tags were made.

It was announced that the FFA chapter shirts were ordered and that students would need to pay ASAP

Because of the upcoming review and the updating of the Sanger High Agriculture Department Program Plan, Syllabus's from all Ag classes will be needed ASAP. Greg will submit his after the meeting, Tony will submit his soon.

We discussed the Banking contest scheduled for December 5. Greg was told to look at the coop section of the curricular code and call for old banking tests when he develops this year's test.

The feasibility of feeding the pigs some of the goat milk was discussed and the result was that if there was a container to put it in, Tony would make sure that some of the waste milk would be available to the pigs as a supplemental feed.

The use of the Ag truck to take projects to the fair was announced for the 28th and 29th of September.

Concerns about the current and next year's budget were voiced.

A discussion of running a 7th period class to keep a student in Agriculture who may only be enrolled for a semester followed. The main concern is that the students who will be taking Ag Sci 1 next year will only be in Ag for the particular semester they are in the class. To make this work, Ag Sci 1 MUST be run both semesters. All members were comfortable with the 7th period idea. We also discussed a possible name change for the Ag Sci 1 class to Intro to Ag and Mechanics.

We then had a lengthy discussion on the EDI policies of the school and how to plan the lessons for upcoming observations. Lessons need to be written very specifically, but can be planned to take 3-5

days. Separation of the sequence by day 1, day 2, and so on will help administrators understand what they are observing. Guided practice needs to have a teacher modeling for the students component while independent practice must be done by the student. CFU's should be incorporated for EACH slide in a Powerpoint or each point in a demonstration. "We will" should begin each Learning objective. Must be written on the board so that students can Read it, said aloud by the students, and written by the students on their notes, assignment sheet or somewhere else. Relate items throughout the lesson to the learning objective.

Meeting was adjourned at 5:04PM

Sanger High School Agriculture Department
Ag Department Meeting
September 28, 2009

I. Minutes of the pervious meeting

II. Old Business

a. Blackbeards

III. New Business -

a. Drive Thru BBQ -

b. Food List /

c. Supplies P/U /

IV. Other Business →

Department Meeting Minutes for Monday, September 28

Our Meeting was called to order at 3:16 PM with only Audrey and Greg in attendance. After reading the minutes of the previous meeting, old business was discussed.

The Blackbeard's trip worked out great. Taking 150 students and having all 3 advisors go seemed to bring many of the kids together who normally would not have hung out. Other than making sure we have all of the money before letting students board the bus, no changes were suggested for next year.

In new business, The arrangements for the Drive Through Barbecue were discussed. Greg will pick up the meat and supplies, get firewood, and get the containers, dressing cups, green beans, and rice. Audrey is to pick up the bread and rolls, the salad, and any incidentals. All advisors are to be encouraging ticket sales and counting the number sold to be able to pick up the correct amount of food for the event. Friday is the day set for food and supply pickup.

The Money given to the Sanger FFA swine exhibitors was deposited in the FFA account.

Discussion of a day to build the Fair display boards settled on October 10. All students showing animals will be notified.

Meeting was adjourned at 3:51PM

Agriculture Department Meeting
October 5, 2009

I. Old Business

Drive Thru BBQ-Results and profit 463-

II. New Business

Fresno Fair -

Hobbs Grove FFA meeting - 670665-28

Incentive Grant Review-October 29 -

Recordbooks -

III. Other Business

Flyer - cost Hobbs
Grove
- Fall Banquet -

Department Meeting Minutes for Monday, October 5

Our Meeting was called to order at 3:15 PM with only Audrey and Greg in attendance.

The Old Business Discussed was the Drive Thru Barbecue. We had about 150 meals served at a profit of \$463. Suggestions made for next time were shopping around to save costs on meat and supplies, and better advertising/stronger effort in ticket sales. Also, it was mentioned that it should be kept as consistent as possible; have it about the same time EACH year.

The New business discussed began with the Fresno Fair. The Snacks and food were discussed. It was decided to Freeze the left over tri-tips and use them to make a lunch for one day at the fair. Peanut Butter and Jelly, misc crackers and other snacks were also suggested. The Snacks would need to be kept in a container and Ice chest in the food tent.

The next item of business was the Hobbs Grove FFA meeting. As it is scheduled for Oct 28th, a flyer for the meeting must be created, and a count of students must be tallied so that appropriate transportation can be arranged.

The Upcoming Incentive Grant Review was re-visited. All Record books for current students should be in plastic storage boxes or milk crates by period, all Record Books for 2nd year and higher continuing students must be available.

The other business discussed was the cleaning up of the Green house tables and outdoor planting tables. They will be wire wheeled/brushed, painted, and moved back into their places.

Meeting was adjourned at 3:40PM

Sanger Agriculture Department
Meeting

October 19, 2009

3:16 pm-

I. Old Business

a. fair →

II. New Business

a. P/u Fair -

b. Hobbs Grove - 0.5 11:50 = call larey -

c. Greenhand Conference - Betruny Creed - mason
nashua Northrup - Charlie
Dixie

d. Incentive Grant Review - October 30/10am - Sub

III. Other Business

- Farm Clean-up
- Room Clean-ups
- Shop Clean-up

3 spots

Department Meeting Minutes for Monday, October 19

Our Meeting was called to order at 3:16 PM with only Audrey and Greg in attendance.

The Old Business Discussed was the Big Fresno Fair. Students did well, We will discuss next year's fair and exhibitors after the Fall Banquet.

New business began with the necessity to pick up the Jr. Exhibits projects from the fair. Greg will take the Ag Truck to do this

The Hobbs Grove Meeting will LEAVE Sanger High at 6:15PM, with the business portion of the meeting commencing at 5:30PM. Students will need to pay \$11.50, a discounted price.

There is room for seven students to attend the Greenhand Conference, scheduled for Tuesday, November 3. Greg is taking the students. So far selected students include Nahshon Northrip, Bethany Creed, and Charles Dixon.

The incentive Grant Review has been moved to October 30, at 10:00am. The shops must be cleaned on Thursday, 10/29/09. FFA signs should be hung up, Tables should be set into place, banquet items should be returned to the 1002 storage room.

Audrey asked if there were any students to help fix and move the metal Greenhouse tables. Greg volunteered some of his 5th period students to move them, 3rd period students to weld the legs back on two of them.

It was decided that ALL students who showed at the fair MUST attend a minimum of 1 ½ hours of Farm Cleanup time to be eligible to receive their checks.

Meeting was adjourned at 3:40PM

Sanger High Ag Department Meeting
October 26, 2009

- I. Minutes of Previous meeting
- II. Old Business
 - a. Other if needed
- III. New Business
 - a. Hobbs Grove FFA Meeting
 - b. Farm-Clean-up
 - c. AIG Review
 - d. Float Ideas
 - e. Greenhand Conference
 - f. Course Descriptions
 - g. Greenhand Banquet and Activities
 - h. Ag truck and Gas Cards
- IV. Other Business

Sanger High School Agriculture Department Meeting
November 2, 2009

I. Minutes

II. Old Business

- a. AIG Review
- b. Hobbs Grove
- c. FFA Meeting

III. New Business

- a. GH Conference
- b. GH Banquet
 - a. GH officers
 - b. Food
 - c. Awards
 - d. Script
 - e. Invitations
 - f. Decorations
- c. Float Idea
- d. Course Descriptions
- e. Grades/EDI
- f. Opening/Closing Contest
- g. Advisory Meeting

IV. Other Business

Department Meeting Minutes for November 2, 2009

Our Meeting began at 3:17PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, old business was discussed. The first topic of discussion was the Ag Incentive Grant Review. Overall, the review went fairly well, with Mr. Harris noting that the shops are progressing and that while our class sizes are somewhat large, we are looking to grow the department. Only the class size portion of the Grant will be affected by the review.

The Hobb's Grove Meeting was discussed next. From the feedback we have received from the students, the trip was a success. Next time we need to have a list of which students are on which bus and keep them to their assigned transport. Greg will work on an excel spreadsheet for trips to include student name, permission status, paid status, present @ departure, and present @ return.

The Business portion of the meeting was discussed next. It was suggested that the officers be reminded to be friendly to new members and to use the shop instead of the classroom for next time. The general impression was that the meeting went well. About 110 students attended the meeting.

New business discussed began with the Green Hand Conference. Greg is taking the 7 selected students tomorrow, leaving Sanger High at 7:15AM. It was discussed that he talk to the students about competing as this year's freshmen Opening/Closing contest team.

The next agenda item that was covered was the Green Hand Banquet, scheduled for Tuesday, November 10, 2009. It was suggested that we open the positions of Green Hand Officers to application. Green Hand Officers need to be selected before the Banquet, and they are to wear their uniform to the event. It was suggested that we cook tri tip as the meat for the meal. The Students will be recognized with the following rewards at this banquet: Green Hand Degrees, Chapter Degrees, Opening/Closing contest results, Fair Participation, and Outstanding Fair Exhibitors. The Officers are to work on the meeting and awards ceremony script at their officer meeting tomorrow. The Banquet invitations have been sent for address labels and should be mailed out to parents tomorrow afternoon. The decorations and setup for the meeting will also be discussed by the chapter officers tomorrow.

Discussion of the Float for the Annual Toyland Parade followed. At the business portion of the Hobb's Grove meeting, the chapter voted on the "Cowboy Christmas" theme, so the officers will be picking a layout and design so that supplies can be ordered by Thanksgiving Break.

Mr. Delano needs our revised course descriptions page as soon as possible, it was discussed that the new sheet should have the name change on the Ag 1 course from Ag Science 1 to Ag AMP (Animals, Mechanics, and Plants) along with the new description. Audrey will take the changes to Curriculum Counsel on Wed, Nov. 4. The other revisions are to include the removal of Ag 2 and Ag 4 from the sheet and the inclusion of the Vet Science 1 and 2, and the Small Gas Engines classes as they are not represented on the course offering page for Ag.

Both members present have gotten their grades in up to the most current graded assignment. Greg is going to meet with Leo to discuss his EDI observation this week.

The Opening/Closing contest was discussed next. We are hoping to take three teams to the contest, scheduled for Tues, Nov 10.

The possible dates for our Advisory Committee meeting were discussed, resulting in four possibilities; the evenings of November 9, 12, 19, and 30.

The Meeting was adjourned at 4:12PM

Sanger High Agriculture Department Meeting
November 9, 2009

I. Minutes Previous Meeting

II. Old Business

a. Greenhand Conference

b.

III. New Business

a. See's Candy

b. Greenhand Banquet Duties

c. Opening/Closing

d. Float

e. Pathways

f. Advisory Meeting

g. Officers

IV. Other Business

Ag Department minutes for the meeting of November 30, 2009

The meeting was called to order at 3:35PM, beginning later than normal due to a scheduling conflict that Greg notified the department head of during the last meeting. Only Greg and Audrey were in attendance at today's meeting. The meeting began with the discussion of the minutes from the previous meeting. Old business was discussed next. The Greenhand Banquet was a success. The following recommendations were made for next year's banquet. Because of the large number of students and parents that attended, more tables/seating will be needed for next year. It was suggested that the department continue providing the meat or main dish, but that we order less next year. It was also suggested to continue using Specialty Branded Products Inc. to order large quantities of meats or other major food items. Another suggestion was that all awards be organized alphabetically and in order of achievement to help streamline the presentation of awards to students. Moving the Officers' table and awards to the stage will also help the organization of the awards ceremony.

In new business, the Advisory Committee meeting scheduled for Dec. 2 was discussed. We will bring our Program Plan, Program of Activities, course pathways among other business materials. The Ag Incentive Grant Review was discussed next. Ken Harris' Report was received and contained both praise and suggestions for improvement. He recommended that the department submit a request for variance in the class size category as we are over the maximum class size requirements to receive that portion of the grant allocation. The next topic of discussion was the Preparation for the Toyland Parade float. After School on Tuesday, Audrey is going to pick up decorations and supplies, and preparations/construction will take place Wednesday- Friday after school. The float must be in position in the parade line by 9:00am on Sat, Dec. 5th.

In discussing the EFM B.I.G. and Banking Contest scheduled for Thursday, Dec. 3rd, it was decided that the Awards for BOTH contests be presented together at the conclusion of the contests. Results from both contests need to be brought to Room 1000 ASAP for a Sectional Officer to present. The next agenda item was the December FFA meeting. In preparation for the meeting, Audrey will bring the supplies for the snack, the arrangements, and the wreaths, and Greg will clear shop space, gather the necessary tools, and prepare the meat. Audrey will order the required greenery to arrive by Tuesday.

A reminder was given that ALL See's Candy orders and monies must be turned in by Friday, Dec. 4th to ensure the school order is placed in time for delivery before Christmas break. The last new business item was the upcoming Curriculum council meeting scheduled for Dec. 9th. Audrey will be submitting all of the changes and updates previously discussed to the council.

In other business, a group order for FFA jackets was discussed. It will be made soon, so all students wishing to purchase their FFA jacket will need to make a \$10.00 deposit and pay off the remainder of the cost of their uniform materials by the end of the school year to avoid the issuance of a fine card.

The meeting was adjourned at 4:40pm

Sanger Agricultural Department Advisory Committee Meeting

December 2, 2009

- I. Welcome
- II. Introductions
- III. Previous Minutes
- IV. Old Business
 - a. Safe Update
- V. New Business
 - a. Ag Department Update
 - b. Program Of Work
 - c. Program Plan
 - d. Courses and Pathways
 - e. Job Market/Labor Trends
 - f. Instructional Equipment/Materials
 - g. New Course Development
 - h. Articulation Agreements
 - i. Safe Update
- VI. Adjournment

Sanger Agriculture Department Meeting
December 8, 2009

Old Business

1. Regional Roadshow
2. Parade Float
3. Advisory Meeting
4. BIG/Banking Contest

New Business

1. Winter FFA Meeting
2. See's Candy Sales
3. Winter FFA Retreat
4. Finals
5. Course Offerings
6. Other Business

Ag Department minutes for the meeting of December 8, 2009

The meeting was called to order at 3:35PM with only Audrey and Greg in attendance. The members met at 3:15, but started the meeting after both Audrey and Greg helped 19 students to unload the trailer that was used for the Toyland Parade.

The old business discussed began with the regional roadshow. The general consensus was that the roadshow had gone well, and there were lots of good resources and great information. The parade float was also reflected on. Next year's float will need to have more students involved, but overall it was a success this year, winning first place and Judges Choice.

The first Advisory Committee meeting went well; there was positive feedback and members of the committee are anxious to help improve the program. They are looking forward to coming to see the shops and the school farm in January. There was some bad news about the BIG contest; because the team was not in official dress, only one member was, the team score will not count.

In new business, The Winter FFA meeting is tomorrow, and Greg is slicing the meat tonight in preparation. The officers are all ready for their short business session, and the supplies for the decorations are all ready. The see's candy order has been placed and will be arriving in time for students to take home and deliver before the holidays.

The winter Officer retreat destination has been chosen (Shaver Lake) and plans are being made for the one day trip.

The finals schedule was discussed and the classes will be 1,3,5 on Thursday and 2,4,6 on Friday. Audrey is going to take the newly revised course offering sheet to Curriculum Council tomorrow morning.

Seeing No other business, the meeting was adjourned at 4:12pm.

Sanger Agriculture Department Meeting
December 14, 2009

- I. Minutes
- II. Old Business
 - A. FFA Meeting-December
 - B. Minutes Advisory Committee
- III. New Business
 - A. State Degrees
 - B. Curriculum Council Meeting
 - C. Officer Winter Retreat
 - D. Proficiency App Workshop
 - E. Advisory Tour
 - F. Finals
 - G. Sees Sales
 - H. Other Business

- Jacklyn -
- Andrew - Prg ?
- Alicia
- Pedro - 2-37

Agriculture Department Meeting Agenda

January 11, 2010

I. Minutes

II. Old Business

III. New Business

- a. Farm Show
- b. SAFE Visit, *
- c. Field Days
- d. State Degree Scoring
- e. Speech Contest
- f. FFA Meeting
- g. Ag Truck Use

Small group 2 - Exhibitors

call Bill Tue / wed - follow up.
- snacks

FFA focus to decide P/U = snacks
Thursday

Other =

Davis

online - Alicia/Lacey Creed reshaw
Job Interview m. randa

- Call Bill
- Farm Show

- welding contest?

Sanger Ag Department Meeting Minutes for January 11, 2010

Our Meeting began at 3:17PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, new business was discussed as there was no pertinent old business. The first topic of discussion was the Farm Show Field trip to the Tulare World Ag Expo. Field trip permission slips would be passed out this week. Also, the assignment for students to do during the trip would be submitted for record this week. Students will complete an assignment that helps them interact with the exhibitors at the expo in a way that is complimentary to the curriculum.

The next item of business was the Ag Advisory Committee scheduled for Friday, Jan 15th, 2010. As our advisory committee has not visited Sanger High Ag Dept in a while, they will be coming around 2:30PM that Friday afternoon to get a refresher tour of the farm, classroom, and shop facilities. We will be providing a snack for them and the tour will begin at the school farm and move to the classroom and shops.

Our third business item was to discuss which FFA field days we needed to plan to attend and to make sure that the registration deadlines are met. It was decided that we would not make Arbuckle, but we would shoot for Chico for Greg and a few others pending a call back from Rob Thorsen about the Ag welding contest. Audrey is also waiting to hear on a couple field day dates.

Our next business item was the State degree scoring scheduled for Wed, Jan 13th in Laton. Greg will take any books that are complete to the scoring session, both Audrey and Greg will attend the scoring scheduled for Wed, Jan 27th.

Our next item of business was the Jan 20th Chapter FFA meeting. Plans are in the works for our Jan FFA meeting, and the officer team is making final decisions tomorrow at their officer meeting.

Our final item of business was some immediate Ag vehicle usage. Audrey is going to use the Ag truck and the aluminum gooseneck trailer on Tues, Jan 12 to pick up the sheep and bring them back to the school farm. Greg will be using the truck on Wed, Jan 13 to go to Laton for the State degree scoring.

The Meeting was adjourned at 4:12PM

Creed
Sign-up Conts

Sanger Agriculture Department Meeting January 21, 2010

I. Minutes of previous meeting

II. Old Business

A. Advisory Meeting -

1. Minutes - email tree

2. Layout - green paper - fence -
Road -
tables -

3. Plan for 2010 year - plan

march/April
before Spring break
5yr Plan

III. New Business

A. State Degrees/Proficiency/Recordbooks - Dillon

B. FFA Meeting - Andrew

C. FFA Activity Night -

D. Job Interview Manuscripts - 2 J. Hines 4 pm kingsburg -

E. Farm Show - 16f

PG - F. State Convention - pay put on for 1 day? pay put on of officers?

G. Testing Star Schedule -

H. Teams and Field Day Sign-ups - Ask classes VET

I. BOA Award Winner/Scholarship - Vets science -

J. Equipment/Supplies needed - tools, trips, steel, vet sci -

K. Recruitment - go - Sub -

L. Classes/EDI/Instruction A

M. Other Business -

Greg -

See James #

Email Adv minutes -

next week agenda

Trip Reg
State
Novice RBK

Agriculture Department Meeting
February 22, 2010

I. Minutes of Previous Meeting

II. Old Business

III. New Business

a. FFA Week

b. Donkey Basketball

c. Equipment Purchases

d. State Convention

e. March FFA meeting

f. CATA/ FFA Regional Meeting

g. State Degree Ceremony

h. Curriculum Council Meeting

i. Shop/Farm Area

j. Farm and Nutrition Day

k. Chapter Web Page

Agriculture Department Meeting
February 22, 2010

→ does not
know if going
to attend

→

I. Minutes of Previous Meeting

II. Old Business

III. New Business

a. FFA Week

b. Donkey Basketball

c. Equipment Purchases

d. State Convention

e. March FFA meeting

f. CATA/ FFA Regional Meeting

g. State Degree Ceremony

h. Curriculum Council Meeting

i. Shop/Farm Area

j. Farm and Nutrition Day

k. Chapter Web Page

→ web page
→ contacts

Can't serve anyone - everyone -

L. Other / misc.

Security Strike Plate -
for all external -
PODS

- 15% - duties -

- unsure about DBall -
NATA Befae

→ Hatchery
→ Smoke Pump
→ EVAC

Frito
at
nacho
notas
soda
water

Organization

mellissa - wood
call ad

iron worker
Greg lease opn
Audrey

call - Riders
call Jostine
snack bar

- 6:30 am - 2:30

2 Adv. ticket
Kids -

arguments

What to do
in area

walk around for
area

Greg want
to do it

Just camps

Leo →
Email
for

Department Meeting Minutes for Feb 22, 2010

Our Meeting began at 3:16PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, we moved directly into new business. The first topic of discussion was the FFA week activity. The officers have their games planned and are going to do the final planning at their executive meeting tomorrow at lunch. We will hope for sunny weather. Tony Arrived at 3:25pm and joined the meeting. We discussed donkey basketball next. Audrey let us know that the donkey basketball shirt order needs to be placed by Thursday afternoon so we need to let all of our students know about shirts before then. She gave each member the papers so students could sign up for shirts. We discussed the number of tickets and ads that have been sold and decided that we need to continue pushing both ticket and ad sales to make this fundraiser work. Tony said he may not attend the Donkey basketball event, so Greg has accepted responsibility of the Snack Bar. We still need an announcer for the event as well.

