

**Masters of  
Agricultural Education  
California Polytechnic State  
University**



**Ellie Michel  
May 25, 2014**

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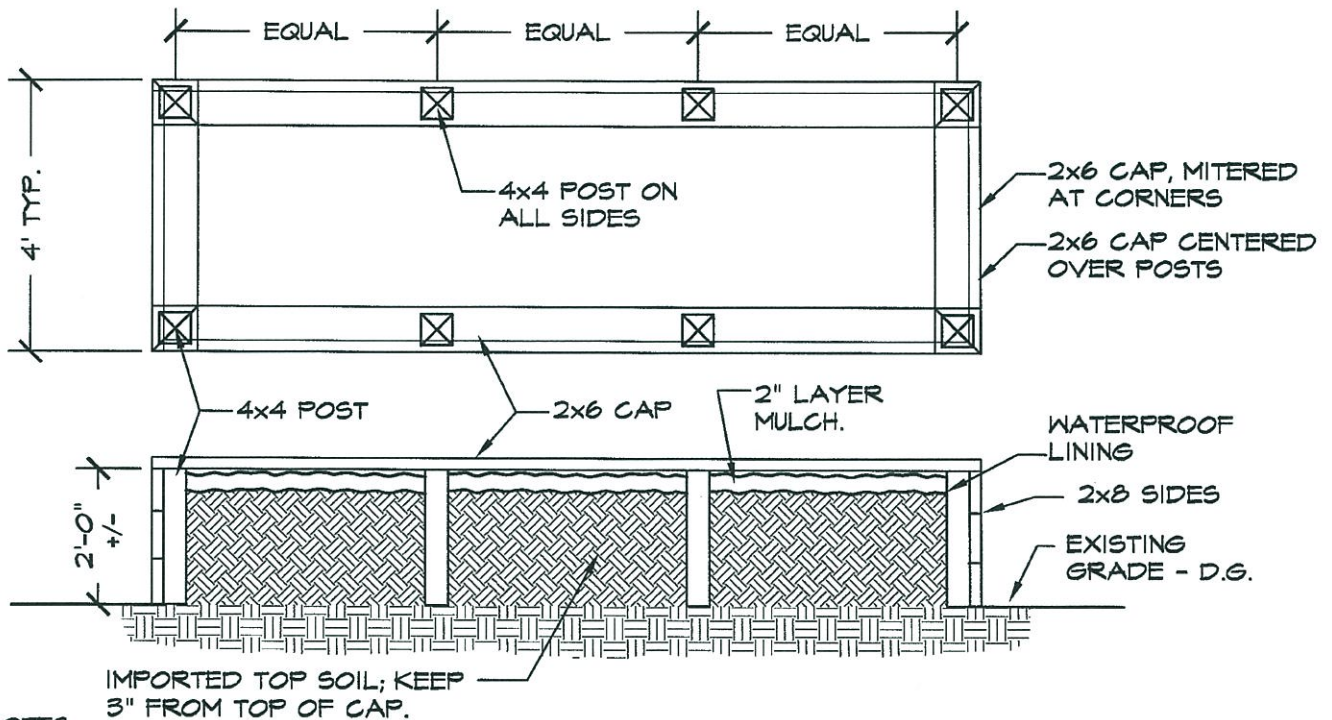
C- Supporting Materials

Section A

Supporting Project Materials

MATERIALS LIST					
PROJECT: Rotary Garden, Davis High School					
BASED ON: 100% Plans, December 2013					
PREPARED BY: Cunningham Engineering Corp.					
LAST REVISED: Jan 2, 2014					
ITEM	DESCRIPTION	QTY	UNITS	UNIT COST	TOTAL
<b>RAISED PLANTER BOXES (7)</b>					
1.	4x4 posts (2' tall, 8/planter) (16lf/box), PT Doug Fir	112	LF		\$0
2a	2 x 8 end boards @ 4' long (24 lf/box), redwood or TREX-type	168	LF		\$0
2b	2 x 8 side boards @12 long (72 lf/box), redwood or TREX-type	504	LF		\$0
3.	Waterproof lining (32sf/box) (224 sf total)	1	LS		\$0
4.	Screws (3" L), 2/board at each post= 72/box	1	LS		\$0
5.	Recycled Plastic lumber or TREX board Ledger cap - 2x 6, 32 lf /box (2 @ 12' long, 2 @ 4' long)	224	LF		\$0
	<b>Subtotal</b>				<b>\$0</b>
<b>DRIP IRRIGATION</b>					
6.	Battery operated controller for drip valves (Hunter NODE or equal)	1	EA		\$0
7.	3/4" drip valve with pressure regulator	3	EA		\$0
8.	Air relief valve	2	EA		\$0
9.	In-line drip tubing - 12" o.c., .6 gal per hour (~400 lf) (2 rolls)	2	EA		\$0
10.	Black PVC drip pipe, 1/2"	42	LF		\$0
11.	Hard PVC lateral lines - sch 40, 1/2"	54	LF		\$0
12.	Lockable valve boxes	3	EA		\$0
13.	Miscellaneous fittings	1	LS		\$0
	<b>Subtotal</b>				<b>\$0</b>
<b>PLANTS AND SOIL PREP</b>					
14.	5 gal Shrubs	28	EA		\$0
15.	Mulch at shrubs	3	CY		\$0
16.	Redwood compost mulch for raised beds	2	CY		\$0
17.	Soil amendments for raised beds	1	LS		\$0
18.	Fertilizer tabs for shrubs	56	LS		0.00
19.	Soil for raised beds	25	CY		0.00
	<b>Subtotal</b>				<b>0.00</b>
<b>MISCELLANEOUS ITEMS</b>					
20.	Garden Shed - pre-fabricated (~50 s.f.)	1	LS		\$0
21.	Concrete piers for shed flooring	8	EA		\$0
22.	Gravel sub base for shed, 6" deep	1	CY		\$0
23.	Metal header board at shrubs	88	LF		\$0
24.	Relocate splash block for down spout or Gravel sump for down spout (option)	1 0.50	LS CY		0 \$0
25.	Permits - for irrigation and shed	1	LS		\$0
	<b>Subtotal</b>				<b>0.00</b>
<b>COST OPINION SUBTOTAL</b>					<b>\$0</b>
<b>NOTES:</b>					
1	Shed can be prefabricated or stick built				
2	Unit costs are 2013 basis and are meant to be used as a guide for fundraising. Costs are material only				
3	DHS/Contractor is responsible for obtaining necessary building permits.				
4	Contractor is responsible for preparing an irrigation plan and submitting it to the City for review.				

RECYCLED PLASTIC LUMBER AVAILABLE THROUGH AMERICAN PLASTIC LUMBER, INC.  
P.O. BOX 514 SHINGLE SPRINGS, CA 95682  
PH: 530-677-7700 FX: 530-677-6718 [WWW.AMERICAN-PLASTICLUMBER.COM](http://WWW.AMERICAN-PLASTICLUMBER.COM)



**NOTES:**

1. PLANTER BOXES TO BE SET ON TOP OF DECOMPOSED GRANITE SURFACE.
2. LINE INSIDE WALLS OF BOXES WITH WATERPROOF FABRIC - E.G. 4 MIL PLASTIC. TACK TO INSIDE OF BOX WITH STAPLES.
3. LUMBER OPTIONS:
4. PRESSURE TREATED DOUG FIR POSTS AND CONSTRUCTION HEART REDWOOD 2x8, TREX-TYPE WOOD PRODUCT OR STRUCTURAL RECYCLED PLASTIC FROM AMERICAN PLASTIC LUMBER, OR EQUAL.  
 PLASTIC LUMBER COLOR: TAN OR BLUE
5. CAP BOARD TO BE RECYCLED PLASTIC OR TREX MATERIAL. DO NOT USE REGULAR LUMBER FOR CAP.
6. ALL 'WOOD' TO BE FASTENED TO POSTS WITH STAINLESS STEEL SCREWS, 3" LONG.
7. CAP BOARD SHALL BE FASTENED WITH STAINLESS STEEL SCREWS
6. LOCATE BOXES AS PER PLAN. DIMENSIONS SHOWN ARE MINIMUM REQUIRED FOR ACCESSIBLE CONDITIONS.



## RAISED PLANTER BOX

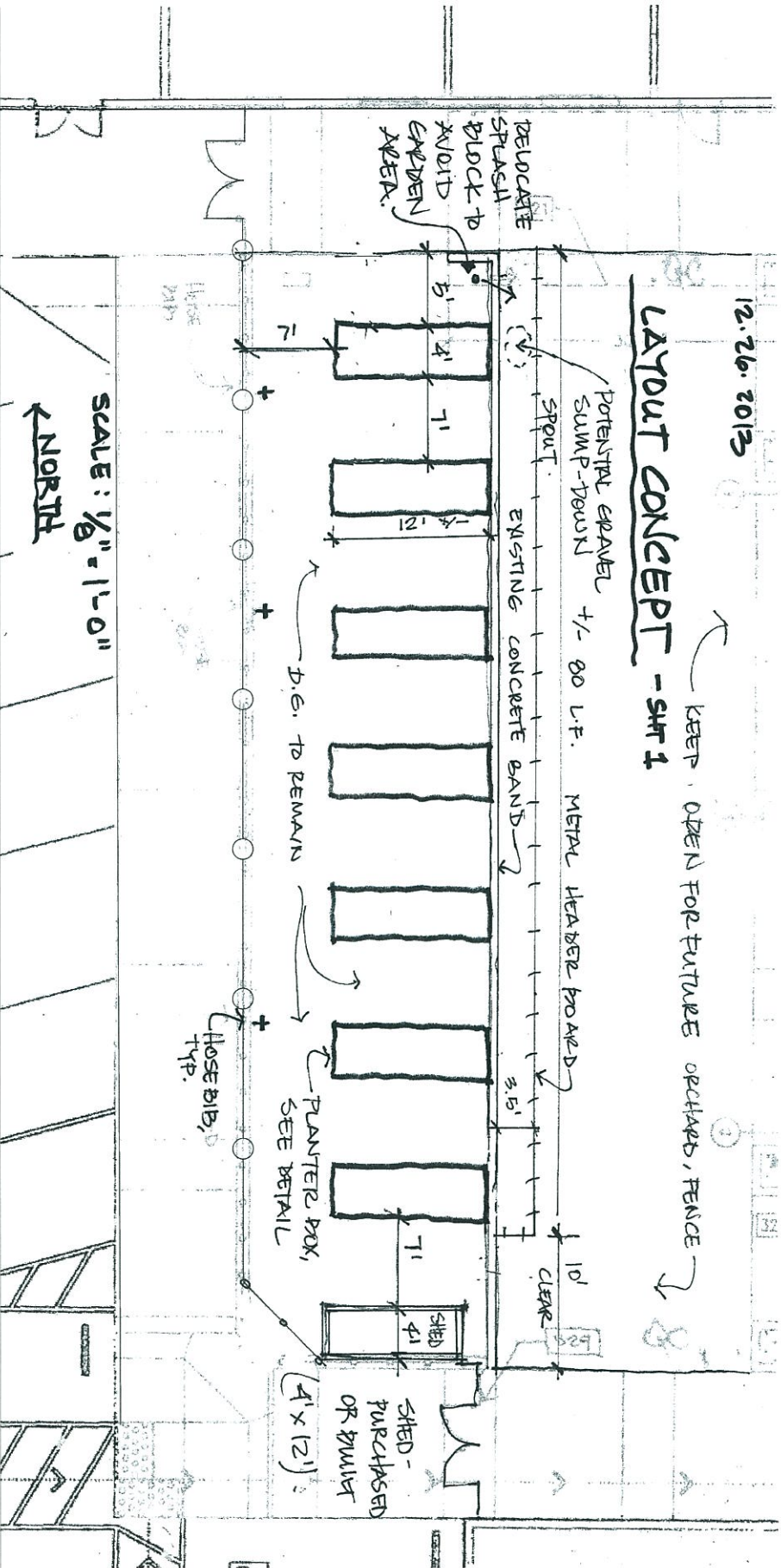
SECTION & PLAN VIEW

SCALE: NOT TO SCALE

12.26.2013

# LAYOUT CONCEPT - SHT 1

KEEP OPEN FOR FUTURE ORCHARD, FENCE



SCALE: 1/8" = 1'-0"  
← NORTH

DESIGNED BY: C. SULLIVAN	 <p>Project Manager: C. Sullivan 2730 20th Street, Suite 200 San Diego, CA 92106 (619) 594-5200</p> <p>• Supervisor: Doug 2730 20th Street, Suite 200 San Diego, CA 92106 (619) 594-5200</p> <p>• Draft Office 290 Spitzer Street, Suite 200 Orange, CA 92667 (949) 756-8289</p>	CUMEST.COM	LAYOUT PLAN	DHS ROTARY GARDEN	DAVIS CALIFORNIA	 NORTH	SHEET L1
DRAWN BY: C. SULLIVAN							CHECKED BY:
SCALE 1/8" = 1'							DATE: JAN. 2, 2014 JOB NO. 1368.01

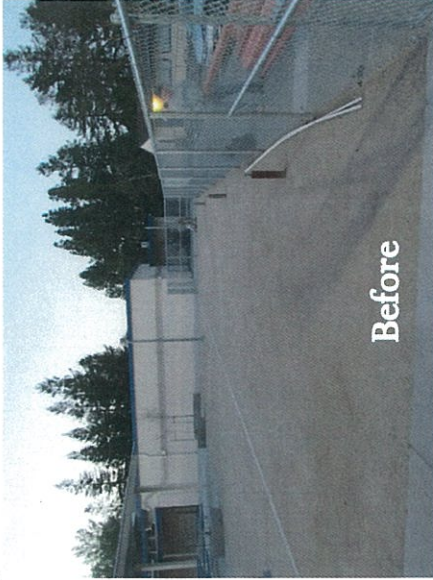


# IRRIGATION PLAN

## DHS ROTARY GARDEN

DATE: JAN. 2, 2014  
JOB NO.: 1368.01

# Master's Project



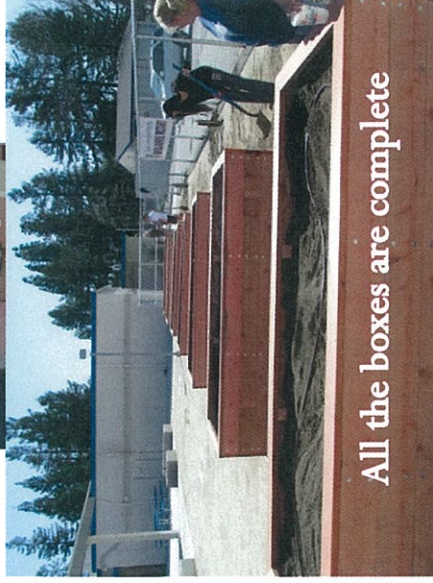
Before



Building the 1<sup>st</sup> Box



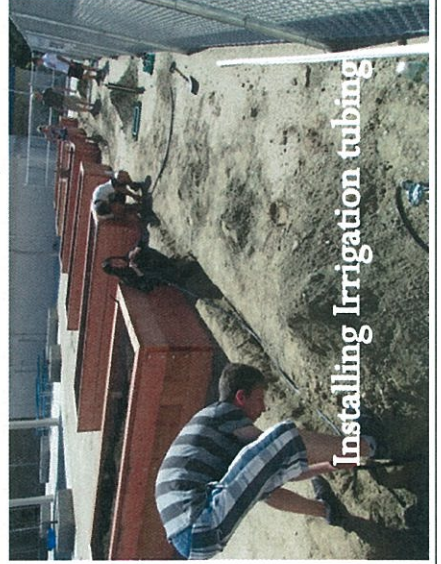
Filling the Boxes with Soil



All the boxes are complete



Digging through DG to put in Irrigation



Installing Irrigation tubing



Digging up the DG



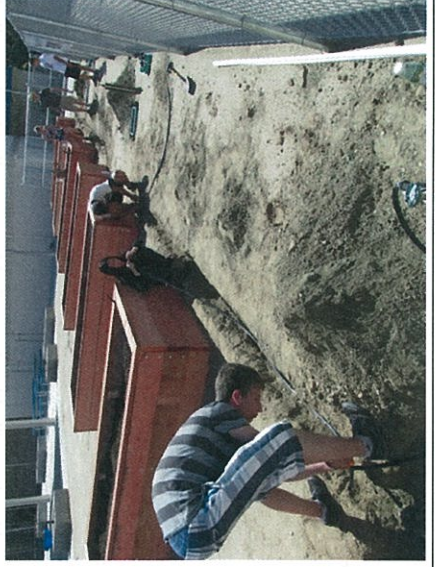
Compacting the Soil



Planting



# Master's Project



## Section B

### Reflection on Quality Criteria Standards

## **A. Reflection on Quality Criteria Standards**

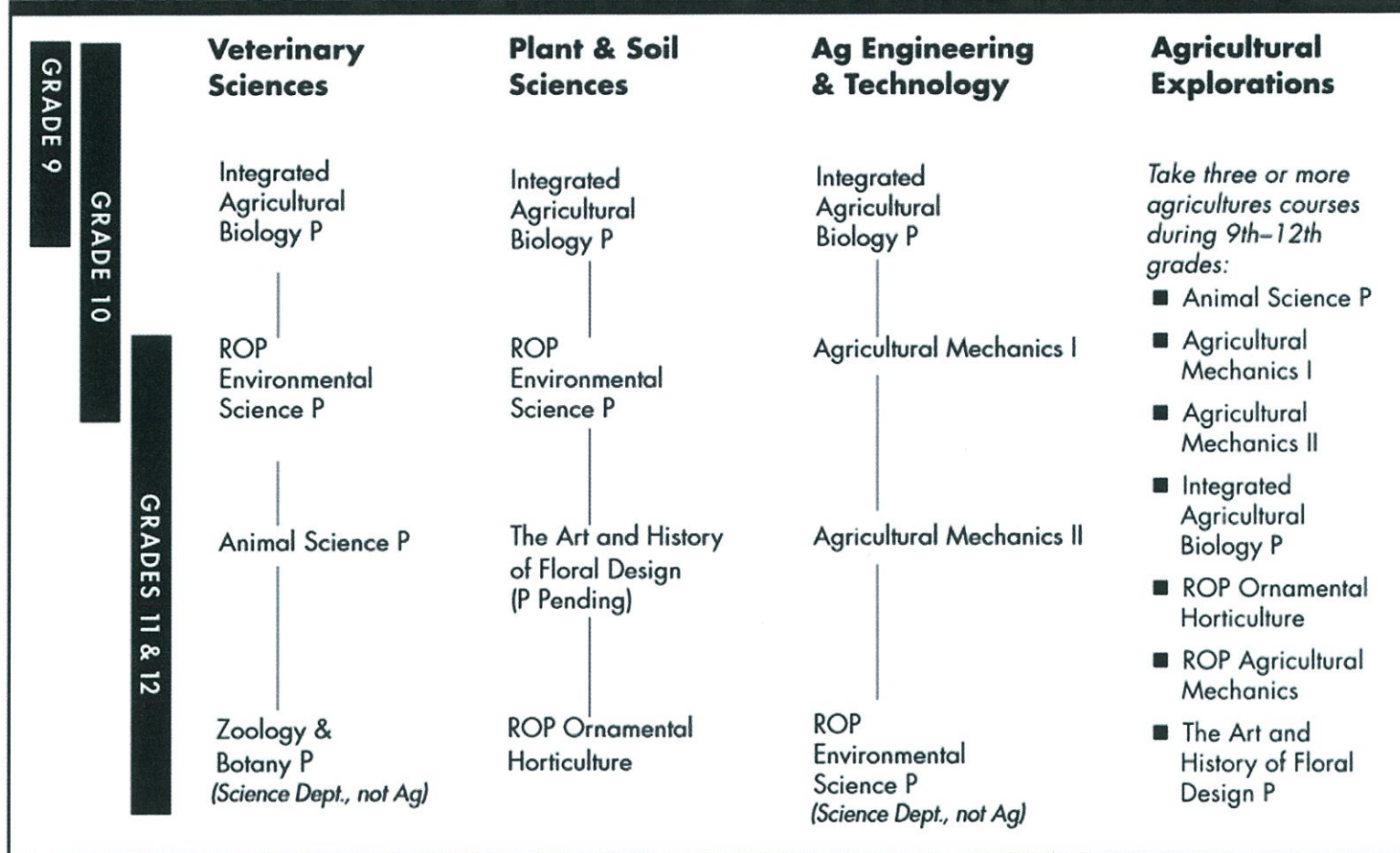
### **Standard 1- Curriculum & Instruction**

1A. At Davis Senior High School (DSHS) Agriculture curriculum is based on the Three Circle Model. The three circles are pathways to Instruction/Classroom, Supervised Agriculture Experience (SAE) and FFA/Leadership. The Three Circle Model is what gives DSHS students opportunity to develop leadership skills, agriculture skills and discover a passion for a career in the agriculture industry. Students may choose a direct pathway or explore more than one pathway to gain additional agriculture knowledge.

1B. Instructional material for agriculture courses at DSHS are based on the Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry which incorporates the Three Circle Model. Students learn both the agriculture standards and the science standards for Art and History of Floral Design and Integrated Agriculture Biology.

1C. Exhibit 1 is a flow chart of the agriculture and science pathways and how they work together. The pathways give students an option to explore a future career, pursue a college interest or experience/learn viable life skills. The pathways do include classes from the DSHS Science Department, which are considered non- agriculture department classes. It is the goal of the Agriculture Department to teach classes such as environmental science, zoology and botany within the Agriculture Department. Merging these classes to the Agriculture Department would strengthen the Agriculture Department and provide students additional options to explore.

# AGRICULTURE AND NATURAL RESOURCE PATHWAYS



1D. In order to allow greater flexibility for student schedules, we offer 1<sup>st</sup> and 7<sup>th</sup> period agriculture classes. At DSHS teachers do not commonly teach both 1<sup>st</sup> and 7<sup>th</sup>, but the Agriculture Department has made the choice to teach those periods. Allowing students a greater opportunity to schedule an agriculture class and become involved in Agriculture Department activities.

1E. Upon return from winter break in January, 2014 my lesson plans include a two-week focus unit on FFA. This education unit allows the students to gain awareness about the FFA organization and the annual opportunities that are available for student involvement. Even though the FFA unit isn't taught until January, I have been talking about the FFA program and the Agriculture Industry in all my Fall classes to promote student excitement and participation.

1F. The DSHS Agriculture Department has access to one of the schools two computer labs, seating up to students. In addition inventory of technology includes: 30 classroom quiz clickers, 2 projectors, 1 camera and 1 document camera.

1G. In Art and History of Floral Design, the students are required to do a floral portfolio which includes a resume, cover letter and floral skills sheet as part of the requirements. In Animal Science the students complete a report and poster board presentation on a livestock animal for Tour de Cluck (an annual Davis, CA community Event.) In Integrated Agriculture Biology, students complete a research project on a biome of their choice. With the Agriculture Biology course, students are required to research the affects of agriculture on the biome area.

1H. Yes, all students maintain FFA a record book that remains in the classroom. Student record books are updated monthly during class time. Students are not allowed to take their record books home, unless given permission from the teacher.

1I. Student record books are securely kept in the classroom and organized by grade level.

1J. All Agriculture Department courses meet DSHS graduation requirements as either: elective, fine/practical art credit or science credit. Integrated Agriculture Biology, Animal Science and Art and History of Floral Design meet UC/CSU requirements. In Agriculture Engineering III eligible students may elect to take a welding test to earn college credit.