Our next business item was proposed equipment purchases for the farm and shop. Greg had two items to discuss for the welding shop; a new iron worker, and welding fume evacuators to comply with the upcoming EPA regulation change. We will consider other items for our next meeting. We then discussed the upcoming State FFA convention. We are finalizing our numbers and making sure all permission slips are filled out and signed as the deadline for registration is next week. Audrey and Greg will take students; Tony said he would not be able to make it.

Our March FFA meeting will have to be rescheduled due to the Elementary Early Release time creating a bussing conflict. We are looking at the possibility of having it on 3/10/10. The State Degree ceremony for our section is scheduled for March 16, 2010 at the Fresno Fair Grounds. We will need to bring some students to help serve/setup/clean.

Audrey reported on the last curriculum council meeting, explaining that the link crew group is hoping to offer an elective class for the students in Link crew for next year. She will report back to the department on what the council decides. We discussed a shop/farm area walkaround to develop planning and organizational ideas. Audrey and Greg will make the first walk around today after the meeting. Tony asked that his reptile cages be protected. Greg asked about some security strikeplates for the personnel doors in the shop areas to make the shops more secure.

Our next item of business was the Farm and Nutrition Day scheduled for 3-19-2010. Audrey is to call and find out about topic possibilities in Ag Mechanics. Greg and Students are to build a booth and design a simple activity/display. Greg will take a few students on the 19th.

Our last item of discussion was the Chapter Web Page. Students are to design the page with Advisors deciding on content. Items to be included are the Chapter Calendar, Permission Slips, Forms, Newsletter, Officer pictures and bio. Audrey will start with the contacts and basic information, and look at what we will need to do.

The Meeting was adjourned at 4:27PM

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The Meeting was adjourned at 4:27PM

Sanger Agriculture Department Meeting
March 1, 2010

I. Minutes of the Previous Meeting

II. Old Business

- a. Reschedule FFA Week
- b. Regional FFA Meeting

III. New Business

- a. Donkey BBALL-
 - 1. Concessions, set-up, Clean-up, ticket sales, door sales, signs, programs and ads
- b. Recruitment
- c. March FFA Meeting
- d. March Events
- e. Other Business

Department Meeting Minutes for March 1, 2010

Our Meeting began at 3:15PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, we moved directly into new business. We discussed the re-scheduling of FFA week activities as last week our planned lunchtime activity was rained out. If time permits in the next few weeks, we will do a 1 day lunchtime event; tie into a rally, lunch games, a booth, etc. Next year we will do something each day throughout the week with backup plans for rainy days. Possible activities will include the above plus teacher gifts, an FFA week activity calendar, and possibly the Teacher appreciation barbecue.

Next we discussed the Regional FFA meeting. Students had a very positive experience during the regional FFA meeting. They liked seeing fellow FFA members run for office. They particularly enjoyed voting for the new Regional officers and relevant FFA constitution issues. They also were happy to meet students from other schools. Some of our members are motivated to run for Sectional Office this year and Regional Office next year.

Our third item of business was the upcoming Donkey Basketball event, scheduled for Wednesday, March 3. Audrey will get the change for the cashbox and the snack bar items including the hot dogs, buns, chips, cheese, chili, and supplies, and the Tee shirts from the printer in Clovis. Greg will run the snack bar with students, prepare the food, and get all of the supplies ready including the roasting pans, serving utensils, etc. A parent is going to help with the at-the-door ticket sales at the ticket booth. Both Audrey and Greg will stay after the meeting to work with students to make Donkey Basketball signs.

Our next item of business was the upcoming 8th grade recruitment. Audrey will find out when SHS will visit 8th grade schools and both Audrey and Greg will find scheduling times to go for AG recruitment.

The March FFA meeting will not be on the 17th but will be re-scheduled with the officer team at the March 9 executive meeting. This meeting is to be run by the Freshmen officers with help from the chapter officer team.

We discussed our upcoming events for the month of March including Field days, National Ag Day, the State Degree Ceremony. For national Ag day, Greg will be making a presentation with Ag Equipment and taking 5 students. He will need to schedule a Substitute. For the State Degree Ceremony, we are finalizing our list of recipients and parents who will attend, and choosing the 5 students we need to bring for setup/cleanup crew.

In other Business, we have three fundraising projects coming up. Our See's Candy fundraiser for Apache Closet will begin tomorrow to raise funds for the Apache Closed Prom Dream Collection. The Floral Design classes will be doing a Sweet Pea Bouquet Project Fundraiser for Floral Club. Ag Mechanics students will all be welcome to participate in the Mother's Day Metal Rose fundraiser. All members will need to promote for these fundraisers.

With no further business, the meeting was adjourned at 4:15PM

Sanger High School Department Meeting

March 10, 2010

I. Minutes of previous meeting

II. Old Business

III. New Business

A. State Degree Ceremony

B. FFA Week

C. Donkey BBALL

D. Recruitment

E. Farm and Nutrition Day

F. Career Skills

G. Other Business

Department Meeting Minutes for March 1, 2010

Our Meeting began at 3:15PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, we moved directly into new business. We discussed the re-scheduling of FFA week activities as last week our planned lunchtime activity was rained out. If time permits in the next few weeks, we will do a 1 day lunchtime event; tie into a rally, lunch games, a booth, etc. Next year we will do something each day throughout the week with backup plans for rainy days. Possible activities will include the above plus teacher gifts, an FFA week activity calendar, and possibly the Teacher appreciation barbecue.

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With no further business, the meeting was adjourned at 4:15PM

Yes, Count me in as part of the Fresno County Farm and Nutrition Day 2010!

Presenter Form

I am interested in being a Farm and Nutrition Day Presenter on March 19 at the Fresno Fairgrounds.
Please sign me up and send information!

Name: Greg Ravy / Audrey Bonomi

Company: Sanger FFA

Address: 1045 Bethel City: Sanger State: Ca Zip: 93857

Telephone: 5598757121x1100 Cell phone: _____

Fax: 5598758848 Email address: gregory-ravy@sanger.k12.ca.us

The best way to reach me is by: ☐ Telephone ☒ Cell phone ☐ Fax ☒ Email

Presentation Description (Booth, Demonstration):

agricultural mechanics -
tools & equipment - identification
tractors -

Is this your first Farm and Nutrition Day? ☒ Yes ☐ No I participated last year: ☐ Yes ☐ No

For my presentation I will need: Number of tables: X
Water hookup: ☐ Yes ☐ No Electrical hookup: ☒ Yes ☐ No

Other needs or requests: _____

I would like my name to appear in publicity and at the event as:

Name: _____

Company Name: Sanger FFA

I give my permission to use my photos in publicity and promotion for Farm and Nutrition Day 2010: ☒ Y ☐ N

Please return by March 6 to:



mail: Fresno County Farm Bureau, 1274 W. Hedges Ave. Fresno, CA 93728;

fax: (559) 237-3396; email: info@fcfb.org



**"Planting a seed for the future...
while growing a healthy community one at a time"**

From:  Gregory Ravy
 Duvi Matsumura
 Roberto Vaca
 Mario Mata

Wednesday, March 10, 2010 3:10:59 PM  

Subject: Fwd(2): WAMS Registration

To:  Audrey Bonomi

----- Original Message -----

FYI - WAMS schedule.

Duvi Matsumura

Guidance & Learning Specialist
Sanger High School
875-7121 ext. 414

----- Original Message -----

Roberto,

The bell schedule is as follows:

8th grade bell schedule

8:07 - 8:10	passing
8:10 - 8:35	Advisory Period 1
8:35 - 8:39	passing
8:39 - 9:56	Period 2 A/B
9:56 - 10:04	Break
10:04 - 10:08	passing
10:08 - 11:25	Period 3 A/B
11:25 - 11:29	passing
11:29 - 12:46	Period 4 A/B
12:46 - 1:26	Lunch
1:26 - 1:30	passing
1:30 - 2:50	Period 5 A/B

8th grade P.E. periods are 2, 3, & 5; (A & B)

Hope this helps, let me know si ocupas mas informacion.

Sanger High School Agriculture Department Meeting
March 15, 2010

I. Minutes of the previous meeting.

II. Old Business

A. Contest

B. Recruitment

III. New Business

A. State Degree Banquet, March 16 -6pm

B. Farm and Nutrition Day-March 19

C. Cahsee Testing

D. FFA Week update

E. Donkey Basketball- Flyer and Tickets

F. Career Skills Challenge

G. Other Business

Department Meeting Minutes for March 15, 2010

This Meeting began later than the regularly scheduled time due to the CAHSEE meeting for all staff that was scheduled for 3:05 in the MPR. Our Department Meeting began at 3:34 PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, we began with some old business. The first item was the welding contest in Chico, CA this weekend. Greg reported that his students had a good experience and that, while they did not place well, the students are very motivated to improve before the next field day. Greg also reported that he would like to go to at least one more field day before the Cuesta College contest if possible. Greg is to do the registration for the contests with Department head approval.

The next item of old business was the 8th Grade recruitment efforts. Both Audrey and Greg felt that the recruitment efforts had gone well. The students who had the opportunity to speak to the 8th graders enjoyed the opportunity to share their favorite part about the Ag classes they have taken. Greg reported that many students showed interest.

Our First item of new business was the State Degree Banquet scheduled for tomorrow, March 16th at 6PM. We are taking 5 students to assist in serving the dinner, setting up, and cleaning up. Greg will drive the students to the Fresno Fairgrounds and back to Sanger.

Next in discussion was the Farm and Nutrition Day scheduled for March 19th. Greg and students are going to prepare a tool/part ID for the young children and make some signs/posters. Greg is going to bring 3 students to speak to the children and participate in the leadership opportunity.

The CAHSEE testing begins tomorrow morning, all members are encouraged to be on time and double check room assignments.

We then had an update on our FFA week re-schedule. As of today, our officers have not met to finalize the plans, so they will be finishing their planning tomorrow at their executive meeting.

Our next item of business was Donkey Basketball. We will need to make some new flyers and signs to re-kindle interest as the re-schedule date is only two days after Spring Break ends. All members will need to promote to help ensure the success of this Sanger FFA tradition.

We then discussed the Career Skills Challenge scheduled for March 25. Greg and Audrey are each sending students to contests and Greg is going to accompany the students on the day of the challenge. There are 4 students going for Floral, 3 for Welding, and 3 for Advanced Welding.

Our last item of business was a brief discussion of the AMP class curriculum planning and the organization of the shop/classroom area in 1001. We decided to begin full scale planning for the class after Donkey Basketball is over.

With no further business, the meeting was adjourned at 4:05PM

Sanger High School Agriculture Department Meeting
March 22, 2010

I. Minutes

II. Old Business

- a. Farm and Nutrition Day
- b. State Degree and Proficiency Banquet

III. New Business

- a. Donkey Basketball
- b. Farm Maintenance-Fencing/Greenhouse
- c. Career Skills
- d. FFA Officer Meeting
- e. Other Business

Department Meeting Minutes for March 22, 2010

The meeting was called to order at 3:15PM with Audrey and Greg in attendance. After reading the minutes from the previous meeting, they were approved. In old business, the first topic was last Friday's Farm and Nutrition Day. Greg took and numerous FFA members prepared poster boards on the uses and safety of Agricultural Equipment and labels for ten parts of a tractor. He took three students in good standing to the event to speak to the groups of third graders on the subject of Agricultural Machinery and Equipment. The students really enjoyed talking to the young kids and showing them the tractor that Fresno Equipment had lent us for the day. Overall, the event went very well. There were a couple suggestions for next year; they included some more visuals like parts, pictures of equipment in action, and some kind of tactile giveaway like stickers or flyers. Also, a larger tractor would be nice as it would get more children interested.

The second item of old business was the State Degree and Proficiency Banquet held on Tuesday, March 16. The banquet went well, and the students we brought to help serve had a good experience working with members from other chapters as well as seeing FFA members receive recognition for their efforts. They are motivated to work diligently on their next projects and work toward their own state degrees.

Our first item of new business was the Donkey Basketball game scheduled for April 7. Department members will need to collect all tickets and monies from sold tickets and advertisements by Friday, March 26. Member duties for the event will be discussed/assigned on Tuesday, April 6. Student volunteers will be needed to put up new signs on the afternoon of Wednesday, April 7.

Our second item was maintenance/upgrades at the school farm. As we are trying to allocate room for all of the animal projects in the current space available, some new fences will need to be installed and some old ones repaired or replaced. Audrey reported that Nate Hilvers came by and looked at the farm and listened to some ideas, then offered his help and to supply materials at a reasonable cost so that students would have the opportunity to learn the skills involved in correctly installing fencing and working with fence materials/tools. There are also some repairs to be done in the greenhouse. Audrey will make sure they are taken care of. Greg reported that a student's dad has offered a roll of chain link that is left over from a fencing project on their property to the department.

Our third item of business was the upcoming Career Skills Challenge scheduled for Thursday, March 25. Greg is to accompany the Ag students and ensure they make it to their respective contests. Members need to help the students to be fully prepared for the contests. Audrey will be taking her Vet Science students on a field trip during that day as well.

The next discussion topic was the FFA officer meeting scheduled for tomorrow at 12:25PM. Officers need to be reminded of their responsibilities and their commitment to the chapter. They will need to discuss their duties for Donkey Basketball and the organization of a temporary sign committee for the days leading up to the event. They will also need to discuss the State FFA convention and their participation.

In other business, Greg submitted his fuel receipts from the Chico/Butte FFA field day and the current state of the Ag Dept Budget was discussed. As the deadline for Purchasing is approaching, department members need to begin their final purchasing and think about any large items before all funds are frozen.

The interest in animal projects is beginning to increase as students see the goats kidding and the sheep beginning to lamb. Students have been asking about market goats, beef projects, and poultry projects, and swine projects. An animal project meeting will need to be scheduled for the first or second week after spring break to get students familiarized with the responsibilities and commitment required as well as their options and opportunities in raising an animal for the fair.

Seeing no further business, the meeting was adjourned at 4:00PM

Sanger High School Agriculture Department Meeting

April 12, 2010

I. Minutes

II. Old Business

- a. Donkey Basketball
- b. Reedly FFA Field Day
- c. Galt Welding Contest

III. New Business

- a. State Convention
- b. Open House
- c. Officer Elections
- d. Floral San Fran Trip
- e. Testing/Schedule
- f. Banquet
 - Invitations/Theme
 - Food
 - Donations
 - Awards
 - Decorations
- g. ROP Surveys
- h. Budget
- Other business

Department Meeting Minutes for April 12, 2010

Our Department Meeting began at 3:20 PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, we began with some old business. The first item was the Donkey Basketball Event. The event as a whole was a success. Despite the re-scheduling issue, about 300 people attended on the new date of April 7th, and everyone seemed to enjoy the show. Many students got involved in the setup/cleanup and running of the snack bar as well as selling tickets and Ads. In the end, the Alumni team won 36-34 in a sudden death round. Suggestions for next year's event were limited to having it during March.

Our next item of old business was the Reedley FFA field day, held on Saturday, April 10. Our specialty animal team placed 4th in the contest. The students felt that they had done well and are motivated to study hard for the upcoming state finals contest at Cal Poly San Luis Obispo on May 1. The Galt Ag Welding contest scheduled for the same day (April 10) was not attended by the Sanger Ag welding team as two members had to cancel due to family reasons only two days before the contest and the alternates were unable to take their places with such short notice. Greg went with Audrey and the specialty animal team to Reedley to assist in the student transportation and to make some connections with other Ag teachers about this year's swine projects.

The first item of new business was the State FFA convention set for Saturday – Tuesday, April 17-20. Audrey is to drive the students on Saturday; Greg will drive them on Sunday. Both Audrey and Greg will accompany the students on Monday; however Greg will need to drive separately as he will be returning to S.H.S. in the afternoon for a few hours. Audrey will take the students on Tuesday. The schedule/agenda for state conference will be discussed with attending students tomorrow during the officer meeting at lunch.

Next in discussion was the Open House event scheduled for 5:00 PM on Monday, April 19. Greg will return to S.H.S. from the FFA state conference in the early afternoon to open the 1001 shop up for students and parents of both Audrey's and Greg's classes during the hours of Open house.

The third item of new business was the upcoming chapter officer elections. Applications will be available to students seeking to apply for an FFA leadership position on Next year's officer team. The interviews will be scheduled after the applications are screened. Interview scheduling will be discussed with the current officer team.

We moved on to the Floral San Francisco trip happening on Saturday, April 24. This trip has been open to all floral students; however, if there is still room, it will be opened up to all Ag students next week to make sure students have the opportunity to take advantage of this great learning experience. Both Audrey and Greg will chaperone students.

Next in discussion was the testing schedule starting Tuesday, April 20. Audrey will be testing during 2nd period on the last 2 days. All department members should be prepared by knowing the schedule and planning ahead for the extended class length.

Call
marly
875-2578

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Sanger FFA Department Meeting
April 26, 2010

- I. Minutes
- II. Old Business
 - a. State FFA Convention
- III. New Business
 - a. FFA Fair Informational Meeting
 - b. FFA Banquet

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Student invite
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Advisor
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Counselor

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- 4 PM P/W
& Donations
- 1. Food / P/W Set
 - 2. Donations
 - 3. Cluster Display Set
 - 4. Awards - Stancra
 - 5. Officer/ Advisor Scrip
 - 6. Decorations - Audrey
 - 7. Invites - Special Tony
 - 8. Video - Audrey

Stay after -

1. 2d Donations
Mainur-Sky
next 3 week
TW

- c. Officer Elections - meeting - May 7
- d. Sectional FFA Meeting
- e. Sectional CATA Meeting
- f. Summer FFA Meeting
- g. Retreat - Dates - June
- h. Grizzly Fundraiser - FFA Night June 18
- i. Classes 2010-2011
- k. Projects - SAE 2010-2011

Bounce house
waiter - July 22

- l. Other business
 - Read emails - Carlos - Reading
 - email
 - Tony Herron - tech - does not read emails

Officers

- Pass out info
- Stay after
- Banquet Donation
- Friday Interviews

28, 29, 30? 14, 15, 16
29, 30, 1
Audrey Greg Chapman
let me host meeting

- Lesson
- print letter
- bills
- call Dana

Audrey

Ag Department minutes for the meeting of April 26, 2010

The meeting was called to order at 3:16 PM with all members present. The minutes from the previous meeting had been received by all members via email on 4/13/2010, so they were not discussed. The first item of discussion was the old business of State FFA Convention. Both attending advisors reported that it had gone well and that the students had enjoyed the experience. It was recommended that more students be encouraged to participate for the 1 day option next year.

The first item of new business was the FFA Fair Exhibitor Meeting scheduled for Wednesday, May 5, 2010 at 6:00 PM. Students for all animal species are required to attend the meeting. Students and parents will receive exhibitor information including Fresno Fair paperwork, example budgets by species, example buyer's letter, loan applications and an example to follow, and the Sanger FFA Exhibitor Contract.

Our next item of new business was the Spring FFA Banquet, scheduled for Thursday, May 13, 2010 at 6:00 PM. The responsibilities for the different parts of the banquet were partially divided among the members. Food will be picked up and setup by Tony, Audrey is to order the food after comparing the quotes from the 2 catering companies. Donation letters were given to all members to be responsible for 1/3 of the necessary silent auction and raffle donations. The advanced cluster display will be overseen by Greg. Audrey will order and pickup the awards. Greg will stay after school with the officers to work on script practice and to work with the students in putting together the decorations. Audrey will order and pick up the items and decorations needed. Audrey will oversee the delivery of the special invites. Audrey will put together the end of year video with pictures and input from all members.

Next in discussion was the upcoming officer election. Applications will be due May 6 from any FFA member wishing to run for chapter office. Interviews will be scheduled with the current officer team by the Advisors.

The upcoming Sectional FFA meeting scheduled for Thursday, May 6 at 6:00 PM in Kingsburg was next on the agenda. Two students will need to go as voting delegates, 1 senior as an interviewer, and our student, Julia, who is running for sectional FFA office. Both Audrey and Greg will go with the students as they will be attending the Sectional CATA meeting while the students attend the FFA meeting.

The next item of business was the plan for having a summer FFA meeting. The planned date is July 22, 2010 for the afternoon/evening and activities are to include a bounce-house and water activities for students, barbecue, and social games. Audrey and Greg will attend.

The Summer FFA officer retreat was the next item of discussion. All members are to look at their calendars/schedules to find dates they would be available for a 3 day overnight camping trip and report back at our next scheduled meeting.

Next in discussion was the Fresno Grizzly FFA fundraiser night. It is set for June 18, 2010. Depending on student interest, we can schedule a bus or students and parents may choose to go on their own. Tickets cost \$8.00. Greg and Audrey will go to chaperone students.

Our next item of new business was the Ag Department classes for the 2010-2011 school year. Mr Delano is checking the final numbers and seeing how the scheduling will work out. We are considering dropping any seniors who are 1st year ag students to keep our numbers inline with the available sections.

We then discussed the SAE projects for the 2010-2011 school year. Greg will continue with the Swine and Ag mechanics projects, taking on Vegetable crops, Poultry and Small Animals as well. Audrey will continue with the Sheep, Beef, and Floral projects, taking on market goats and ornamental horticulture projects as well. Tony will continue with the dairy goat herd owned by the Ag Department. Placement SOEPs will be supervised by the advisors who have the specific students in their classes.

In other business, the allocation of the Farm areas was brought up. Suggestions included fixing the spacing of existing areas, fixing the fencing, and incorporating areas for Vegetable Crops, Horticulture Projects, Market Goats, Beef, and Poultry, along with any other species. A proposal will be put together and brought before the advisory committee.

The last item of other business was the department emails. All members have been receiving departmental emails, but Tony reported that he doesn't need to open them. We also had a concern with non-department members receiving emails that were not addressed to them. The issue is being looked into by our technology support personnel.

The meeting was adjourned at 4:10pm

Sanger Agriculture Department Meeting
May 3, 2010

I. Minutes of the Previous Meeting

II. Old Business

a. State Finals

III. New Business

a. Banquet Updates

1. food

2. Donations

3. Awards

4. Decorations

5. Script Practices

6. Set/Up

7. Video

8. Officer Picture Dates and Officer Planning

b. Sectional CATA and FFA Meeting May 6

c. Fair Project Meeting May 5

d. Farm Allocations

e. Farm Improvements and Plans

Department Meeting Minutes for May 3, 2010

Our Department Meeting began at 3:16 PM with only Audrey and Greg in attendance. After reviewing the minutes of the previous meeting, we began with some old business. The first item of old business was the State FFA finals results from Saturday, May 1. The Specialty Animal team received 2nd place high team for reasons and student Alicia Heredia received 3rd high individual for reasons. No results were available for the welding team at this time.

The first item of new business was the updates on our banquet planning. The final food price from Sal's will be ready in a day or two and will include 3 orders of green beans, 3 orders of rice, 3 orders of enchilada casserole, 3 orders of fancy burritos, chips and salsa, and the cost of delivery. The estimated cost is about \$600. Some of the Donations have come in, however students are going to stay after Tuesday and Wednesday of this week to get more. Greg will drive students to businesses around town. Audrey is going to pick up the items for decorations and some plates and supplies as well. Audrey is turning the award order in to Stancraft. Greg is going to work with students on the script practice @ lunch on Monday, Tuesday, and Wednesday next week. Advanced Cluster students are going to set up the display with Greg. The boards will be ready on Wednesday. Audrey is to do the video from pictures provided by department members. Greg and Audrey will take the officers to have their pictures taken on Tuesday, 5/4/2010.

The next item of new business was the Sectional CATA and FFA meeting on May 6. Audrey will drive the students @ 3:30pm, Greg will leave S.H.S. at 4:30 after a shortened after school program.

Our third item of business was the Fair Project Information meeting on the evening of May 5. The meeting agenda was decided and will include the following:

Welcome and introductions, types of projects, fairs and shows, livestock budgets (Greg will type up/update from POA), Sanger FFA show animal contract, Loans, List of upcoming FFA activities (Summer meeting 7/22, Dinner Fundraiser 9/25, Booster Signup 8/25, Car Wash 8/7), and questions.

Our next item of business was the Farm allocations. The following items were put into proposals for the advisory committee and school administration; a spot for a park/BBQ area, Moving and upgrading the show ring, moving the hogs and building a new swine facility, fruit trees and vines in the southwest corner of the farm, row crops and planter boxes in the southeast corner of the farm, Halving the Goat pasture from about 140 feet from the southwest corner and sheep pasture from about 88 feet from the current sheep barn, repairing the sheep fence, straightening the goat fence, making a new pasture and barn connecting fence on the sheep side, and cleaning up the concrete pieces that are a tripping hazard near the old show ring. The estimated fencing needed will be about 200 feet.

In other business there were a few different items brought up. The first was a Teacher Appreciation BBQ. Greg talked to Ron Scott; he says he wants to cooperate on making the event happen. If he will get the meat, we will cook it and have FFA members serve, ASB students to decorate. The event should be planned after the FFA banquet and Prom. The second item was the Fall dinner fundraiser. It was suggested that it be planned for Post harvest. There were two possible sites, Raffi Santikian is the

owner of High Cuisine in Del Rey and he has offered his small village area complete with bathrooms, Green Leaf farms has offered their area but it would need us to rent bathrooms and tables. The dinner should include a silent auction, raffle, and an exquisite dinner and should be run by the boosters.

The fourth item of business was the next advisory meeting. Possible dates are during the week of 5/24/2010 and the week of 6/1/2010. The fourth item of business was the Grizzlies fundraiser. It was suggested that a pair of tickets be included as raffle items at the banquet and that ticket sales kickoff on 5/17/2010 after banquet.

The fifth item of other business was the summer officer retreat. Possible Dates are 7/14/2010 and 7/28/2010.

The sixth item of new business was choosing the awards for outstanding freshman, sophomore, junior, senior, and star chapter farmer, and star greenhand.

With no further business, the meeting was adjourned at 5:45PM

Sanger Agriculture Department Meeting Agenda
May 10, 2010

I. Minutes

II. Old Business

a. CATA Meeting

b. FFA Meeting and Elections → Bring up the 3 office
c. Officer Meeting- Sanger Elections from school
d. Project Meeting = at fall meeting

III. New Business

a. Banquet - standraft - top 10 -

b. Farm Progress → Brett scrap it - next week

c. Farm Allocations → too much for a fact

d. American FFA Degree Scoring → ~~March~~ May 17 -

e. Retreat July 12-14 or July 26-28

f. Top 15 Trip 2009-2010 and 2008-2009

g. Summer Meeting

IV. Other Business

10

Sanger Agriculture Department Meeting
May 17, 2010

I. Minutes of the Previous Meeting

II. Old Business

- a. Banquet *Banquet - Call Remind call card*

III. New Business :

- a. Farm ~~XXXX~~
b. Grizzley Game - sign up sheet *tomorrow*
c. Website - *Greg*
d. National Convention - ? *GO*
e. Officer Meeting - *may*
f. Officer Retreat - *Greg do*
g. Ag Truck Use - *me truck \$15*
h. Other business

Mkt. Goat
Matthew Martinez
394 7590

Department Meeting Minutes for May 17, 2010

The meeting was called to order at 3:15PM with all members in attendance. We began with old business. The Banquet held last week was a success. There was good attendance from students and parents. The food was liked by everyone. There were many comments on the Advanced Cluster Displays which looked very nice. The Awards went somewhat slowly, and it seemed that people don't want to spend much money on the auction items, so it was recommended that the larger donated items be saved until the dinner auction in the future. Also, it was recommended that ALL award recipients RSVP so that they are in attendance when called to the stage. Next year's banquet auction will be more raffle oriented with advanced cluster items and small donations only.

In New Business, the first item was the Farm. The condition of the hoses, road, and old show ring area were discussed. Members decided that some hose repair splices need to be picked up and extras kept in "stock" as the hoses get thorn holes in them. The road needs to be re scraped and crowned when the fencing is re-done, and the show ring area is to be scraped as well. Greg reported that a pipe had broken off during the tear-down of the old swine facility and that he would repair the leak after the meeting today. It was recommended that the tables by the greenhouse be moved and the weeds/trash/gravel between greenhouse and rabbit barn be cleaned out so weedcloth and new gravel can be placed there. A thin layer of small gravel was requested for the pathway and the remainder of the existing greenhouse gravel ordered earlier this year will be used under the tables. The Tree and Vine area will need plumbing work to make its irrigation separate from the pastures. Sprinklers and piping exist under both pastures currently. Members decided to use the sheep shade area to put up the show ring for this year. The swine will be housed in some of the existing sheep pens until a water source can be placed in the proposed area for the new swine facility. Members decided that it would be best to get quotes for the fencing paneling and the pipe and materials separately from completed panels. Greg will make some more calls and Audrey is waiting for a call back on a quote.

The next item of business was the Grizzly Game ticket sales. Signup sheets should be posted in Ag classrooms for ticket sales. Flyers will be distributed to students selling tickets and at locations in town. The "kickoff" for sales is underway.

Our third item of business was the FFA chapter website. Greg will work on the website with the chapter reporter and historian. It was recommended that email addresses be collected from students and parents for a newsletter. It was also recommended that pictures of chapter activities be posted pending picture publishing consent forms.

The National FFA Convention was discussed next. It was recommended that an informational meeting be held before school is out to inform chapter members of the opportunity to attend. Department members will announce the date and time for the meeting.

A meeting with the new chapter officers will be scheduled by Greg before Thursday, May 27 to discuss summer planning meetings, officer retreat, and upcoming activities that they will be running.

The officer retreat tentative dates are still July 12-14 or July 26-28. Greg will do the request forms.

Use of the Ag truck was discussed next. Greg will be using the GMC on Wednesday, 5/19/2010 and Audrey will be using it on 5/20/2010.

In other business, Greg will be taking over the FFA officer advising.

The second item of other business was a discussion of American Degrees and tonight's degree scoring meeting in Kingsburg. It was mentioned that getting breeding project books to balance positively is a difficulty as breeding projects tend to have high operating costs and depreciation. Department members are working to get one student's books finished as well.

The last item of business was the options for fairs and shows that students can be involved in. Tony reported that any open show can be entered by students including the Great Western Livestock show and the California State Fair. The only county fair that we are eligible to show market animals in is the Big Fresno Fair.

Seeing no further business, the meeting was adjourned at 4:45PM

Sanger High School Agriculture
Department Meeting
May 24, 2010

I. Minutes

II. Old Business

- a. American Degree Scoring

III. New Business

- a. Top 15 -2008-2009
- b. Top 10 2009-2010
- c. Officer retreat
- d. Next years Donkey BBall date
- e. Grizzley Game
- f. SAE- Market Projects.2010-11
- g. Summer Hours/ Days
- h. Fencing Project/ Orchard
- i. Car wash
- j. Advisory Meeting
- k. Farm Garbage
- l. Other business

Department Meeting Minutes for May 24, 2010

The meeting was called to order at 3:15PM with Audrey and Greg in attendance. The minutes of the previous meeting were reviewed and approved. As they were not emailed last week, they will be emailed to all members with the minutes from this meeting. After reviewing the minutes, we moved into old business. During the American Degree scoring last week, all three of the students' applications passed and they will all be receiving their American FFA Degree at the National Convention this year.

In New business, the first item was the Top fifteen award dinner scheduled for tonight. Audrey and Greg will take the students who qualified last year to Fermin's for dinner at 4:00pm tonight after the Department Meeting.

This Year's Top 10 reward trip is scheduled for June 16 to Six Flags Magic Mountain. Itineraries have been distributed to all students. Greg and Audrey will drive the students who will attend.

The Officer Retreat has been changed to August 3-5th, however, Kenna Sandberg will not be able to attend. All others will be able to go.

The next item of business was the date for next year's Donkey Basketball Game. It was recommended that we have a late march to early april start date of March 30 to April 6, starting Ad sales in early February, around Feb 2, 2011.

We have committed to a minimum of 25 tickets for the Grizzley Game. All members need to push ticket sales before school ends as ALL ticket sales must be in by June 4th. Many students have expressed interest in selling tickets and in the scholarship opportunity available to them.

We then discussed the SAE market animal projects for 2010-2011. There are approximately 10 students showing lambs, 6 students showing market goats, 10 students showing market swine, 2 students showing market rabbits, and 5 students showing market poultry. The first set of livestock loan paperwork have been mailed to the USDA for the Sheep and the Hogs. Animal showmanship practices will be held on Mondays and Thursdays from 8:00am to 10:00am commencing June 14th.

Our next item of business was the summer hours/days. Audrey and Greg will be at the School/Farm on Monday, Wednesday, and Thursday, Audrey will be there some Fridays, and Greg will be there some Tuesdays. Department meetings will be held on Wednesdays from 8:00am to 9:00am.

Our eighth item of business was the Farm Fencing and the Orchard area. Greg and Ag Mechanics students will be welding the fencing panels and setting the fence posts with help from community members. We will be purchasing what pipe and paneling that funding permits. More fencing will follow next year.

The FFA car wash scheduled for August 6, 2010 will begin with a pre-sale of tickets for \$4.00 and \$5.00 for drive ups. Greg will make flyers to advertise for the Car Wash. Students selling tickets will get \$2.00 toward the bill on their project for every ticket after the initial 5 that they sell.

The next item of business was the Agriculture Advisory Committee meeting. Monday, June 7th seems to be the best date for the next meeting. Audrey will arrange the final details with the chairman of the advisory committee. Agenda items for the meeting will include farm upgrades, recommendations for future classes, and the Dinner Auction date.

The Farm garbage was brought up as a possible issue. Members were advised to keep trash to a minimum as we approach the end of the year. Greg will look into a composter for some of the plant and animal waste generated by projects at the S.H.S. farm facility.

In other business, Donations for the Auction dinner were brought up. Letters for Auction donations should be sent out immediately, and members should be beginning to secure donations for the september dinner auction.

It was recommended that the Departmental Responsibility sheet be reviewed next meeting to update the departmental responsibilities listed, add or remove items, and re-assign responsibilities as needed. Two changes that will be made are that Audrey will be in charge of the Auction Dinner and the forming of the Sanger Ag Booster Club organization, and Greg will be in charge of the FFA car wash and the FFA summer meeting.

The new FFA officer meeting is scheduled for Wednesday, June 2 at lunch in room 1000. Greg will assist the new officers in their first chapter officer meeting.

The next item of business was the FFA chapter website. It was recommended that we link the new chapter website to the new Sanger High School website that comes on line June 1, 2010.

The last item of business was the Agriculture PLC meeting. It will be moved to Thursday, 5/27, 2010 at 3:10PM.

Seeing no further business, the meeting was adjourned at 4:00PM

W.
Department Inventory

AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School Year: 2009-2010

EQUIPMENT INVENTORY Sheep

Local ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
	2	Sheep Metal Stand	SUSD	2001	360	Sheep Sea Train	
	1	5 Head stall rack	SUSD	2002	250	Sheep Sea Train	
	1	Sheep Metal Stand	SUSD	2004	100	Sheep Sea Train	
	1	Sheep Metal Stand	SUSD	2005	100	Sheep Sea Train	
	1	Steel Show Box	SUSD	2008	500	Sheep Sea Train	
	10	Feeders	SUSD	2006	250	Sheep Sea Train	
	1	Feed Hay Rack	SUSD	2005	250	Pasture	
	1	Lister Clippers	SUSD	2006	350	1000 Store room	
	1	Lister Clipper	SUSD	1998	300	1000 Store room	
	1	Premier Clipper	SUSD	2005	250	1000 Store room	
	1	Premier Clipper	SUSD	2004	250	1000 Store room	
	1	Oster Sheep Head	SUSD	1996	300	1000 Store room	
	15	Lister Cutters	SUSD	98-09	300	1000 Store room	

	6	Sheep Head Blade	SUSD	01-05	150		1000 Store room	
	4	Sheep Head Cutter	SUSD	02-04	100		1000 Store room	
	15	Lister Blades	SUSD	98-08	300		1000 Store room	
	1	Andies 2 speed Clipper	SUSD	2007	90		1000 Store room	
	1	Lister Starmates	SUSD	2008	300		1000 Store room	
	1	Small Refrigerator	VROP	2006	100		Rm 1000	
	1	Small Refrigerator	SUSD	2005	100		Rm 1000	
V620	1	Small Safe Sentry	SUSD	2007	300		Office 1000	
	1	Gallon Sprayer	SUSD	2009	35		Office 1000	

**AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION**

School Site: Sanger High School Year: 2009-2010

EQUIPMENT INVENTORY Classroom/Technology

Local ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
	1	Media Console	VROP	2008	3,500	Rm 1000	
	1	LCD Projector/Mounting	VROP	2008	800	Rm 1000	
	1	Sony Surround Sound/Receiver	VROP	2008	500	Rm 1000	
	1	DVD Player	SUSD	2005	75	Rm 1000	
	1	VCR Player	SUSD	2000	150	Rm 1000	
	1	Television	SUSD	2000	250	Rm 1000	
	1	Screen 6x6	SUSD	2000	200	Rm 1000	
	1	Laptop Computer	SUSD	2003	450	Rm 1000	
	1	Computer Flat Screen	VROP	2009	200	Rm 1000	
	1	Hard Drive	VROP	2008	400	Rm 1000	

	1	Desk	SUSD	2000		Rm 1000	
	1	File Cabinets	SUSD	2000		Rm 1000	
	2	Book Shelves	SUSD	2000		Rm 1000	
	14	Lab Tables	SUSD	2000		Rm 1000	
	1	Storage Cabinets	SUSD	2000		Rm 1000	
	1	Media Chair	VROP	2008	200	Rm 1000	
	1	Office Chair	VROP	2008		Rm 1000	
	1	Office Chair	SUSD	2000		Rm 1000	
9420CN	1	Brother Color Laser Copier	SUSD	2006	500	Rm 1000	
1320N	1	HP Laser Jet Copier	SUSD	2005	400	Rm 1000	
	1	Cordless Phone	VROP	2009	80	Rm 1000	
	6	Microscopes	VROP	2007	800	Rm 1000	
	5	Microscopes	SUSD	1998	800	Room 1000	

AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School Year: 2009-2010

EQUIPMENT INVENTORY- Floral Design

Local ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
	1	Floral Cooler 7x7	SUSD	2007	7,000	Shop Area	
	1	Floral Box Slider	SUSD	2000	2,500	Rm 1000	
	1	Floral Box French Door	VROP	2002	500	Shop Area	
	8	Floral Metal Racks	VROP	2007	250	Floral Box	
	Green- House	Plant growing area	SUSD	2001	18,000	Farm	
	8	Metal Tables	VROP	2001	2,000	Greenhouse	
	8	Wood Benches	VROP	2002	1,000	Farm	
	25	Floral Shears	VROP	2006	250	Rm 1000	
	15	Hand Shovels	SUSD	2007	50	Farm	
	1	Helium Nozzle	SUSD	2008	60	Rm 1000	

AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School Year: 2009-2010

ANIMAL INVENTORY- Sheep

Local ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
1278	1	Allie-Cross Ewe	Donated	2008		Sheep Pasture	
	1	Diane-Suffolk Ewe	Donated	2002		Sheep Pasture	
	1	Dottie-Comm X Ewe	Donated	2003		Sheep Pasture	
	1	Olive-Natural Ewe	Donated	2009		Sheep Pasture	
	1	Wether lamb	BTU	2009		Sheep Barn	
	1	Ewe lamb	BTU	2009		Sheep Barn	
	2	Wether Lambs	BTU	2009		Sold Auction/Rop	June 11

**AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION**

School Site: Sanger High School Year: 2009-2010

EQUIPMENT INVENTORY-Textbooks

Local ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
	33	Introduction to Veterinary Science	VROP	2006	3,000	Rm 1000	
	21	Designing and Merchandising	VROP	2002	1,500	Rm 1000	
	5	Art of Floral Design	SUSD	2001	400	Rm 1000	
	21	Western Garden Book	VROP	2002	500	Rm 1000	
	22	Agriculture Fundamentals	SUSD	1998	2,500	Rm 1000	
	28	The Science of Agriculture	SUSD	2000	2000	RM 1000	

AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School Year: 2009-2010

EQUIPMENT INVENTORY-Goats/Rabbits

LOCAL ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
	6	Goat Stanchions	SUSD	Built Yr		Goat area	
	1	Milk Stanchion	SUSD	Built yr		Goat Area	
	12	Feeders	SUSD	2009	200	Goat Area	
	2	Stall Feeders	SUSD	2008	100	Goat Area	
	6	Hay Racks	SUSD	2009	200	Goat Area	
	1	Two set-up Milk Machine	SUSD			Goat Area	
	1	Steel Upright Show Box	SUSD	2008	500	Goat Sea Train	
	1	Generator	SUSD	2008	850	Goat Area	
	2	Blowers	SUSD	2008	400	Goat Area	
	45	Rabbit Cages	SUSD	2008	2,250	Rabbit Area	
	1	Shop Vac	SUSD	2006	50	Rabbit Area	

2	Show Cages	SUSD	2008	200	Rabbit Area	
1	Cart	SUSD	2007	100	Goat Area	
1	Cart?	SUSD	2008	50	Goat Area	
2	Scoop Shovels	SUSD	2009	50	Goat Area	
		SUSD				
		SUSD				