## Standard 2- Leadership and Citizenship Development

2A. The DSHS FFA was chartered in 1974 and has maintained the chapter FFA charter since 1974.

2B. Our chapter completes a yearly Program of Activity for annual submission at regional and state competitions. In April 2013, DSHS FFA was awarded first place in the Central Region competition( 14 chapters competed in the competition.)

2C. In all Agriculture courses, FFA leadership participation counts for ten percent (10%) of a student's total grade. Each student is required to participate in a minimum of four (4) activities per year. Many students participate in additional activities each year. The top ten students who participate in the most annual activities are awarded with an end-of-the-year field trip to the local water park.

2D. Each student in an Agriculture class completes a R2 form and is registered with the State of California FFA Association. As a chapter, DSHS pays for the students membership. This annual membership allows students to participate in California State associated FFA activities.

2E. DSHS participates in more than twelve (12) activities from the State approved FFA check list. Below are annual activities, from the approved list, DSHS participates:

State Leadership Conference

Opening and Closing Ceremonies

Two Regional Meetings

Job Interview Contest

Chapter Officer Leadership Conference

FFA State Degree

Made for Excellence Conference

Chapter Award Application

Advanced Leadership Academy Conference

Project Competition

### Impromptu Contest

FFA Judging Teams (Vegetables, Ag  
Mechanics, Horse, Ag Welding, Farm  
Business Management)

### Sectional Activities

Local Leadership Activities (Tour de Cluck,  
Fall Festival and Officer Retreat)

2F. The DSHS Officer Team keeps a record of all students who attend FFA activities such as meetings, farm work days, farmers' market events, judging contests, sectional activities, conferences and state competitions. These records are kept for the purpose of determining a student's grade as well as establishing a record that 80% of our students participate in FFA activities.

### Standard 3- Practical Application of Agricultural Skills

3A. In all agriculture courses, Supervised Agriculture Experience participation counts for ten percent of a student's grade. Each student is required to participate a minimum of ten hours per semester on their individual project. If a student has a summer internship, job or other agriculture related project those hours will count towards their ten hour requirement. It is the student's responsibility to keep their record book up to date in order to obtain the ten percent of the class grade.

3B. First year students are required to submit a SAE project proposal. The project proposal includes the type of project, what tools are needed, what profit or loss is anticipated, and what they expect to learn from their project. The project proposal helps the teachers understand where students interests are such as: large livestock, small animals, internships, greenhouse plant sale, agriculture related jobs, or agricultural mechanics.

3C. Each student completes and keeps an updated record book that is kept in a secure area of the classroom. Record books are used as a way for teachers to track student SAE projects. Students have the option of using the school farm, greenhouse, ag mechanics shop or FFA classroom when working on or participating in their SAE project.

3D. Teachers don't currently keep a documented record of visits to students SAE projects. This is an area where improvement is needed. Each Wednesday, at the school farm, project visits are on the schedule. Projects kept at students homes are visited by teachers on an appointment basis. Teachers take notes and provide advice to the student on how to improve their project.

3E. DSHS has a department truck that is used as needed for DSHS activities. However, its condition does not allow it to pull a trailer and is not trusted on long distance trips. The district

has a van to use for long-distance activities, but if the van is unavailable, teachers must depend on volunteer parent drivers. The Agricultural Department is currently in the process of writing a grant for the purpose of purchasing a department vehicle that is capable of towing trailers for the purpose of transporting student livestock.

#### Standard 4- Qualified & Professional Personal

4A. All teachers in the Agricultural Department have the appropriate agriculture teaching credential necessary for the subject assigned. A copy of teacher credentials are not maintained in the Comprehensive Program Plan but are maintained at the District Office, Human Resources Department. A copy is also available online at the California Department of Teacher Credentialing (<http://www.ctc.ca.gov/>).

4B. As the only full-time Agriculture teacher, last year I attended: New Professionals, (2)CATA Meetings, California Agriculture Teachers Association Conference, and completed the Beginning Teacher Support Assessment.

4C. Each Wednesday classes start a hour later than the normal start time. This is to allow teachers, staff and departments time to meet and discuss various issues. The Agriculture Department uses this time to collaborate on upcoming FFA activities and curriculum matters regarding animal science.

4.D During Agricultural Department meetings, minutes are taken and they are placed in a secure file in the front office for future reference. Also, both teachers take personal notes on specific items where further action is required.

4E. The DSHS Agriculture Department has set aside funds to pay for expenses that will incur for FFA, SAE or professional development events.

## Standard 5- Facilities, Equipment & Materials

5A. Currently, the DSHS Agriculture Department is partnering with the Davis Rotary Club to build garden boxes in compliance with American Disabilities Act requirements. These garden boxes will be placed on campus where the Multi-Purpose Room (MPR) was previously located. Prior to the MPR garden box project, the garden boxes at the school farm were not ADA compliant. With garden boxes not ADA compliant, it is challenging to teach the horticulture unit to students with special needs. There is decomposed granite around the school farm greenhouse making it easier for a student with special needs to actively participate in the class. The challenge for special needs students becomes evident visiting the animals on campus. The ground area around the sheep and goat pens is covered with woodchips which is a difficult surface to walk or push a wheelchair across.

Other logistical modifications have occurred in the classroom, shop and farm area. For example the location of the projection screen was changed to match the location of the white boards and teacher lab station. The shop has had new electrical drop outlets installed to allow more access to electricity when students are working, and the school farm has had the locks changed to address safety concerns.

5B. The school farm has one storage room and an attic/loft area to store additional equipment. The Agriculture Department has an office for supplies and a storage room for FFA equipment, including uniforms. The area that is lacking in storage is the horticulture/greenhouse. Currently, there is no covered area for storage of any horticulture equipment such as containers, soil, watering supplies or compost. All equipment and supplies remain outside and are exposed to year around weather conditions. This is negative because the containers are starting to crack, and

the soil is open to birds and other insects that drop seeds/weeds in the soil. The DSHS farm is in need of a horticulture storage area to better and more effectively store items in order to prolong their shelf life.

5C. On the DSHS campus we have a greenhouse, shade house, school farm for student livestock projects, and agriculture shop. In the greenhouse and shade house, students learn how to grow vegetables, herbs, flowers or succulents. There is a plant sale each spring that allows students the opportunity to sell their projects to the community. If students are not interested in selling their project, we have garden boxes where students can plant vegetables or flowers for personal use or to be used by the floral class, Café Diablo and DSHS Cafeteria. At the school farm, the students have the opportunity to raise a hog, lamb, goat or chickens for the Yolo County Fair in August. Students are allocated a pen, watering and feeding equipment, as well as other species specific equipment required to complete the project. Students are only allowed to keep animals at the school farm that will be exhibited at the Yolo County Fair. If they are unable to exhibit an animal at the fair, they are invited to assist in participating with the DSHS farm laying hen project. We have approximately fifty chickens that are kept at the school farm. The eggs these birds lay are sold to staff on campus, and the money is used to buy supplies to support the project. The Agriculture shop is available for students to build welding based projects such as garden art or other agriculture related projects. The Agriculture shop is another area where students become involved with assisting to fix/repair items that break on the school farm.

5D. The Agriculture department may be contacted using DSHS email: [emichel@djUSD.net](mailto:emichel@djUSD.net), Alex Hess's email is [ahess@djUSD.net](mailto:ahess@djUSD.net).

5E. The Agriculture Department has three farm clean-up days throughout the school year to ensure the farm is kept in order, neat and clean. One of the three days is supported by the Davis community on “Make a Difference Day”. In addition, Agriculture Department classes are taken to the farm to help with general maintenance and clean-up. The agriculture shop and agriculture classroom is maintained by the teachers, students and DHS maintenance staff.

5F. The DSHS Agriculture Department facilities are regularly maintained by the teachers, students and maintenance staff as needed. If the maintenance staff needs to repair or maintain something at the school farm, a work order is submitted in advance to ensure the item is fixed in a timely manner.

Standard 6- Community, Business and Industry Involvement

6A. The DSHS Agriculture Department has an active Agriculture Advisory Committee that meets bi-annually. The Committee is composed of industry professionals that provide direction and advice in support of the Agriculture Department.

6B. The Agriculture Advisory Committee Secretary maintains minutes of all committee meetings. The minutes are electronically forwarded to all Committee members.

6C. The Davis Joint Unified School District Governing Board approved a 5-year Career Technical Education (CTE) Plan at a 2013 board meeting. In this Plan, the Agriculture Advisory Committee outlined the critical components of the plan to include Job Market Description, 5-year Facility and Equipment Acquisition and targeted agriculture occupation.

6D. The final Agriculture Education Incentive Grant Checklist provides the Agriculture Advisory Committee Chair's name as a verification of meeting the requirements of the Agriculture Education Incentive Grant Checklist.

### Standard 7- Career Guidance

7A. Students are counseled regarding careers, education and internships in the Agriculture industry by agriculture teachers and high school counselors. Students are presented with the Agriculture Program outline where they can explore various Agriculture course options to assist them determining what career or education path they want to pursue.

7B. All students complete a Career Plan when their membership is submitted to the National FFA. The student's Career Plans are kept on file in the Agriculture Department along with their R2 form.

7C. DSHS has been successful in creating partnerships with California community colleges. Currently Agriculture Engineering has a partnership allowing third year students to take an exam, which if passed, will earn the student college credit for completing the DSHS Agriculture Engineering class.

## Standard 8- Program Promotion

8A. The Agriculture Department has multiple documents promoting the program. One document is a brochure that outlines course pathways and another document outlines courses that are UC/CSU approved. The Agriculture Department also has a brochure that is distributed to parents and future students. This brochure explains what FFA and SAE are and what classes the Agriculture Department offers. All documents are attached below:



**CALIFORNIA**  
**DAVIS**

**BENEFITS OF AGRICULTURE EDUCATION**

- UC approved courses
- Lab science credit
- Practical arts credits
- Hands-on education
- Develops leadership
- Awards & recognition
- Entrepreneur Projects
- FFA/Ag Scholarships

For more information, contact us today:  
Ms. Michel, FFA Advisor  
emichel@djusd.net  
or  
Your school counselor

**Agriculture Class Exclusives:**

- Raise animals on the school farm
- Grow food and flowers in our gardens & greenhouse
- Fabricate metal projects in our Ag Shop

**Agriculture Education Three Circle Model**



**Courses Offered**

**Agricultural Biology**  
UC "D" Lab Science Credit

**Animal Science**  
UC "G" Credit

**Agricultural Mechanics**  
Practical Art Credit

**Ornamental Horticulture**  
Practical Art Credit

**Floral Design**  
UC "F" Fine Art Credit

DAVIS HIGH AGRICULTURE EDUCATION

**Agricultural Mechanics**  
*Practical art credit*

Welding, power tools, and more!  
Be creative and build your own individualized Project!



**Ag Biology**  
*UC "D" Lab Science*



**ROP Ornamental Horticulture**  
*Practical art credit*

Learn greenhouse technology.  
Grow plants, herbs, and flowers  
Run a plant sale—have fun!



**Animal Science**  
*UC "g" elective credit*  
*Practical art credit*




Learn the science of animal agriculture and put theory into practice. Go on class field trips, raise animals, and have fun raising animals.

**Floral Design**  
*UC Fine Arts credit*

Flowers, flowers & more flowers  
Learn how to construct, design & create works of art!



**Supervised Ag Experience**  
*SAE's are offered only to students in Agriculture Classes*



Raise a goat, volunteer in a vet clinic, grow hydroponic lettuce, sell tomato plants, weld a barbecue, build a picnic bench—SAE's, it's all up to you!

8B. If a student is unable to pay for any activity, the FFA and DSHS has a scholarship program that was developed for this purpose. DSHS Parent Teacher Association (PTA) also has a scholarship program that students can apply to have the PTA pay for a specific school-sponsored activity.

8C. Recruitment days are held at the three Davis Joint Unified School District junior highs. DSHS is invited into the science classes where presentations of course curriculums, define FFA & SAE, answer questions and have an opportunity to promote excitement into future students about agriculture and joining the FFA.

As the Agriculture Department the faculty participate in DSHS Open House where a display is setup in the campus quad. There are posters for each course offered, course demonstrations, handouts and current Agriculture Department students speaking on behalf of the Agriculture courses and FFA program. Parents and future students are encouraged to visit and participate in the DSHS Open House booth.

### Standard 9- Program Accountability & Planning

9A. The Agriculture Department's five-year Program Plan is on file with the Davis Joint Unified School District and is in the process of being forwarded to the Central Regional Supervisor. A copy of the Program Plan is on file in the Agriculture Department and maintained on DSHS computers.

9B. Yes, the Program Plan was sent to the Central Regional Supervisor via the Program of Activities Competition for the Central Region, along with all other required documents.

9C. The DSHS keeps records of the status of employment for the Agriculture Department. When evaluating value and relevance of the Agriculture Program the Agriculture Advisory Committee is the strongest support system. They keep the Agriculture Department up-to-date on current agriculture issues and best practices in the industry. The Ag Advisory Committee is made up of members of the Davis community and these members work to add additional support and positive conversations with the DSHS Administration, District Administration, Board Members and community members. The Agriculture Advisory Committee makes decisions on ways to improve the program and keep it current.

9D. Yes, the R2 graduation follow-up is entered into the FFA roster data before October 15<sup>th</sup> for each year.

9E. The Agriculture Department meets before class registration period to determine the best methods of recruitment and retention of students. After class numbers have been received for the following year, faculty meets to evaluate what methods worked for recruitment and what methods need improvement.

9F. In 2012 necessary documents were forwarded to the Central Regional Supervisor by October 15<sup>th</sup>.

Standard 10

10A. This standard is not met by DSHS, as Agriculture Department classes are larger than twenty-five (25) students.

10B. This standard is not met. Full time teachers have more than seventy-five(75) students per work load.

### Standard 11- Full Year Employment

11A. This standard is met. Agriculture teachers receive twenty percent (20%) of their base FTE salary as an FFA and SAE advisory stipend.

11B. This standard is met. The full time Agriculture teacher has a class period dedicated for project supervision.

Standard 12- Program Achievement

12A. This standard is met. A Agriculture Incentive Grant check list is attached as evidence of meeting this standard.

## Section C

### Supporting Materials Table of Content

1. Student Data Sheets
2. Agriculture Student Files
3. Course Outlines
4. Grade Book
5. SAE Supervision Forms
6. School Board approved Agriculture 5-year plan
7. Program of Activities
8. Recruitment Plan
9. FFA Scrapbook
10. Summer activities and plan
11. Graduate follow-up survey
12. Results of graduate follow-up survey
13. Comprehensive Program Plan
14. Agriculture Advisory Meeting agenda
15. Agriculture Advisory Meeting minutes
16. Proficiency Standards Agriculture Advisory by-laws and constitution
17. Credentials
18. Calendar of activities
19. List of professional growth activities
20. R-2 report
21. Travel Request
22. CATA Membership Card
23. Professional Development Report
24. Department wish list
25. Operating Budget
26. District Budget Process
27. Department Chart of Responsibilities
28. Substitute Teacher Procedures
29. Program Completers
30. 2+2 Agreement
31. Reimbursement Process

1

# Student Data Sheets

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.10

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                     

H. Date: 10/8/13  
 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:

D. Year in Agriculture Program: 2nd  
 (1st, 2nd, 3rd, 4th)  
 E. Grade Level in School: 10  
 (9, 10, 11, 12)  
 F. I Am Taking This Course Because: (Select One)  
 I plan a career in agriculture                       
 Not a career, just an interest in agriculture.                       
 Not interested, placed in class.                       
 G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.  
Engineer or an agriculture lawyer  
 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

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1.10

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: 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.

(FBI)

H. Date: 10/7/2013

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 \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.10.10

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: 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.

Helping people (personal garden)

H. Date: 10/7/13  
 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 1  
 Some College Later                       
 2. Go to College                      ☒  
 Community College                       
 Four Year College 1  
 Full-Time Student                       
 Part-Time Student 1  
 Agriculture Major                       
 Non-Agriculture Major 1  
 3. Go Into Military Service

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.10.10

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

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                     

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 plan to be an animal science major and professor for the crossers.

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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: 10/7/13  
 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 ☒  
 Full-Time Student ☒  
 Part-Time Student ☒  
 Agriculture Major ☒  
 Non-Agriculture Major ☒  
 3. Go Into Military Service ☒

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.

I plan to work with the mentally disabled children

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.10.10

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 X

Filipino                     

Guamanian                     

Samoan                     

Tahitian                     

White                     

H. Date: 10-7-13

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)

X Agriscience (4070)

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

1. Go to Work Full - Time                     

No Further Education                     

Some College Later                     

2. Go to College X

Community College                     

Four Year College X

Full-Time Student                     

Part-Time Student X

Agriculture Major                     

Non-Agriculture Major X

3. Go Into Military Service                     

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. X

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.

MUSICIAN

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

H. Date: 10/7/13  
 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  
 Full-Time Student  
 Part-Time Student  
 Agriculture Major  
 Non-Agriculture Major                     

3. Go Into Military Service                     

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.

to be a farmer, orchards, and crops

Yes college if needed

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1

- 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: 2nd  
(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.

I want a doctor or nurse

- H. Date: 10-10-13
- 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
- Full-Time Student
- Part-Time Student
- Agriculture Major
- Non-Agriculture Major
3. Go Into Military Service

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1

A. Name                      Last Name                      First Name, MI                     

B. Gender: Male                      Female X

C. Ethnicity/Race:                     

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

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

                     American Indian or Alaskan Native

                     Asian Indian

                     Cambodian

                     Chinese

                     Hmong

                     Japanese

                     Korean

                     Laotian

                     Vietnamese

                     Black or African American

X Filipino

                     Guamanian

                     Samoan

                     Tahitian

                     White

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

E. Grade Level in School: 10th  
(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.

X 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 therapist

H. Date: 10/7/13

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)

X Animal Science (4020)

                     Agricultural Mechanics (4030)

                     Agricultural Business (4040)

                     Ornamental Horticulture (4050)

                     Forestry & Natural Resources (4060)

                     Agriscience (4070)

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

1. Go to Work Full - Time                     

                     No Further Education

                     Some College Later

2. Go to College X

                     Community College

                     Four Year College

                     Full-Time Student

                     Part-Time Student

                     Agriculture Major

                     Non-Agriculture Major

3. Go Into Military Service

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.10.10

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 ☒

H. Date: 10/7/13  
 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 ☒  
 Full-Time Student ☒  
 Part-Time Student \_\_\_\_\_  
 Agriculture Major ☒  
 Non-Agriculture Major \_\_\_\_\_  
 3. Go Into Military Service \_\_\_\_\_

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.

Raise animals on a farm

2

# Agriculture Student Files

### Agriculture Student Files

In the Agriculture Classroom we have files based on grade level and alphabetized by last name.



3

# Course Outlines

Date Approved by  
DJUSD Board of  
Education: \_\_\_\_\_

Course descriptions are updated and  
reviewed with all new text adoptions.

## Secondary Course Description

### COVER PAGE

<b>1. Course Title: The Art and History of Floral Design</b>		<b>9. Subject Area:</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> DJUSD Graduation Elective <input type="checkbox"/> College Prep Elective (will seek UC/CSU approval)			
<b>2. Transcript Title / Abbreviation:</b>					
<b>3. Transcript Course Code / Number (Office Use Only):</b>					
<b>4. School: Davis Senior High School</b>					
<b>5. District: Davis Joint Unified School District</b>					
<b>6. Length of Course: 1 year</b>		<b>10. Grade Level(s): 10<sup>th</sup>- 12<sup>th</sup></b>			
<b>7. School / District Web Site: <a href="http://www.djUSD.k12.ca.us/">http://www.djUSD.k12.ca.us/</a></b>		<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
<b>8. School Contact</b> <b>Name: Ellie Michel</b> <b>Title/Position: Agriculture Department Chair</b> <b>Phone: 757-5400 Ext.: 207</b> <b>Fax:</b> <b>E-mail: emichel@djUSD.net</b>		<b>12. Credit Value:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____			
<b>13. Was this course previously approved by UC?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, in what year? _____ unknown _____ Under what course title? <u>Art and History of Floral Design</u>					
<b>14. Pre-Requisites: There are no pre-requisites</b>  <b>Co-Requisites:</b>					
<b>15. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 16):</b> _____					
<b>16. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services:</b> _____					
<b>17. Review &amp; Approval:</b> <table border="0" style="width: 100%;"><tr><td style="width: 50%;"><b>Date</b> _____ _____ _____ <b>Site Curriculum and Instruction Leadership Team</b> <b>Secondary Department Articulation/Collaboration</b></td><td style="width: 50%;"><b>Signature</b> _____ _____ _____ <b>Signature/Title</b> <b>Signature/Title</b></td></tr></table> <b>Secondary Principal Signatures:</b> _____ <b>Date:</b> _____				<b>Date</b> _____ _____ _____ <b>Site Curriculum and Instruction Leadership Team</b> <b>Secondary Department Articulation/Collaboration</b>	<b>Signature</b> _____ _____ _____ <b>Signature/Title</b> <b>Signature/Title</b>
<b>Date</b> _____ _____ _____ <b>Site Curriculum and Instruction Leadership Team</b> <b>Secondary Department Articulation/Collaboration</b>	<b>Signature</b> _____ _____ _____ <b>Signature/Title</b> <b>Signature/Title</b>				

## BACKGROUND INFORMATION

### **Brief Course Description:**

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

**Context for Course:**

**List the State/District Standards addressed in this course.**

**ARTISTIC PERCEPTION**

- *Develop Perceptual Skills and Visual Arts Vocabulary*
  - 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
  - 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- *Analyze Art Elements and Principles of Design*
  - 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
  - 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- *Impact of Media Choice*
  - 1.5 Analyze materials used by a given artist and describe how its use influences the meaning of the work.
  - 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

**2.0 CREATIVE EXPRESSION**

- *Skills, Processes, Materials, and Tools*
  - 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
  - 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  - 2.4 Review and refine observational drawing skills.
- *Communication and Expression Through Original Works of Art*
  - 2.5 Create an expressive composition, focusing on dominance and subordination.
  - 2.6 Create two or three-dimensional work of art that addresses a social issue.

**3.0 HISTORICAL AND CULTURAL CONTEXT**

- *Role and Development of the Visual Arts*
  - 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
  - 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
- *Diversity of the Visual Arts*
  - 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
  - 3.4 Discuss the purposes of art in selected contemporary cultures.

**4.0 AESTHETIC VALUING**

- *Derive Meaning*
  - 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
  - 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- *Make Informed Judgments*
  - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
  - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
  - 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

- *Connections and Applications*
  - 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- *Visual Literacy*
  - 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition
- *Careers and Career-Related Skills*
  - 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

### **History of Course Development:**

The history of this course is unknown

## **COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES**

### **Course Goals and/or Major Student Outcomes**

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

### **Description of how this course supports district goal to increase student awareness and appreciation of diversity:**

In the Art and History of Floral Design students explore different cultures, time periods, customs and events as they relate to the Floral Industry. Students become aware of how floral design can play a role in cultures customs, ceremonies and daily life events. Students learn the meaning of flowers and colors, style, shape, and line can play a role in the meaning of the arrangement.