	2	Show Cages	SUSD	2008	200	Rabbit Area	
	1	Cart	SUSD	2007	100	Goat Area	
	1	Cart?	SUSD	2008	50	Goat Area	
	2	Scoop Shovels	SUSD	2009	50	Goat Area	
			SUSD				
			SUSD				

AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Sanger High School

Year: 2009-2010

EQUIPMENT INVENTORY-Goats/Rabbits

LOCAL ID NUMBER	QUANTITY	DESCRIPTION	FUNDS	DATE PURCHASED	COST	STORAGE SITE	DATE DISPOSED OF
	6	Goat Stanchions	SUSD	Built Yr		Goat area	
	1	Milk Stanchion	SUSD	Built yr		Goat Area	
	12	Feeders	SUSD	2009	200	Goat Area	
	2	Stall Feeders	SUSD	2008	100	Goat Area	
	6	Hay Racks	SUSD	2009	200	Goat Area	
	1	Two set-up Milk Machine	SUSD			Goat Area	
	1	Steel Upright Show Box	SUSD	2008	500	Goat Sea Train	
	1	Generator	SUSD	2008	850	Goat Area	
	2	Blowers	SUSD	2008	400	Goat Area	
	45	Rabbit Cages	SUSD	2008	2,250	Rabbit Area	
	1	Shop Vac	SUSD	2006	50	Rabbit Area	

	2	Show Cages	SUSD	2008	200	Rabbit Area	
	1	Cart	SUSD	2007	100	Goat Area	
	1	Cart?	SUSD	2008	50	Goat Area	
	2	Scoop Shovels	SUSD	2009	50	Goat Area	
			SUSD				
			SUSD				

Advisory Committee Meeting Agendas

**Sanger Agriculturalists for Education
Agenda for Meeting of May 14, 2014, 5:00PM**

Welcome: Bill Boos

Previous Meeting Minutes: Jan

Treasurers Report: Kaylen

Old Business:

Drive Through BBQ

Trailer Raffle

New Business:

2014 Harvest GALA

Next Meeting

Other Business:

Adjourn



Spring Joint Advisory Meeting

Advisory Committee Agenda

Date: 3/25/2014 7:00PM

- I. Call To Order
 - A. Reedley College Shop Facilities Tour
- II. Welcome and Introductions
 - A. Industry Members
 - B. Instructors
- C. Brief description of current operations/students
- III. Industry Trends
 - A. Labor Market
 - B. New Trends in Industry
 - C. Equipment and Software
- IV. Current or Potential Articulations (2+2)
- V. Combined Pathway Events
 - A. Field Trips and Guest Speakers
 - B. Job Shadowing/Internships
- VI. Other
- VII. Adjournment

Advisory Committee Meeting Minutes

S.A.F.E.
Sanger Agriculturalists for Education
Meeting of May 14, 2014
Minutes

Meeting Opened: 5:06 pm

Board Members Present: Bill Boos – President, Janette Otterbeck – Secretary, Kaylen Anderson – Treasurer, Ken Domoto – Vice President **Absent:** None
Attendees: Audrey Bonomi, Greg Ravy, Kenny Anderson, Billy Boos, and Kelly Boos

Minutes: read individually motion to accept as read/motion second/motion passed

Treasurer Reports: The check has been written for the scholarship recipient and is ready for distribution at the chapter banquet next Monday.

Old Business:

Drive thru bbq dinner: Ms. Bonomi reported approximately 275 tickets were sold and after expenses approximately \$1,450.00 was made.

Trailer Raffle: Ticket sales are going well, over 200 tickets have been sold as of today.

New Business:

2014 Gala: The Annual Gala date has been set to Sept 20th and put on Rafi's Schedule. Members are encouraged to start looking for donations

Next Meeting: Wednesday July 16th, at 5:00 pm, at the home of Bill Boos (President).

Meeting Adjourned: 5:25 pm

Regards,

Janette Otterbeck
S.A.F.E. Secretary



Spring Joint Advisory Meeting

Advisory Committee Minutes

Date: 3/25/2014

Instructor (s) present: Samantha Singley, Jaime Mariscal, Felipe Barrientos, Greg Ravy, Bill Olinger, Jeff Kosinski, Brian Donovan, Daniel Mireles, Rober Ransen, David Tikkanen

Advisory Members present: David L Rodriguez, Walter Aviko, Armondo Rodrigez, Rob Briney, Mark Erikson, Kyle Simon, Larry Nix, Scott Bartel, Cj Myers

Administrators, Staff, Others Present: N/A

I. Meeting Called to Order By David Tikkanen and Rob Fransen at 7:00pm

- A. Mr. Tikkanen started out with a tour of his shop highlighting some recent improvements in equipment and facilities. Mr. Fransen presented a tour of the welding facility, highlighting newer tig machines and equipment that he has received to train students on.

II. Welcome and Introductions

- A. Group of instructors and advisory committee members introduced themselves, and their relations to the committee. Mr. Tikkanen discussed grants and changes at Reedley College. A short video "The Edge Factor", was presented to the group. The video highlighted the increased need for fabricators and machinists, and other manufacturing jobs. Mr. Tikkanen asked the high school teachers if there would be potential opportunities for Reedley Colleges manufacturing program to visit local high schools to present information about their program, and the need for qualified individuals in the workforce. Some recommendations were: Include in a promotion video, actual students, and the successes post certificate program, bring examples of manufacturing and machining, have portable equipment that could allow instructors to provide a hands on visual demo in the course of 45-60 minutes
- B. Currently there are 40 students in the manufacturing program at Reedley, looking for some brighter students willing to learn, but currently there are not enough students to satisfy the workforce need.

III. Industry Trends

A. Labor Market

- Increased need for skilled workers in manufacturing, plenty of positions are available and go unfilled.
- Need workers that are skilled in a variety of jobs
- Candidates need to present an appropriate resume, and be able to complete basic tasks in writing, and verbal communication

B. New Trends in Industry

- Increased need for aluminum welding capabilities because more modern vehicles will start to have aluminum bodies and frames.
- Importance of math, English and precision measurement
- Need a workforce that can use modern CNC equipment, as well as manual equipment

C. Equipment and Software

- Robotic welders are becoming more popular, Lincoln Electric has an education cell(\$50,000) that is a turn key system that teaches operators how to run the software and service the equipment. Walter Aviko from Lincoln, said that when companies are installing this type of equipment they are looking for welders, rather than computer programmers. The welders know what the finished product should look like, what the process should sound like, and how to work on the machine and replace consumables when needed.

IV. Current or Potential Articulations (2+2)

- A. Potential to articulate Ag Welding courses to IT 205 (2units) Industrial Tech Skills, topics include safety, precision measurement, welding, machining, metals and materials. This opportunity could be possible in the future with more discussion by high school and college instructors.

V. Combined Pathway Events

A. Field Trips and Guest Speakers

IT 205 class meets 5 hrs a day for the first 9 days. During this time students visit 3-4 facilities to introduce students to opportunities available in the manufacturing career.

B. Job Shadowing/Internships

Students receiving a manufacturing certificate from Reedley College must participate in a 80hr summer internship. Most are paid, and students have the potential to be hired with the company after their internship.

VI. Other

- A. Instructors in the manufacturing program are looking for students willing to learn, work hard. Employers are looking for candidates that are also willing to learn, work hard, have a drivers license and can pass a drug test.

VII. Adjournment time: 8:25

VIII. Name of Person Taking/Preparing Minutes: Brian Donovan - Kingsburg High School

Joint Advisory Member list for Manufacturing

NAME	JOB TITLE	EMAIL	PHONE NO.
Aviko, Walter	District Manager	[mailto:walter_aviko@lincolnelectric.com]walter_aviko@lincolnelectric.com	(831) 809-3608
Barrientos, Felipe	VROP Instructor	[mailto:felipe.barrientos@parlierunified.org]felipe.barrientos@parlierunified.org	(559) 859-6753
Bartel, Scott	Field Manager	[mailto:scott@streamlineirrigation.net]scott@streamlineirrigation.net	(559) 268-1928
Briney, Rob	Project Manager	[mailto:rbriney@preferredpump.com]rbriney@preferredpump.com	(559) 897-2248
Donovan, Brian	Teacher, Ag Mech, Kingsburg High	[mailto:bdonovan@kjuhsd.k12.ca.us]bdonovan@kjuhsd.k12.ca.us	(559) 486-8110
Erickson, Mark	Service/Sales	[mailto:mark@melosgasandgear.com]mark@melosgasandgear.com	(559) 638-3641 x3253
Fransen, Robert	Reedley College Welding	[mailto:robert.fransen@reedleycollege.edu]robert.fransen@reedleycollege.edu	(559) 305-7100
Kosinski, Jeff	Instructor, Reedley High School	[mailto:kosinski-j@kcusd.com]kosinski-j@kcusd.com	(559) 626-5900
Mariscal, Jamie	Instructor	[mailto:mariscal-j@kcusd.com]mariscal-j@kcusd.com	(559) 618-1406
Mireles, Daniel	Teacher, Kingsburg High	[mailto:dmireles@kjuhsd.k12.ca.us]dmireles@kjuhsd.k12.ca.us	(559) 356-3041
Myers, C.J.	Design & Sales	[mailto:cj@streamlineirrigation.net]cj@streamlineirrigation.net	(559) 283-5925
Nix, Larry	WECO Teacher	[mailto:miaget22@att.net]miaget22@att.net	(559) 898-6550
Olinger, Bill	Instructor, Selma High School	[mailto:bolinger@selma.k12.ca.us]bolinger@selma.k12.ca.us	(760) 533-8416
Ravy, Greg	VROP Instructor	[mailto:gregory_ravy@sanger.k12.ca.us]gregory_ravy@sanger.k12.ca.us	(559) 305-4167
Rodriguez, Armando	Contractor, Rodriguez Window Co.	[mailto:rodwindows@comcast.net]rodwindows@comcast.net	(559) 448-8222
Rodriguez, David L.	CAD Designer	[mailto:davidrodriguez1948@yahoo.com]davidrodriguez1948@yahoo.com	(559) 930-8214
Simon, Kyle	Electrical	[mailto:kyle.simon05@gmail.com]kyle.simon05@gmail.com	(559) 908-1628
Singley, Samatha	VROP Instructor	[mailto:singley-s@kcusd.com]singley-s@kcusd.com	(559) 638-3641
Tikkanen, David	Instructor, Reedley College	[mailto:david.tikkanen@reedleycollege.edu]david.tikkanen@reedleycollege.edu	

Advisory Committee Meeting Constitution and By-Laws

Advisory Committee Meeting Constitution and Bylaws

Due to changes occurring in the leadership of our Advisory Committee, the constitution and bylaws were not available to me at the time of this report. The committee chair is stepping down due to health reasons, and another member will be voted in at the next advisory meeting. At this time, the bylaws were not accessible, however as soon as I am able, I will acquire a copy of the bylaws and keep them in our Ag Department records.

Our department plans to work with the advisory committee to revise and update the constitution and bylaws to include term limits and rotations as there are no specific provisions in the bylaws for these concerns at this time. The advisory committee is interested in actively increasing its membership by recruiting new business and industry partners and both the members and the Agriculture Staff believe a revision of the constitution and bylaws will be necessary.

Proficiency Standards

Competency standards of proficiency in Intro to Agriculture Mechanics/Welding

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Familiarize students with career opportunities relevant to the broad industry of welding and fabrication.
- Enable students to utilize appropriate trade terminology.
- To provide students the basic shop skills as applied in the workplace.
- To provide students with the knowledge of job-seeking and employability skills.
- To enable students to complete a career portfolio.
- To provide opportunities for leadership development.
- To strengthen a student's academic skills through demonstration of applied vocational training, primarily in mathematics and physical science disciplines.
- To enable students to practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- To enable students to participate in relevant FFA competitions to assess classroom skills and theory.

COMPETENCIES

Intro to Agricultural Mechanics/Welding

Upon successful completion of this course, students are proficient in:

- ☐ Materials Ordering and Bill of Materials
 - ☐ Building materials identification
 - ☐ Ordering materials
 - ☐ Materials calculation
- ☐ Woodworking
 - ☐ Safety, ID, and use of: saws, miter box, drill screw driver
 - ☐ Safety, ID, and use of: band saw, radial arm saw, table saw, shop vacuum.
- ☐ Fastener and Hand Tool Identification
 - ☐ Nail size and type
 - ☐ Nut and bolt sizes and characteristics
 - ☐ ID of wrenches, drivers, pliers, punches, hammers
- ☐ Tool Repair
 - ☐ Sharpening
 - ☐ Handle replacement
- ☐ Welding and Cutting
 - ☐ Start up, shut down and safety procedures
 - ☐ Cutting
 - ☐ Plasma cutter
 - ☐ Cutting circles
- ☐ Gas Heating and Brazing
 - ☐ Gas welding
 - ☐ Brazing
- ☐ Arc Welding
 - ☐ Welding theory
 - ☐ Arc welding application
- ☐ Metal Working with Machines
 - ☐ Properties of Metal
 - ☐ Cutting and shearing
 - ☐ Bending
 - ☐ Drilling
- ☐ Electricity
 - ☐ Principles of electricity, Ohm's law
 - ☐ Use of volt-ohm meter
 - ☐ Installing branch circuits
 - ☐ Installing wiring boxes, switches, lights and outlets
- ☐ Painting
 - ☐ Paint bases, uses, and solvents
 - ☐ Brushes, rollers, paint pads, masking guards
- ☐ Plumbing
 - ☐ Plumbing tool ID
 - ☐ Selection of appropriate fittings
 - ☐ Assembly of plastic, steel, and copper plumbing
- ☐ Concrete and Masonry
 - ☐ Identification of tools and raw materials for concrete work
 - ☐ Preparing forms, compacting pads and reinforcing materials
 - ☐ Mixing, pouring and finishing
- ☐ Projects
 - ☐ Student will use project drawings to construct project
- ☐ Safety
 - ☐ Operate safely in a shop environment
 - ☐ Use tools appropriately for proper applications
 - ☐ Use of appropriate Personal Protection Equipment

Competency standards of proficiency in Agriculture Welding

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Demonstrate knowledge of proper safety practices in a shop environment.
- Demonstrate skills in all welding applications.
- Demonstrate skills in welding construction.
- Become familiar with career opportunities in the welding/fabrication industry as well as in post-secondary educational institutions.
- Be provided with opportunities for leadership development.
- Strengthen academic skills.

COMPETENCIES

Agricultural Welding

Electric Arc Welding

☐ Metallurgy—Understanding Basic Principals

☐ Flat Position

- ☐ Stringer Beads 6011, 6013, & 7018
- ☐ Welding Pad 6011, 6013, & 7018
- ☐ Butt Weld 6011, 6013, & 7018
- ☐ Lap Weld 6011, 6013, & 7018
- ☐ Fillet Weld 6011, 6013, & 7018
- ☐ Pipe to Plate 6011, 6013, & 7018

☐ Vertical Position

- ☐ Running straight Bead 6011, 6013, & 7018
- ☐ Beading downhill 6011, 6013, & 7018
- ☐ Butt weld-downhill 6011, 6013, & 7018
- ☐ Fillet weld-single pass 6011, 6013, & 7018
- ☐ Thick to thin lap weld 6011, 6013, & 7018
- ☐ Pipe to Plate 6011

☐ Horizontal Position

- ☐ Running straight Bead 6011, 6013, & 7018
- ☐ Beading downhill 6011, 6013, & 7018
- ☐ Butt weld-downhill 6011, 6013, & 7018
- ☐ Fillet weld-single pass 6011, 6013, & 7018
- ☐ Thick to thin lap weld 6011, 6013, & 7018
- ☐ 3-Pass Fillet

☐ Overhead Position

- ☐ Straight Butt 6011
- ☐ V-Butt weld 6011
- ☐ Lap Weld 6011
- ☐ Fillet weld-single pass 6011

☐ Pipe Welding

- ☐ Saddle Notch 6011

Cutting Processes

☐ Oxy-Acetylene Cutting

- ☐ Straight Cut
- ☐ Circle Cut
- ☐ Piercing

☐ Plasma Cutter

- ☐ Straight Cut
- ☐ 1' x 4" Strip
- ☐ Piercing

MIG Welding Application

☐ Metallurgy—Understanding Basic Principals

☐ Various Joints and Positions

- ☐ 1F, 1G
- ☐ 2F, 2G
- ☐ 3F, 3G
- ☐ 4F, 4G

Construction

- ☐ Technical Drawing
- ☐ Framing
- ☐ Squaring
- ☐ Bracing
- ☐ Reinforcing
- ☐ Blueprint reading
- ☐ Material Ordering & Pricing

Safety

- ☐ Operate safely in a shop environment
- ☐ Use tools appropriately for proper applications
- ☐ Use of appropriate Personal Protection Equipment

Competency standards of proficiency in Agriculture Construction

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Become familiar with career opportunities, as well as job-seeking and employability skills, relevant to the broad industry of welding and fabrication.
- Utilize appropriate trade terminology.
- Demonstrate advanced shop skills in construction and fabrication.
- Complete a career portfolio.
- Be provided opportunities for leadership development.
- Strengthen academic skills through demonstration of applied career technical training, primarily in mathematics and physical science disciplines.
- Practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- Participate in relevant FFA competitions to assess classroom skills and theory.

COMPETENCIES

Agricultural Construction

Welding

☐ Metallurgy—Understanding Basic Principals

☐ Flat Position

- ☐ SMAW
- ☐ GMAW
- ☐ GTAW

☐ Vertical Position

- ☐ SMAW
- ☐ GMAW

☐ Horizontal Position

- ☐ SMAW
- ☐ GMAW

☐ Overhead Position

- ☐ SMAW
- ☐ GMAW

Cutting Processes

☐ Oxy-Fuel

☐ Plasma

- ☐ Understand Computer Operated Machinery

☐ Air ARC

Construction

☐ Technical Drawing

- ☐ CAD Drawing

☐ Framing

☐ Squaring

☐ Bracing

☐ Reinforcing

☐ Blueprint reading

☐ Material Ordering & Pricing

Safety

- ☐ Operate safely in a shop environment
- ☐ Use tools appropriately for proper applications
- ☐ Use of appropriate Personal Protection Equipment

Competency standards of proficiency in Ag Engineering/Fabrication

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Become familiar with career opportunities, as well as job-seeking and employability skills, relevant to the broad industry of welding and fabrication.
- Utilize appropriate trade terminology.
- Demonstrate advanced shop skills in construction and fabrication.
- Complete a career portfolio.
- Be provided opportunities for leadership development.
- Strengthen academic skills through demonstration of applied career technical training, primarily in mathematics and physical science disciplines.
- Practice and implement critical thinking skills through the use of computer technology, individual and group projects, and workplace simulation activities.
- Participate in relevant FFA competitions to assess classroom skills and theory.

COMPETENCIES

Agricultural Engineering & Manufacturing

Welding

☐ Metallurgy—Understanding Basic Principles

☐ Flat Position

- ☐ SMAW
- ☐ GMAW
- ☐ GTAW

☐ Vertical Position

- ☐ SMAW
- ☐ GMAW

☐ Horizontal Position

- ☐ SMAW
- ☐ GMAW

☐ Overhead Position

- ☐ SMAW
- ☐ GMAW

Machining processes

☐ Lathe Operation

- ☐ Facing and Turning

☐ Mill Operation

- ☐ Shaping/Surfacing
- ☐ Hole and pocket forming

☐ CNC

- ☐ Understand Computer operated machines
- ☐ Programming and software

Cutting Processes

☐ Oxy-Fuel

☐ Plasma

- ☐ Understand Air-Plasma Cutting Operations
- ☐ Understand Computer Operated Machinery
- ☐ Integrate CAD drawings into CAM software

☐ Air ARC

Construction

☐ Technical Drawing

☐ CAD Drawing

- ☐ Framing
- ☐ Squaring
- ☐ Bracing
- ☐ Reinforcing
- ☐ Blueprint reading
- ☐ Material Ordering & Pricing

Safety

- ☐ Operate safely in a shop environment
- ☐ Use tools appropriately for proper applications
- ☐ Use of appropriate Personal Protection Equipment

Competency standards of proficiency in Small Gas Engine Repair

COURSE COMPETENCIES:

Upon successful completion of the course, students will:

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

COMPETENCIES SMALL GAS ENGINES

Upon completion of the course, the students will have:

- ☐ Acquired knowledge of theory in the areas of two-stroke and four-stroke cycle gas engines.
- ☐ Demonstrated use of proper safety with tool and material handling within a shop environment.
- ☐ Completed service paperwork.
- ☐ Accessed technical publications in performing services.
- ☐ Identified and demonstrated proper use of precision measuring tools.
- ☐ Demonstrated procedure for troubleshooting.
- ☐ Identified engine numbers.
- ☐ Explained two and four-stroke cycle engine operating theories.
- ☐ Described engine components, theories, and functions.
- ☐ Described lubrication fundamentals.
- ☐ Described functions of engine maintenance.
- ☐ Performed engine maintenance.
- ☐ Conducted a four-stroke cycle gas engine diagnosis.
- ☐ Serviced a four-stroke cycle gas engine.
- ☐ Performed failure analysis.
- ☐ Identified career opportunities and conducted job search in this industry.

COMPETENCIES

Small Gas Engines Internship

- ☐ Acquire knowledge of appropriate Theory in the areas of Two-Stroke and Four-Stroke Cycle Gasoline Engines.
- ☐ Demonstrate use of proper Safety with tool and material handling within a shop environment.
- ☐ Complete appropriate Service Paperwork
- ☐ Use Technical Publications in performing services.
- ☐ Identify, demonstrate proper use of, and clean Hand Tools
- ☐ Identify and demonstrate proper use of Precision Measuring Tools
- ☐ Demonstrate procedure for Troubleshooting.
- ☐ Identify Engine numbers.
- ☐ Explain Two- and Four-Stroke Cycle Engine operating theories.
- ☐ Demonstrate knowledge of engine systems, components, theories, and functions.
- ☐ Describe Importance of customer service
- ☐ Demonstrate proper customer communications and relations
- ☐ Order parts and components
- ☐ Receive, document, and manage customer work orders
- ☐ Perform Engine Maintenance.
- ☐ Test a Two-Stroke cycle Gasoline Engine
- ☐ Conduct engine servicing as needed
- ☐ Conduct Gasoline Engine Diagnosis
- ☐ Overhaul Gasoline Engines as needed
- ☐ Perform Failure Analysis
- ☐ Identify Career Opportunities and Conduct Job Search

20

Credentials



Agency User Search

Document Number:110105990 >

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:RAVY
First Name:GREGORY
Middle Name:MICHAEL

Document Information:

Document Number:110105990
Document Title:Single Subject Teaching Credential
Term:Clear
Status:Valid
Issue Date:6/2/2011
Expiration Date:7/1/2016
Original Issue Date:6/19/2009

Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Add Auth Date
--------------------	---------------------------	--------------	---------------------	-------------	---------------

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.

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child

Agency User Search

Document Number:090230457 >

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: RAW
First Name: GREGORY
Middle Name: MICHAEL

Document Information:

Document Number: 090230457
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear

Status: Valid
Issue Date: 6/19/2009
Expiration Date: 7/1/2014
Original Issue Date: 6/19/2009
Grade:
Special Grade:
969 (Title 5 \$80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Add Auth Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and	AGRI	Agriculture	MAJ	

Renewal Requirements

Calendar of Chapter Activities

June 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Father's Day	17	18	19	20	21	22
23 CATA Governing Board	24 CATA Conference-SLO	25	26	27	28	29
30						

July 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 GH Registration 14 for Clovis	3	4 Independence Day	5	6
7	8	9 Officer Meeting 9:00-12:00am	10 Top 10	11	12	13
14	15	16 Officer Meeting 9:00-12:00	17	18	19	20
21	22	23 Officer Meeting 9:00-12:00	24	25	26	27
28	29	30 Officer Meeting 9:00-12:00	31			

August 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 Officer Retreat 8:00am @ SHS	6	7	8	9	10
11	12	13 Officer Meeting after Registration	14 Livestock and Gala Parent Meeting 6:00pm (Registration Night Booth)	15 Sophomore, Junior, & Senior Registration AM	16 SJR FFA Boot Camp- Scicon	17
18	19	20	21	22 School Starts	23	24 →
25	26	27 Exec. Officer Meeting @ lunch	28 Est. Fresno Officer Leadership COLC/CATA- Clovis HS 5pm	29	30	31 Car Wash 8:00am-12:00pm

September 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day No School	3 Executive Officer Meeting @ lunch	4	5	6	7 Grape Bowl Livestock Show 8:00am-12:00pm
8	9	10 Executive Officer Meeting @ lunch	11 Livestock & Gala Meeting @ 6:00pm	12	13	14
15	16	17 Executive Officer Meeting @ lunch	18 Ice Cream Social EFM FFA Black Beards Late Start	19	20 Gala Setup	21 4 th Annual Harvest GALA
22 Gala Cleanup	23	24 Executive Officer Meeting @ lunch	25	26	27	28
29 Small Animals Haul-in	30					

October 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Goat Haul-in	2 Fresno County Fair	3	4	5 Dairy/Fur & Feathers Sale
6	7	8	9 Late Start	10	11	12 Livestock Sale 8:00am
Fresno County Fair						
13	14 Columbus Day	15	16	17	18	19
Fresno County Fair						
20	21	22	23 October Meeting	24 GHC-Clovis East HS	25	26
27	28	29	30 National Convention Late Start	31 Halloween		

November 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 National Convention	2 →
3	4 Kick Off Winter Fundraiser	5	6	7	8	9
10	11 Veterans Day No School	12	13 EFM O/C-Reedley College 4pm	14	15 SJR CATA Road Show- Bass Lake	16 SJR CATA Meeting- Bass Lake
17	18	19 Chapter Meeting	20	21	22 Reedley College Novice Showmanship	23
24	25 No School	26	27	28 Thanksgiving	29 →	30 →

December 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4 Late Start	5 EFM Banking/BIG-Sanger 5pm	6	7 Toyland Parade
8	9	10	11 FFA Giving Meeting	12	13	14
15	16	17	18	19 Finals 1, 3, 5	20 Finals 2, 4, 6	21
22	23 Winter Break No School	24	25 Christmas	26	27	28
29	30 Winter Break No School	31				

January 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 New Year's Day Winter Break No School	2	3	4
5	6 Winter Break No School	7	8	9	10	11
12	13 School Resumes	14	15 State Degree Record Books-Madera 5pm Late Start	16	17	18
19	20 MLK Holiday No School	21	22	23 Winter FFA Meeting Cal Skate Job Interviewed/Prepared Manuscripts Due	24 SIR FFA Officer Apps Due	25
26	27	28	29 State Degree Record Book-Kingsburg 5pm Late Start	30	31	

February 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Minarets Parli Pro/Creed 8am
2	3	4	5	6 EFM Speaking-Clovis	7 Chico State Parli Pro Invitational	8 MJC Parli Pro Invitational
9	10 No School	11 World Ag Expo	12 E/WFM CoOp-Laton 5pm Late Start	13 →	14 MFE/ALA – Visalia SJR FFA Officer Interviews-Visalia Valentine's Day	15 → →
16	17 FFA Week Presidents Day No School	18 Support Our Troops Day	19 Forever Blue & Gold Day Chapter Meeting & EFM John's Incredible	20 Wild Wild West Day	21 Wacky Apache Staff Appreciation BBQ	22
23	24	25	26 Late Start	27	28	

March 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 SJR FFA/CATA Meeting- Frontier HS Western Dairy Classic Chico State FD
2	3	4	5	6	7 UC Davis Parli Pro	8 UC Davis Field Day Dinuba Spec Animals
9	10	11	12 E/WFM Parli Pro- Sierra 4pm	13	14	15 Merced College Field Day
16	17	18	19 FFA Meeting Late Start	20	21 SJR Parli Pro-COS Tulare	22
23	24	25	26	27	28 SJR Speaking-COS Speaking Contests	29 MJC Field Day
30	31					


April 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 EFM/WFM Banquet	2 Late Start	3	4	5 CRC FD/Ag Sales Reedley College FD Madera Weld/Engines
6	7	8	9	10 State Speaking Finals State Exec Mtg.	11 State Parli Pro Finals	12 Fresno State Field Day Clovis East Weld/Spec Animals FFA State Conference
13 FFA State Conference	14 Spring Break No School	15	16	17	18	19
20 Easter	21 No School	22	23	24 Farm Day & BBQ	25	26 Madera Floral 8am Hanford Field Day
27	28	29	30 Late Start			

May 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 EFM Off Apps Due	3 State Finals-Cal Poly
4	5 EFM Officer Screening	6	7 Late Start	8 E/WFM CATA Planning/FFA Off Elect-Kingsburg 4:30pm	9	10
11 Mother's Day	12	13	14	15	16	17 Prom
18	19 American Degree Scoring-Kingsburg 5pm	20	21 Banquet 6:00 PM	22	23	24
25	26 Memorial Day	27	28 Final American Degree Scoring-Fresno State	29	30	31

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12 Finals 1, 3, & 5	13 Finals 2, 4, & 6 Last Day of School	14
15 Father's Day	16	17	18	19	20	21
22	23 CATA Conference-SLO	24	25	26	27	28
29	30					

Expected Professional Growth and Development Activities

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

13-14

School

Sanger High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Bonomi	Ravy	Herron	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X		
Spring Region Meeting	X	X		
Section In-service*	X	X		
Section In-service*		X		
Section In-service*		X		
Section In-service*				
Summer Conference				
University AgEd Skills Week				
Professional Development **	X	X	X	

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

** Can utilize a *maximum* of two other "*Agriculturally Related*" Professional Development activities than those listed above. Explain the Professional Development:

1 ROP Inservice Fall Meeting - Bonomi/Ravy

2 ROP Spring Joint Advisory Meeting - Bonomi/Ravy

3 Fresno County Science PLC Conference - Bonomi 2 Days

4 Advanced TIG Welding Workshop - Ravy 1 Day

5 Job Shadowing - Production Services Machine Shop - Ravy 2 Days

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R-2 Report

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**Sanger HS
R2 Student Report
Year:2013**

Gender

Schnum	ProgName	Male	Female
178	Ag Bus Mgt	2	5
178	Ag Mech.	108	6
178	Agriscience	12	8
178	An. Science	16	55
178	Forestry/NR	1	1
178	O.H.	4	49
178	Plant/Soil Sci.	0	1

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	5	2
Ag Mech.	63	51
Agriscience	14	6
An. Science	35	36
Forestry/NR	1	1
O.H.	33	20
Plant/Soil Sci.	1	0

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	1	0	0	0	0	0	6
Ag Mech.	31	0	0	6	6	3	66
Agriscience	6	1	0	0	0	0	12
An. Science	24	0	0	3	3	1	37
Forestry/NR	0	0	0	0	0	0	1
O.H.	7	0	0	0	0	1	32
Plant/Soil Sci.	0	0	0	0	0	0	1

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	53	20	62	51	0	0	0	0	186
2	0	21	7	14	0	0	0	0	42
3	0	0	9	1	2	1	0	0	13
4	0	0	0	12	4	1	0	0	17
5	0	0	0	0	3	1	1	0	5

6	0	0	0	0	0	2	0	1	3
7	0	0	0	0	0	0	0	1	1
8	0	0	0	0	0	0	0	1	1
Total	53	41	78	78	9	5	1	3	268
Total 9-12									250

Freshman Persistence:

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	75	74%
2	13	13%
3	3	3%
4	11	11%
Freshman Cohort Students	102	
Average Years Completed	1.5	

*Prior to 2010 Hispanic is listed as a race.

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R2 Teacher Information
Sanger HS,Sanger
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
Ravy	Greg		Male	White	5	Agriculture Specialist	50100	8845	1000	0	N
Herron	Tony		Male	White	22	Agriculture Specialist	69980	10800	1000	0	N
Bonomi	Audrey		Female	White	16	Agriculture Specialist	68783	13600	1000	3000	N

Bonomi, Audrey					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:55	Prep	0	Prep
1	2	8:59	Vet Science	32	Animal Science
1	3	10:16	Ag I	21	Agriscience I
1	3	10:16	Biotechnology in Agriculture	19	Other Ag
1	4	11:20	Floral Design	32	O.H./Floral
1	4	11:20	Floral Design II	5	O.H./Floral
1	5	1:03	Floral Design	34	O.H./Floral
1	5	1:03	Floral Design II	6	O.H./Floral
1	6	2:07	Floral Design II	10	O.H./Floral
1	6	2:07	Floral Design I	32	O.H./Floral

Herron, Tony					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	5	1:03	Ag Biology	30	Ag Biology

Ravy, Greg					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:55	Ag Engineering	13	Ag Mechanics
1	2	8:59	Welding	27	Ag Mechanics
1	3	10:16	Ag Mech I	34	Ag Mechanics
1	4	11:14	Prep	0	Prep
1	5	1:03	Small Gas Engines	25	Ag Mechanics
1	6	2:07	Small Gas Engines	30	Ag Mechanics

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Completed Travel Request Submitted to Administration

SANGER UNIFIED SCHOOL DISTRICT
APPLICATION FOR STUDENT TRIP
(SUBMIT UP TO ONE YEAR IN ADVANCE)

94083

Trip# _____ Funding Code 0100-70100-0-1132-1000-560006-017-0000 AG Charter Trans (ASB=1730) P.O.# _____
0100-70100-0-1132-1000-571040-017-0000 AG District Trans

School SHS Date of Application _____
Teacher(s) Bonomi Grade 9-12 Class/Group FFA # of students 14
Name and Address of Destination Chico, CA 95929-0310
Purpose of Trip Chico State FFA Field Day

Type/Number of Vehicles: District School Bus _____ # _____ Charter Bus _____ # _____ Van _____ # _____ Car _____ # _____

ADULT SUPERVISION

Teachers (include CDL# and Exp. Date if driving)

Parents/Chaperones/Drivers (with CDL# and Exp. Date)

Greg Ravy
Audrey Bonomi
A1880927

How does this student trip relate to the District strategic plan? Student Leadership
personal growth, career preparation
What impact will this trip have on student learning? career competition and
experience

Are charges being imposed upon the students? NO

If so, how much per student? _____

Has permission from parent or guardian of all students been obtained? YES ☐ NO ☐ WILL BE ☒

Have parents been informed of schedule? YES ☐ NO ☐ WILL BE ☒

Emergency Card on file? YES ☒ NO ☐

DATE OF PROPOSED TRIP Feb. 28-March 1

1. Estimated time departure 12:20
2. Estimated time arrival 5:30
3. Estimated time departure 6:00pm
4. Estimated time arrival 11pm

Point departure SHS
Point destination Chico
Point homeward departure Chico
Point trip terminates SHS

COMPLETE THIS SECTION IF REQUESTING A SUBSTITUTE

Is a substitute required? ☒ YES ☐ NO How many? 2 Grade/Subject Ag/mecl
(Circle one) Full day Half-day (Reporting time for half day) AM _____ PM _____

Name of substitute requested _____ Substitute Telephone # _____

Funding code for substitute 0100-70100-0-1132-1000-110001-017-1010 Ag Grant
0100-11000-0-1110-1000-110001-017-1010 Site Cost: _____

IF OVERNIGHT TRIP, ADDITIONAL ITINERARY MUST BE SUBMITTED TO TRANSPORTATION

Is this an overnight trip? YES

NO

Principal/Administrator Signature _____

Date 12/16/13

Associate Superintendent _____

Date _____

APPROVED ☐

DENIED ☐

Board of Trustees _____

Date _____

APPROVED ☐

DENIED ☐

TRANSPORTATION USE ONLY

Date _____
Time In _____
Time Out _____
Total Time _____
Remarks _____

Bus No. _____
of riders _____

Speedometer Reading
Finish _____
Start _____
Total _____

Itinerary Chico FFA Field Day

February 28, 2014

12:20pm-Leave SHS

6:00pm Dinner

7:00pm- Holiday Inn

8:00pm-Practice and Study Session

10:00pm Lights Out

March 1, 2014

6:30am- Leave for Breakfast

7:30 Arrive at contest site

8:00am Contest Begins

1:00pm Lunch

2:00pm Critique

3:00pm Awards

7:00pm Dinner

10:00pm Arrive SHS

[Home](#) [CalAgEd.org](#) [Registration](#) [Additional Help](#)**Event Registration Summary**

Event: 2014 Chico State & Butte College Field Day
Date: 3/1/2014
School: Sanger HS
Chapter: Sanger
Advisor: Greg Ravy
Email: gregory_ravy@sanger.k12.ca.us
Phone: 559-524-7303
Chaperones: 2
Registration#: 15200
Registration Date: 12/12/2013

Contest	Teams	Fee	Participants	Alternates	Fee	Total
Agricultural Mechanics	1	\$0.00	4	0	\$11.00	\$44.00
Meat Judging	3	\$0.00	10	0	\$15.00	\$150.00

Total Teams: 4
Total Participants: 14
Total Alternates: 0
Registration Total: \$194.00

Payment must be postmarked on or before 2/14/2014 for the above fees to apply

Remittance Instructions:

Fees are due upon registration and apply even if contestants do not compete.
Late fees will be applied if payment is postmarked after the registration deadline.

Remit payment to:

FFA Field Day
College of Agriculture
California State University, Chico
Chico, CA 95929-0310

Print this page for your records.

A signed agreement is required for your school to participate. [Click here to print the agreement.](#) Bring the signed agreement to the event.

[Return to Registration Page](#)

Please contact the host school for questions about event registration. Additional Help.
Site developed and maintained by Mike Spless, College of Agriculture, Chico State.
Last Updated: 12/29/11

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CATA Membership Card

175
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Greg Ray

SERVING AGRICULTURE BY TEACHING
2013/2014 ACTIVE MEMBER

**Report Submitted to Administration after Attending a
Professional Development Activity**

MEMO

To: Eric Martinez
From:
Date: 12/18/2013
Re: TIG Welding Workshop

Comments: Eric,

Thank you for approving my absence to attend the TIG Welding Workshop at Reedley College last Friday. Although the workshop had no registration costs, I understand the costs associated with engaging a substitute for the whole day. I appreciate your understanding of the importance of relevant professional development.

Attending the workshop has helped me improve my TIG skills as well as my presentation of TIG skills to my students. I learned some terrific skill development exercises that I will use in my classes to teach TIG techniques and allow a high level of student success when beginning to learn TIG.

I will be happy to demonstrate what I learned at the workshop any time if you want to observe. Thank you for approving my conference request so that I could attend this workshop.

Sincerely,

Greg Ravy

5 Year Acquisition Wish List

Five year Facility And Equipment Acquisition Schedule

2013-2014:

- Poultry Facility/Layer Hen Project
- Uniform Ground Material
- Multi Process Welding Set-up
- Complete Pens South Side
- Cover Remainder of the Barn
- Additional Ag Vehicle
- Show Arena Support Beams

2014-2015

- Drainage and Sewer for Animal Facility
- Swine facility (like Reedley)
- Farm Market
- Rabbit Facility
- Cattle Chutes
- Fans for Cattle
- Bleachers

2015-2016:

- Dairy Goat Barn and Milking Parlor
- Feed Storage Area
- Beef Area Barn
- Ag truck vehicle for department
- Landscape Farm/ Picnic Area

2016-2017

- Fan Sprayer for Orchard
- Laminar Flow Hoods
- Lab Tables in Ag Biology room

2017-2018

- Shelving and locking storage in Ag Shops
- Lab Tables in Floral Room
- Tool Shed

Operating Budget for the Agriculture Department

Department Budget 2013-2014

Class	Teacher	Sections	Budget per section	Total
Ag Biology	Herron	1	\$ 500.00	\$ 500.00
Intro to Agriculture	Bonomi	1	\$ 500.00	\$ 500.00
Floral Design 1	Bonomi	2	\$ 500.00	\$ 1,000.00
Advanced Floral Design	Bonomi	1	\$ 500.00	\$ 500.00
Biotechnology in Agriculture	Bonomi	1	\$ 500.00	\$ 500.00
Veterinary Science 1	Bonomi	1	\$ 500.00	\$ 500.00
Intro Ag Mechanics/Welding	Ravy	1	\$ 500.00	\$ 500.00
Agriculture Welding	Ravy	1	\$ 500.00	\$ 500.00
Agriculture Construction	Ravy	1	\$ 250.00	\$ 250.00
Ag Engineering/Manufacturing	Ravy	1	\$ 250.00	\$ 250.00
Small Gas Engine Repair	Ravy	2	\$ 250.00	\$ 500.00
Subtotal				\$ 5,500.00

Non-Class Room Budgets

Tractor Repair	\$ 500.00
Fuel	\$ 1,000.00
Maintenance/Trailers	\$ 1,000.00
Subtotal	\$ 2,500.00

FFA

Awards	\$ 500.00
Contests	\$ 300.00
Travel/Hotels	\$ 1,200.00
State Conference/GH/MFE/ALA	\$ 1,500.00
California FFA Registration	\$ 3,000.00
National FFA	\$ 500.00
Subtotal	\$ 7,000.00

Departmental

TA Regional Meetings/Conference	\$ 1,300.00
Transportation Fair	\$ 2,000.00
Substitutes	\$ 2,500.00
School Owned Animals	\$ 500.00
Farm Supplies/Sanger Nursery	\$ 1,500.00
Tools and Sharpening	\$ 200.00
Subtotal	\$ 8,000.00

Non-Class Total \$ 17,500.00
Class Total \$ 5,500.00
Grand Total \$ 23,000.00

2013/14 Incentive Grant \$ 11,000.00
 2013/14 Matching Funds \$ 12,000.00
2013/14 Total Funds \$ 23,000.00

Description of District/Department Budget Process

Department Budget Process

The Sanger Agriculture Department Operating Budget is developed by the department head each year after discussion with department members.