## **COURSE OBJECTIVES**

### **Course Objectives**

*The course objectives are aligned with the standards for this course.*

#### **ARTISTIC PERCEPTION**

- *Develop Perceptual Skills and Visual Arts Vocabulary*
  - 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
  - 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- *Analyze Art Elements and Principles of Design*
  - 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
  - 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- *Impact of Media Choice*
  - 1.5 Analyze materials used by a given artist and describe how its use influences the meaning of the work.
  - 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

#### **2.0 CREATIVE EXPRESSION**

- *Skills, Processes, Materials, and Tools*

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
  - 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  - 2.4 Review and refine observational drawing skills.
  - *Communication and Expression Through Original Works of Art*
    - 2.5 Create an expressive composition, focusing on dominance and subordination.
    - 2.6 Create two or three-dimensional work of art that addresses a social issue.
- 3.0 HISTORICAL AND CULTURAL CONTEXT**
- *Role and Development of the Visual Arts*
    - 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
    - 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
  - *Diversity of the Visual Arts*
    - 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
    - 3.4 Discuss the purposes of art in selected contemporary cultures.
- 4.0 AESTHETIC VALUING**
- *Derive Meaning*
    - 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
    - 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
  - *Make Informed Judgments*
    - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
    - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
    - 4.5 Employ the conventions of art criticism in writing and speaking about works of art.
- 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**
- *Connections and Applications*
    - 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
  - *Visual Literacy*
    - 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition
  - *Careers and Career-Related Skills*
    - 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

## COURSE OUTLINE

**Please see Course Outline below.**

## 20. Course Outline

Unit of Instruction/Objectives
<b>Unit I: Introduction to Art</b>  A. The Variety of Art 1. <b>Artistic perception</b>  B. When is it Art? 1. <b>Philosophy of Arts</b> 2. <b>Aesthetic Value of Objects</b> 3. <b>Artistic Inspirations</b> 4. <b>Art Appreciation</b> 5. <b>The Art World</b>
<b>Unit I: Introduction to Art-continued</b>  C. Floral Symbolism 1. <b>Identify flowers and foliage and their symbolism in art.</b> a. <b>Historical and modern works of art</b> b. <b>Cultural</b> c. <b>Design</b> d. <b>Ikebana</b>
<b>Unit II: Historical Contributions and Cultural Dimensions</b>  A. Interpretation 2. <b>The meaning of art</b> 3. <b>Elements of Art History</b>  B. History of Floral Art 1. <b>The Floral Art Designs of Ancient Civilizations</b> 2. <b>Floral visual art design styles and their origination</b>  C. Research the Influences of Floral Artists of the 20 <sup>th</sup> and 21 <sup>st</sup> Century 1. <b>Styles and techniques</b> 2. <b>Artistic Inspirations</b> 3. <b>Visual themes used in various cultures</b> 4. <b>Artistic components of various time periods and cultures</b> 5. <b>Time periods in floral art history</b> 6. <b>Historical style and periods</b> 7. <b>Floral art design: culture, ethnicity, time periods, and media</b> 8. <b>Cultural Themes: religious, holiday, funeral and wedding</b> 9. <b>Cultural Design</b> 10. <b>Design alternatives</b>

Unit of Instruction/Objectives
<p><b>Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art</b></p> <p>A. Works of Art and Aesthetic Value</p> <ol style="list-style-type: none"> <li>1. Critique works of art using appropriate visual arts terms</li> <li>2. Analyze art works in terms of art elements and design principles</li> <li>3. Apply sensory qualities to works of floral art</li> <li>4. Explores various styles and periods of viewed art</li> <li>5. Evaluate and critique art elements and art principles used in others and own works of art</li> </ol>
<p><b>Unit IV: Art Elements of Design</b></p> <p>A. Lines</p> <ol style="list-style-type: none"> <li>1. Implied and expressive use of line in visual art works</li> <li>2. Vertical, horizontal, and diagonal use of line in floral art works</li> </ol> <p>B. Shapes/Forms</p> <ol style="list-style-type: none"> <li>1. Shape and form in visual art works</li> <li>2. Visual art elements of shape and form in design through</li> </ol> <p>C. Colors</p> <ol style="list-style-type: none"> <li>1. The origin of color through visual art</li> <li>2. Color harmony in various art works</li> <li>3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works</li> </ol>
Unit of Instruction/Objectives
<p><b>Unit IV: Art Elements of Design-continued</b></p> <p>D. Textures</p> <ol style="list-style-type: none"> <li>1. Visual and tactile components in floral art using fine, medium, and course-textured media</li> <li>2. Container and material components of floral art</li> <li>3. Flower and foliage use through arrangements</li> </ol> <p>E. Value</p> <ol style="list-style-type: none"> <li>1. Light and dark in visual art designs</li> <li>2. Light and dark change in floral art</li> </ol> <p>F. Space and Depth</p> <ol style="list-style-type: none"> <li>1. The use of space in two and three-dimensional visual art designs</li> <li>2. Interpret space in our environment</li> <li>3. The use of space in visual designs by</li> </ol>

- applying angling and overlapping media in floral art designs
4. **Significance of size and color of media in Floral Art**

**Unit V: Principles of Art Design**

- A. Balance
1. **Symmetrical and asymmetrical balance in floral art**
  2. **Asymmetrical or symmetrical balance through developing floral art works**
  3. **Radial and open balance in visual art designs**
- B. Proportion/Scale
1. **Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment**
  2. **Geometrical techniques in floral art and visual art designs**
- C. Emphasis
1. **Visual floral art works**
  2. **Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs**
  3. **Emphasis in floral designs by using line direction and directional facing**
- D. Rhythm
1. **Floral art using repetition and eye movement**
  2. **Transition and radiating line in floral art works**
- E. Harmony and Unity
1. **Harmony and unity through applying color combinations to visual designs**
  2. **Placement, transition, and proximity in visual art works and critique student works in floral design**
- F. Contrast
1. **Color schemes in floral art design using various media**

**Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art**

- A. Two-Dimensional Media
  - 1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout
  - 2. Painting techniques for floral art through developing a color wheel and still life floral artwork
  - 3. Mosaic art designs for floral art using paper and tile
  - 4. Printmaking to floral art using pressed flowers
  - 5. Photographic and graphic design through computer art
- B. Three-Dimensional Sculptures
  - 1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage
  - 2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media
  - 3. Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs
  - 4. Demonstrate the process of evaluation and refining floral art projects

**Unit of Instruction/Objectives**

**Unit VII: Connections, Relationships, and Applications Learned in Visual Art**

- A. Relationships to Other Disciplines
  - 1. Compare and contrast works of art to other discipline areas

**TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS**

**Title, Author, Publisher, Edition:**

There is no assigned book to this course.

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Cost per book**

**Total Cost**

**Budget Source**

**Other:**

### **DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES**

Art and history of Floral Design is a hands-on course where students gain practical knowledge that will allow them to be prepared to enter the Floral industry or college. Below are the methods and/or strategies used to achieve that goal.

#### Instructional Methods and/or Strategies

- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Class discussions

#### Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- Essays and reports
- Student demonstrations
- Art/Floral work portfolio
- Rubrics
- Participation

#### **Strategies for Supporting School Goal of Improving Writing Skills:**

Student writing skills are supported in various ways in the classroom. Students will keep a record book where they will journal their involvement in the agriculture and floral industries. In class students will keep notes, write short answer essays, document various processes in the floral industry and deliver visual, verbal and written presentations.

### ASSESSMENT METHODS AND/OR TOOLS

- Quizzes/ Tests
- Ticket out the door (one question for the lesson for the day)
- Worksheets
- Demonstration of skills
- Presentations (visual, oral and/or written)

### ASSESSMENT CRITERIA

- All assessments are based on a 100%-0% grading scale.
- Assessments are both summative and formative.
- For all presentations students are given an outline of expectations and a rubric.

### HONORS COURSES ONLY

**Indicate how this honors course is different from the standard course.**

This course is not an honors course.

### Sequence Participation

**Describe what sequence this course would be a part of, and what role in the sequence this course plays.**

There is not a set sequence for this course. This course is an introduction to Art and History of Floral Design and gives the students a basic understanding of the floral industry.

If it were to be after a course I would suggest Agriculture Biology and/or Biology as biology gives the students a understanding of photosynthesis, growth and reproduction of plants/flowers.

### Post-Secondary Articulation

**Indicate what post-secondary articulation this sequence offers: is this course part of a pathway that results in certification or college credit?**

There is no certification or college credit that can be obtained while taking this course at this time. This course will prepare students for either a career in the floral and/or agriculture industry or for a college degree in agriculture and/or floral design.

Date Approved by  
DJUSD Board of  
Education: \_\_\_\_\_

Davis Joint Unified School District

Course descriptions are updated and  
reviewed with all new text adoptions.

## Secondary Course Description

### COVER PAGE

<b>1. Course Title: Animal Science P</b>		<b>9. Subject Area:</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> DJUSD Graduation Elective <input checked="" type="checkbox"/> College Prep Elective (will seek UC/CSU approval)	
<b>2. Transcript Title / Abbreviation: Animal Science</b>			
<b>3. Transcript Course Code / Number (Office Use Only):</b>			
<b>4. School: Davis Senior High School</b>			
<b>5. District: Davis Joint Unified School District</b>			
<b>6. Length of Course: 1 year</b>		<b>10. Grade Level(s): 9th-12th</b>	
<b>7. School / District Web Site: <a href="http://www.djUSD.k12.ca.us/">http://www.djUSD.k12.ca.us/</a></b>		<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>8. School Contact</b> <b>Name: Ellie Michel</b> <b>Title/Position: Agriculture Department Chair</b> <b>Phone: 757-5400</b> <b>Ext.: 207</b> <b>Fax:</b> <b>E-mail: emichel@djUSD.net</b>		<b>12. Credit Value:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
<b>13. Was this course previously approved by UC?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, in what year? ___N/A___ Under what course title? _Animal Science-- G_____			
<b>14. Pre-Requisites: None</b>  <b>Co-Requisites:</b>			
<b>15. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 16):</b> _____			
<b>16. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services:</b> _____			

Davis Joint Unified School District

17. Review & Approval:

Date

Signature

\_\_\_\_\_ Site Curriculum and Instruction Leadership Team Signature/Title \_\_\_\_\_

\_\_\_\_\_ Secondary Department Articulation/Collaboration Signature/Title \_\_\_\_\_

Secondary Principal Signatures: \_\_\_\_\_

Date: \_\_\_\_\_

## BACKGROUND INFORMATION

### **Brief Course Description:**

This course provides information, activities, and skills in the areas of scientific method, classification systems, mammalian production, production management, health care, anatomy, physiology, reproduction, nutrition, mitosis, meiosis, respiration and genetics. Emphasis is placed on mammals that are most important to human culture.

### **History of Course Development:**

The history of this course is unknown.

**Context for Course:**

**List the State/District Standards addressed in this course.**

**D. Animal Science Pathway**

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

*D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:*

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
- D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
- D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

*D2.0 Students understand key principles of animal nutrition:*

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

*D3.0 Students understand animal physiology:*

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

*D4.0 Students understand animal reproduction, including the function of reproductive organs:*

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

*D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:*

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

*D6.0 Students understand the causes and effects of diseases and illnesses in animals:*

- D6.1 Understand the signs of normal health in contrast to illness and disease.
  - D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
  - D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
  - D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
  - D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
  - D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
  - D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.
- Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.

D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

*D8.0 Students understand the challenges associated with animal waste management:*

D8.1 Understand animal waste treatment and disposal management systems.

D8.2 Understand various methods for using animal waste and their environmental impacts.

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

*D9.0 Students understand animal welfare concerns and management practices that support animal welfare:*

D9.1 Know the early warning signs of animal distress and how to rectify the problem.

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

*D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):*

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

*D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):*

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

*D12.0 Students understand how animal products and by-products are processed and marketed:*

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

## COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

### Course Goals and/or Major Student Outcomes

- Demonstrate a basic understanding of the sheep, swine, poultry, dairy and cattle industries.
- Gain an understanding of how the various systems (nervous, anatomy, and digestive systems) operate within the sheep, swine, poultry, and cattle species.
- Demonstrate skills in utilizing the language of animal science as the foundation for understand process and techniques used in the agriculture animal industry.
- Learn animal science concepts and processes as they could relate to their own personal experiences and lifelong learning.

### Description of how this course supports district goal to increase student awareness and appreciation of diversity:

In the Animal Science students explore different cultures trends, culture customs, health trends, seasonal trends and cultural events as they relate to the Agriculture Animal Industry. Students become aware of how certain meat products and species can play a role in cultures customs, ceremonies and daily life event. Students learn the meaning of why certain animals are in demand, the various religious harvesting processes and cultural customs behind the agriculture animal industry.

## COURSE OBJECTIVES

### The course objectives are aligned with the State Standards.

#### *D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:*

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
- D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
- D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

#### *D2.0 Students understand key principles of animal nutrition:*

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

#### *D3.0 Students understand animal physiology:*

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of

the various physiological systems.

*D4.0 Students understand animal reproduction, including the function of reproductive organs:*

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

*D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:*

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

*D6.0 Students understand the causes and effects of diseases and illnesses in animals:*

- D6.1 Understand the signs of normal health in contrast to illness and disease.
  - D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
  - D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
  - D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
  - D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
  - D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
  - D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.
- Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations. D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

*D8.0 Students understand the challenges associated with animal waste management:*

- D8.1 Understand animal waste treatment and disposal management systems.
- D8.2 Understand various methods for using animal waste and their environmental impacts.
- D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

*D9.0 Students understand animal welfare concerns and management practices that support animal welfare:*

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing

with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

*D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):*

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

*D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):*

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

*D12.0 Students understand how animal products and by-products are processed and marketed:*

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

## COURSE OUTLINE

### First Semester:

The first semester is dedicated to the understanding of the individual species (Sheep, Swine, Dairy, Beef Cattle and Poultry.) During this semester students learn the following as it relates to the species of study:

- Breeds
- External body parts
- Internal body parts

- Cuts of meat
- Products and uses
- Handling methods and techniques
- Species Behavior
- Industry Trends
- Management practices
- 

**Second Semester:**

The second semester is dedicated to the understanding of the animal's body systems and functions. Students will as learn basic veterinary science techniques. During this semester students learn the following as it relates to the species of study:

- Nervous
- Digestive
- Reproduction
- Anatomy
- Introduction to veterinary science

**TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS**

**Title, Author, Publisher, Edition**

- Handbook of Livestock Management, Third Edition, Richard A. Battaglia

**Previously Adopted?** ☒ Yes ☐ No (If no, provide information directly below)

**Cost per book:** N/A

**Total Cost:** N/A

**Budget Source Ag Incentive  
and Department Funds**

**Other:**

**DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES**

Animal Science is a hands-on course where students gain practical knowledge that will allow them to be prepared to enter the agriculture industry or college. Below are the methods and/or strategies used.

Instructional Methods and/or Strategies

- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Class discussions

Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- Essays and reports
- Student demonstrations
- Art/Floral work portfolio
- Rubrics
- Participation

**Strategies for Supporting School Goal of Improving Writing Skills:**

Student writing skills are supported in various ways in the classroom. Students will keep a record book where they will journal their involvement in the agriculture industry. In class students will keep notes, write short answer essays and document various processes in the animal science industry.

**ASSESSMENT METHODS AND/OR TOOLS**

- Quizzes/ Tests
- Ticket out the door (one question for the lesson for the day)
- Worksheets
- Demonstration of skills
- Presentations (visual, oral and/or written)

### ASSESSMENT CRITERIA

- All assessments are based on a 100%-0% grading scale.
- Assessments are both summative and formative.
- For all presentations students are given an outline of expectations and a rubric.

### HONORS COURSES ONLY

**Indicate how this honors course is different from the standard course.**

This course is not an honors course.

### Sequence Participation

**Describe what sequence this course would be a part of, and what role in the sequence this course plays.**

There is not a set sequence for this course. However it is recommend that Agriculture Biology is taken first.

If Agriculture Biology and/or Biology is taken first the students would have a better understanding of the life science portion of the course (i.e. genetics, reproduction) \

### Post-Secondary Articulation

**Indicate what post-secondary articulation this sequence offers: is this course part of a pathway that results in certification or college credit?**

There is no certification or college credit that can be obtained while taking this course at this time. This course will prepare students for either a career in the agriculture animal industry or for a college degree in agriculture and/or animal science.

Date Approved by  
DJUSD Board of  
Education: \_\_\_\_\_

Davis Joint Unified School District

Course descriptions are updated and  
reviewed with all new text adoptions.

## Secondary Course Description

### COVER PAGE

<b>1. Course Title: Integrated Agricultural Biology P</b>		<b>9. Subject Area:</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> DJUSD Graduation Elective <input type="checkbox"/> College Prep Elective (will seek UC/CSU approval)	
<b>2. Transcript Title / Abbreviation:</b> Integrated Agricultural Biology P			
<b>3. Transcript Course Code / Number (Office Use Only):</b>			
<b>4. School: Davis Senior High School</b>			
<b>5. District: Davis Joint Unified School District</b>			
<b>6. Length of Course: One Year</b>		<b>10. Grade Level(s): 10<sup>th</sup> - 12<sup>th</sup></b>	
<b>7. School / District Web Site: <a href="http://www.djUSD.k12.ca.us/">http://www.djUSD.k12.ca.us/</a></b>		<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>8. School Contact</b>  <b>Name: Ellie Michel</b>  <b>Title/Position: Agriculture Department Chair</b>  <b>Phone: 757-5400 Ext.: 207</b>  <b>Fax:</b>  <b>E-mail: emichel@djUSD.net</b>		<b>12. Credit Value:</b>  <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
<b>13. Was this course previously approved by UC?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, in what year? ____ unknown ____ Under what course title? I believe under integrated Agricultural Biology P			
<b>14. Pre-Requisites:</b> Completion of Algebra 1 recommended, or concurrent enrollment in Algebra 1  <b>Co-Requisites:</b>			
<b>15. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 16):</b> _____			
<b>16. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services:</b> _____			

Davis Joint Unified School District

17. Review & Approval:

Date

Signature

Site Curriculum and Instruction Leadership Team

Signature/Title \_\_\_\_\_

Secondary Department Articulation/Collaboration

Signature/Title \_\_\_\_\_

Secondary Principal Signatures:

Date:

## BACKGROUND INFORMATION

### **Brief Course Description:**

Agricultural Biology is a one-year, laboratory science course, designed for both college bound and non-college bound students with either career interests in “hands-on” science or a career 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, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural 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. This course includes a semester research project and opportunities of state awards and recognition.

### **History of Course Development:**

The history of this course’s development is unknown. However this course is aligned with the science standards and teaches to those standards.

**Context for Course:**

**List the State/District Standards addressed in this course.**

**Biology/Life Sciences** ☐

**Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
  - a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
  - b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
  - c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
  - d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
  - e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
  - g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
  - h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
  - i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. j\* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

**Genetics**

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:
  - a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
  - b. Students know only certain cells in a multicellular organism undergo meiosis. c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete. d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
  - e. Students know why approximately half of an individual's DNA sequence comes from each parent.
  - f. Students know the role of chromosomes in determining an individual's sex.
  - g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:
  - a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
  - b. Students know the genetic basis for Mendel's laws of segregation and independent assortment. c.\* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
  - d.\* Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept

- a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA. b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
  - c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
  - d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
  - e. Students know proteins can differ from one another in the number and sequence of amino acids. f.\* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
- a. Students know the general structures and functions of DNA, RNA, and protein. b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA. c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products. d.\* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
  - e.\* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

### Ecology

- 6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept: a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

### Evolution

- 7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept: a. Students know why natural selection acts on the phenotype rather than the genotype of an organism. b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- c. Students know new mutations are constantly being generated in a gene pool.
- d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- e.\* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
- f.\* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

- a. Students know how natural selection determines the differential survival of groups of organisms.
- b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- c. Students know the effects of genetic drift on the diversity of organisms in a population.
- d. Students know reproductive or geographic isolation affects speciation.
- e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- f.\* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- g.\* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

### Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

- a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
  - b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
  - c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
  - d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
  - e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
  - f.\* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
  - g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
  - h.\* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin,  $\text{Ca}^{+2}$ , and ATP.
  - i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:
- a. Students know the role of the skin in providing nonspecific defenses against infection.
  - b. Students know the role of antibodies in the body's response to infection.
  - c. Students know how vaccination protects an individual from infectious diseases.
  - d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
  - e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
  - f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

## COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

### Course Goals and/or Major Student Outcomes

- Demonstrate a firm understanding of how biology relates to agriculture.
- Gain an understanding of the various concepts and functions of biology.
- Demonstrate skills in utilizing the language of biology as the foundation for understand process and techniques used in the agriculture biology industry.
- Learn agriculture biology concepts and processes as they could relate to their own personal experiences and lifelong learning.

### Description of how this course supports district goal to increase student awareness and appreciation of diversity:

In the Integrated Agricultural Biology students explore differences in genetic trends and how they relate to different cultures. Students become aware of how certain genetic codes, health concerns and life choices can have an influence on their life.

## COURSE OBJECTIVES

The course objectives are aligned with the California State Biology/Life Science Standards. Reference above under context of course for state standards.

## COURSE OUTLINE

<u>Unit</u>	<u>Topics</u>	<u>Labs Activities</u>	<u>Standards</u>	<u>% on CST</u>
1. SCI. METH.			I & E	10%
	Themes of Bio, Characteristics of Living Things, Scientific Method	Scientific Method Problem Solving Lab		
2. CELLS			1	15
	Organelles: Functions & Types, Cycle, Membrane, Diffusion, Macromolecules, Enzymes Cell Repro: Chromosomes, Mitosis, Meiosis, Processes: Photo., Resp., Krebs	Cell Model Diffusion Lab Microscopes (cheek, onion, elodea)		
3. GENETICS			2 & 3	16.7
	Heredity, Mendel, Punnett Squares, Recombination, Pedigrees, Sex-link, Laws: Segregation, Indep. Assort.	Karyotype Lab Sex Linked Traits		

Davis Joint Unified School District

4. DNA			4 & 5	15
	Structure and Models, compare RNA Replic., Transcription & Translation Protein Synthesis (AA codon chart) Recombinant DNA	DNA coloring bases Replication activity		
5. ECOLOGY			6	11.7%
	Biotic & Abiotic Factors, Energy Flow, Ecosystems, Biodiversity, Cycles, Biomes, Communities, Populations, Succession, Symbiosis, Conservation	Biotic /Abiotic Factors Lab Food Chain & Web Owl Pellet Dissection		
6. BVD			10	6.7
	Shapes & Types, Bacteriophage, pathogens Immune System & Diseases, protists	Common Diseases Virus Models		
7. EVOLUTION			7 & 8	15
	Eras, Origin of Life, Darwin, Fossil Record, Adaptations, Selection (art. vs. nat.), Evidence from Living Things, Classification, Evolutionary Causes, Speciation,	Wooly Worm Lab Comic Strip Galapagos		
8. PHYSIOL.			9	10%
	Human Body Systems Review all Units	Biome Travel Guide		

**TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS**

**Title, Author, Publisher, Edition:** Prentice Hall Biology. Miller and Levine, Pearson Education, Copyright 2002

**Previously Adopted?** ☒ Yes ☐ No (If no, provide information directly below)

**Cost per book** N/A

**Total Cost** N/A

**Budget Source** N/A

**Other:**

## DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

### Instructional Methods and/or Strategies

- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Class discussions

### Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- Essays and reports
- Student demonstrations
- Art/Floral work portfolio
- Rubrics
- Participation

### **Strategies for Supporting School Goal of Improving Writing Skills:**

Student writing skills are supported in various ways in the classroom. Students will keep a record book where they will journal their involvement in the agriculture industry. In class students will keep notes, write short answer essays and document various processes in the animal science industry.