Our budgeting process begins with determining the approximate amount of funding we can expect through our normal sources of the AIG and the CTE Perkins Grant. After we have a general idea of our expected funding, we look to see what if any special funding we may receive in a given year through grants or special district allocations that may be available. Once we have a general figure we begin assigning the whole amount into specific categories. Our department has fixed costs which need to be paid first, so the recurring annual expenditures are budgeted for initially. As a department, we meet and discuss our expected costs for farm operations, fair transportation, CDE registration, travel expenses, professional development, and planned purchases. Each specific line item of the non-classroom expenses is agreed upon after an analysis of the prior year's expenditures and an estimation of increased or decreased activity in the coming year.

After the annual operating costs of the department are decided, the classroom supply budgets are analyzed and funding is allocated to each area accordingly. Each member of the department has some amount of funding allocated for each of their class sections. Combined sections are generally budgeted as one section. The funds are distributed evenly between the classes to have equitable classroom budgets for each instructor. Our department head generally allocates approximately \$500 for each section of agriculture taught, however in lean years, classroom budgets are smaller and in years where more funding is available; classroom budgets are increased for the year.

Department Head Responsibilities

Department Head Responsibilities

This section has been left empty as I am not the Department Head of our program.

Chart of Responsibilities

Sanger Agricultural Department Responsibilities				
Event		Audrey	Greg	Tony
Car Wash	Activity		X	
	Tickets		X	
	Funds/Profit Potential		X	
	Set-up	x	x	
Retreat				
	Funding	X		
	Agenda		X	
	Trip Request/Scheduling Facility	X		
	Leadership Workshops		X	
	Calendar		x	
	Food/Purchase Order	X		
Grape Bowl Livestock Show				
	Awards/Order & Pick up	X		
	Invitations/Layout/Agenda	X		
	Food/Refreshments		X	
Fall Sectional CATA Meeting				
Teachers	Registration/Conf Request	X		
	Attendance	X	X	
Chapter Officer Leadership Conference				
	Trip Request/Purchase Order		x	
	Transporting Students		X	
Welcome Back FFA Meeting				
	Invitations		X	
	Funding Source/PO's	X		
	Advertisement		X	
	Agenda		X	
	Activity		X	
	Order/P/U Food	x	X	
	Food Preparation	x		
	Clean-up/Set-up	X	X	X
Harvest Gala				
	Site	X		
	Food Preparation	X		
	Decorations	X		
	Tickets	X		

	Program		X	
	Donations	X	X	
	Set/Clean up	X	X	
	Officer Student Help		x	
Fresno Fair				
	Animal Entries	X	X	X
	Ag Mechanic Entries		X	
	Floral Entries	X		
	Trip requests/Subs	X	X	X
	Transportation Coordination	X		
	students	X		
	projects	X	X	
	Food/Tent	x		
Drive Thru BBQ Fundraiser				
	Ticket Printing/Contacts	X		
	Food PO's/Profit Potential	X		
	Distributing Tickets	X	X	X
	Sales	X	X	X
	Picking up food	X	X	
	BBQ-Cooking Meat		X	
	Rice/Beans/Salad Preparation	X	x	
	Paper Products	X		
	Students/Parent Help	X	X	
Opening Closing Contest- November				
	Take students to Reedly-	X	X	
	Trip Request/Transportation	X		
	Funding PO	X	x	
October FFA Meeting				
	Advertise		X	
	Planning		X	
	Agenda/Script		X	
	Bus/Activity Request	X		
	Refreshments	x	X	
FFA Fall Meeting-November				
Regional -Teachers	Transport students to conference	X	X	
	Trip Request and Funding	X		
Fall Regional CATA Meeting				
	Attendance	X	X	
	Purchase order for registration	X		
FFA Greenhand Festival				

	Invitation/mailling/personal invites-		X	
	Binder/Script/Agenda	X		
	Decorating	X		
	Purchasing Supplies for decorations-	X		
	Printing Certificates	X		
	Ordering and Pick up Awards-			
	Ordering/ Picking Food/Salad Cake Rolls			
	Picking up paper goods			
	Organizing/Practicing Script+Program			
	Programs/Printing-			
	Food Set-up-Food/Serving			
	Head Table and Guest table set-up-			
	Clean-up/set-up	X	x	
See's Candy Fundraiser				
	Profit Potential	X		
	Meet with See's Rep	X		
	Organize packets/order forms	X		
	Distribute Flyers Teachers/Staff	X		
	Collect Money/Turn in	X	X	X
	Place Order, By Dec 2			
See's Candy Fundraiser cont	Pick up order from See's	X		
	Sort Order, by class/individual student	X		
	Paperwork for check payment	X		
Banking/BIG Contest				
	Best Informed Greenhand Test	X		
	Banking Test		x	
	Team Participation	X	X	
	Farm Records Test	X		
	Coop Test		X	
Veterans Parade				
Toyland Parade Float				
	Trailer Use	X		
	Theme Planning		X	
	Layout/Design		X	
	Construction		X	
	Organizing Student Participation	X	X	
Apache Closet Assistance with FFA Members				
	Shopping for Toys	X		
	Set-Up	X		
Winter FFA Officer Meeting				

	Advertise		X	
	Planning		X	
	Agenda		X	
	Refreshments/Food	X		
	Purchase Supplies	x		
State Degrees Scoring 1				
Teachers	Attendance	X	X	
State degree/Proficiency Scoring 2				
Teachers	Attendance	X	X	
Mid- Winter Retreat				
	Funding	X		
	Agenda		X	
	Trip Request/Scheduling Facility		x	
January Meeting				
	Advertise	X	X	X
	Planning		X	
	Agenda		X	
	Activity		X	
	Food/Refreshments	x		
Sectional Speech Contest				
	Job Interview		X	
	Creed	X		
	Extemp		X	
	Prepared	X		
	Transport Students	X	X	
February Meeting				
	Advertise	X	X	
	Planning		X	
	Agenda		X	
	Bus/Activity	X		
	Food/Refreshments	X		
FFA Week Activities				
	Funding/Po's	X		
	Coordinating Day/Facilities		X	
	Design Info Boards			
	Build Info Boards			
	Order Supplies		X	
	Pick up Supplies		X	
	Event Program		X	

	Advertisement	X		
	Program Event			
	Invitations			
	Quad Activities		X	
	Flyers/Printing		X	
	Prizes/Giveaways		x	
Spring Regional FFA Meeting-				
	Registration/Purchase Order	X		
	Transport Students	X	X	
Spring Regional CATA Meeting				
	Registration/Conf Request	X		
	Attendance	X	X	
Donkey Basketball- March				
	Advertisements for Program			
	Set-Up Date			
	Program put together			
	Collect Funds			
ON HOLD	Ticket Sales			
	Ticket Distribution			
	Organizing Riders			
	Alumni Contacts			
	Secure/PU Jerseys			
	Ordering Shirts/funding			
	Snack Bar Set/Operation			
	Purchasing Snack Bar Supplies			
	Snack Bar Change			
	Paying Burrell			
	Posters/News Media			
	Posters Advertisement			
	Set-upClean-up			
SHS Staff Appreciation BBQ				
	Funding/PO's	x		
	Invitations		x	
	Secure Date/Facility		x	
	Help/BBQ		x	
	Purchase Food/Paper Goods	x		
	Organize Servers		x	
	FFA Display		x	

	Officer Presentations			
	Thank you note/gift		x	
Farm Day FCFB				
	Transport Students		X	
	Ag Booth		X	
April FFA Meeting	Advertise		X	
	Planning		X	
	Agenda		X	
	Bus/Activity	X		
State Convention April				
	Four Day Participants		X	
	One Day Participants	X	X	
	Trip Request/PO's	X		
	Transportation Students	X	X	
American Degree Scoring May				
Teachers	American Degree Books	X		
	Attend Scoring	X	X	
Sectional CATA Meeting May				
Teachers	Attendance	X	X	
	Registration/Conf Req	X	X	
Sectional FFA Meeting May				
	Sectional officer Candidates		X	
	Delegates/Senior Interviewer		X	
	Registration/Conf Request		X	
FFA End of the Year Banquet May				
	Invitation/mailling/personal invites-		X	
	Binder/Script-	X		
	Video End of Year		X	
	Decorating	X		
	Purchasing Supplies for decorations-	X		
	Ordering and Pick up Awards-	X		
	Ordering and Picking Food		X	
	Picking up paper goods-		X	
	Organizing/Practicing Script+Program		X	
	Programs/Printing-	X		
	Food Set-up-	X	X	X

Substitute Teacher Procedures and Plans

LESSON PLAN—Thursday, May 22,, 2014

Thank you very much for substituting for me. I will be out for today for professional development at Cal Poly State University SLO. I may not be able to answer my phone at a given moment, but feel free to call as I will get back to you as soon as I can. My number is 559-426-6686.

When the students arrive in class, please have them sit in their assigned seats (Seating Chart in the roll book for each period) and take roll from the sheets provided by the office.

Should you need them, the tardy forms and discipline forms are in the front of my roll book and there is generally a security guard posted at the corner of our building near the road. If any student should need to be escorted to the office, they will take care of that. Also, the phone number to the main office is 559-524-7200. There is a school phone on top of the microwave at the front of the classroom. There is a pencil sharpener and an automatic stapler on the microwave table as well.

Please keep students out of the shop. None of them are authorized to work in either the welding area or the engines area while I am gone.

Some **General Rules** that all of the students know:

1. Sit in your assigned seat unless given permission to move.
2. Do not go into the office, the shop, or outside unless specific direction is given from an Ag Advisor (Bonomi, Ravy, Herron)
3. Students are not to go to the restroom unless it is an emergency.
4. No foul language or leaning back in chairs/leaning desks
5. Unless the specific assignment calls for them to look up something, NO electronics.
6. Be courteous at all times.
7. Students must work on the assignment during the period.
8. Put books away neatly before the end of class.
9. Do not leave class until the bell rings or the sub dismisses class (after the bell).

Please leave me notes and names of students who were particularly *helpful* or problematic and students of both disciplines will get my attention when I return.

Some students have had trouble behaving for substitutes in the past, please don't hesitate to send any misbehaving student straight up to the office at the first sign of trouble and let me know who and what the problem was. Remind all students that any misbehavior will result in front office discipline as well as some assigned by me as well. I don't anticipate that you will have problems, however, if you do just call 7200 right away and have (insert name here) picked up by security so as not to disrupt the rest of the students.

Period 1— Ag Engineering/Manufacturing AND Ag Construction

The students in this class are of various ages, they should be good, have fun with them. The roll sheets are all in the book on my podium. Here is what they are to do:

Today, students are to read chapter Unit 41 in the Agricultural Mechanics (pg661) text and answer the questions at the end of the chapter, as well as define the terms in **bold** type throughout the chapter. They should be able to finish, but collect incomplete assignments as and I will determine if they get more time next week...

Please place completed assignments into the roll book in the correct section.

Period 2- Ag Welding

The students in this class are of various ages, a bit talkative, but should be good. The roll sheets are all in the book on my podium. Here is what they are to do:

Today, students are to read chapter 23 p.545-564 in the Modern Welding text and answer the questions at the back of the chapter, as well as define the terms found in **bold** type throughout

the chapter. They should be able to finish, but collect incomplete assignments as well and I will decide if they will get more time next week...

Period 3 - Ag Mechanics

The students in this class are of various ages, they should be good, have fun with them. The roll sheets are all in the book on my podium. Here is what they are to do:

Today, students are to read unit 27 (page 403-429) define the terms to know, and answer the self-evaluation questions (section A-D, yes all of them...) they may take *their* book home and finish over the weekend if they cannot complete during the period. Any student out of seat without permission may only get one warning before they will need to spend their lunch Monday in detention.

Please place completed work into the roll book in the correct section

Period 5 & 6 - Ag Small Gas Engine Repair

The students in this class are of various ages, they should be good, have fun with them. The roll sheets are all in the book on my podium. Here is what they are to do:

Have all students read Chapter 18 on Lawn Equipment (pg. 337-370 (page 195-213) in the new book, define the terms to know and answer the questions at the back of the chapter.

Students who only have the "old book" are to look on with a partner in the new book.

Please place completed work into the roll book in the correct section

Period 5 7 6 - Ag Small Gas Engine Internship

The students in this class are of various ages, they should be good, have fun with them. The roll sheets are all in the book on my podium. Here is what they are to do:

Have these students write a 1 page paper explaining the importance of thorough troubleshooting before ordering parts.

Once again, THANK YOU for substituting for me. Please feel free to leave any comments or concerns (or names of both good and bad students) below or on back.

HAVE FUN!!!!COMMENTS:

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Program Completer

F. Program Completion Standards

In order for a student to complete a program in agriculture at Sanger High School, they must meet minimum program completion standards. The program is structured to follow the Basic Core Curriculum and the Advanced Clusters.

Minimum Standards

1. Complete minimum of 720 hours of instruction in four courses within their program area.
2. The students supervised occupational experience program must be related to their career goal and be at least four months in the duration of their sophomore, junior and senior years.
3. Each student enrolled in an agricultural education program will be an active member of the FFA and serve actively at the local level.
4. Each student must receive a passing grade of a "C" or better to advance to the next course.
5. Students will choose a sequence of courses in the area of agriculture sciences, agricultural mechanics, ornamental horticulture, forestry and natural resources and agricultural business.

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2+2 Agreements

HIGH SCHOOL ARTICULATION CERTIFICATE

This is to certify that

Student Name

Has successfully completed

Introduction to Ag Mechanics and Welding/Ag Welding

Course Title

And is eligible to waive college coursework for

Exploring Welding/Metals (WELD-1)(3 units)

College Course Title

In accordance with the terms of articulation agreement number I-3895F at

Fresno City College

Community College

Valley ROP

School Name



High School Registrar's Signature/Date

Instructor's Signature/Date

This certificate and an official high school transcript should be presented to the college. Replaces former 2+2 certificate. Instructions on the reverse side. (2014)

**Reimbursement Process for Personal Expenses Incurred For
All Integral Activities Associated With FFA, SAE and
Professional Development**

Reimbursement process for expenses incurred

When traveling with students or on departmental business, expenses are sometimes incurred by the department instructors. Items are forgotten, nylons get a run in them, and meals sometimes need to be purchased on the road. Instructors who spend their own money to take care of these expenses can generally get reimbursed if the correct procedures are followed. There are two scenarios that occur which lead to the need for reimbursement; foreseeable expenses and unforeseen expenses.

When the expenses are foreseeable and the costs are able to be estimated ahead of time, it is possible to pre-approve the reimbursement of those costs to the instructor. A requisition form would need to be filled out naming the instructor as the vendor and the approximate amount and description of the expenses would need to be itemized, with a total and funding code at the bottom of the form. Upon the instructors return from the travel, he or she would need to submit the receipts for the expenses and the exact total to receive a school issued check for reimbursement. This process is the method preferred by our district, ROP, and the ASB.

At times, the expenses incurred by instructors are not foreseen and come unexpectedly. Although district, ROP, and ASB policy requires prior approval for expenditures, unexpected expenses can be reimbursed with the same process as long as a justification explaining the necessity of the expenditure and the reason the expense was unexpected. A requisition, approval, and receipts for the exact amount of the expense are still required, and the after-the-fact reimbursement usually takes a few days to a week longer to receive.

AGED 539 Project Report

Name: Gregory Ravy
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Phone: 760-533-8416
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Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 5A

Goal or Purpose of the Project:

To organize the Agriculture Mechanics shop for student safety, project production, storage of tools and materials, and utilization of space.

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

- Contact industry members for on-site review of facilities
- Develop plan for layout and setup of shop areas
- Build steel and lumber storage areas
- Build electrical room around breaker panel and transformer
- Build hang-up areas for electrical cords and cleanup tools
- Create storage solutions for welding safety equipment
- Construct locking tool board cabinet for hand and some power tools
 - Organize tools into cabinet using racks, shelves, hangers etc
- Place stationary power tools in permanent spaces and utilize safety zones
- Repair table saw and upgrade blade guard
- Construct lockout covers for stationary power tool cord ends
- Create and post signage for safety and instructions
- Utilize color coding to aid identification of hazards

Estimated number of hours on this project: 300

Estimated expenditures (\$) on this project (your costs) :

Proposed timeline for completion of the project: July 2009-April 2014

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
Email of photos, documentation of hours and meetings with industry personnel, visit from Master's committee as needed.

For Office Use Only:

Project Approved By: B. Keller

Date of Approval: 12/18/13

Quarter student will enroll in AGED 539: Winter 2014

A PROJECT TO ORGANIZE THE AGRICULTURE MECHANICS SHOP AT
SANGER HIGH SCHOOL FOR STUDENT SAFETY, PROJECT PRODUCTION,
STORAGE OF TOOLS AND MATERIALS, AND UTILIZATION OF SPACE.

A project
presented to
the Faculty of California Polytechnic State University,
San Luis Obispo

In Partial Fulfillment
of the Requirements for the Degree
Masters of Science in Agriculture Education

by
Gregory Michael Ravy

May 2014

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Gregory Michael Ravy

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COMMITTEE MEMBERSHIP

TITLE: A project to organize the Agriculture Mechanics Shop at Sanger High School for student safety, project production, storage of tools and materials, and utilization of space.

AUTHOR: Gregory Michael Ravy

DATE SUBMITTED: June 2014

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Department

COMMITTEE MEMBER: Mark Zohns, PhD
Professor, Bio Resource and Agriculture Engineering
Department

COMMITTEE MEMBER: Roberta Herter, PhD
Professor, College of Education

ABSTRACT

A project to organize the Agriculture Mechanics Shop at Sanger High School for student safety, project production, storage of tools and materials, and utilization of space.

Gregory Michael Ravy

The purpose of this project is to develop and implement a plan to re-organize the shop areas of the Sanger High School Agriculture Department to improve student experiences in project production in a relevant, realistic shop environment. The shop facilities within the department serve students in a variety of agriculture mechanics courses and consist of two main shop buildings with a third that is shared with the Industrial Technologies Department and outdoor work areas adjoining each of the buildings.

The project thoroughly examined the shop spaces in their current state in 2009 and again after a systematic cleanup and purge of unnecessary items finished in 2011. Specific goals were established through contact with industry members, nearby agriculture instructors, site administration, and district insurance and safety personnel. The general goals involved designing area specific layouts for each of the shop buildings and work areas, building material storage areas, creating storage solutions for production, safety, and cleanup tools and equipment, repairs of current machinery, creation of machinery lockout solutions, creation of tool organization systems, and utilizing signage and color coding throughout the shop.

The implementation of the project goals takes place over a period of time and the success of the project is measurable through levels of student project production, project quality, tool breakage/losses, and injury rates. The project has resulted in greater overall student

quality, tool breakage/losses, and injury rates. The project has resulted in greater overall student engagement in shop skill assignments, greater availability of tools and equipment, reduced search time, and increased overall project quality and quantity.

ACKNOWLEDGEMENTS

Special thanks to the input and advice from my industry partners for assisting in the creation of the plans and layout of the shop areas.

Special thanks to the agriculture mechanics students from 2011-2014 for the energy and motivation as well as the hands-on help in implementing the project goals.

Thanks to the administration for finding the funding to repair, replace, purchase new or dispose of so many items that were necessary for the completion of the project.

Without the assistance, funding, guidance, help, input, and wisdom of the people who played a part in this project it would not have been possible.

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INTRODUCTION

BACKGROUND

Agriculture Mechanics is a diverse industry with demanding jobs and high expectations from employers. Agriculture Education programs that include topics in agriculture mechanics have expectations put on them by industry, administration and parents to prepare students for the industry. As an agriculture mechanics instructor, my primary job is teaching students agriculture mechanics skills in a shop environment. I have to provide a clean, safe environment for students to work in and give them a well organized work space. I have to teach students respect for fellow students and facilities, safe work habits, and proper use of tools through projects that develop the skills used every day in the industry. My industry partners and advisory committee members expect students will learn safe work habits and good shop manners in my classes. They expect that students will be engaged in skill development activities that prepare them for future employment in mechanical trades. My administration expects that students will learn current and relevant skills in an environment that is safe and conducive to learning. My department head expects that students will respect the facilities and that the shops will be something to be proud of instead of an eyesore.

It was with these expectations in mind that I laid out my plan to improve the shop facilities. If there is trash and clutter around the shop, students will believe that leaving trash and clutter is acceptable. Scattered trash, spilled liquids, disorderly workspaces, materials on floors or in walkways, and other clutter create safety hazards as well as

decrease productivity. Providing trash receptacles, bins for remnant materials and recyclable scrap, and adequate, accessible storage for raw materials allows for the proper storage and disposal of items that would otherwise be left out. Without an organized tool storage system with designated areas that are easily seen and understood, tools will be left out or piled in tool rooms or storage areas. As ready access to the correct tools is a necessity for productivity, tool storage and organization is a major factor determining how well students will stay engaged in skill development activities. Improper storage or poor organization negatively affects student engagement and overall production and quality of student projects. Misplaced or disorganized tools increase the “search time” required to find tools and equipment. During a scheduled day of high school instruction, search time can easily cut large portions of a class period out that would otherwise be used to make progress on a skill assignment or project. When a good example is set for how the shop should be kept, however, students will learn respect for facilities and respect for fellow workers in a shop environment.