## ASSESSMENT METHODS AND/OR TOOLS

- Quizzes/ Tests
- Ticket out the door (one question for the lesson for the day)
- Worksheets
- Demonstration of skills
- Presentations (visual, oral and/or written)

## ASSESSMENT CRITERIA

- All assessments are based on a 100%-0% grading scale.
- Assessments are both summative and formative.
- For all presentations students are given an outline of expectations and a rubric.

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# Grade Book

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## Art & History of Floral Design P Gradebook 2nd Semester

Course: Art & History of Floral Design P

Start: 1/23/14 End: 6/12/14 Weighting: **Off**

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### ALL GRADES: PUBLISHED AND UNPUBLISHED

#### PERIOD 1

Average: 85.00%	Grade:	Score:	Points:	Assignment P: 100.00	FFA P: 2.00	SAE P: 100.00	Weekly Packets P: 630.00
	F	43.59%	170.00 / 390.00	-	-	-	170.00/390.00 = 43.59%
	C	74.29%	469.50 / 632.00	-	2.00/2.00 = 100.00%	-	467.50/630.00 = 74.21%
	C	74.72%	472.25 / 632.00	-	1.00/2.00 = 50.00%	-	471.25/630.00 = 74.80%
	C-	71.69%	524.75 / 732.00	100.00/100.00 = 100.00%	1.00/2.00 = 50.00%	-	423.75/630.00 = 67.26%
	D-	60.14%	350.00 / 582.00	-	0.00/2.00 = 0.00%	-	350.00/580.00 = 60.34%
	A-	92.67%	632.00 / 682.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	530.00/580.00 = 91.38%
	C	73.80%	429.50 / 582.00	-	2.00/2.00 = 100.00%	-	427.50/580.00 = 73.71%
	A+	98.63%	722.00 / 732.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	620.00/630.00 = 98.41%
	D	64.18%	373.50 / 582.00	-	1.00/2.00 = 50.00%	-	372.50/580.00 = 64.22%
	A	93.17%	682.00 / 732.00	95.00/100.00 = 95.00%	2.00/2.00 = 100.00%	-	585.00/630.00 = 92.86%
	A	95.25%	602.00 / 632.00	-	2.00/2.00 = 100.00%	-	600.00/630.00 = 95.24%
	A	94.13%	642.00 / 682.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	540.00/580.00 = 93.10%
	A+	97.27%	712.00 / 732.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	610.00/630.00 = 96.83%
	A+	97.27%	712.00 / 732.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	610.00/630.00 = 96.83%
	A+	97.62%	665.75 / 682.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	563.75/580.00 = 97.20%
	C	75.81%	517.00 / 682.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	415.00/580.00 = 71.55%
	B-	82.10%	601.00 / 732.00	50.00/100.00 = 50.00%	1.00/2.00 = 50.00%	-	550.00/630.00 = 87.30%
	B	84.54%	492.00 / 582.00	-	2.00/2.00 = 100.00%	-	490.00/580.00 = 84.48%
	A+	98.63%	722.00 / 732.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	620.00/630.00 = 98.41%
	B-	80.87%	592.00 / 732.00	100.00/100.00 = 100.00%	2.00/2.00 = 100.00%	-	490.00/630.00 = 77.78%
	B+	89.63%	611.25 / 682.00	100.00/100.00 = 100.00%	0.00/2.00 = 0.00%	-	511.25/580.00 = 88.15%
	A+	100.00%	350.00 / 350.00	-	-	-	350.00/350.00 = 100.00%
	B+	88.62%	515.75 / 582.00	-	2.00/2.00 = 100.00%	-	513.75/580.00 = 88.58%

Davis Senior High School Home

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# Animal Sci P Gradebook 2nd Semester

Course: Animal Sci P

Start: 1/23/14 End: 6/12/14 Weighting: On

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All Grades

Published Grades

Gradebook Tools

## ALL GRADES: PUBLISHED AND UNPUBLISHED

### PERIOD 2

Average: 81.81%	Grade:	Score:	Points:	Assignments and Class Participation P: 520.00 Weighting: 40.00%	FFA P: 2.00 Weighting: 10.00%	SAE P: 100.00 Weighting: 10.00%	Test and Quiz P: 75.00 Weighting: 20.00%
	A-	92.71%	549.40 / 597.00	480.00/520.00 = 92.31%	2.00/2.00 = 100.00%	-	67.40/75.00 = 89.86%
	A+	97.46%	590.32 / 597.00	520.00/520.00 = 100.00%	2.00/2.00 = 100.00%	-	68.32/75.00 = 91.10%
	D-	61.47%	282.41 / 597.00	220.00/520.00 = 42.31%	2.00/2.00 = 100.00%	-	60.41/75.00 = 80.54%
	C	76.24%	477.71 / 597.00	440.00/520.00 = 84.62%	2.00/2.00 = 100.00%	-	35.71/75.00 = 47.62%
	C+	77.67%	417.16 / 597.00	350.00/520.00 = 67.31%	2.00/2.00 = 100.00%	-	65.16/75.00 = 86.88%
	A-	90.15%	542.68 / 597.00	480.00/520.00 = 92.31%	2.00/2.00 = 100.00%	-	60.68/75.00 = 80.91%
	C+	77.85%	417.89 / 597.00	350.00/520.00 = 67.31%	2.00/2.00 = 100.00%	-	65.89/75.00 = 87.85%
	B+	89.07%	525.62 / 597.00	460.00/520.00 = 88.46%	2.00/2.00 = 100.00%	-	63.62/75.00 = 84.82%
	A+	97.47%	590.36 / 597.00	520.00/520.00 = 100.00%	2.00/2.00 = 100.00%	-	68.36/75.00 = 91.15%
	A	96.68%	588.28 / 597.00	520.00/520.00 = 100.00%	2.00/2.00 = 100.00%	-	66.28/75.00 = 88.37%
	A+	100.00%	597.00 / 597.00	520.00/520.00 = 100.00%	2.00/2.00 = 100.00%	-	75.00/75.00 = 100.00%
	D	65.55%	342.92 / 597.00	290.00/520.00 = 55.77%	2.00/2.00 = 100.00%	-	50.92/75.00 = 67.89%
	B-	80.14%	527.05 / 597.00	470.00/520.00 = 90.38%	1.00/2.00 = 50.00%	-	56.05/75.00 = 74.73%
	A-	91.84%	593.34 / 597.00	520.00/520.00 = 100.00%	1.00/2.00 = 50.00%	-	72.34/75.00 = 96.45%
	D+	69.07%	494.39 / 597.00	440.00/520.00 = 84.62%	0.00/2.00 = 0.00%	-	54.39/75.00 = 72.52%
	C	76.24%	477.71 / 597.00	440.00/520.00 = 84.62%	2.00/2.00 = 100.00%	-	35.71/75.00 = 47.62%
	B-	82.08%	585.47 / 597.00	520.00/520.00 = 100.00%	0.00/2.00 = 0.00%	-	65.47/75.00 = 87.29%
	F	50.97%	247.71 / 597.00	210.00/520.00 = 40.38%	2.00/2.00 = 100.00%	-	35.71/75.00 = 47.62%
	D+	69.39%	374.35 / 597.00	320.00/520.00 = 61.54%	2.00/2.00 = 100.00%	-	52.35/75.00 = 69.79%
	C+	78.73%	455.77 / 597.00	400.00/520.00 = 76.92%	2.00/2.00 = 100.00%	-	53.77/75.00 = 71.70%
	A+	98.37%	592.71 / 597.00	520.00/520.00 = 100.00%	2.00/2.00 = 100.00%	-	70.71/75.00 = 94.29%
	B+	87.52%	535.77 / 597.00	480.00/520.00 = 92.31%	2.00/2.00 = 100.00%	-	53.77/75.00 = 71.70%
	C	75.14%	467.71 / 597.00	430.00/520.00 = 82.69%	2.00/2.00 = 100.00%	-	35.71/75.00 = 47.62%

Davis Senior High School Home

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**Biology/IntAg P Gradebook 2nd Semester** Course: Biology/IntAg PStart: 1/23/14 End: 6/12/14 Weighting: **OFF**[Publishing Tools](#)[Websites](#)[Calendars](#)[Course Centers](#)[Current Gradebooks](#)[Settings](#)[3](#) [4](#)[All Grades](#) [Published Grades](#)[Gradebook Tools](#)**ALL GRADES: PUBLISHED AND UNPUBLISHED****PERIOD 3**

Average: 75.70%




Grade:	Score:	Points:	Assignment P: 70.00	FFA P: 2.00	SAE P: 100.00	Test and Quiz P: 195.00	Weekly Packets P: 670.00
A	93.40%	875.13 / 937.00	70.00/70.00 = 100.00%	1.00/2.00 = 50.00%	-	174.13/195.00 = 89.30%	630.00/670.00 = 94.03%
C+	77.68%	650.19 / 837.00	70.00/70.00 = 100.00%	2.00/2.00 = 100.00%	-	153.19/195.00 = 78.56%	425.00/570.00 = 74.56%
B-	82.84%	693.37 / 837.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	163.37/195.00 = 83.78%	460.00/570.00 = 80.70%
D	66.73%	558.52 / 837.00	60.00/70.00 = 85.71%	2.00/2.00 = 100.00%	-	26.52/195.00 = 13.60%	470.00/570.00 = 82.46%
B	86.52%	385.00 / 445.00	70.00/70.00 = 100.00%	-	-	45.00/45.00 = 100.00%	270.00/330.00 = 81.82%
F	50.16%	419.88 / 837.00	40.00/70.00 = 57.14%	1.00/2.00 = 50.00%	-	28.88/195.00 = 14.81%	350.00/570.00 = 61.40%
F	18.03%	150.87 / 837.00	0.00/70.00 = 0.00%	0.00/2.00 = 0.00%	-	20.87/195.00 = 10.70%	130.00/570.00 = 22.81%
A+	97.15%	813.16 / 837.00	70.00/70.00 = 100.00%	2.00/2.00 = 100.00%	-	191.16/195.00 = 98.03%	550.00/570.00 = 96.49%
F	10.43%	46.41 / 445.00	0.00/70.00 = 0.00%	-	-	36.41/45.00 = 80.92%	10.00/330.00 = 3.03%
B+	88.83%	743.48 / 837.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	153.48/195.00 = 78.71%	520.00/570.00 = 91.23%
D	64.48%	539.70 / 837.00	40.00/70.00 = 57.14%	1.00/2.00 = 50.00%	-	28.70/195.00 = 14.72%	470.00/570.00 = 82.46%
A	96.37%	806.65 / 837.00	70.00/70.00 = 100.00%	1.00/2.00 = 50.00%	-	185.65/195.00 = 95.21%	550.00/570.00 = 96.49%
C	75.62%	632.90 / 837.00	60.00/70.00 = 85.71%	0.00/2.00 = 0.00%	-	152.90/195.00 = 78.41%	420.00/570.00 = 73.68%
D+	67.86%	568.03 / 837.00	0.00/70.00 = 0.00%	1.00/2.00 = 50.00%	-	157.03/195.00 = 80.53%	410.00/570.00 = 71.93%
B	85.76%	666.33 / 777.00	56.00/70.00 = 80.00%	2.00/2.00 = 100.00%	-	118.33/195.00 = 60.68%	490.00/510.00 = 96.08%
F	57.04%	477.46 / 837.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	107.46/195.00 = 55.11%	300.00/570.00 = 52.63%
B	83.37%	697.83 / 837.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	167.83/195.00 = 86.06%	460.00/570.00 = 80.70%
D	64.72%	541.74 / 837.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	41.74/195.00 = 21.40%	430.00/570.00 = 75.44%
C-	72.99%	610.91 / 837.00	70.00/70.00 = 100.00%	2.00/2.00 = 100.00%	-	168.91/195.00 = 86.62%	370.00/570.00 = 64.91%
B+	87.23%	730.13 / 837.00	70.00/70.00 = 100.00%	1.00/2.00 = 50.00%	-	169.13/195.00 = 86.73%	490.00/570.00 = 85.96%
F	55.66%	465.87 / 837.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	110.87/195.00 = 56.86%	285.00/570.00 = 50.00%
A-	91.63%	766.13 / 837.00	70.00/70.00 = 100.00%	2.00/2.00 = 100.00%	-	184.13/195.00 = 94.43%	510.00/570.00 = 89.47%
A-	92.23%	772.00 / 837.00	70.00/70.00 = 100.00%	2.00/2.00 = 100.00%	-	170.00/195.00 = 87.18%	530.00/570.00 = 92.98%
C+	79.66%	666.72 / 837.00	0.00/70.00 = 0.00%	1.00/2.00 = 50.00%	-	180.72/195.00 = 92.68%	485.00/570.00 = 85.09%
A-	91.81%	860.24 / 937.00	70.00/70.00 = 100.00%	1.00/2.00 = 50.00%	-	169.24/195.00 = 86.79%	620.00/670.00 = 92.54%

**PERIOD 4**

Average: 59.89%



Grade:	Score:	Points:	Assignment P: 70.00	FFA P: 2.00	SAE P: 100.00	Test and Quiz P: 195.00	Weekly Packets P: 670.00
D	65.04%	609.39 / 937.00	50.00/70.00 = 71.43%	2.00/2.00 = 100.00%	-	37.39/195.00 = 19.18%	520.00/670.00 = 77.61%
C	74.11%	694.39 / 937.00	50.00/70.00 = 71.43%	2.00/2.00 = 100.00%	-	112.39/195.00 = 57.64%	530.00/670.00 = 79.10%
D-	60.04%	562.58 / 937.00	50.00/70.00 = 71.43%	2.00/2.00 = 100.00%	-	40.58/195.00 = 20.81%	470.00/670.00 = 70.15%
C	73.10%	684.99 / 937.00	60.00/70.00 = 85.71%	1.00/2.00 = 50.00%	-	173.99/195.00 = 89.22%	450.00/670.00 = 67.16%
F	42.94%	402.38 / 937.00	50.00/70.00 = 71.43%	1.00/2.00 = 50.00%	-	101.38/195.00 = 51.99%	250.00/670.00 = 37.31%
F	0.00%	0.00 / 937.00	0.00/70.00 = 0.00%	0.00/2.00 = 0.00%	-	0.00/195.00 = 0.00%	0.00/670.00 = 0.00%
F	20.00%	60.00 / 300.00	-	-	-	10.00/20.00 = 50.00%	50.00/280.00 = 17.86%
F	30.79%	288.48 / 937.00	0.00/70.00 = 0.00%	0.00/2.00 = 0.00%	-	108.48/195.00 = 55.63%	180.00/670.00 = 26.87%
C	76.44%	221.67 / 290.00	-	-	-	11.67/20.00 = 58.33%	210.00/270.00 = 77.78%
B+	89.74%	840.83 / 937.00	70.00/70.00 = 100.00%	3.00/2.00 = 150.00%	-	167.83/195.00 = 86.06%	600.00/670.00 = 89.55%
D+	69.22%	648.62 / 937.00	50.00/70.00 = 71.43%	0.00/2.00 = 0.00%	-	113.62/195.00 = 58.27%	485.00/670.00 = 72.39%
A+	98.10%	343.33 / 350.00	-	-	-	13.33/20.00 = 66.67%	330.00/330.00 = 100.00%
B	84.85%	795.00 / 937.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	185.00/195.00 = 94.87%	540.00/670.00 = 80.60%
D	63.31%	593.26 / 937.00	50.00/70.00 = 71.43%	0.00/2.00 = 0.00%	-	83.26/195.00 = 42.70%	460.00/670.00 = 68.66%
D	63.15%	591.71 / 937.00	50.00/70.00 = 71.43%	2.00/2.00 = 100.00%	-	159.71/195.00 = 81.90%	380.00/670.00 = 56.72%
F	35.75%	335.00 / 937.00	0.00/70.00 = 0.00%	0.00/2.00 = 0.00%	-	45.00/195.00 = 23.08%	290.00/670.00 = 43.28%
F	45.78%	428.99 / 937.00	60.00/70.00 = 85.71%	0.00/2.00 = 0.00%	-	38.99/195.00 = 19.99%	330.00/670.00 = 49.25%
B-	80.40%	753.39 / 937.00	60.00/70.00 = 85.71%	1.00/2.00 = 50.00%	-	127.39/195.00 = 65.33%	565.00/670.00 = 84.33%
F	39.61%	371.16 / 937.00	70.00/70.00 = 100.00%	0.00/2.00 = 0.00%	-	41.16/195.00 = 21.11%	260.00/670.00 = 38.81%

	B	85.87%	804.57 / 937.00	50.00/70.00 = 71.43%	0.00/2.00 = 0.00%	-	174.57/195.00 = 89.52%	580.00/670.00 = 86.57%
	B-	81.67%	765.28 / 937.00	40.00/70.00 = 57.14%	1.00/2.00 = 50.00%	-	94.28/195.00 = 48.35%	630.00/670.00 = 94.03%
	F	52.55%	492.39 / 937.00	50.00/70.00 = 71.43%	0.00/2.00 = 0.00%	-	32.39/195.00 = 16.61%	410.00/670.00 = 61.19%

Frances Harper Junior High School Home

Logged in as: **Ellie Michel** [My Portal](#) [Account Management](#) [Help](#) [Logout](#)**Biology/IntAg P Gradebook 2nd Semester** Course: Biology/IntAg P

Start: 1/23/14 End: 6/12/14 Weighting: On

[Publishing Tools](#)[Websites](#)[Calendars](#)[Course Centers](#)[Current Gradebooks](#)[Settings](#)

7

[All Grades](#)[Published Grades](#)[Gradebook Tools](#)**ALL GRADES: PUBLISHED AND UNPUBLISHED****PERIOD 7**

Average: 76.86%

Grade:	Score:	Points:	FFA P: 2.00 Weighting: 10.00%	SAE P: 100.00 Weighting: 10.00%	Test/Quiz P: 50.00 Weighting: 20.00%	Weekly Packets P: 730.00 Weighting: 60.00%
B-	81.52%	606.22 / 657.00	1.00/2.00 = 50.00%	-	15.22/25.00 = 60.87%	590.00/630.00 = 93.65%
B-	81.87%	615.48 / 757.00	2.00/2.00 = 100.00%	-	18.48/25.00 = 73.91%	595.00/730.00 = 81.51%
F	53.82%	502.46 / 782.00	0.00/2.00 = 0.00%	-	22.46/50.00 = 44.93%	480.00/730.00 = 65.75%
D	64.96%	571.23 / 782.00	0.00/2.00 = 0.00%	-	36.23/50.00 = 72.46%	535.00/730.00 = 73.29%
C	76.62%	593.92 / 782.00	1.00/2.00 = 50.00%	-	47.92/50.00 = 95.83%	545.00/730.00 = 74.66%
C	73.99%	682.93 / 782.00	0.00/2.00 = 0.00%	-	32.93/50.00 = 65.85%	650.00/730.00 = 89.04%
A	95.35%	743.74 / 782.00	2.00/2.00 = 100.00%	-	46.74/50.00 = 93.48%	695.00/730.00 = 95.21%
C+	79.80%	554.83 / 757.00	2.00/2.00 = 100.00%	-	22.83/25.00 = 91.30%	530.00/730.00 = 72.60%
F	46.22%	405.91 / 782.00	0.00/2.00 = 0.00%	-	25.91/50.00 = 51.81%	380.00/730.00 = 52.05%
F	46.71%	363.74 / 782.00	1.00/2.00 = 50.00%	-	22.74/50.00 = 45.47%	340.00/730.00 = 46.58%
B+	87.22%	622.83 / 682.00	1.00/2.00 = 50.00%	-	46.83/50.00 = 93.66%	575.00/630.00 = 91.27%
A+	99.09%	772.00 / 782.00	2.00/2.00 = 100.00%	-	50.00/50.00 = 100.00%	720.00/730.00 = 98.63%
C+	78.23%	653.14 / 782.00	1.00/2.00 = 50.00%	-	37.14/50.00 = 74.28%	615.00/730.00 = 84.25%
B+	87.38%	713.88 / 782.00	2.00/2.00 = 100.00%	-	31.88/50.00 = 63.77%	680.00/730.00 = 93.15%
B	86.17%	722.67 / 782.00	1.00/2.00 = 50.00%	-	41.67/50.00 = 83.33%	680.00/730.00 = 93.15%
C+	78.84%	583.44 / 782.00	2.00/2.00 = 100.00%	-	41.44/50.00 = 82.88%	540.00/730.00 = 73.97%
F	58.89%	502.38 / 782.00	1.00/2.00 = 50.00%	-	21.38/50.00 = 42.75%	480.00/730.00 = 65.75%
D-	62.60%	593.73 / 782.00	0.00/2.00 = 0.00%	-	23.73/50.00 = 47.46%	570.00/730.00 = 78.08%
B	85.13%	732.23 / 782.00	1.00/2.00 = 50.00%	-	36.23/50.00 = 72.46%	695.00/730.00 = 95.21%
B	84.79%	703.66 / 782.00	1.00/2.00 = 50.00%	-	42.66/50.00 = 85.33%	660.00/730.00 = 90.41%
B-	82.86%	687.39 / 782.00	1.00/2.00 = 50.00%	-	41.39/50.00 = 82.79%	645.00/730.00 = 88.36%
D-	61.07%	537.10 / 722.00	0.00/2.00 = 0.00%	-	22.10/50.00 = 44.20%	515.00/670.00 = 76.87%
A+	99.24%	487.00 / 492.00	2.00/2.00 = 100.00%	-	50.00/50.00 = 100.00%	435.00/440.00 = 98.86%
A-	92.19%	707.83 / 757.00	2.00/2.00 = 100.00%	-	20.83/25.00 = 83.33%	685.00/730.00 = 93.84%

5

SAE

Supervision  
Forms

## SAE Project Visit Report Sheet

Name of Student	Date	Instructor
Project Title		Length of Visit
Project Type		Student Comments
Recommendations		
Student Signature		Date
Teacher Signature		Date
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/23	Instructor
Project Title		Length of Visit
Project Type		Student Comments
<p>Recommendations</p> <p>Great job in starting your own lawn care business. Try and get 3 more lawns/yards by August, this will help your project to continue to grow.</p>		<p>I enjoyed the finish project. It made me happy.</p>
Student Signature <i>Billy Herrera</i>		Date 5/23/14
Teacher Signature <i>Ellen Michel</i>		Date
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date	Instructor <i>Michel</i>
Project Title <i>Eggs/chickens/laying hen</i>		Length of Visit <i>20 min</i>
Project Type <i>Ownership</i>		Student Comments <i>am enjoying working with the chickens and I'd like to be in training and specifically to be a show bird. It's interesting to be involved with them.</i>
Recommendations <i>Start collecting eggs twice a day. Check feed, water and shaving. Chicken nails need to be trimmed. Keep up the good work. Your chickens look healthy and happy.</i>		
Student Signature <i>[Signature]</i>		Date <i>5/23/14</i>
Teacher Signature <i>Ellen Michel</i>		Date <i>5/23/14</i>
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">XXXXXXXXXX</span>	Date 5/24	Instructor Michel
Project Title Minked Lamb		Length of Visit 10
Project Type Enterprise		Student Comments <ul style="list-style-type: none"> <li>• Would multiple times a week be better?</li> <li>• Should I make my own chart for my own record</li> <li>• 2 times per day of walking is being performed</li> <li>• Okay!</li> <li>• Okay.</li> </ul>
Recommendations <ul style="list-style-type: none"> <li>• make sure to weight Lamb at least once per week. Write the weight on the Chart.</li> <li>• Practice Showmanship/Dracing once per day at minimum.</li> <li>• Put Lamb on Lamb Stand.</li> </ul>		
Student Signature <i>Dominique M. Farmer</i>		Date 5-24-2014
Teacher Signature <i>Ellen M. Miller</i>		Date 5/24/14
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/1/14	Instructor Michel / Hess.
Project Title Pig		Length of Visit 10 min
Project Type Enterprise		Student Comments
<p>Recommendations</p> <p>Pens clean. animals feed. and animals clean.</p> <p>make sure animals always have feed &amp; you may let them out to be on dirt.</p> <p>Keep up the good work!</p>		
		<p>Thank you!</p> <p>Nervous to let her out, but I will try with my parents</p>
Student Signature Jamie Browne		
Date 5/24/14		
Teacher Signature Ellee Michio		Date 5/21/14
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/21	Instructor Michel
Project Title Garden boxes.		Length of Visit 10min.
Project Type Placement.		Student Comments  I will water the plants as well as continue to keep the boxes clean. I hope to plant carrots and peppers in the garden when I pull the lettuce soon.
Recommendations		
<ul style="list-style-type: none"> <li>• Water plants every other day.</li> <li>• Weed the garden beds.</li> <li>• plant more Lettuce &amp; Peppers.</li> </ul>		
Student Signature Emily J. Albertson		Date 5/24/14
Teacher Signature Ellen Muench		Date 5/24
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/24	Instructor Michel
Project Title Goat for fair		Length of Visit 10
Project Type Enterprise		Student Comments <ul style="list-style-type: none"> <li>• Goats will be handled/exercised twice a day</li> <li>• We will start feeding them alfalfa.</li> <li>• Weight will be recorded weekly</li> </ul>
Recommendations Start to handle goat at least twice per day Give goat a handful of alfalfa twice a day. Make sure to write weight on chart once per week		
Student Signature <i>[Signature]</i>		Date 5/24/14
Teacher Signature <i>[Signature]</i>		Date 5/24/14
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <del>XXXXX</del>	Date 5/24	Instructor Michel
Project Title Greenhouse Management	Length of Visit 10 min	
Project Type Enterprise	Student Comments  • I will make an excel sheet to keep track of plants • I have submitted info about the plant sale to the greenhouse to the Enterprise	
Recommendations more plants to shade house. call enterprise to get plant sale in paper. Keep <del>take</del> track of what is not growing		
Student Signature Jimmie Maria	Date 5/24/14	
Teacher Signature Ellee Michel	Date 5/24/14	
Parent Signature	Date	

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/21	Instructor <i>Michael</i>
Project Title <i>Horse</i>		Length of Visit <i>10</i>
Project Type <i>Placement</i>		Student Comments
<p>Recommendations</p> <ul style="list-style-type: none"> <li>• Ask about horse ranches in college</li> <li>• complete pony ride fundraiser for Horse fundraiser/national</li> </ul>		
<div style="text-align: center; margin-top: 100px;"> </div>		<ul style="list-style-type: none"> <li>• <del>Cal Poly</del> Cal Poly has a school riding team.</li> <li>• All is complete, just waiting for volunteer sign ups</li> </ul>
		Student Signature _____ Date 5/24/14
		Teacher Signature <i>[Signature]</i> _____ Date 5/27/14
Parent Signature _____		Date _____

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/23	Instructor Michel
Project Title Bike Pump Project		Length of Visit
Project Type Enterprise		Student Comments  In the future, I'd like to incorporate a different pump into the bike. my main goal is to pump out as much water as possible
<p>Recommendations</p> <p>Grant needs to complete the mounting/assemble the bike pump.</p> <p>Excellent Project to get involved with.</p> <p>Try to keep contact with UC Davis students over summer</p>		
Student Signature Grant Olaytes		Date
Teacher Signature Ellis Michel		Date 5/23/14
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student <span style="background-color: black; color: black;">[REDACTED]</span>	Date 5/23	Instructor michel
Project Title Tomatoes		Length of Visit 10min
Project Type Enterprise		Student Comments I have learned a lot about agriculture through my tomato planting experience. The struggle I have is weeding so I would love for some help with that.
Recommendations 144 tomatoes. Starting to flower. make sure to weed and water. call student nutrient to sell tomatoes or sell at farmers market.		
Student Signature		Date
Teacher Signature <i>Ellie michel</i>		Date 5/23
Parent Signature		Date

## SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 5/21/14	Instructor Michel
Project Title Horse Placement		Length of Visit 20 min
Project Type Placement		Student Comments - Lorraine is a very knowledgeable SAE supervisor. - I'm very lucky that she's willing to let me help out and teach me. - We plan on visiting a stallion to look at for future breeding. - It's been a great experience watching this colt grow up, and learning how to care for and train him. - I have permission to come back next year to help further his training as part of my SAE project.
Recommendations • Improved knowledge about horses • Comfortable around horses • Emma was/is able to help with imprinting, cleaning stalls, working up colt. • Ask boss if you can gain more responsibility or have varying jobs.		
Student Signature [REDACTED]		Date 5/21/14
Teacher Signature Elmer Michel		Date 5/21/14
Parent Signature		Date

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School Board  
Approved  
Agriculture  
5-year Plan

## ***Davis Joint USD Agenda Online Agenda***

*Created: June 05, 2014 at 01:37 PM*

### **Regular Meeting**

**June 20, 2013**

**Thursday, 05:00 PM**

Closed Session - 5:00 p.m., Conference Room 15, 526 B Street  
Open Session - 7:30 p.m., Community Chambers, 23 Russell Blvd.  
Davis, CA 95616

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NOTE the meeting start time changes: Closed Session will begin at 5:00 p.m.; Open Session will begin at 7:30 p.m.

Board Member Tim Taylor will participate via teleconference from Homewood Suites, 2000 Shoreline Court, Brisbane, CA 94005

#### **I. CALL TO ORDER**

#### **II. CLOSED SESSION (Note location at top of agenda)**

- a. Discussion and possible action on personnel listed on the consent calendar for personnel employment/status actions.**
- b. Conference with Agency Negotiator, Matt Best, Regarding Collective Bargaining: DTA and CSEA**
- c. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL RELEASE (Gov. Code § 54957).**
- d. Consider Teacher Certification to Teach in Specific Area Recommended by Committee on Assignment**
- e. Public Employee Performance Evaluation: Sixteen (16) Coaches**
- f. Public Employee Performance Evaluation: Superintendent**
- g. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Subdivision (a) of Section 54956.9) Name of Case: Granda, et al. v. Davis Joint Unified School District, et al, Case No. CV13-18**
- h. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION, Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: One potential case**
- i. PUBLIC EMPLOYMENT (Gov. Code § 54957) Title: Assistant Superintendent of Human Resources**
- j. Consider Proposed Recommendation to Expel Student No.13-13**

### **III. INTRODUCTORY ITEMS**

#### **a. OPEN SESSION CALL TO ORDER -- (Note location at top of agenda.)**

It is anticipated the Board will reconvene in open session at 7:30 p.m.

#### **b. PATRIOTIC OBSERVANCE**

Board President Sheila Allen will lead those attending the meeting in a patriotic observance.

#### **c. ROLL CALL**

#### **d. ANNOUNCEMENT OF ANY DECISIONS MADE IN CLOSED SESSION**

#### **e. APPROVAL OF AGENDA (V)**

#### **f. Superintendent's Report**

#### **g. 1) PUBLIC COMMENT, 2) STAFF COMMENT and 3) BOARD STUDENT REPRESENTATIVE COMMENT**

In the interest of conducting the business of public education in a timely manner, there is a two or three-minute limit per individual speaker which, at the discretion of the board president, may be modified depending on the number of speakers. A maximum of thirty (30) minutes for the comment period may be imposed.

During this public comment period, the law does not allow the Board of Education to take action on any item not explicitly posted on the agenda in advance. However, Board members may ask for clarification, refer concerns to staff, and/or request that an item be placed on a future agenda.

### **IV. CONSENT CALENDAR**

#### **a. Certificated Personnel Report No. 24-13**

#### **b. Classified Personnel Report No. 24-13**

#### **c. Approval of Minutes**

#### **d. Certification of Teacher to Teach in Specific Area Recommended by Committee On Assignment**

#### **e. Approve Appointment of Superintendent/Designees as the District's CIF Representatives for the 2013-2014 School Year**

#### **f. ALT and Confidential Salary Schedule**

#### **g. Quarterly Report on Valenzuela/CAHSEE Lawsuit Settlement and Williams Uniform Complaints**

#### **h. Approval of the 2013-14 DJUSD Local Educational Agency Plan (LEAP)**

#### **i. Approval of 2013-14 Single Plans for Student Achievement (SPSA)**

**j. Approval of the Career Technical Education Five Year Plan**

**k. Approval of the Child Development Agency Annual Report for the State Preschool Program**

**l. Memorandum of Understanding for Yolo County Regional Occupational Program in the 2013-2014 school year.**

**m. Pilot of Student Athlete Board Policy 5131.6**

**n. Second Reading and Approval of Modifications and Amendments to Existing Board Policies**

**o. Proposed Modifications and Amendments to Board Policies**

**p. Proposed Modifications and Amendments to Board Policies**

**q. Approve the License Agreement Between The City of Davis and The Davis Joint Unified School District For The Davis Senior High School Softball Field Improvements**

**r. Approve Memorandum of Understanding Between Davis Joint Unified School District and Davis School Orchestral Music Association**

**s. Approval of Memorandum of Understanding Between Davis Joint Unified School District Food Services Department and the County of Yolo**

**t. Approve Agreement between Davis Joint Unified School District and School Innovations & Achievement, Inc. for State Mandate Cost Reimbursement**

**u. Approve Purchase of Groundsmaster 5900 Lawn Mower - Resolution No. 53-13**

**v. Approval of Use Agreement with Child Development Centers for Child Care Sites at Elementary School Sites**

**w. Approve School Services of California, Inc. Agreement**

**x. Approval of Facilities Use Agreement with the Davis Kids Klub for After School Programs at Elementary School Sites**

**y. Ratification of Contract Between Davis Joint Unified School District and Quest Technology Management to Provide Wireless Implementation at School Sites**

**z. Ratification of Contracts and Agreements**

**aa. Acceptance of Gifts**

**bb. Approval of Warrants**

**V. PRESENTATION/DISCUSSION/ACTION**

- a. Secondary Instructional Materials Presentation** (D) Time Certain: 07:45 PM
- b. 2013-2014 Adoption Budget Public Hearing**
- c. Approval of 2013-2014 District Adoption Budget**
- d. Public Hearing: Community Facilities District No. 1 Tax Rate, 2013-2014**
- e. Approval of Community Facilities District No. 1 Tax Rate, 2013-2014**
- f. Public Hearing: Community Facilities District No. 2 Tax Rate, 2013-2014**
- g. Approval of Community Facilities District No. 2 Tax Rate, 2013-2014**
- h. Public Hearing: Measure C Tax Rate, 2013-2014**
- i. Approval of Measure C Tax Rate, 2013-2014**
- j. Public Hearing: Measure E Tax Rate, 2013-2014**
- k. Approval of Measure E Tax Rate, 2013-2014**
- l. Approval of Resolution No. 52-13: Issuance of 2013-2014 Tax and Revenue Anticipation Notes (TRANS)**
- m. Davis Senior High School Athletic Department Update**
- n. Strategic Planning Facilitator Selection**
- o. 1.0 FTE Director Restoration**
- p. Consider Proposed Recommendation to Expel Student No. 13-13**

#### **VI. ANNOUNCEMENTS**

- a. Announcements from Board Liaisons, Board Members and/or Staff**

#### **VII. UPDATE ON TENTATIVE BOARD CALENDAR**

- a. Tentative Board Calendar**

#### **VIII. DATE, TIME, AND PLACE OF NEXT SCHEDULED MEETING**

- a. The next meeting of the Board of Education is scheduled for August 1, 2013. The Board will convene in open session, and immediately thereafter adjourn to closed session at 5:30 p.m. in the Susan B. Anthony Administration Building at 526 B Street, Davis, California. The Board will reconvene in open session at approximately 7:00 p.m. in the Community Chambers at 23 Russell Boulevard, Davis, California.**

#### **IX. ADJOURNMENT**

In compliance with the Brown Act regulations, Penny Pyle legally posted this agenda on June 17, 2013.

In compliance with the American with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at (530) 757-5300 ext 142. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

The Board meeting will be televised live on cable television on DJUSD Education Channel 17. Streaming video of this meeting is also available at: [DJUSD Board Meeting](#).

Agenda Packets are available for review at the following locations:

- \* Stephens Davis Branch of the Yolo County Library, 315 E. 14th Street(530-757-5593)
- \* Peter Shields Library, Government Documents Section, University of California (530-752-6561)
- \* Davis Joint Unified School District, 526 B Street (530-757-5300 x 142)

## Davis Joint USD Agenda Online

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[BACK](#)[Jun 20, 2013 : Regular Meeting : IV. CONSENT CALENDAR](#)[PRINTABLE VERSION](#)

### j. Approval of the Career Technical Education Five Year Plan

[Status: Reviewed by C. Bryant]

[PREVIOUS ITEM](#)[NEXT ITEM](#)[EXPAND](#)[COLLAPSE](#)

#### ▼ Requested Action

Approval of the Career Technical Education Five Year Plan that was presented to the board on May 3, 2013.

#### ▼ Summary

The Davis Joint Unified School District is proud to offer Career and Technical Education (CTE) instruction to our students. CTE provides students practical experience in a variety of industries and career skills. The intent of this district-wide CTE plan is to give students a real-world context to apply academic learning and build skills. CTE classes build the foundation for college and career readiness, and use applied conceptual knowledge to promote understanding.

The CTE plan encompasses students at all secondary schools, including one comprehensive senior high school, one technology high school, three junior high schools, one school for independent study, and one continuation high school. The secondary schools include Davis Senior High School, Da Vinci high School, Davis School for Independent Study, Martin Luther King High School, Holmes Junior High School, Harper Junior High School, and Emerson Junior High School.

CTE programs exist in Agriculture and Natural Resources sector, Information Technology sector, Engineering and Design sector and Transportation sector, Hospitality, Tourism and Recreation sector and Fashion and Interior Design sector, and Arts, Media and Entertainment.

Within each sector are courses that give students opportunity to develop training and entry-level skills to better prepare them for vocational and postsecondary career paths. Many of these courses have been developed into sequences that align with CTE pathways. This plan proposes to enhance and develop our existing programs with the intention of aligning our current quality programs into sequential pathways. We hope to build on this existing foundation to better serve all students within DJUSD.

Our existing programs cooperate, collaborate, and partner with various resources, including Yolo County Office of Education, the Yolo County Regional Occupational Program, Sacramento City College and American River College, Woodland Community College and Yuba Community College (the Los Rios and Yuba Community College Districts) and the University of California, Davis. All these programs will have representation within this CTE plan.

The California Department of Education requires school districts to have an approved five-year plan in order to receive Perkins and other potential Career Technical Education funding.

#### ▼ Supporting Documents

#### **D. Agriculture and Natural Resources sector**

The Agriculture and Natural Resources sector offers students hands-on learning in practical settings. With a focus on advanced agricultural careers; students will be given the opportunity to learn industry skills needed for postsecondary success. Classroom instruction includes application of scientific principles, developing students as leaders, and applying knowledge and skills to solve real-world issues. Students demonstrate learning through a wide variety of programs, projects and presentations. A goal of our program is to develop competent and confident young leaders prepared to enter highly technical career fields in agriculture. The program emphasis is on high demand, high wage careers needed for the 21<sup>st</sup> century. All courses meet graduation requirements and several fulfill college admissions requirements (A-G). Classroom instruction is the cornerstone of our Agriculture and Natural Resources sector. While course content focuses on science, technology, engineering, and math (STEM) learning, emphasis is placed on application for student understanding. In support of common core, students leave the program career ready and prepared for postsecondary success. All students in the program will benefit from an established supervised Agricultural Experience (SAE) project and its premiere student leadership program, Future Farmers of America (FFA). Continuing students have an opportunity to expand and advance their own personal projects and development. Leadership development is provided through membership of the FFA.

#### **E. Arts, Media and Entertainment sector**

The Arts, Media and Entertainment sector is new designation for courses already being offered at DHS in order better align them with the current California CTE Standards. ROP Stagecraft and ROP Journalism share the designation of Arts, Media and Entertainment, as they both develop similar skill sets in design and production utilizing different media. Students in this sector learn skills in a deadline driven production environment similar to what they would work in professionally. This sector requires critical thinking, research, and the ability to effectively communicate in print, visually, and verbally. Students also encounter practical applications of math and science skills on topics such as theatrical rigging, and must apply writing and text analysis skills whether creating an article for publication or designing the set for a play. Students of this sector may look forward to careers in theatrical and film design and production, event management and planning, journalism, or the highly sought after skill of designing and managing online content.

### **VI. Future Job Market**

The focus of education under the new Common Core is shifting to one of college and career readiness—the question of whether we, as educators, are equipping our students with a core of knowledge, tools, skills and strategies necessary for success in any postsecondary opportunity, either college or career. It is no longer a matter of academic eligibility; the question is now whether our students leave school prepared for the challenges that lay ahead. According to the California Labor Department, California is expected to generate over 400,000 new jobs from industry growth and over 700,000 jobs from job replacement needs over the next few years. Of the top 50 occupations with the highest job openings, all of them require a high school diploma or less. Employers are speaking out about the skills that really address career readiness, and one of the greatest areas of attention is on the ability to learn on the job.

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# Program of Activities

# *Program Of Activities*



**Davis FFA 2013-2014**



# Program of Activities



Davis FFA

Davis FFA

2013—2014

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## Greetings

Hello Readers,

We are excited to begin this new year for the Davis FFA. My officer team and I have spent the summer planning and organizing various activities that will be taking place throughout the year. I sincerely hope that this Program of Activities outlines everything you need to know about the Davis FFA Chapter and our plans for this year.

Through the year, we are planning to introduce many new opportunities to members. Among these are new CDE Judging Teams—including a Floral Team assistant coached by employees of our local flower company, Strelitzia—, new public speaking events like Impromptu Public Speaking, and many new fundraisers.

Along with increasing opportunities for students, parents are now, more than ever, able to become involved. We encourage all parents to become a part of our Davis FFA Boosters Club and help support the Davis FFA program. The Booster Club caters our biannual banquets, and providing hotels for events like field days and State Convention.

The Davis FFA is extremely excited to

have you as a part of our FFA family and we hope to accommodate you and help you reach any goals you have for the upcoming year. This year will definitely be one to remember.

Sincerely,

Zoe Strachan-Payne

Davis FFA President



The Three Circles of Agricultural Education

## What is FFA?

The FFA is a national youth leadership organization with an emphasis in agricultural education. Students become involved in FFA through their agricultural classes. Every Ag Class has "The Three Circles of Ag Education" which in-

clude Classroom Instruction, SAE, and FFA. Classroom Instruction is taught by Ag Teachers during school hours. A Supervised Agricultural Experience, or SAE, is a project all agriculture students do outside of class time where

they learn about an agricultural industry through hands on activities. FFA is the leadership component of an Ag Class. Students have a chance to learn life skills, public speaking, and much more while having fun doing it.

## History of Davis FFA

Since it's foundation in 1928, FFA has spread to agricultural classes all through the nation. Because of the enormity of this organization, the FFA is divided into different levels; national, state, region, section, and chapter. The Davis FFA Chapter is part of the Yolo Section which includes schools around Yolo County like woodland, winners, and esparto. Yolo Section is part of the Central Region which includes schools from all over the central valley. The Central Region is part of the California State FFA which is part of the National FFA Organization.

The Davis FFA was chartered

in 1974, meaning the Agricultural Education Program was officially recognized by the National FFA Organization. Some of the first FFA members to join the Davis FFA were Tim Biggar, Lorraine Rocha, Bill Swan, David Andrews, and Verdis Upton. Since it's creation the Davis FFA has had a strong emphasis in Career Development Events. The most participation has been in Vegetable Crop Judging, Ag Mechanics, and Agri-Science Fairs. Davis FFA has also been heavily involved in livestock competitions at Yolo County Fair. Davis has won the clean stall award in 1986, 1987, 1989,

1991, and 1992. Davis has also taken the gold in Swine as well as Sheep Chapter Groups.

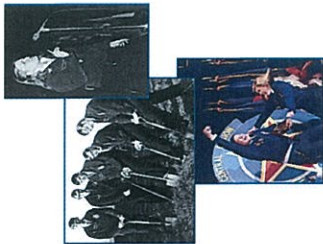
Davis FFA has received the Gold National Chapter Award in 2006, 2009, 2010, 2011 and 2013. Through our improvement and progress this year we hope to earn that title once again.

State Degree Recipients:

2012: Joyce Pexton

2013: Sara Albertson, Amy Cray, Riley Descheemaeker

2014: Zoe Strachan-Payne, Ashley Brown, Cassie Miguel



FFA throughout the ages

## Current Officer Team Introductions

Each year the Davis FFA Chapter elects an officer team. This team is responsible for developing a plan for the years activities. They organize the who, what, when, where, and how for all of the chapters events. They are instrumental in creating a fun and successful year for the Davis FFA.



## Zoë Strachan-Payne - President

Our President is Zoë Strachan-Payne. She presides over all meetings of the members as well as officers and serves as the student head of our chapter. Zoë will also run Davis FFA's official End of the Year Banquet.

Here is a look at some information about Zoë:

Current year involved in agricultural education: 4th

Favorite part of the FFA: Monthly chapter meetings

Hobbies:

Horseback riding, watching movies, and eating

Interesting Fact: Zoë enjoys organizing and singing

Career Plans: To become a Veterinarian/Farrier



Our President - Zoë Strachan-Payne

## Jeremy Snow - Vice President

Our Vice President is Jeremy Snow. His duties include presiding over meetings in the absence of the president and assume other duties of the president. He shall also fulfill all of the responsibilities of the president in the event that the office becomes vacant by their resignation.

Here is some information about him:

Current year involved in agricultural education: 2nd

Favorite part of the FFA:  
Career Development Events and Bonding with other FFA members

Hobbies:  
Hunting, fishing, camping, riding motorcycles, and most other outdoor activities

Interesting fact:  
Was part of a nationally ranked rifle team

Career Plans:  
Going to Boise State to study Construction Management and Business



Our Vice President - Jeremy Snow

## Bill Sharp - Secretary

Our Secretary is Bill Sharp. Some of his responsibilities include keeping track of activity records and member attendance. He also takes official notes for all meetings.

Here is a little information about him:

Current year involved in agricultural education: 3rd  
Favorite part of the FFA:  
Working with the Officer Team

Hobbies:  
Reading and watching movies

Interesting fact:  
Can memorize every episode of Psych from seasons 1 - 6

Career Plans:  
Wants to become a movie critic or a lawyer



Our Secretary - Bill Sharp

## Aimee Maria - Treasurer

Our Treasurer is Aimee Maria. She represents the officer team in all matters concerning financial policy or the budget. She manages the chapter's accounts under the direction of our advisor.