Consisting of three shop buildings, a covered sheet metal/forge/foundry area, and three covered outdoor work areas in a “U” shape surrounding a shop lot, the facilities have great potential and have very nice structures as a starting point. The three shop buildings are room 1001, 1003, and 1006. 1001 is the Agriculture Mechanics shop where the welding booths are installed and where the agriculture mechanics woodworking equipment is now housed. 1003 is a building initially intended for Auto Shop classes, however after the retirement of the Auto Technologies instructor, the Ag Department inherited the room and converted it to small gas engine repair. Room 1006 is a small scale machine shop with permanently installed mills, lathes, and gang drills as well as

some 220V welding outlets. The outdoor areas adjoining each of the rooms are useful for storing materials, large projects, and some equipment as well as providing covered work space for student skill development activities and projects.

The Sanger High School Shop facilities were my major priority as a new teacher at the high school. Because of the condition they were in, I could see how much work there was in not just making them functional again, but in making them a positive, workable environment for my students. I chose to do my master's project on the shop facilities because of the obvious need to improve this section of our department.

To give the reader some background information, the shops I inherited were unworkable on the day that I arrived. There were literally piles of trash everywhere, and large areas of the shops were impassable because of the lack of organization and the incredible amount of "stuff" all over the place. It was treacherous to walk through the 1001 shop area and the covered outdoor work areas. Small engines, diesel engines, and welding and fabrication projects were scattered throughout the area. Major safety concerns existed in each area of the facility. Equipment has misused and incorrectly stored. Some photos follow to show what I started with:



Trash accumulated on top of lockers



Disassembled projects littered about



Trailer left on stands with trash accumulated



Welders left outside in weather



Gas can left at welding station



misc scattered trash, clothes, and tools





Materials left on ironworker and obstructing pathway



Materials, hazardous chemicals, and tools left out, spilled oil, and inappropriate containment



Tools, parts, safety equipment, and welder left out



Chop saw used next to combustibles then left outside.



Customer lawnmower and other customer engine left out in weather



Used oil barrel overflows near storm drain, scattered scrap metal litters ground



Trash and general clutter, empty oil containers and combustibles near welding gas storage



More miscellaneous half assembled projects and refuse scattered around



Partially disassembled projects and parts left outside in the rain



Large piles of miscellaneous refuse blocking paths and contaminating soil

Most of the pictured situations were repeated inside of the 1001 and 1003 shop buildings. 1001 was the worst mess with fifty four partially assembled small gas engines, twenty seven Tupperware totes filled with tools, parts, paper towels, and other trash, and damaged tire and valve grinding machines intermixed with welding projects and damaged welding equipment. Welding safety equipment was strewn about the shop and pedestal grinders sat in two foot deep piles of paper towels and rags. Extension cords lay in piles on the floor and between the work tables, free standing shelves, stationary machines, and clutter, the room was nearly impossible to walk through from end to end. The covered work area outside of 1001 had leaking used oil barrels surrounded by four inches of oil absorbent and one foot of wadded paper towels. There were unfinished projects, freestanding shelving units filled with engine parts and trash, and raw, remnant, and scrap materials lying everywhere. Tools, safety equipment, and welding consumables were also scattered in the outside area.

The 1003 shop had 5' x 6' wood topped locker base work tables and seemed to be where Agriculture Mechanics instruction had taken place. The building had been set up for automotive and equipment repairs, however it contained woodworking tools, small engines, diesel engine parts, and welding equipment. In the covered work area outside there were two unmaintained band saws, a badly broken belt sander, and parts of disassembled engines as well as scrap materials covering workbenches, tables, and floor areas.

A major cleanup effort over the first year and a half of my teaching experience took place including removal of over ten large dumpsters of trash, four pickup truck and flatbed trailer loads of metal recycling, and return to prior customers of over twenty projects and

the complete disposal of another ten or so beyond-repair prior customer projects. Students, parents, and custodial staff assisted in the cleanup effort and a positive side-effect of these peoples' involvement was renewed interest and a feeling of ownership in the care of our facility.

Re-location of many pieces of equipment and numerous projects was necessary to have semi-functional shops during the first year of teaching. Welding machines and woodworking equipment were scattered throughout all three shop buildings and small engines in various states of disrepair were also found in all three buildings. A specific priority was removing engines from the welding/fabrication areas and removing welding/grinding equipment from engine areas. Because of the sensitive nature and tight tolerances of engines and equipment, exposing engines to the abrasive dust from grinding and welding is highly inadvisable. The intermingling of different types of equipment also created the possibility of contamination of tools and damage of equipment. Separation of the engines and fabrication areas was a high priority. The entire first year and part of the second year that I was working at Sanger High School was spent cleaning up the shop and work areas. Even after a thorough cleanup, the shop facilities were not set up well for workflow or efficiency, lacked infrastructure for tool, equipment, and material storage, and was not as safe of an environment as my administrators, department head, or I would have liked.

PROBLEM STATEMENT

How can the shop facilities be better laid out and organized to promote greater student engagement, better workflow, and increased safety for the students?

HYPOTHESIS

Through administration, community, departmental, and industry input, plans can be made to improve the shop facilities. With assistance from students, parents, and community/industry partners, I can implement those plans and create a better working environment for students.

OBJECTIVES

In my project proposal, I laid out some specific goals to work toward in the project and identified some key areas of need to address. The basic areas are as follows:

Organize Agriculture Mechanics shop for student safety, project production, storage of tools and materials, and utilization of space.

Specific Objectives to Accomplish

- Contact industry members for on-site review of facilities
- Develop plan for layout and setup of shop areas
- Build steel and lumber storage areas

- Build electrical room around breaker panel and transformer
- Build hang-up areas for electrical cords and cleanup tools
- Create storage solutions for welding safety equipment
- Construct locking tool board cabinet for hand and some power tools
 - Organize tools into cabinet using racks, shelves, hangers etc
- Place stationary power tools in permanent spaces and utilize safety zones
- Repair table saw and upgrade blade guard
- Construct lockout covers for stationary power tool cord ends
- Create and post signage for safety and instructions
- Utilize color coding to aid identification of hazards

ESTABLISHMENT

Each area of the project is based on recommendations of industry/community members, OSHA regulations, and departmental-based needs. I identified these areas through a variety of ways, but the major portion was through industry and community partners.

I decided to plan on-site reviews where I would invite industry members to the Ag Department Shop facility and give them a tour while asking them their thoughts on the current use of space, layout, safety concerns, and suggestions for improvement. I wanted to involve school administrators in the final decision making process by writing a

proposal for the aggregated suggestions and presenting it to the Principal and Assistant Principal at the time.

To begin with, I contacted many different members of mechanized agriculture industry areas and received positive responses in almost all cases. I found that our local industry is very willing to help when it comes to the future of the students at our school and possible future workforce members. An early record of industry contacts follows on the next page.

5/25/2011

Today, Duane Farnsworth and Joe Pombo visited the Sanger High School Agriculture Department Shop facilities. Duane owns and runs Production Services in Del Rey, CA and Joe is a representative for Fresno Oxygen. Both came to examine the shops, their layout, and the possibilities for re-organization. Each had their own perspective on how certain parts of the shop should be laid out, and their input will be important in the final plan for the new layout.

Joe's experiences with traveling to many different shops each week have given him a broad view of many different layouts. He sees how each shop is set up and knows his customers business goals. His main suggestion was to streamline the pathway from the material storage through the saw area and into the shop. He noted that all of the production shops that he serves have a direct line of "work flow" and the handling of raw materials is the major concern. He suggested changing or re-building the steel rack to accommodate materials better and possibly moving it into the lockable fenced in area. Currently the steel storage rack is a large rectangle about 7' tall and has boxes that the raw materials have to be slid into from one end. His other major suggestion was to move a few of the MIG welders into existing booths and set one up for inner shield (flux core MIG.) He felt that it would be important to teach this relevant welding process that is common in the industry.

Duane has been a machinist for over 20 years and has worked in a few different shops before starting his own thriving manufacturing business in Del Rey, CA. He manufactures and repairs everything from small parts to entire conveyor assemblies. His

company handles many different types of materials and manufactures products by order for customers. I had him look at the machine shop first, and he immediately suggested that the two knee mills be moved further apart as the tables could collide and damage the machines. In the welding shop, he suggested moving the grinders outside to the covered work area to help keep the shop cleaner. At his shop, there is a designated grinding area to keep cleanup simple. He also recommended keeping sparks and flame away from the wood project side of the shop as much as possible.

Both Duane and Joe suggested re-arranging the engine shop classroom so that all of the work tables are separate from the student's desks and classroom area. Currently the students sit at 8' long wood tables that serve as both desks and workbenches. They agreed that limiting the number of back-and-forth trips students need to take across the shop by arranging items so that they are convenient to the types of projects/work we do would increase available class time and decrease unnecessary opportunities for students to get off task.

5/30/11

Today, I met with Will Puckett, Matt Wilterding, and Karianne Wilterding at the Sanger High School Agriculture Shop facilities to examine the ways the shop can be re-organized. Will is a machinist for the maintenance department of the Westland's water district that builds, maintains, and repairs large pumps. Matt works for Orchard Rite installing and maintaining orchard wind machines and he is in and out of their shop daily. Karianne is an Agriculture Teacher at Parlier High School and has experience with lab setups and students working on projects. Each had very valuable input that will be used in the planning and organization of the shops.

Will has been working in machine shops for over 30 years and has a vast amount of experience in precision machining. He immediately noticed that the precision grinder is outside and should be inside the 1006 room as it is a precision piece of equipment. He also noted that the two knee mills are too close together. He felt that using the small "office" room as the tool crib would be a good way to have access to all of the tooling for the machine shop while still keeping the tools secure. He noted that there is a serious problem with the pigeons in the covered work areas. He noted that in re-arranging the welding shop, the work tables should not impede the roll up door. He suggested having a way to lock off the power to any and all machines so that equipment cannot be used without permission. For the engines classroom, he recommended keeping the student "lecture" area separate from the work table area.

Matt's first suggestion was to fix the steel rack and set up the band saws inline from the material storage to the shop door. He recommended putting all of the grinders together

outside the welding area. He suggested building 1-3 more welding booths along the west wall of the 1001 shop. He also recommended that in time we consider installing more ventilation and obtaining portable ventilation units.

Karianne has been an agriculture teacher for 3 years and gave a slightly different perspective. She was mainly concerned with the distance between classroom and different shops. She voiced concern that unless all tools, supplies, and safety equipment is available in the shop where students are working on a specific project, much of my time will be eaten up by walking back and forth to retrieve items for each student/project/need and even if it means purchasing duplicates of small items, having the items ready for students will greatly enhance student engagement and on-task time. Kari also voiced her concern about areas where students could be unsupervised for even a small period of time, stating that kids out of sight are a danger to themselves and other students if a safety concern exists in the unsupervised area. She recommended that shop roll-up doors be open during times when students are working outside of the main shop area and that task requiring students to be outside be coordinated so that the instructor can be with the students at all times.

Other community and industry members as well as administration and district maintenance personnel visited the shop as well. Each person had a unique perspective and different suggestions, but there was consensus on major areas for improvement. I did not include a detailed record of later meetings, however, the recommendations of industry members have been considered in every step of my project.

CHAPTER 2

IMPLEMENTATION

From my meetings with industry members, the following recommendations were put into an update proposal and submitted to our administration:

Planned Shop Facility Updates:

- Welding Shop (1001)
 - Layout and permanently affix powered equipment
 - Band saws, grinders, drill presses
 - Locking cabinet with machine specific tools
 - Plan for upgrades and improvements
 - Plasma CAM
 - More welding stations
 - Possibility of new ventilation requirements
 - Set up shop for best workflow
 - Realistic production shop environment
 - Safe work zones around equipment, doors, safety items
 - PPE storage
 - Tool Board Cabinet
 - Still in progress/All basic hand tools, hand held power tools

- Organized by type then size
 - Easy access to necessary tools for each unit project
- Engines Shop (1003)
 - “Classroom area”
 - Better layout for Desks/work tables
 - Separate from engine repair lab area
 - “Machine” area
 - Chemical Cabinet
 - Parts Washer
 - Tire Machines
 - Valve Machine
 - Tools for the machines
 - Organization of Engines/Parts Cabinets
 - Honda engines
 - Briggs Engines
 - Cabinet by period?
 - Other Engines/Parts
 - Tool Room
 - Organization of new parts
 - Hardware Area
 - Tools for class project use
 - Storage for less commonly used/specialty tools
 - Project storage

- Paints/ other lock up items
- Manufacturing Shop
 - Clean/lubricate machines and setup for next year
 - Have machines looked at for safe/correct operation
 - Obtain a quote for the relocation of mills/precision grinder

The high school administration was invited to the shops after school during the spring of 2011 to listen to the proposal while viewing the specific areas it addressed. The Agriculture department head, high school principal and assistant principal, and the director of the ROP program all attended the proposal tour and were excited to see community involvement and detailed plans. They agreed to support the re organization effort after seeing the cleanliness and current designations of areas. They approved the proposal to update the shop according to the community suggestions.

Following the approval of administration, each item was specifically analyzed and actions to address the items were developed. I created recommendation driven goals to help orient the shop improvement efforts toward the industry/community identified areas. Each of the shop areas would be re-organized based on industry recommendations and to the overall benefit of the classes that use the shops. Storage solutions would be built or ordered, and classroom supplies (desks, chairs, projector screens, and maintenance concerns) would be supplied by the high school or the district. Basic plans for the layout of the shops were developed and the plans were put into CAD for scale and clearance checks. The plans for the two main shops are in the sections that follow:

SHOP 1001

Ag Mechanics/Welding Shop Area

The Ag Mechanics/Welding shop area had numerous recommendations for how it should be set up based on its intended use and included building some new welding booths, setting up specific areas for stationary power tools, and a separation of welding and woodworking areas. Woodworking area is to include work tables for electrical and plumbing as well as other small-projects and should not be used for “hot” metal projects. An organized “tool board” is to be utilized for storing tools in the shop that will be used in basic agriculture mechanics lessons and projects.

The basic dimensions of the building were put into SolidWorks and each piece of equipment was placed with correct dimensions into the building following the update panel’s suggestions. Existing equipment with facility specific requirements (electrical outlets, ventilation, etc) was placed in its current locations. Planned equipment purchases were also accounted for. Clearance for walkways and safety zones was included in the plan to ensure items were placed with adequate room to move and work.

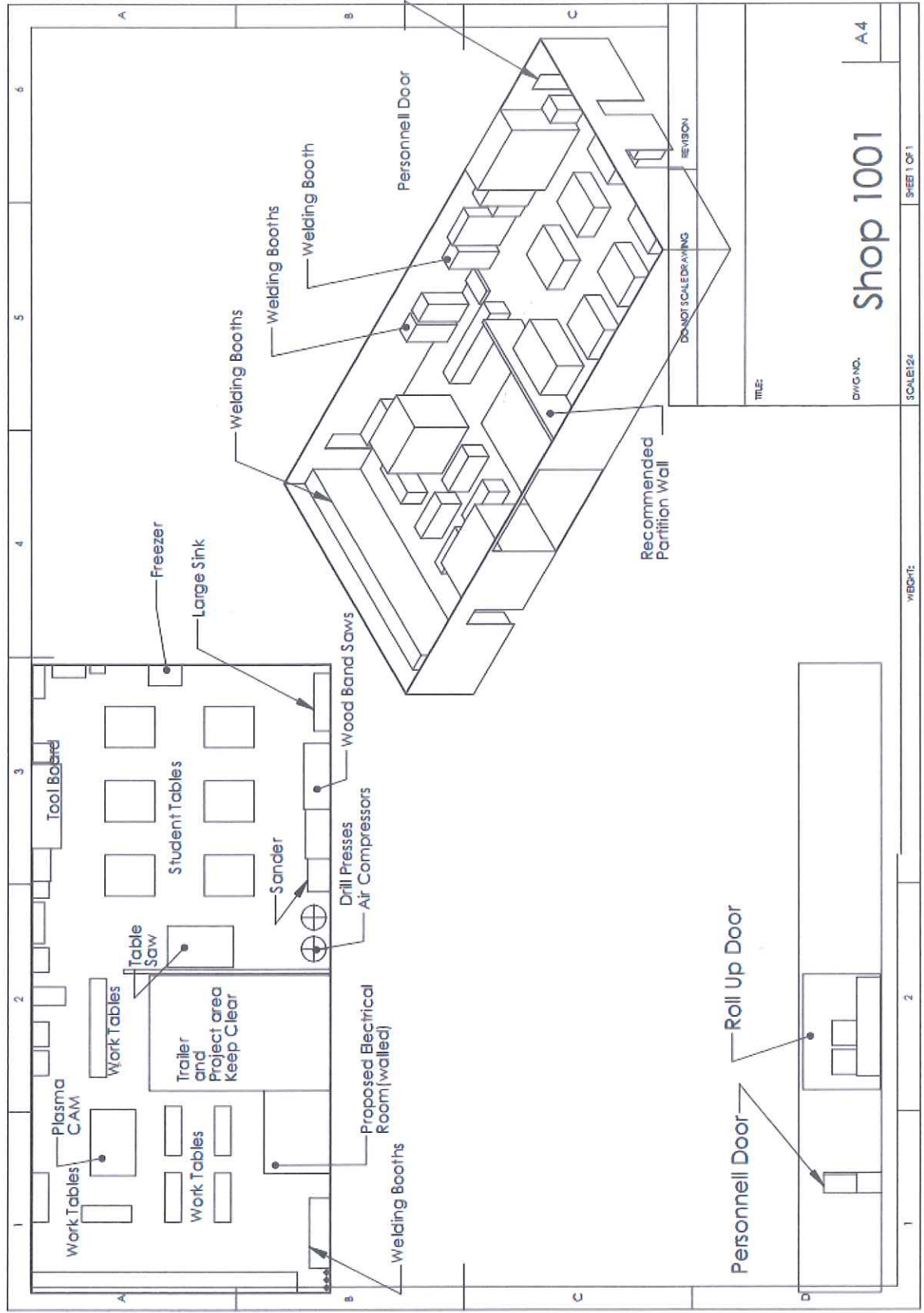
A structure to wall off the 1200A load center, main electrical service entrance, and large floor mounted transformer was proposed. This structure would provide for adequate clearance away from the electrical fixtures while preventing accidental or intentional contact of the electrical system by students or other persons. It was suggested that an added benefit of the “electrical room” would be increased wall space for posters, signage,

and mounting area for welding safety jackets and protective equipment. The proposed dimensions were input into the CAD program.

A locking tool cabinet with silhouette layout for commonly used hand and hand held power tools was proposed. After showing the industry panel photos of the tool storage systems in the BRAE shops at Cal Poly San Luis Obispo, the panel suggested adopting a system similar to those found at Cal Poly. They agreed that a secure storage system that allowed ready access to the commonly used shop tools students would need for daily project and skill assignments would decrease "search time" and improve productivity. The added benefit of being able to quickly inventory tools and identify any missing items would help prevent losses and breakage of tools. Basic dimensions were agreed upon and put into the plan.

Because of the diverse nature of the projects and skills students would be engaged in, a variety of working surfaces was desirable in the shop. Wood topped tables with locker cabinets as the base were recommended for the wood and basic mechanical skills area of the shop. Steel work tables were recommended for small welding projects in the welding area of the shop. It was recommended that large metal sawhorses be constructed for trailer and large project construction, and that the area directly inside the shop from the large roll up door be left open in the plan to allow for ingress and egress of materials, equipment, and large projects, as well as for temporary storage of medium to large projects.

The plan follows on the next page.



SHOP 1003

Small Gas Engine and Power Equipment Area

The major recommendations for 1003 were concerned with making it a dedicated small engines and equipment shop and were based around concepts of workspace and classroom space. Because the 1003 shop is where my office, computer, projector, and school telephone are located, all of my classes share this room for classroom learning, presentations, and other non-lab activities. The general consensus from my industry panel was that the engine lab area and classroom area needed to be separated. A classroom area was designed including the relocation of white board and presentation items like projector and screen. Measurements from the existing items as well as the desks that I hoped to acquire from school site sources were used in the planning of the dedicated classroom area. The placement of the classroom area was chosen because of the existing TV, telephone, and office location as well as the amount of available wall space and ease of access. Care was taken to plan for a walkway to access the tool room door and allow adequate space for walking travel of students to and from their seats.