A little about Aimee is as follows:  
Current year involved in agricultural education: 3rd

Favorite part of the FFA:  
Participating in CDE Judging Teams

Hobbies: Baking, drawing, and watching movies

Interesting Fact: Was born in the Dominican Republic

Career Plans: Wants to attend Cal Poly or UC Davis after high school



Our Treasurer - Aimee Maria

## Ashley Brown - Reporter

Ashley Brown is this year's Reporter. Her duties include reporting activities to the local newspaper, keeping the community informed about Davis FFA, and creating our chapter's scrapbook.



Our Reporter - Ashley Brown

Here is a little bit about Ashley:

Current year involved in agricultural education: 3rd

Favorite part of the FFA:  
Getting to meet new people

Hobbies:  
Horseback riding

Interesting Fact:  
Has two horses

Career Plans:  
Wants to go into equine pharmaceuticals

## Lauren Sulkus - Sentinel

This year's Sentinel is Lauren Sulkus. She is responsible for assisting in conducting meetings by greeting guests, arranging displays, and carrying out other duties assigned by the president.

Some information about Lauren Sulkus:

Current year involved in agricultural education: 2nd  
Interesting fact:  
Can fluently speak spanish

Favorite part of the FFA:  
Meeting other FFA members  
Career Plans:  
Equine physical therapy

Hobbies:  
Horseback riding and swimming



Our Sentinel - Lauren Sulkus

## Ms. Ellie Michel and Mr. Alex Hess - Advisors

Our Advisors are Ms. Ellie Michel and Mr. Alex Hess. They are one of the two agricultural education teachers at Davis Senior High School and currently teach Ag Biology, Animal Science, Floral Design, and Agricultural Engineering. Their responsibilities are to advise the officer team to the best of her ability and approve all business items.

Here is a little information about Ms. Michel and Mr. Hess:

Favorite part of the FFA: Ms. Michel-Working with the amazing students of Davis High  
Mr. Hess- When a new member gives their first speech in public

Hobbies include: Ms. Michel-Shopping, reading, cooking, gardening, and doing laundry  
Mr. Hess-Camping with his family, barbecuing and cooking, coaching soccer, reading with his daughter, and playing with tools.

Interesting Fact: Ms. Michel-is part of the 6<sup>th</sup> generation to live on her family farm.  
Mr. Hess-Went scuba diving in Vietnam and Taught English in Korea.

Favorite Ag fact: Ms. Michel-8 in 10 glasses of milk come from a California dairy.  
Mr. Hess-it takes just 40 days for most Americans to earn enough money to pay for their food supply for the entire year. In comparison with the 129 days it takes the average American to earn enough money to pay federal, state and local taxes for the year (Ag Council of America).



Mr. Hess and Ms. Michel Davis FFA Advisors

## Our Calendar

Every year the officer team develops a calendar for the year at the summer officer retreat. This calendar reflects the activities Davis FFA will host as well as participate in. Some activities like school farm clean-up days will be hosted by our chapter, and others like conferences are hosted by the other local, state, or national levels of FFA.

Every month we have a Chapter Meeting where any member of Davis FFA can attend to learn about the upcoming opportunities in the FFA program. We always have an activity and food item to help make the meetings more entertaining. The officers have

planned out these activities in advance and therefore you can see what they will be in this calendar.

This year we do not have a chapter meeting in May, June, July, August, or December. These exceptions are because of the summer and our two banquets, the degree banquet and end of the year banquet.

There is a variety of exciting activities happening this year including some newly added ones such as the Village Feast, UC Davis Plant Sale, and the Tri-Tip Fundraiser. We look forward to seeing students actively participate throughout the year.



*Our chapter works hard to develop a fun and accurate calendar of activities and events for the year*

## August 2013

What's Happening this Month:

- Yolo County Fair
  - Livestock Shows
  - Auction
- Awards Breakfast
- School Begins
- Farm Clean-up



## August 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 Livestock Shows	15 Livestock Shows	16 Livestock Shows	17 Buyer Lunch & Auction
18 Awards Breakfast	19	20	21	22	23	24
25	26 Fair Farm Clean-up	27	28 First Day of School	29	30	31

NO CHAPTER MEETING THIS MONTH



Davis FFA 2013-2014

## September 2013

What's Happening this Month:

- Yolo Section Ag Teacher Meeting
- September Chapter Meeting
- School Farm Clean-up Day
- Back to School Night
- Greenhand Conference



**Activity Highlight -**  
Chapter Meeting

## September 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Labor Day- No School	3	4	5	6	7
8	9 Yolo Section Teachers Meeting	10	11 Chapter Meeting @ 6pm	12	13	14 Farm clean-up
15	16 Greenhand Conference @ UC Davis	17	18 Back to School Night @ Greenhand conference	19	20	21
21	22	23	24	25	26	27
28	29	30				

Davis FFA 2013-2014



CHAPTER MEETING ACTIVITY: HOT DOG BBQ

## October 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
6 Central COLC in Denair	7	8	9 Chapter Meeting @ 6pm	10	11	12
13	14 Columbus Day	15 Section Corn Maze @ 6pm	16	17	18	19
20	21	22	23	24	25	26 Fall Festival @ 7am
27	28	29	30	31		

## October 2013

What's Happening this Month:

- WCC Field Day & O/C
- COLC in Denair
- Chapter Meeting
- Dixon Corn Maze
- Homecoming Float Parade
- Fall Festival

## Activity

### Highlights -

WCC Field Day & COLC



CHAPTER MEETING ACTIVITY: PUMPKIN CARVING & DESSERT



Davis FFA 2013-2014

## November 2013

What's Happening this Month:

- MJC Senior Day
- Chico State CDE Workout
- Veterans Day
- Yolo BIG/COOP
- November Chapter Meeting
- Central Region Road Show
- Central Region CATA Mtg. Modesto
- Thanksgiving Break



**Activity  
Highlight -  
Thanksgiving**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8 MJC - Senior Day ACE Pavilion	9 Chico State CDE workout
10	11 Veter- ans Day - No School	12 Yolo - BIG/COOP Up Down @ 4 pm	13 Chapter Meeting @ 6pm	14	15	16
17	18	19	20	21	22 Central Region Road Show - Mod- esto JC	23 Central Region CATA Mtg. - Mod- esto Pavilion
24	25 Thanksgiv- ing Break	26	27	28 Thanksgiving	29	30

Davis FFA 2013-2014



CHAPTER MEETING ACTIVITY: DEGREE POWERPOINT

## December 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Yolo - Admin Night Woodland CC/ Woodland	4	5	6	7
8	9	10	11 Winter Degree Banquet	12	13 Yolo FFA - Ice Skating	14
15	16	17	18	19	20	21
22	23 Winter Recess	24	25 Christmas	26	27	28
29	30	31				

## December 2013

What's Happening this Month:

- Yolo Admin Night Woodland CC
- Degree Banquet
- Greenhand Degrees
- Chapter Degrees
- Yolo FFA Ice Skating
- Winter Recess



**Activity  
Highlight -  
Degree  
Banquet**

GREENHAND & CHAPTER DEGREE BANQUET



Davis FFA 2013-2014

# January 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 New Years	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 MLK-Holiday	21 Yolo - Records Esparto HS 4pm	22 Yolo - Man./Rss. Due	23	24	25
26	27	28	29 Yolo - Speeches Winters, 4:30	30	31 Due Date for all Star Application	

## January 2014

- What's Happening this Month:
- Winter Break/New Years
  - Yolo Records Esparto HS
  - Yolo Section Speaking Contests
  - Star Applications Due



**Activity Highlight -**  
Yolo Speeches

CHAPTER MEETING ACTIVITY: YOLO SPEECHES IN WINTER



Davis FFA 2013-2014

## February 2014

- What's Happening this Month:
- Ninth Grade Parent Night
  - MFE/ALA Modesto
  - Central Leadership Prelims Galt
  - National FFA Week Activities
  - February Chapter Meeting
  - Central Region CATV/ FFA Meetings Delta College
  - Open House



**Activity Highlights -**  
National FFA Week

## February 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 7:00 pm 9th grade parent night	7 MFE/ALA - Modesto	8 MFE/ALA - Modesto
9	10	11	12 Central Leadership Prelims- Galt	13	14 Volunteer's Day	15
16	17 President's Day	18 National FFA Week Activities Apple Bobbing	19 National FFA Week Activities Homecoming FFA Meeting	20 National FFA Week Branding	21 National FFA Week Badges Station	22 Central FFA Week Delta College
23	24	25	26	27 Open House	28	



Davis FFA 2013-2014

CHAPTER MEETING ACTIVITY: COOKIE DECORATING

## March 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 CSU Chico - Field Day
2	3 Central Region State Degree - North, Sheldon HS	4 SLE - Sacramento	5 SLE - Sacramento	6 SLE - Sacramento	7 UC Davis Field Day SLE - Sacra- mento	8 UC Davis Field Day
9	10	11	12 Chapter Meeting Cookie Deco- rating	13	14	15
16	17 Patrick's Day	18	19 Parent Fair Meeting at 6:30	20	21	22
23	24 Spring Recess	25	26	27	28 End Recess	29 MJC - Field Day
	30	31				

## March 2014

What's Happening this Month:

- CDE Judging Teams
  - Chico State Field Day
  - UC Davis Field Day
  - MJC Field Day
- State Degree Ceremony - Field Day
- March Chapter Meeting
- Yolo County Fair Meeting
- Yolo Project Competition



**Activity Highlight -**  
CDE Judging Teams

CHAPTER MEETING ACTIVITY: COOKIE DECORATING



Davis FFA 2013-2014

## April 2014

- What's Happening this Month:
- April Chapter Meeting
  - State Speaking Semi-Finals
  - Parliamentary Procedure Finals
  - Fresno Field Day
  - State Conference
  - Yolo Project Competition

CALIFORNIA FFA

**PAYE**  
**THE WAY**

**Activity Highlight -**  
State Conference



Davis FFA 2013-2014

## April 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
6	7	8	9 Monthly FFA Meeting Officer Elec- tions	10 State Speaking Semi- Finals - Fresno	11 Parliamen- tary Procedure Finals - Fresno	12 Fresno State Degree Ceremony and FFA Leadership Conference - Fresno
13	14	15 State FFA Leadership Conference - Fresno Cal	16	17 Officer Announce- ments	18	19
20 Easter	21	22	23	24	25	26
27	28	29 Yolo Project Com- petition Banquet 6:30	30			

CHAPTER MEETING ACTIVITY: OFFICER ELECTIONS

## May 2014

### What's Happening this Month:

- Cal Poly State CDE Finals
- Yolo Section Officer Elections
- End of the Year Banquet
- Farm Clean-Up
- Tour de Cluck



**Activity Highlights -**  
End of Year  
Banquet &  
Tour de Cluck

## May 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3 State Finals Cal Poly - San Luis Obispo
4	5	6	7	8	9	10
11 Mother's Day	12 Yolo - CATA Penning/FFA elected Woodland	13 American Degree North Galt	14	15	16 FFA End of Year Banquet	17
18	19	20	21	22 Farm Clean-Up 3:45	23	24 Tour de Cluck
25	26	27	28	29	30	31

Davis FFA 2013-2014



END OF THE YEAR BANQUET

## June 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Senior Awards Night	4	5	6	7 Tour de Cluck Clean-up Celebration
8	9	10	11	12 Last Day Of School	13 Graduation	14
15 Father's Day	16 High Points Award Trip	17	18	19	20	21
22 CATA Summer Conference - San Luis Obispo	23	24	25	26	27	28
29	30					

## June 2014

### What's Happening this Month:

- Senior Awards Night
- Last Day of School
- Senior Graduation
- High Point Awards Trip
- Father's Day
- CATA Summer Conference in SLO



**Activity Highlight -**  
Point Awards  
Trip to a  
Waterpark

NO CHAPTER MEETING THIS MONTH



Davis FFA 2013-2014

## July 2014

What's Happening this Month:

- Yolo county fair preparation



**Activity Highlight -**  
Yolo County Fair Preparation

Davis FFA 2013-2014



NO CHAPTER MEETING THIS MONTH

## July 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16 Yolo county fair preparation	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## Activity Highlights

In order to go more in depth on the ins and outs of these activities, we have chosen one or two highlights from each month of the year to explain a little about.

The activities we will highlight this year are:

- Woodland CC Field Day
- COLC
- Chocolate Sales
- Degree Banquet
- MFE/ALA Conferences
- National FFA Week
- CDE Judging Teams
- State Conference



- End of the Year Banquet
- Tour de Click
- Point Awards Trip
- Yolo County Fair
- Barn Clean-Up

Some of these activities involve committees that help organize them. This will be discussed further in the committees section.

## Davis FFA Barn Clean-Up

This year Davis FFA has had many barn clean-up days.

The objective of these clean-up days is to keep the barn clean, organized and to fix or repair anything before fair animals arrive.

With the help of the members of the chapter, parents, and officers we are able to keep the barn in top shape.

The helpers do anything from pulling weeds around the barn, raking mulch, fixing the planter boxes, fixing plumbing, repairing the pens inside and outside the barn, cleaning the chicken coup, and whatever else our advisors need done.

The barn clean-up days are an excellent way for members to get FFA credit and discuss agriculture with their fellow peers.

Davis FFA is proud of our barn and are so excited for all the opportunities it gives to members and our agriculture classes. It allows members to keep and raise animals and agriculture classes to have labs and see what they learn hands on.



FFA members during a barn clean-up ready to work

## Woodland Community College Field Day

Woodland Community College Field Day takes place in the early fall every year. It is a great first introduction into what field days are and how CDE Judging Teams work. Students may choose from a variety of contests including livestock judging, vegetable crops, floriculture, agricultural mechanics or farm power. The contest provides a fun and enjoyable way of learning about agriculture.

In addition to these contests, this is also where the Opening & Closing Contest takes place. This contest is where members of the officer team or other chapter members who form a officer team compete in reciting the official opening and closing ceremonies of every FFA meeting. The Opening & Closing Contest is a requirement for all current officers as a section event but also open to any open team of six members comprised of chapter members.



FFA members showing off their certificates after Opening and Closing Ceremonies

## Chapter Officer Leadership Conference (COLC)

COLC, or Chapter Officer Leadership Conference, is a two day regional level leadership convention for FFA officers. All Davis FFA officers are required to attend which is reflected in the officer contract.

Officers spend the first day in workshops, broken up first by their level of office. Each officer on the team then goes into their separate workshop where they may experience everything from new games to play at chapter meetings, to fundraising ideas, to taking proper notes at a meeting. After this time officers are regrouped with their team where they participate in team building activities, officers are challenged with learning the strengths and weaknesses of not only themselves but other officers as well.

Throughout the conference there are group sessions, a dance, and time to mingle and share ideas with officers from other chapters. The second day is more focused on group learning and officers should expect time with their own officer team and the sectional officer team to talk about upcoming events before heading home.

This conference offers officers a unique opportunity to better their leadership skills and professionalism. These skills will ultimately improve the chapter as the officer team brings back what they know to lead better meetings and activities. This also offers an opportunity to meet officer teams from around the region whom the officer team can plan future activities with.



Every Officer in their COLC shirt on the last day before the America themed Dance

## Chocolate Fundraiser

The chocolate fundraiser was a first for Davis FFA this year. Officers and FFA members went around the community selling chocolate bars to raise money for Davis FFA.

The chocolate was ordered from worlds finest and each

bar was sold for two dollars a piece. The chocolate fundraiser was a great success for Davis FFA this year helping to bring in money for activities such as meetings, and field days.

It also was a good way to get Davis FFA known around the community. By selling it to community members it got the Davis FFA name out there and gave us the opportunity to talk with community members about agriculture, and what the Davis FFA chapter is about.



World's Finest Chocolate Fundraiser

## Greenhand & Chapter Degree Banquet

The Greenhand & Chapter Banquet is held in December in celebration of chapter members who received their Greenhand or Chapter Degree. Those wishing to earn this honor must attend the November chapter meeting where they will review and fill out an application.

The banquet is provided by the Davis FFA Booster Club and free to all students. Parents or others in attendance will be charged five dollars to help cover the cost of dinner. In addition to dinner students will also receive their Chapter or Greenhand pin and a certificate of completion.

This is always a fun night and a great way of honoring those students who wish to further their excellence in the FFA. These two degrees are the gateway to even higher achievement such as the State Degree.



Officers eat their dinner at the front of the banquet hall

## MFE/ALA Leadership Conferences



Members show off their conference T-shirts for MFE and ALA

MFE and ALA are both leadership conferences that focus on building your confidence and competence as a leader. Sophomores are able to attend **Made For Excellence (MFE)** while Juniors can attend **Advanced Leadership Academy (ALA)**.

What you can learn at MFE and ALA—

- The relationship between excellence and personal choices
- Life skills needed for expressing excellence
- The relationship between will power, personal interests and values
- Setting goals for experiencing personal success

The members attending will travel to the conferences as a chapter and then be broken up by grade level to participate in activities suited to them. These conferences are an overnight trip which allows students to have fun and get away while learning about talents, skills and will power in each individual. Students learn about their inner leader which will help prepare them for future roles in the FFA as well as in life.

## National FFA Week

National FFA week gives Davis FFA the opportunity to show case our program on the Davis Senior High School campus as well as at the junior highs in Davis.

At Davis High we set up lunchtime activities that teach students a little about a agricultural industry. The activities can include vegetable crop identification, branding, apple bobbing, and kiss the goat. We only have a fundraiser where teachers volunteer to possibly kiss a goat on the quad in front of the FFA.



One of DHS's teachers has to kiss a goat for this national FFA week fundraiser



Davis FFA Officers after a fun and long day of recruitment

## CDE Judging Teams

CDE stands for **Career Development Events**. These events help students develop the knowledge used in a variety of agricultural industries. Students demonstrate their knowledge by competing with other FFA chapters across the state during Field Days. The Judging Teams available this year are:

### Ag Welding Team

Through a team activity, hands-on problem solving project and written exam, you and your teammates are tested on your knowledge of a broad range of systems related to agricultural welding from Welding procedures to welding knowledge.

**Light Horse Team**

Your team is tested on everything from your ability to problem solve industry scenarios dealing with nutrition management, reproduction and marketing, to identification of breeds, take/equipment, feed and the horse anatomy. You then become the judge and defend your decisions through oral reasons.

**Vegetable Crops Team**

This contest consists of the judging vegetables according to market stand-

ards and giving oral reasons. You also are tested on identification of edible portions of vegetables, seeds, weeds, insects and pests common to vegetables, transplants, and diseases.

**Best Informed Greenhand Team**

The objective of the Best Informed Greenhand contest is to understand the aims, purposes, history, and structure of the Local, State, and National FFA student organizations and know the opportunities it makes available as referenced in the current National FFA Manual and State Constitution.



Davis FFA CDE Judging Teams after UC Davis Field Day

## State Conference

The California FFA State Conference is where members from chapters all over the state meet to conduct business, compete, and win awards. Delegates from each chapter attend committees and elect officers to represent the state during the coming year. A major



Students after the first session excited for the next few days

part of the state conference is the presentation and recognition of individuals and chapters in FFA career development events and other awards.

Attending state conference is an honor. Chapter members should earn the privilege of attending this fun and exciting conference.

attending the convention

through active participation in chapter activities. Students will demonstrate this participation through an application they submit to our chapter. Those that qualify will

have the opportunity to attend this fun and exciting conference.

## End of the Year Banquet

The End of the Year Banquet is a way to celebrate a year full of FFA memories. This event occurs in mid may and is free for Davis Senior High students or ten dollars to anyone else wishing to attend. There is a reception that includes dinner, dessert, and a silent auction. The silent auction has items donated from FFA members such as plants from the greenhouse or Ag Mechanics projects where people can bid on these items to support the Davis FFA.

Afterwards the ceremony begins where we formally install the officers for the coming year and the now past officers give their retiring address. There are also awards honoring chapter members such as point awards, Star Greenhand, Star Chapter Farmer, Star Senior, judging team recognition, and Honorary FFA Member. Members may also look forward to the end of the year slideshow and skits or acts done by class mates.



Caption describing picture or graphic.

## Tour de Cluck

Tour de Cluck is a community event organized by the Davis Farm to School Connection where locals buy tickets to go on a bicycle tour. However this tour is not just of the city but of the many backyard chicken coops Davis residents have. This bicycle tour starts at the Davis Farmers Market with skits and presentations as well as a raffle. These proceeds as well as the money from the tickets to be on the tour go to Davis Farm to

School and will help benefit local growers and nutrition programs.

After the morning introductions, everyone gets on their bikes and rides along routes to see pre-registered coops around Davis. One stop along the ride is the Davis High School where we can show off our large chicken coop at the school farm. We have a variety of brown egg layers and the community loves to see the new de-

signs we have for our coop. FFA members are there to direct the bike traffic as well as answer questions about our chickens. The community also has a chance to view the other parts of our school farm like the newly arrived fair animals, garden, and greenhouse. This activity is one of the last of the school year to promote our program and therefore we take special care to cleanup and make our school farm look the best it can be.



A Davis Farm to School representative speaks at the opening of the tour

## Point Awards Trip

At the end of the year, the 10 members with the highest amount of points from attending the most activities will go on a trip with the current officer team. How we keep track of these points will be described later in the Point Awards System section.



This year's Point Awards Trip is to Ragging Waters in Sacramento

This year we are going to Ragging Waters in Sacramento. The chapter will cover the costs for entrance as well as snacks. This water park should provide incentive to participate in the Davis FFA and help improve the chapter.

## Yolo County Fair

The Yolo County Fair takes place Mid-August every year in Woodland. Students can show livestock including swine, sheep, goats, chickens, rabbits, and turkeys. At the fair students will be judged on how market ready their animal is as well as on their showmanship. Afterwards there is an auction where buyers will bid on and purchase your animal.

Fair animals are a student's responsibility to care for and pay for any expenses. However any money from the sale of the animal goes to the student. This gives students a great opportunity to make money in a fun and exciting way. If students do not have the ability to keep a livestock animal at home, Davis FFA has a barn and pasture area perfect for raising animals.

If you like working with animals than Yolo County Fair is definitely an activity you should participate in.



A student prepares to enter the auction ring to sell her goat at the Yolo County Fair

# Davis FFA

## Yolo County Fair Guidelines

Website [yolocountyfair.com](http://yolocountyfair.com)



August 13<sup>th</sup> – August 17<sup>th</sup>, 2014

## Yolo County Fair Eligibility Requirements

- Must be currently enrolled in an agriculture course at Davis High School
  - Must purchase livestock projects by the ownership deadline
    - Beef Projects- 120 days prior to fair
    - Sheep/Swine/Goat Projects- 60 days prior to fair
    - Rabbit/Poultry- 30 days prior to fair
  - Submit all required signed forms.
    - Wednesday, April 2<sup>nd</sup> (by 3:30pm)- The last day to submit signed "Fair Requirements Contract" and farm contract and eligibility rules forms.
    - Wednesday, April 2<sup>nd</sup> (by 3:30pm) - pay for livestock projects
      - Rabbits - \$75 (includes pen-of-3, and barn fee)
      - Pigs - \$325 (cost of animal and barn fee)
      - Lambs - \$375 (cost of animal and barn fee)
      - Goats - \$325 (cost of animal and barn fee)
  - Be present at all weigh-ins. In addition, the pen must be cleaned and your animal ready to be weighed before the arrival of the assigned project supervisor.
- ALL ANIMALS ARE TO BE BROUGHT TO THE DHS FARM FACILITY FOR MANDATORY EVENTS**
- **Work Day - May 22<sup>nd</sup> from 3:30pm - 5:30 pm** → weigh, worm, feeding workshop and RECORD BOOK update
  - **Tour de Cluck- May 24<sup>th</sup> from 9:00 am-3:00 pm** → answer community members questions, and supervise animal
  - **Work Day- June 18<sup>th</sup> from 9am - 11am** → showmanship and weighing and RECORD BOOK update
    - Buyers Letters /Donations letters due (minimum of 5 recommended 10) - Bring letter for approval and addressed envelopes with stamps
  - **Work Day- July 16<sup>th</sup> from 9:00 - 11 am** → showmanship and weighing and RECORD BOOK update
  - **Fair Preparation August 10<sup>th</sup> 9am - 11am** → paint signs, gather supplies, load tack and other preparations determined by advisor
  - **Fair Tack Haul in August 11<sup>th</sup> 9am - 11am** → bring tack to Yolo County Fair, build display and organize barn at fair
  - **Fair August 12<sup>th</sup> - August 17<sup>th</sup>**

NOTE → Between work days, animals will be regularly evaluated and checked by project supervisor and arrangements will be made separately about when and what time those will take place.

- Be an active member of the Davis FFA chapter (must complete all of the following to be eligible to participate in the Yolo County Fair)
  - Submit signed fair contract, farm contract and eligibility rules forms
  - Be academically eligible
  - Participate in fundraisers - Drive-Thru BBQ Dinner, Candy Sales, Flower Sales & more
  - Attend/participate in five monthly meetings, banquets, movie nights or activities

A SIGNED COPY WILL BE RETURNED TO THE STUDENT PARENT FOR REFERENCE 2



Participation in any activity is voluntary. Ideally we would like to see every student participate in every event. A student exhibiting a market animal at the fair will benefit from the hands-on, practical learning experience. Students will be able to apply classroom instruction in a real-world situation involving record keeping, animal health, and nutrition, fitting and showing, and marketing techniques. Students have the ability to receive some financial gain from this project. The Davis FFA sees this opportunity to exhibit a market animal as a privilege. Below is a list of requirements that must be fulfilled in order to complete this project.

#### FFA ACTIVITIES

You are encouraged to attend all FFA activities. You must attend and participate in designated FFA/Fair activities/events to exhibit your animal at the Yolo County Fair.

#### RECORD BOOKS

You must have your record books up to date to exhibit your animal at the county fair. Up-to-date means the following items must be completed in your past and current 2014 record book:

- ☐ Cover Page
- ☐ First Page
- ☐ Budget
- ☐ Ownership/Non Ownership Agreements
- ☐ Calendar- All 12 months filled in with activities written in.
- ☐ Journal- pages must be complete through August (totals balance & entries are correct)
- ☐ FFA Activities page filled in
- ☐ School Activities page filled in

**REMINDER → Before you receive your check from the fair, you will need to have your record book(s) checked for completeness and any outstanding FFA bill/ fines/ fundraisers are to be paid.**

#### BUYER LETTERS

Buyers' letters must be written to a minimum of five (10 is recommended) potential buyers. Letters must be submitted to your project supervisor **AT THE JUNE WORK DAY**. These letters must be approved before mailing.

- Acceptable letters will have correct spelling, grammar, and format
- You must bring addressed envelopes ready to be mailed, once your letters are approved

You must give your animal advisor two names of potential buyers you have verbally communicated with and received a commitment to attend the auction and bid on your animal.

#### THANK YOU NOTES/BUYER(S) GIFT

Students are required to purchase and submit a thank you card at auction to their buyer. We highly recommend purchasing a buyers thank you gift to give to your buyer after purchase.

Before receiving their check they will have to submit an additional thank you card with a stamp on it

#### GRADE POINT AVERAGE

You must maintain academic eligibility, which is defined in the eligibility contract → *Abaye a 2.0*

A SIGNED COPY WILL BE RETURNED TO THE STUDENT PARENT FOR REFERENCE

AGRICULTURE DEPARTMENT RESPONSIBILITIES

- To provide a learning opportunity, which provides a meaningful and rewarding experience for each student
- Supervise project on predetermined scheduled dates and appointments
- Provide students with the information in regards to school rules, participation policy, fair rules and dates. This information will be given out to the students.
- Decisions regarding facilities and policies are the responsibility of the agriculture department in cooperation with school administration.

STUDENT RESPONSIBILITIES OF LIVESTOCK PROJECTS

- Provide satisfactory care for project according to the standards, guidelines, and needs of the project. They include, but are not limited to the following:
  - Feed animal twice daily
  - Keep animals, pens, and all equipment clean at all times and provide all of the necessary equipment
  - Remove all trash and manure from pens daily and place in approved receptacles or locations, do not leave in wheelbarrows
  - Keep all feed and tools locked in storage area provided for student use
  - When you are unable to feed your animal, make arrangements with a responsible party to feed your animal.
- Maintain an accurate and complete California Agriculture Education Record Book available for monthly review by the livestock supervisor
- Participate in assigned barn cleaning duties at the fair and feed animals at designated times
- Show up on time to all meetings and events
- Each project is encouraged to maintain insurance due to financial responsibility of the student(s) participating in the USDA loan program must purchase animal insurance)
- Attend scheduled fair meetings.
- Be an active and eligible FFA member
- Maintain a 2.0 G.P.A. and a positive disciplinary action record
- Follow all school rules at the fair and represent the chapter appropriately ( example: dress code)
- Request additional project supervision by contacting the advisor in charge
- Find a buyer for your animal
- The animal must be broke and under your control in order to be brought to the fair
- Any animal medication must be under the direct supervision of school personnel or care of veterinarian
- Agree to the Fair Requirements Contract

PARENT/GUARDIAN RESPONSIBILITIES

- Provide student with transportation to and from project obligations
- Provide student with the FFA show uniform- white pants, white shirt/blouse with a collar, FFA jacket, FFA scarf/tie
- Cooperate with the agriculture department to maintain strong discipline and positive school image
- Provide for fair expenses if needed
- Provide encouragement for successful completion of the project
- Assist student in pursuing a buyer for the fair
- Allow students the responsibility of feeding, cleaning, and fitting livestock projects.
- Refrain from the use of alcohol and tobacco products when in the company of students
- Agree to the fair requirements and fair rules

A SIGNED COPY WILL BE RETURNED TO THE STUDENT PARENT FOR REFERENCE



**Consequences**

In the event the student is not able to fulfill the obligations of the project or doesn't abide by the fair contract the project must be removed from the fair ground. This may mean the agriculture department transporting the animal to the nearest sale yard. In most cases, if issues arise, they are easily resolved between the agriculture student and the agriculture department. The following consequences will occur if issues arise that appear to run counter to the contract, project, and program. Severe cases (i.e. harming another student or animal, use of alcohol at fair, etc.) the project may be terminated upon the first offense.

**1<sup>st</sup> offense** Student will be warned verbally or in writing that an offense occurred. The warning will detail the nature of the offense, what corrective action must be taken, and what will occur if the actions / behaviors continue.

**2<sup>nd</sup> offense** Student will be warned verbally or in writing that an offense occurred. The warning will detail the nature of the offense, what corrective action must be taken, and what will occur if the actions / behaviors continue. Parent will be informed about the nature of the offense, what corrective action the student must take, and that the project will terminate if the action / behavior continues on the part of the student.

**3<sup>rd</sup> offense** Access and participation in the Yolo County Fair will be terminated, the project will be removed at expense and the student will not be allowed to participate in Yolo County Fair in the future. Student and parent may be billed for any and all expenses related to project termination (i.e. re-keying, transportation, etc)

 <b>Davis Senior High School - Agriculture Department</b> 315 W. 14 <sup>th</sup> Street Davis, CA 95616 (530) 757-5400 Fax (916) 757-5492		
<b>Fair Requirements Contract</b>		
Parent/Guardian & Student Initials:		
I will maintain academic eligibility of a 2.0 and a positive discipline action record		
I will write and submit a minimum of five buyers' letters inviting them to support Davis FFA at the Yolo County Fair.		
I will keep my record book up to date and it will be current before I attend fair. My record book must be completed and checked by the FFA advisor before I will receive my fair check.		
I will be enrolled in the following agriculture course at Davis High School for the 2014-2015 school year. (class you are enrolled in)		
I will participate in assigned FFA activities/events		
I will follow the ethical practices that I have been taught in class. I understand that only products, which are specifically made for animals, will be used on or in my animal.		
I will own my hog/lamb/goat at least 60 days prior to the fair or rabbit/poultry 30 days prior to the fair or steer at least 120 days prior to the fair.		
I will fill out and turn in my fair entry form by the assigned date outlined in this contract and established by the Davis High School Agriculture Department.		
I will wear the official FFA Show uniform at the fair and purchase this year's FFA Shirt to be worn during barn duty.		
If my animal does not sell at the Yolo County Fair, I will remove it from the fair and I take responsibility for the animal. It is my responsibility to find my own buyer for the animal.		
I will pay all my bills to the Davis High School Office before receiving my fair check.		
I am responsible for my own animal the entire fair including fitting and showing.		
I will dress appropriately at the fair and follow all school dress codes.		
I will refrain from using vulgar or inappropriate language, tobacco/alcohol while at the fair.		
I will arrive at the fair no later than 7:00am and 5:00pm to care, feed and clean pen for my animal daily.		
I will check in with my project supervisor when I arrive and before I leave daily.		
I agree to maintain the Davis FFA barn displays by:		
<ul style="list-style-type: none"> <li>Cleaning and sweeping aisles/picking up manure and straw</li> <li>Keeping bedding clean and neat -- feed and water animals</li> <li>Ensuring animals do not get loose and are handled with respect and care</li> <li>Putting all tools, equipment, and tack away in the proper place</li> <li>Attend MORNING Fair meeting at 7:45am -- daily</li> </ul>		
I will attend all announced special livestock species meetings to be eligible to show. Including but not limited to the Yolo County FFA Student Exhibitor Meeting held on August 12 <sup>th</sup> .		
I understand I am required to sell my animal in a live auction.		
I understand that if I fail to abide by these rules my parents will be contacted immediately and some or all of the following consequences may occur:		
<ul style="list-style-type: none"> <li>Removal of my animal from auction or myself from the fair grounds</li> <li>Disqualification from Davis FFA off-campus events in future years</li> <li>Referral to Davis High School administration and appropriate school disciplinary actions</li> </ul>		
I agree to exhibit good sportsmanship throughout the entire fair and work with other FFA members.		

**PARENT AND STUDENT SIGNATURES:**

By signing this form, I acknowledge that I fully understand the terms of this agreement and the roles that I am obligated to follow in order to raise either show or market livestock animals through the Davis FFA.

\_\_\_\_\_  
(Print NEATLY name of student) Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature of student)

By signing this form, I grant my son/daughter permission to purchase and raise an animal, under the supervision of the Davis High School Agricultural Department. I acknowledge that understand the terms and conditions of raising an animal and agree with the rules that must be followed by each exhibitor while at the fair.

\_\_\_\_\_  
(Print NEATLY name of parent/guardian) Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature of parent/guardian)

As the Davis FFA Advisors in charge of these projects, we agree to give the most professional advice and assistance to these projects at all times. We agree to work with the students to help develop their skills in the proper care and nutrition of animals both market and show.

Mr. Hess

Ms. Michel

### **Livestock Exhibitor Check-List and Due Dates – Money/Fees**

What is due to the livestock supervisor	Due Date
Fair and Barn Requirements Contract <ul style="list-style-type: none"> <li>Student Signature</li> <li>Parent Signature</li> </ul>	4-2-14
Academic Eligibility Contract <ul style="list-style-type: none"> <li>Student Signature</li> <li>Parent Signature</li> </ul>	4-2-14
Submit money to purchase animal for Yolo County Fair <ul style="list-style-type: none"> <li>Cashier's Check/ Check/ and/or cash → Made payable to Davis FFA</li> </ul>	4-2-14
Attend mandatory work days with your animal at the school farm <ul style="list-style-type: none"> <li>May 22<sup>nd</sup> from 3:30 pm – 5:30pm</li> <li>May 24<sup>th</sup> from 9am – 3:30pm</li> <li>June 18<sup>th</sup> from 9:00 – 11:00 am</li> <li>July 16<sup>th</sup> from 9:00 – 11:00 am</li> <li>August 10<sup>th</sup> from 9:00 – 11:00 am</li> <li>August 11<sup>th</sup> – August 17<sup>th</sup> Fair</li> </ul>	Reminder – June meeting is when ALL buyers letters and donation letters are due with stamped envelopes

A SIGNED COPY WILL BE RETURNED TO THE STUDENT PARENT FOR REFERENCE

7



## Davis High School Extra-curricular/Co-curricular Eligibility Rules Agriculture Department

I/we have read the DHS Eligibility Rules for the Agriculture Department. I/we are informed of and I/we understand the academic eligibility and social rules for participation, attending, showing, and selling of any project at the Yolo County Fair and/or other events for the 2014 summer. I understand if all aspects of this agreement are met, I (the student) will be both academically and socially eligible to participate in the Yolo County Fair.

It is understood by all parties that a violation of any of the terms of this agreement or provisions of this agreement shall render the student immediately ineligible for FFA and Fair activities. Davis FFA cannot and will not be able to reimburse any payments already made towards a student's livestock fair project after they become ineligible either academically or socially (suspensions or other major school issues).

FFA Member			
Print Last Name	First Name	Signature	Date
Parent			
Print Last Name	First Name	Signature	Date
FFA Advisor			
Print Last Name	First Name	Signature	Date

A SIGNED COPY WILL BE RETURNED TO THE STUDENT PARENT FOR REFERENCE

## School Farm Contract

## Animal related SAE's

## Davis Senior High School

This contract is between \_\_\_\_\_ (student) & \_\_\_\_\_ (parent) and the Davis High School Agriculture Program. The use of facilities and the raising of project animals are restricted to those officially recognized by the agriculture department as a student in good standing within the program. Access and use of facilities may be restricted / denied at the discretion of the high school. The contract will begin one week prior to arrival of the project and last the duration of the project.

The anticipated length of the project: Starts on: \_\_\_\_\_ and ends on \_\_\_\_\_

In the event the project may go past the anticipated end date, it is the responsibility of the student to have a new contract signed by all parties in order to extend the contract.

Type and number of animals: Type \_\_\_\_\_ Number \_\_\_\_\_

Facilities to be used (circle all that apply): Swine Pen Sheep Pen Pasture

Scale Tack Room Feed Storage Area Wash racks Poultry Cage Hoses Feeder/Feed-pan

Other (please list): \_\_\_\_\_

## Student agrees to do the following:

1. Keep pen, aisles, and facilities used (noted above) clean and sanitary.
2. Place waste in authorized areas designated by the instructor.
3. Assure animal is fed and cleaned daily (including weekends, holidays, and days not at school).
4. Work collaboratively with other students to maintain an enjoyable school farm environment (all school rules apply while on the school regardless of day or time)
5. Keep all gates and barns closed and secured
6. Complete all project related activities between 7:00 am and 7:00 pm. (The farm is closed 7:01pm to 6:59 am).
7. Assume all financial responsibility related to raising, feeding, and care.
8. Contribute \$25 to a facility use fund used to cover expenses related to projects.
9. Schedule and participate in formal SAE project visits (minimum of 2 required).
10. Participate in all Ag Department Service days (or contribute an equal number of hours).

## Parent agrees to do the following:

1. Provide encouragement and support.
2. Assure appropriate transportation is available for student to meet project obligations.
3. Assist student with financial obligations directly related to the project.
4. Advise student on management of the project, especially for weekends, holidays, and travel.

## Agriculture Instructor agrees to do the following:

1. Provide advice to students.
2. Access to tools, equipment, and facilities the department has designated for raising animals.

Davis High School Agriculture Department

Page 1 of 2

### School Farm Contract

3. Answer project related questions presented by the student that relate to the project and the program.

This contract allows agriculture students to access and use facilities for the purpose of raising animal projects that are recognized SAE projects. The ownership and responsibility is that of the student. We do not house animals unless they are projects of agricultural youth organization members in good standing. We do not house pets. We are not a stable. In the event that the student is not able to fulfill the obligations of the project, the project must be removed from the premises. This may mean the agriculture department transporting the animal to the nearest sale yard. In most cases, if issues arise, they are easily resolved between the agriculture student and the agriculture department. The following will occur if issues arise that appear to run counter to the contract, project, and program. Severe cases (i.e. harming another student or animal, use of alcohol on the school farm, etc.) the project may be terminated upon the first offense.

**1<sup>st</sup> offense** Student will be warned verbally or in writing that an offense occurred. The warning will detail the nature of the offense, what corrective action must be taken, and what will occur if the actions / behaviors continue.

**2<sup>nd</sup> offense** Student will be warned verbally or in writing that an offense occurred. The warning will detail the nature of the offense, what corrective action must be taken, and what will occur if the actions / behaviors continue. Parent will be informed about the nature of the offense, what corrective action the student must take, and that the project will terminate if the action / behavior continues on the part of the student. The student must provide an additional 4 hrs of service that is documented and approved by the agriculture instructor.

**3<sup>rd</sup> offense** Access and use of facilities is terminated, the project is removed at ~~own~~ expense, and no projects are allowed on the school farm for a minimum of one calendar year from the date the access was terminated. Student and parent may be billed for any and all expenses related to project termination (i.e. re-keying, transportation, etc)

Student- Printed _____	Signature _____	Date _____
Parent- Printed _____	Signature _____	Date _____
Ellie Michel Instructor- Printed _____	Signature _____	Date _____

## The Budget

Each year the officer team develops an official budget. The Treasurer is in charge of creating this important document along with the advisor. The officer team then approves the completed budget.

The budget is used to guide us in our financial decisions

throughout the year. We not only use it to manage our expenses but remind of us of our financial goals. Throughout the year we will revisit the budget to create purchase orders, reimbursement requests, and other forms necessary for the operation of our chapter. Without the budget

we would not be able to grow our chapter funds and manage our accounts in an efficient manner.

A special thanks to Aimee Maria and Ms. Michel for developing this year's official budget.

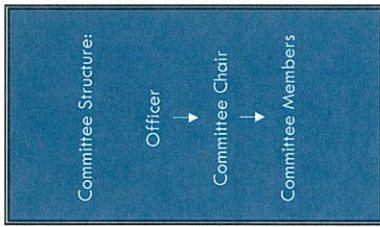


Washington symbolizes financial independence for the FFA

Official Budget for 2012-2013

Date	Event	Income	Expense	Profit
All Year	Chapter Meetings	0	300	-300
2013	Yolo Section Dues	0	275	-275
2013	WCC Field Day & O/C Contest	0	50	-50
2013	Chapter Officer Leadership Conference	0	150	-150
2013	Honorement Float	0	25	-25
2013-2014	Chocolate Fundraiser	1200	300	900
2013	Greenhand & Chapter Degree Banquet	0	50	-50
2013	Davis FFA T-Shirt Sales	500	250	250
2013-2014	Monthly Arrangements	400	100	300
2014	National FFA Week/ Kiss the Goat Fundraiser	167	20	147
2014	CDE Judging Team Fees	0	500	-500
2014	Plant Sale	500	200	300
2014	End of the Year Banquet	250	500	-250
	Total =	3,017	2,720	297

## Committee Structure & Membership



In order to successfully plan all of the activities for the year, Davis FFA uses committees. Committees are made up of groups of FFA members working together to achieve a common goal. These committees vote on everything from what our Homecoming Float should have on it to how we should promote agriculture in our community.

You can become involved behind the scenes of the Davis FFA by being a committee member or even a committee chair. Every committee has one officer that serves as an ex-officio, or non-voting member, that works with the committee chair to make sure committee business is being conducted in a timely manner. The committee chair runs all of the meetings and develops a report every month for the officer team's review. Committee members vote and discuss ideas pertaining to the committee they are on. One committee member is selected to present at the monthly chapter meeting about any activities pertaining to that committee. For example, if we are presenting information about our school's open house we have a member from the Public Relations Committee come talk about the display they are organizing for open house.

We encourage all FFA members to join a committee. Not only does this help our chapter, but you can gain great leadership experience for college and your future career. All members of the committees are volunteer FFA members who have a passion to help further the FFA and their reach to the committee.

## Committee Goals, Objectives, and Plans

Each of our committee has diverse responsibilities. In order for the committees to manage these responsibilities in an effective manner, the officer team plans out each committee's goals and objectives for the year. The officers spend time at the summer officer retreat making sure their committee has goals to

- Improve the Chapter by increasing our enrollment as well as increasing our financial standing.
- Inform the community about the FFA program and promote the agricultural industry so everyone understands the its importance.

- Our main goals this year:
  - Positively influence students by teaching them leadership, career success, and personal growth.



Our Promotion Committee organizes recruitment at the junior highs in Davis

## Our Committees

This year we are offering 6 committees, each headed by one officer (indicated in parentheses):

Banquet Committee (President)  
 Promotion Committee (Vice President)  
 Homecoming Committee (Secretary)  
 Finance Committee (Treasurer)  
 Social Media Committee (Reporter)  
 Farm Cleanup Committee (Sentinel)

These six committees will help us achieve our goals for the chapter for specific activities like banquet, homecoming, and our farm cleanup days as well as providing support for our continuous endeavors like public relations and finance.



Members getting ready to ride the float in the homecoming parade

**Banquet Committee**  
Goal: To have all students receiving degrees or awards present at the banquet.  
Zoe Strachan-Payne

The Banquet Committee is responsible for organizing the Degree Banquet in December and the End-of-the-Year Banquet in May. Members assist the president in developing a script for the ceremonies, making sure it is organized in an effective manner.

Members will also plan the dinner activities that occur before the ceremony. The committee decides where the dinner is held, what food is served, and how to organize

the room. They will develop a budget for food and other costs for the banquets and submit it to the officer team for approval.

The Banquet Committee strives to create fun banquets that represent the FFA program in the best way possible. They make sure the proceedings go as smooth as possible.

**Promotion Committee**  
Goal: Communicate the goals of FFA with the members and community.  
Jeremy Snow

The Promotion Committee has the important task of illustrating to the public what

FFA is all about. You could consider this committee the public relations of the Davis FFA.

Members on this committee are responsible for organizing our displays that inform the public about agriculture and the FFA. They will design a display for Back to School Night, Open House, Parent Info Night, and Junior High Recruitment.

This committee works hard to make sure students and the community understand how important our agricultural program is. As well as share with the community what events Davis FFA has planned to increase involvement.



*Influence the Students*



*Improve the Chapter*

**Honecoming Committee**  
Goal: To proudly display the FFA  
Bill Sharp

Every year the Davis FFA builds a homecoming float for the Homecoming Parade to show off our program. This committee decides everything from how big it should be to what should be on it. In past years we have had

everything from hay bales to chickens on the float. Members make sure that every aspect of the float promotes the program in a fun but also positive manner.

**Finance Committee**  
Goal: To keep an accurate record of the budget throughout the year.  
Aimee Maria

The Finance Committee works closely with our treasurer to manage our accounts and makes sure all transactions are done correctly. Members must understand how the finance office works and use the appropriate forms for each purchase order.

Those who participate in this committee will learn important financial decision making for their future.

**Social Media Committee:**  
Goal: To gain an active following on Facebook and Instagram.  
Ashley Brown

The job of the social media committee is to inform the FFA members and community on the upcoming activities of the chapter. As well as to make the FFA more known around the community and bring attention to our chapter.

**Farm Cleanup Committee**  
Goal: To clean and organize the school farm to increase its functionality for students.  
Lauren Suikos

This committee has the important task of making sure our school farm stays clean and appealing to all who use or visit the farm. Member help organize Farm Cleanup days as well as participate in the weekly garden cleanup crew.