After the decision was made to create dedicated work spaces and classroom space, a new plan for the work area was needed. The panel felt that keeping the work tables, parts washing equipment, and tools all nearby would decrease "search" time and back and forth trips by students when working on projects. They also agreed with my desire to have a clear view of the projector screen for demonstrations and instruction slides during disassembly of engines, system specific labs, and troubleshooting activities. This placed

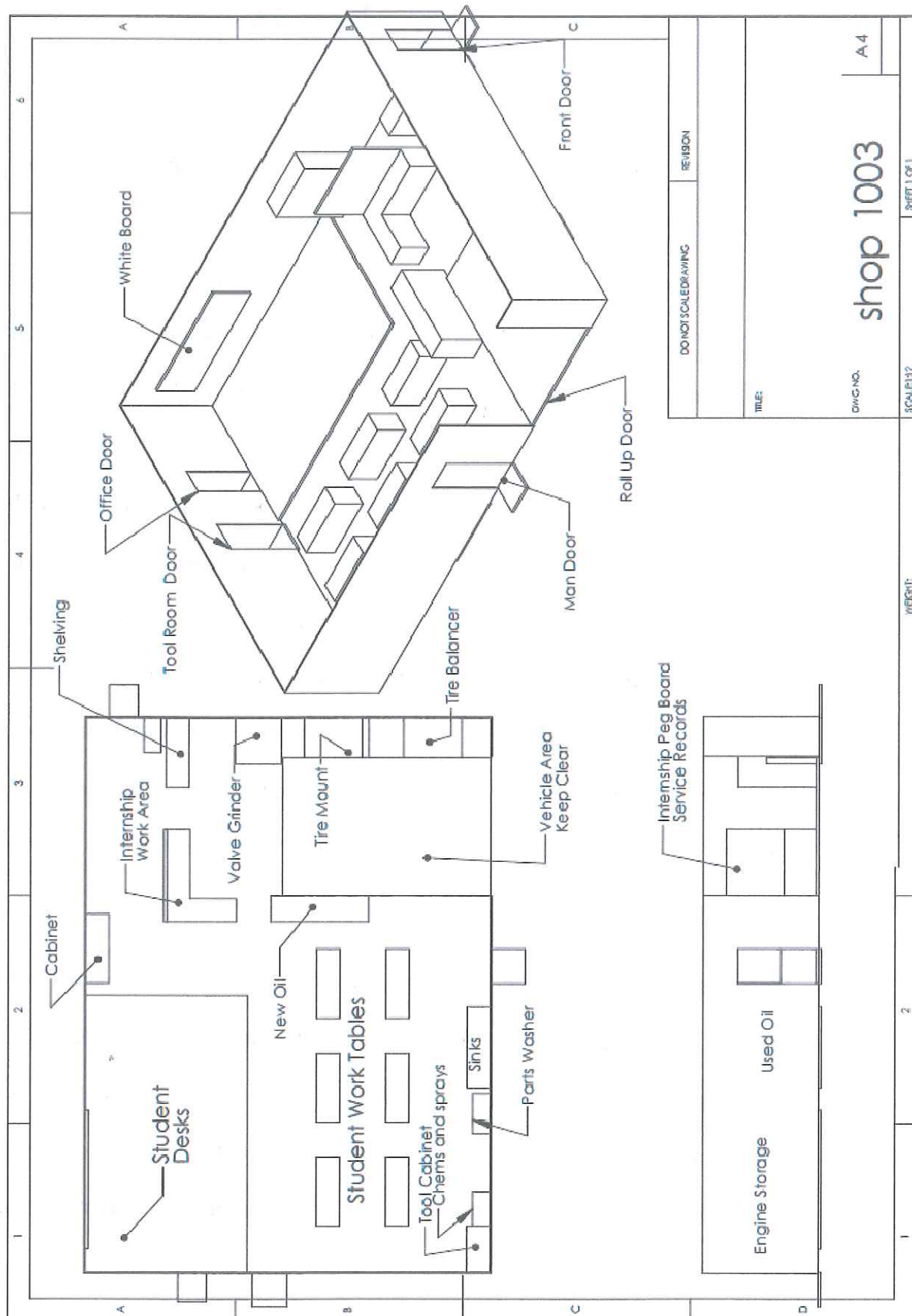
the work area behind the classroom area and near the sinks. The plans for this area included six of the large steel work tables that the department already owned and allowed for adequate space to move in between the tables and to carry small engines, tools, and even small power equipment into and out of the lab area. The parts washing equipment was designed into the area utilizing bare walls space next to the sinks. A small-engine specific tool set is needed during the lab activities, and each student group needs ready access to the tool set during lab activities. Tool boxes for group tool boxes needed to be purchased and a designated lockable storage cabinet was decided upon as the storage solution after selecting the tool box that would work best for the tool sets. The dimensions of the tool cabinet, parts washing equipment (including space for the future purchase of an additional parts washer,) and a chemical storage cabinet were input into the design.

The industry panel agreed that storage cabinets similar to the tool set cabinet would be needed for the classroom engine sets, but that, because of the large amount of space required, they be placed outside of the shop along the wall where they would be secure and protected from the elements. I felt that the new oil and used oil should be kept separate, but still near the engines lab area. The panel agreed and also recommended that secondary containment systems be purchased and utilized to prevent the potential hazards posed by the current storage method (barrels sitting directly on the concrete.) It was decided that the used oil should be stored outside of the classroom and the new oil inside for security purposes.

An important factor in the planning of the shop layout was the necessity to set up a specific area for larger projects and the storage and use of power equipment specific

stationary power tools. Included in the plans for the shop were the dimensions of the existing tire mounting and balancing equipment as well as the valve grinding machine. These items were placed into the area along the back wall. In the same area, there is a large roll-up door to allow for the ingress and egress of power equipment projects. Work tables for sole use by the advanced engine repair classes were planned for this area as well as a dividing wall and storage shelf to be used by these students. The area was planned through the panel's recommendation as an operating small engine repair shop and suggested to be used by the internship class only to prevent the disturbing or tampering of projects by unauthorized students or personnel.

Storage needed to be allowed for student engine projects in mid repair, so space was set aside for an additional storage cabinet and rolling shelf for plastic storage bins. The area was planned using the dimensions of the current storage system and placed in between the classroom and the advanced engine "shop" area. The completed plan is on the following page.



DO NOT SCALE DRAWING	REVISION
TITLE:	
DWG. NO.	shop 1003
SCALE: 1/2"	SHEET 1 OF 1
A 4	

GENERAL GOALS

The layout of specific items and plans were approved by the industry panel and the school administration, but some recommendations remained for the implementation of the plans in regard to the overall feel and look, and use of the shop. For the outdoor covered work areas, the equipment and work area requirements specific to each building were laid out according to the tasks that the classes would need to complete. The steel storage rack would need to be relocated and a smaller storage system for remnants would need to be constructed. The rack would also need to be relocated from the back of 1003 to the work area near 1001. Placing the band saws and iron worker near the steel rack and in secure locations was a necessity so that material could be handled easily and efficiently. Placing one of each of the large project work tables under each work area would allow for sturdy work surfaces for student projects. A wood storage rack would need to be constructed near the 1001 shop as well and storage for medium to large student projects would need to be allowed in some part of the 1001 and 1003 covered work areas.

Storage solutions for cleanup equipment were needed and plans for broom, bench brush and dust pan hangers were drawn with my students. Designated areas for the cleanup equipment were selected in each of the shops. The industry members recommended that I request additional trash cans and a dumpster to give students a place to get rid of the trash that will be made. Dedicated areas for safety equipment were also a requirement

and I planned solutions for welding hoods, welding jackets, face shields, and safety glasses.

Safety zones around each piece of stationary equipment in both shops were a necessity. Minimum clearance and room to work were accounted for in designing the work areas. Large power equipment that is still somewhat portable (table saw, Ellis band saw, iron worker) did not get safety zones because they are moved when not in use. Additional electrical drop-down cords were desired as there are only a few wall outlets in the shop, so a request for drop down extension cords was submitted with the recommendation of the panel. Locking devices for the power equipment were also a concern to prevent the unauthorized use and potential damage of the equipment. A simple design was made to construct locking cord ends. A simple storage solution for the 110V and 220V extension cords were needed, and a simple cord "tree" was designed for the two separate types of cords.

It was recommended that the flammable liquids storage cabinet be moved out of the welding shop and that an additional cabinet be acquired to prevent gasoline and diesel fuel cans from being left out. Locking the cabinets would also prevent the misuse or theft of chemicals and flammable liquids. It was also recommended that some kind of divider be built to prevent sawdust and wood pieces from crossing from the general ag mechanics area of 1001 into the welding shop. Plans for moveable divider panels that would utilize a steel frame and welding curtains were sketched out. A welding rod storage oven was recommended by the panel to prevent moisture contamination of low hydrogen welding electrodes. A plan was made to construct a rod oven using a retired mini-fridge. Having

vises for wood and metal project holding was deemed necessary and requests to purchase wood and metal vises were submitted to the administration.

Existing equipment that was not functioning was recommended to be repaired or replaced. Many welders were not operable, and lists of repair parts were made to be able to bring them back online. Blades, guards, and guides were needed for all of the band saws as well as the correct coolant and new clamps for two of the band saws. Switches needed to be replaced on many of the stationary power tools, and many cords needed to be repaired or replaced as well. Other equipment was recommended to be replaced completely over time as budget allows. Additional grinders were recommended to be purchased as soon as possible.

The overall recommendations and plans created laid out the necessary preparations for the major transformation that the shops desperately needed to be able to accommodate high quality student projects and an engaging, deep level learning environment.

CHAPTER 3

PROJECT SUMMARY

The whole project took place over the period of approximately five years, but included the cleanup period, industry contact and planning period, equipment repair and acquisition period, and construction, organization, and upgrade period. While some goals still remain in progress, the overall project has led to a much higher quality facility for students. Students work in a safer environment with few to no accidents (even minor cuts and scrapes have become rare.) Students have ready access to the tools and equipment they need to complete projects and both the quantity and quality of projects has increased over the last two years of the construction/organization/upgrade period of the project. I realize keeping the shops organized and well maintained will always be ongoing for upkeep and future upgrade purposes, however with the general goals set forward in this specific project I feel that I have achieved great success in modifying the existing facilities to meet the needs of the students. Our industry panel, administration, and students are happy with the changes and encouraged with the potential of the shop facilities.

GOALS COMPLETED

The overall safety of the shop has increased drastically with the improved layout.

Equipment has a specific place and there are safety zones around the equipment to designate the work zone and prevent buildup of materials and trash.

The 1001 Shop area was separated into a dedicated welding/fabrication side and a dedicated general ag mechanics side with the large roll up door and open area inside of it as the dividing space. The dividers used to keep arc flash on the welding side and sawdust and wood pieces on the ag mechanics side are steel square tube frames with welding curtains stretched over them.

The stationary power tools were placed in the ag mechanics side of the shop with the exception of the planned CNC plasma cutter which would be placed in the welding side to have access to power and ventilation. All of the stationary power tools have been cleaned, inspected, and adjusted, and repaired. Each now has a specific safety zone around it on the floor painted in bright yellow. Pinch, cut or crush areas have been painted bright orange to help students identify hazards. Cord end lockout devices have been constructed to prevent the unauthorized operation of power equipment.

The welding machines were all cleaned, inspected, and repaired with the exception of an old SMAW machine which had a failed transformer and was cheaper to replace. Two new miller thunderbolt SMAW machines were purchased after the disposal of the failed welder. Two additional welding booths were constructed and placed near the CNC plasma where GMAW and GTAW processes can be done without disturbing the SMAW setups. The oxy-fuel table was updated with splitters (allowing two torches from the

same set of tanks,) additions of hanging hooks for shade #5 face shields, and repairs to the frame and rock bed material to stop the fire brick from falling through. A CNC plasma cutting table (Plasma CAM brand 4' x 4" table) was purchased through the capital outlay proposal process and installed in the shop.

My students, parents, and I designed and constructed an electrical room to wall off the main 1200A load center, floor mounted transformer, and the breakers for some of the permanent powered items installed in the building. This allowed for increased usable wall space and a convenient storage area for ladders. This room allowed for the required clearances in front of the load center, breaker panels, and transformer. The walls of the room that face out to the welding shop were used to put up welding posters from Lincoln Electric Welding, Sanger Community of Caring posters, and the hanger system I constructed for the welding jackets.

My community partners helped me design a new steel storage rack and one of my advisory members spent over twenty hours of his weekend time helping me weld it together. I constructed a miniature version for remnant steel and placed buckets for small but still useable remnant scraps. I designed a vertical wood storage rack and built it with my intro to agriculture mechanics class. My welding students and I constructed pedestal stands for some additional grinders I was able to purchase. With their help, I installed all of the pedestal grinders in an area designated for grinding.

I submitted a requisition for the purchase of large bins for recyclable scraps of wood and steel. I also requested a dumpster and additional trash cans. The administration had them sent to the department for our use.

The Small Gas Engines and Ag Equipment shop area is now set up separately from the other areas of Ag Mechanics due to the necessity of a clean environment for working on engines. Previously, engines were disassembled in the same area as welding, grinding, and some woodworking tasks, contaminating the internal parts of engines and creating an unrealistic and poor environment for engine repair classes. Tool boxes with half or more of the tools missing were scattered throughout the shop areas and in disrepair. The room was not laid out in a way that created a positive environment for students to work and learn, and had some safety challenges.

From the plan developed with my industry contacts, I set out to create a dedicated area for the classroom functions within the shop room. I obtained different desks through the school and chairs to match that would fit into the portion of the shop that was set aside. I re-mounted the projector screen to fit with the orientation of the desks and chairs. I requested a projector be mounted from the ceiling to clear up floor space that was being used by the cart I was projecting from initially.

For the “workshop” area of the small engines room, I cleaned, tightened, and set in place six steel top work tables in the area set aside for the engine projects area. I made sure to leave enough space for students to move safely between the tables, away from the wall, walkways, and classroom area. I selected the area close to the sink to install the parts washers and for ready access for student handwashing.

On the east wall of 1003 there are two doors; one leading to an office area, and the other opening into a storage room. Some of the mechanics tools, three medium sized tool cabinets, and some of the engine parts were stored in this room in a chaotic fashion, while

the large number of tools and parts scattered throughout the two shop areas and outside work areas did not have a specific place to go. There was a large number of junk objects, items that were no longer serviceable, and pieces of trash in the tool room which had to be cleaned out and gone through before an effort to organize the tool room could be made.

The emergency eye wash station, safety shower, and first aid kit were unmaintained and blocked by stacked items and half assembled projects. District personnel were requested to service the emergency equipment and safety lines were painted around them on the floor. Safety posters and a new, fully stocked first aid kit were put up. Floor areas around the safety items are now kept clear.

I set up numerous "shop work days" outside of class time to speed our efforts toward these goals and advertised them to students, parents, community members, and industry supporters. I provided a meal for volunteers (usually a simple lunch) and water so that helpers were not hungry or thirsty. We had good turnout on these out-of-class days and much was accomplished.

An example of the many agendas for shop work days scheduled outside of class time (weekends, holidays, and during academic breaks) follows:

Agriculture Mechanics Shops 1001 and 1003 Work Day

9:00AM

1. Welcome and Introductions
 - a. Mr. Ravy
 - b. Work Day Volunteers – Specific skills/expertise
 2. Goals and Plan for today
 - a. General layout
 - i. Current
 - ii. Planned
 3. Specific Projects
 - a. “Electrical room”
 - b. Steel Rack
 - c. Stationary Power Tools
 - d. Safe work zones
 - e. Tool Board
 4. Lunch and Cleanup
 - a. Hot dogs around 12:30
 - b. Wrapping up around 2:00PM
-

The area I will work on is:

Specific information pertaining to my project area:

The work-days were a big success, engaging parents, students, community and industry members alike toward a common goal of a better shop facility to serve all parties' needs. Many small projects were possible to complete in-class; however, the major work was completed on these work days.

During each of these "work days," students, parents, and community/industry members volunteered their time to help achieve the goals set out to improve the shop facilities. Special mention is needed for Kenny Anderson who spent 20 hours welding different projects for the shop, Production Services of Del Rey, California (neighboring town) that sent their workers on company time to repair machines and tools, and all of the parents who volunteered their time to help make a better shop environment for their students and future students of our department. With the exception of a few areas, nearly all of the goals have been reached and we are now planning actual additions and improvements for the future.

Each specific goal of the project has been addressed, and the specifics of each action item follow:



Safety zones around drill presses and band saws. Note disc sander out, will be put away after students finish using.



Oxy Fuel Welding Table Repaired



Welders roll in neatly next to PlasmaCAM



Cord Tree for Welding Extensions



Cord Tree for 110v Extensions



Stands were constructed for the additional bench grinders that we purchased. All bench/pedestal grinders were moved outside to a dedicated grinding area



Rack constructed for face shields in grinding area

Having the grinding area outside has made it easier to clean up and decreased the dust and debris inside of the shop.



Additional Cord Drops Installed. 50Ft cords with GFI in weatherproof enclosures

After administration approval, the pull down extensions were purchased and installed inside 1001 and in the covered work area outside of 1003. This allowed students ready access to 110V power without stringing extension cords across floors or overloading circuits with multiple portable power tools.



Flammable Liquid Storage Cabinets



Storage Cabinets for Safety Glasses



Outdoor Broom Rack



New metal and wood project vises installed on work tables



Welding Jacket Rack and Posters

Dividers with welding curtains



Numbered booths have provisions for hanging welding helmets; have chipping hammer, wire brush, and tongs in each



Plasma CAM machine installed



Large work tables for projects



Rolling Bin rack



New oil barrels on secondary containment pallet



Everything has its place in the Advanced Engines Area



Adequate space is allocated for customer projects



Utilizing Wall Space for Projects



Gas Engine Internship Small-Shop Area fully set up with lots of room to work.



Stationary Equipment in the Engine Repair Shop has safe work zones designated



Small Engines Lab Area with work tables



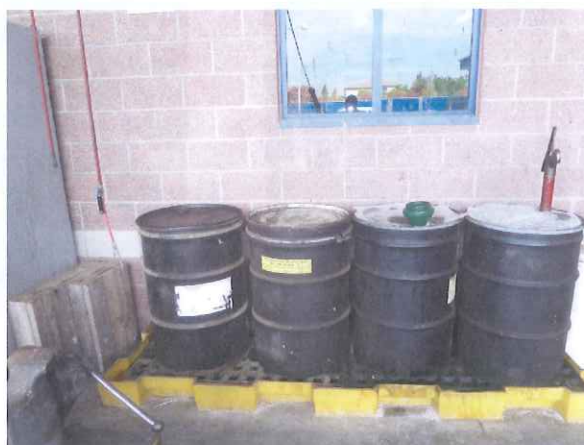
Parts Washers Located Close to Lab area Tool Set Cabinet Allows ready access



A large gasket /part ID poster set was ordered and affixed to the wall in engine lab area



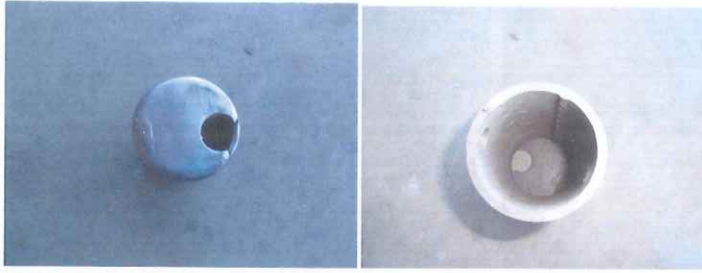
Covered work area outside of 1003 large bays for projects, small engine storage cabinets



Detail of engine storage cabinet Used oil and filter disposal with secondary containment



Cleanup Equipment Storage: Broom hangers and dust pan/bench brush board



Custom made lockout covers have been constructed for stationary power tool cords



Remnant Steel and full length steel and plumbing material storage systems.



Student built large project sawhorses

Lumber storage rack in locking outdoor project storage area.

IN PROGRESS ITEMS



Locking tool board under construction. Sash style counterweight door assist



Large 10ft wide 7ft tall area for tool storage



Grinder rack for tool cabinet



Table Saw blade guard is still on backorder.

OVERALL IMPACT

The overall impact of the project has been an incredible improvement in the facilities. More projects are able to be produces and project quality is increasing. Safety is improved through organization and cleanliness. Productivity is greater due to the decrease in search and travel time between shops and storage areas. Materials are better utilized because of the dedicated remnant storage systems.

The shops are always going to be undergoing some improvement in organization or upgrading of equipment, however, they are far better suited for student skill development in Agriculture Mechanics topics than before. The immense time commitment and investment in the shop re-organization project was worth every minute and every dime. The facility is easier to use, safer, more productive, and better looking than ever before.

What I learned during this project is the value of community outreach and involvement. The improvements to our shop facilities would not have been possible without the outside input, expertise, and help. Involving our community and industry partners has strengthened our department in more areas than just the shop facilities and I am glad to have made so many lasting contacts throughout this process. New, strong members have been added to our advisory committee and our administration has seen the dedication our community has to our program. With the help and guidance of our advisory, we are able to accomplish our goals of creating classes and facilities that meet the needs of all students and the industries our program is preparing those students for.