*Inform the Community*



Coming to the Fall Festival counts as 1 activity point for a student

## Point Award System

Davis FFA keeps track of member participation in FFA activities through our "Point Awards System". All members are required to come to at least two activities per semester. This participation in FFA activities counts toward 10% of students' grades in their agriculture class. However because of the array of activities we offer, we reward members who go above and beyond this requirement. Each activity counts for one point and we record the amount each student accumulates through the year. At the end of the school year, the 10 students with the most amount of points join this year's officer team on a trip. The plan for this year is to go to a water park in Sacramento called Raging Waters.

Point Awards Tally System Example

Student Names	Ag Class Period	Grade	Activity #1	Activity #2	Activity #3	Activity #4	Activity #5	Activity #6	Total Points
Student #1	2	9	X		X	X		X	4
Student #2	2	9				X	X	X	3
Student #3	3	9	X			X			2
Student #4	2	10	X	X	X				3
Student #5	5	10	X	X	X			X	4
Student #6	5	11				X			1
Student #7	3	11	X	X					2
Student #8	2	11	X	X	X	X	X	X	6
Student #9	6	11	X				X		2
Student #10	1	12		X	X	X			3

## **Davis FFA Official Constitution**

### **THE OFFICIAL CONSTITUTION OF THE DAVIS FFA CHAPTER**

#### **Article I. Name and Purposes**

- A. The name of this organization shall be the Davis FFA Chapter.
  - 1. The letters "FFA" will be used to designate the chapter, its activities, and members.
- B. The purposes for which this chapter is formed by are as follows:
  - 1. To develop agricultural leadership skills among all members.
  - 2. To develop a global awareness of agriculture.
  - 3. To bestow confidence among agricultural student and their work.
  - 4. To promote agriculture career opportunities through hands-on training.
  - 5. To develop competencies in communication, human relations, and social abilities.
  - 6. To build cooperative attitudes among agricultural students.
  - 7. To encourage improvement in scholastics.
  - 8. To provide organized recreational activities for agriculture students.

#### **Article II. Organization**

- A. The Davis Chapter of FFA is a chartered local entity of the Yolo Section of the California Association, made up of local members.
- B. This chapter accepts in full the provision in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

#### **Article III. Membership**

- A. Membership is limited to students enrolled in Vocational Agriculture at Davis High School.
- B. Membership of graduates is limited to students that were active members in high school.
- C. The Davis FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agricultural class.

- D. No students may participate in any FFA activities unless they are members in good standing.
- E. The FFA advisors at their own discretion have the right to dismiss any member from the FFA organization at any time with approval of the administration.
- F. Membership in this chapter shall be of three kinds: Active, Alumni, Honorary. As defined by the National FFA Constitution:
  - 1. The regular work of this chapter shall be carried on by the active membership.
  - 2. Honorary membership in the chapter shall be limited to the Honorary FFA Degree.
  - 3. There shall be four levels of active membership in their chapter. These levels are:

**The Greenhand FFA Degree**

All "Greenhand's" are entitled to wear the regulation bronze emblem charm

**The Chapter FFA Degree**

All members holding the Chapter FFA Degree are entitled to wear the silver emblem charm.

**The State FFA Degree**

All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm

**The American FFA Degree**

All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

**G. Greenhand FFA Degree. Minimum qualifications for election:**

- 1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
- 2. Learn and explain the FFA Creed, Motto, and Salute.
- 3. Describe and explain the meaning of the FFA emblem and colors.
- 4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.

5. Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.

6. Have access to the Official FFA Manual and FFA Student Handbook.

7. Submit written application for the Greenhand FFA Degree.

**H. Chapter FFA Degree.** Minimum qualifications for election:

1. Must have received the Greenhand FFA Degree.

2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.

3. Participate in planning and conducting of at least three official chapter functions.

4. Have earned at least \$150.00 or worked at least 45 hours and have developed plans for the growth of the SAE.

5. Have effectively led a group discussion for 15 minutes.

6. Have demonstrated five procedures of procedure law.

7. Shows progress towards individual achievement in the FFA awards programs.

8. Have a satisfactory scholastic record.

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

**I. State FFA Degree.** Minimum qualifications for election: Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

**J. American FFA Degree.** Minimum qualifications for election: Qualifications for the American FFA are those set forth in the Constitution of the National FFA Organization.

**K. Special committees** shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

#### **Article IV. Officers**

**A.** The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Advisor. The previous officer team has an option to implement the office of Historian if need be.

1. The local advisors shall be the teachers of agricultural education in the school where the chapter is located.
2. The officers shall perform the usual duties of the respective officers as outlined in the Official FFA Manual.
- B.** President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian shall be elected or confirmed by a majority vote of the active members with the exception of the advisors who shall be the agriculture education instructors.
- C.** The nominating committee shall be composed of the 12<sup>th</sup> grade chapter officers, and advisors. After reviewing officer applications for chapter office they will slate candidates on the ballot.
- D.** All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president whose vacancy shall be filled by the Vice President. The president shall nominate candidates for the committee's consideration.
- E.** Officer Eligibility. Minimum qualifications to run for chapter office:
  1. Must have and maintain a 2.5 Grade Point Average.
  2. For offices of President and Vice President, the applicant must have already completed at least 2 years of Ag classes and/or hold the Chapter FFA Degree.
  3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree.

## **Article V. Impeachment of Officers**

### **A. Immediate Impeachment**

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

### **B. Steps of Impeachment**

Any FFA Chapter Officer not fulfilling the duties of the office as described by this constitution.

A written plan for improvement will be drawn up by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice President, and the officer in question.

If the officer in question still does not fulfill his/her duties, then a 2/3 vote of the executive committee will remove that officer from office.

#### **Article VI. Executive Committee**

- A. Meetings shall be held once a month or as needed. The exact date will be set by the Executive Committee.
- B. Standard meeting paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting.
- C. Poor conduct will result in that member being dismissed from the meeting room.
- D. Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

#### **Article VII. Dues**

- A. As long as Incentive Grant funds are available dues shall be paid for all members through that source.

#### **Article VIII. Eligibility**

- A. Eligibility of members exhibiting at fairs and shows will be based on the ADVISORS DISCRETION.
- B. Members must maintain a 2.0 Grade Point Average overall to be eligible to participate above chapter level.

#### **Article IX. Amendments**

- A. To amend the constitution, a 2/3 vote of the active members is required.
- B. To become effective, an amendment must be posted for two weeks previous to the vote of the active members.

#### **Article X. Ratification of the Constitution**

- A. This constitution shall become effective when passed by a majority vote of the members voting.

## **Davis FFA Official By-Laws**

### **THE OFFICIAL BY-LAWS OF THE DAVIS FFA CHAPTER**

#### **Article I. Meetings**

- A. Time: No less than nine meetings per school year, holding one per month.

#### **Article II. Officers**

A. Qualifications for officers:

1. No student shall be eligible to hold an office if he/she has less than a 2.5 GPA for the preceding grading period.
2. The president shall have completed two years of Ag courses with at least a 2.5 over all GPA and other officers must have completed one year of Ag courses
3. The candidate for any office should show interest in the chapter through participation on judging teams, project work, or any public relations connected with the chapter.
4. The following officers shall be elected at the April chapter meeting: President, Vice President, Secretary, Treasurer, Reporter and Sentinel. The office of Historian and Student Body Representative will be appointed by the executive committee.
5. If an officer has less than a 2.5 on a progress report (or an F) then they are on probation until quarter.
6. If an officer still has less than a 2.5 or an F, then they will be removed from the officer team.

B. Officer Responsibilities:

1. President:

It shall be the duty of the president to preside over all meetings of the Davis Chapter of Future Farmers of America and over the meetings of the officers.

The president shall call the meeting once a month.

The president shall call the meetings of the chapter or of the executive committee when requested to do so by all majority vote of the executive committee and of the advisor.

The president shall serve as the officer liaison on the banquet committee.

2. Vice President:

The vice president shall assume all duties of the president in the event that the office becomes vacant by the resignation. He/she shall preside over all meeting in the absence of the president and shall assume such other duties of the president as signed by the executive committee.

3. Secretary:

The Secretary shall perform the duties common to such an office. He/she shall maintain member attendance and activity records

4. Treasurer:

The Treasurer shall be the ex-officio chairman of the Finances-Audit Committee and shall represent the chapter in all matters pertaining to the financial budget and policy. He/she shall present to the chapter an audit of the account of the chapter, which is prepared under the direction of the advisors.

The Treasurer shall serve as the officer liaison to the Savings and Earnings Committee.

5. Reporter:

It shall be the duty of the Reporter to report activities to the local newspaper and to keep the chapter informed through the Chapter Chatter.

The reporter shall serve as the officer liaison for the Scholarship Committee and assist the Historian in maintaining the scrapbook.

6. Sentinel:

It shall be the duty of the Sentinel to assist in the conduct of the meetings by greeting guests, arranging the paraphernalia, displays and decorations, and carrying out other duties assigned by the President.

The Sentinel shall serve as the liaison for the recreation committee and coordinate the Active Membership socials. The Sentinel is also in charge of all Point Awards Systems.

7. Historian:

It shall be the duty of the Historian to assist the Reporter in keeping the chapter and the public informed about the FFA as well as maintaining a scrapbook for the chapter records.

The historian shall serve as the liaison for the scrapbook committee.

### 8. Advisor:

The Advisor shall be a member of the Executive Committee and an ex-officio member of all committees. It is his/her duty to advise the Executive Committee and other committees on all matters of policy and to assist the officers in conducting the meetings and programs.

The Advisor shall review all officer reports and other business of the chapter. His/her word shall be final in the case of interpretation of the Constitution and Bylaws. He/she may establish regular meetings of the Executive Committee.

The Advisor shall handle all funds of the organization and shall prepare a statement for the Finances and Audit Committee at the close of the years' activities. He/she shall sign purchase orders for the Davis FFA as necessary to transact the business of the chapter.

## Official FFA Information

FFA is a leadership organization built on tradition. Since its creation in 1928 many customs and traditions have been adopted to symbolize the goals of the FFA. While some have changed other's have remained the same. The information here can also be found in an official FFA manual.

Here is a list of the items included in this program:

- Moto, Mission, & Colors
- The Creed
- Meaning of the Emblem
- Proper use of the Jacket
- Official Dress
- Code of Ethics
- The Salute

The official name is National FFA Organization. Refer to the organization by the acronym FFA. Do not use periods within the acronym. The use of the name, Future Farmers of America, should be used **ONLY FOR CLARIFICATION** if at all and, in that instance, generally appears in parentheses.



*This information comes from the Official FFA Manual*

## The Mission, Moto, & Colors

### Mission Statement

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

### Moto

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**

### 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.



## The Creed

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

The creed symbolizes the goals of the FFA organization as well as the belief that all people involved in agriculture should believe in its future.

"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 agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years. I believe that to live and work on a good farm, or to be engaged in other 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 cannot deny.

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

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so-for others as well as myself; in less need for charity and more of it when needed in being happy 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 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 official national FFA emblem

**THE CROSS SECTION OF THE EAR OF CORN** provides the foundation of the American agriculture. It is 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.

The FFA emblem use to have the words "Vocation Agriculture" written through the center however this was changed to "Agricultural Education" in 1988 to be inclusive of all aspects of agriculture.



Close up of an emblem embroidered on an FFA jacket

## Proper use of the FFA Jacket

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The jacket should have only a large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the

local chapter, district or area on the back and the name of the individual and one office or honor on the front.

4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.

6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.

8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.

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



Official FFA Jacket depicted with a tie

*"A member always acts like a lady or gentleman when wearing the jacket."*

10. A member always acts like a lady or gentleman when wearing the jacket.

11. Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.

12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain.

No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

## FFA Official Dress

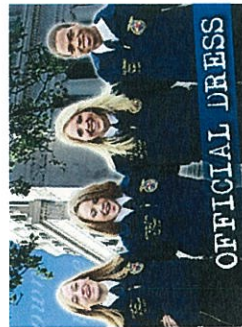
Female members are to wear:

- Official jacket zipped to the top
- Official FFA blue scarf
- White button-up blouse
- Black knee-length skirt
- Nude nylons
- Black dress shoes

(Black slacks may be worn for traveling and outdoor activities such as judging contests)

Male members are to wear:

- Official jacket zipped to the top
- Official FFA tie
- White button-up shirt
- Black slacks
- Black socks
- Black dress shoes



Official dress for male and female members

## Code of Ethics



We will conduct ourselves at all times in order to be a credit to our organization, chapter, school and community by:

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests and meetings.
7. Being modest in winning and generous in defeat.
8. Attending meetings promptly and respecting the opinion of others in discussion.
9. Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
10. Sharing with others experiences and knowledge gained by attending national and state meetings.
11. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
12. Appreciating and promoting diversity in our organization.

## The Salute

The Pledge of Allegiance is the official salute of the FFA organization. To properly conduct the salute, face the United States flag, place the right hand over the left part of the chest and, holding it there, repeat the Pledge of Allegiance.

"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."

At the conclusion of the pledge, the hand should be dropped to the side and the

members should again face the president's station. The salute should always be used in the official closing ceremony for meetings and at other FFA gatherings.

**NOTE:** Repeat the pledge as it is punctuated. There is no comma or pause following the word "Nation."



Our American Flag

## Chapter Applications

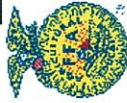
Throughout the year students as well as the chapter will have the opportunity to apply for various awards, conferences, or recognitions. In this program we have included a preview of what these applications will be to help prepare students as well as the chapter. In this Program of Activities we have the:

- Greenhand Degree Application
- Chapter Degree Application
- State FFA Superior Chapter Award Application
- State Conference Application
- Davis FFA Officer Application



Some applications are even submitted to the state level

## Greenhand Degree Application

**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 (SAEP). Attach SAEP plan _____	
<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**

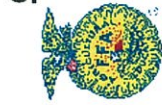
I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature \_\_\_\_\_ Date \_\_\_\_\_

FFA Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

The Greenhand FFA Degree will be awarded on \_\_\_\_\_

## Chapter Degree Application

**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.	_____
<input type="checkbox"/> 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 performed 10 community service hours.	_____
<input type="checkbox"/> Activity performed: _____	_____
<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 Chapter Degree.

Chapter Leader's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 FFA Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

The FFA Chapter Degree will be awarded on \_\_\_\_\_

## State FFA Superior Chapter Award Application

POSTMARKED FEBRUARY 3 - STATE OFFICE  
Revised 10/7/13

2013-2018



### CALIFORNIA ASSOCIATION FFA SUPERIOR CHAPTER AWARD APPLICATION

#### APPLICATION MUST BE TYPED

FFA Chapter:

Davis FFA

FFA Advisor:

Elle Michel

To qualify for the Superior Chapter award, a chapter must conduct at least one activity related to each of the five quality standards listed for each of the three divisions. Please list one major activity for each of the 5 areas under Student Development, Chapter Development, and Community Development. A total of 15 activities must be listed. The Quality Chapter Indicator questions must be completed as well.

#### Signatures

Signature of FFA Chapter President:

Signature of FFA Chapter Advisor:

Signature of Administrator:

Please list one major activity for each of the 5 areas under Student Development, Chapter Development, and Community Development.

Division 1 - Student Development

The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students' life skills.

1. Leadership activities that help the individual develop technical, human relations and decision-making leadership skills to enhance personal growth. List One Major Activity:

Chapter Officer Leadership Conference: The conference taught officers how to communicate with others and work as a team.

2. Healthy Lifestyle activities that promote the well-being of the student, mentally or physically, in achieving the positive evolution of the whole person. List One Major Activity:

Fall Festival: We promote agriculture and healthy eating by planting seeds in the community.

3. Career success activities that promote student involvement and growth through an agriculture-related experience and/or entrepreneurship. List One Major Activity:

Barn Clean Up: It allows student to see the responsibilities of taking care of the barn and greenhouse.

4. Scholarship activities that develop a positive attitude toward lifelong learning experiences. List One Major Activity:

State Conference Scholarship: Students fill out applications for a scholarship for the state conference. The activity gives student experience in filling out scholarships which will help them with future applications.

5. Personal growth activities are conducted that improve the identity and self-awareness of FFA members. These activities should reflect FFA members' unique talents and potential by reinforcing their human and employability skills. The activities should serve to enhance the quality of life of and contribute to FFA members' life goals and development. List One Major Activity:

Degree Banquet: The awards rewarded to students help promote positive outcome by allowing them to receive public recognition and dedication for their hardwork.

### Division II - Chapter Development

The FFA chapter has a responsibility to provide opportunities and services to its members. Chapter responsibilities may be met by promoting increased member participation, financial responsibility, positive image, interactions with support groups and cooperation through organized activities.

1. Chapter recruitment activities conducted to increase agricultural education program and FFA membership and encourage greater participation. List One Major Activity:

Freshman Recruitment: Officers give FFA related presentations to a class of freshman to promote the FFA and get more members.

2. Financial activities conducted to encourage thrift and good financial management among members through earnings, savings, and investments. List One Major Activity:

State Degree Applications Day: Students are required to keep accurate financial records of their SAEs throughout the year.

3. Public relations activities conducted to promote image and inform students, parents, school officials and the community about chapter and member accomplishments. List One Major Activity:

Social Media Committee: The social media committee is in charge of our facebook, twitter and website. All of these social media websites help promote and inform the community of our activities.

4. Cooperation activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members. List One Major Activity:

Chapter Meetings: Activities done in the chapter meeting help enforce officer and member cooperation.

5. Support group activities conducted to develop and maintain positive relations among FFA, parents, community leaders and industry. List One Major Activity:

Back to School Night Presentation: Officers mingled and talked with parents about the FFA. Our president also gave a short presentation on the FFA.

### Division III - Community Development

FFA can develop partnerships with other groups and organizations to exert a leadership role in making the community a better place to live and work. Using state, national and international activities, a chapter and its members can serve as catalysts in improving the community's economic, environmental and human resources.

1. Economic development activities conducted to improve the economic welfare of the community. List One Major Activity:

Tour/No Click Wrap-up: We sold items to promote awareness of agriculture education and to educate the public about food awareness.

2. Environmental activities conducted to preserve natural resources and develop more environmentally responsible individuals. List One Major Activity:

School garden: We grow food in our garden which goes to the school cafeteria.

3. Human resources activities conducted to improve the welfare and well-being of members and citizens of the community. List One Major Activity:

Tour/No Click: It promotes poultry and back yard gardens in the community.

4. Citizenship activities conducted to encourage members to become active, involved citizens of their school, community and county. List One Major Activity:

Open House: The Davis FFA had a table set up to inform students and parents about the FFA and Ag classes.

5. Agriculture promotion activities are conducted to promote agriculture and/or agriculture education to help the public become better informed and understand the importance of agriculture in their daily life. List One Major Activity:

FFA Week Activities: Throughout national FFA week, the Davis FFA held various activities in the quad to educate the public about agriculture in their everyday life.

#### Quality Chapter Indicators

#### Percentage or Year/No

- Percentage of students that have a progressive plan for Premier Leadership, Personal Growth, and Career Success.
- Percentage of students that participate in FFA programs and activities
- Percentage of students that participate in FFA leadership and personal development activities/events above the local level.
- Yes or No: The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually. Yes
- Yes or No: FFA Members are involved in the planning and implementation of a Program of Activities (POA) Yes
- Yes or No: The FFA chapter plans and conducts award recognition programs. Yes
- Yes or No: The FFA chapter has a current budget which provides the financial resources to support the POA and maintains accurate financial records. Yes
- Yes or No: Capable and trained officers lead the FFA chapter. Yes
- Yes or No: Your chapter has recognized support groups. Yes

The application MUST be postmarked on or before February 3

**State Conference Application**

85<sup>th</sup> Annual State Leadership Conference  
Conference Application

**Due: February 14, 2013**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Agriculture Class enrolled: \_\_\_\_\_ GPA: \_\_\_\_\_

Shirt Size: \_\_\_\_\_ email address: \_\_\_\_\_

**Directions:** Please answer the following questions using blue or black ink (typed is preferred, but not required or used to determine eligibility). Be as neat and detailed as possible. Feel free to use additional paper as needed. Application answers will be read by the advisors and past traveling experiences with the Davis FFA will be used to determine who is selected to attend.

Would you like to represent the Davis FFA as one of our two voting delegates?

Circle one: **YES** **NO**

Have you previously attended a State FFA Convention?

Circle one: **YES** **NO**

What is your current grade level?

Circle one: **9<sup>th</sup>** **10<sup>th</sup>** **11<sup>th</sup>** **12<sup>th</sup>**

1) What agriculture class(es) are you interested in enrolling next year (seniors, please write a very brief statement about your plans as they relate to school/agriculture/leadership after high school)?

6) Write a statement about why you wish to attend the State FFA Leadership Conference. Please be as specific as possible and discuss what you want to learn or obtain by attending?

7) How will Davis FFA benefit from your participation in this event?

8) Are you willing to develop a report (for a chapter meeting) and complete a presentation on your experiences gained while attending conference?

Circle one:    **YES**                      **NO**

9) Are you willing to participate in fundraising activities to support the trip?

Circle one:    **YES**                      **NO**

10) Is there anything you would like to add for us to consider in making our selection?

If chosen I agree to follow the FFA code of ethics. We are also aware that any students that violate the code of ethics will be sent home (parent must pick student up from Fresno) at the student expense and conference fees will not be re-funded.

Applicant signature \_\_\_\_\_ Date: \_\_\_\_\_

parent/guardian signature \_\_\_\_\_ Date: \_\_\_\_\_



Name of Officer Candidate: \_\_\_\_\_

### CHAPTER OFFICER TERMS OF AGREEMENT

Due to FFA Advisor: March 18<sup>th</sup> by 3:45

[Interviews will be scheduled for the Thursday thereafter]

#### A Davis FFA Chapter Officer:

1. Must attend Davis Senior High School full time.
2. Must maintain enrollment in an agriculture course for the entire duration of the academic year holding office. *(Not class to graduate into; automatically dropping the agriculture independent of course class)*
3. Will maintain a GPA of 2.5 or higher for the entire duration of holding office to remain in office. *(GPA's below 2.5 will be subject to review and may be subject to removal from office.)*
4. Must continuously demonstrate a commitment to serve the Davis FFA Chapter and its members.
5. Must strive to improve professionally and participate in performance improvement processes.
6. Must commit to making FFA activities and chapter officer responsibilities a priority over all other co-curricular activities for the duration of the 12-month term.
7. Must demonstrate ability to complete assignments on time and assure that they are of high quality.
8. Will work the number of hours needed to meet his/her responsibilities of office.
9. Will not use consume any alcohol, tobacco products, or illicit drugs.
10. Will attend all Davis FFA Executive meetings and regularly scheduled General meetings.
11. Will not use profane, crude, vulgar, or offensive language.
12. Will uphold the integrity and direction of the team and chapter by working in ways that publicly support its efforts.
13. Will always be open, honest, and forthright with officers and the advisors.
14. Will treat others fairly and not disrespect the authority of adults.
15. Will always wear the official FFA dress uniform during all official FFA functions.
16. Will compete in at least one of the following FFA Speaking CDE's or Judging Team above the chapter level:
  17. Will conduct and maintain an SAE that qualifies for project competition during the year you are in office.
  18. Will follow the direction of the FFA advisor regarding matters not covered in this document.
  19. Will hold the Chapter FFA Degree by the first day of the second semester in office.
  20. Will uphold and adhere to the Constitution and Bylaws of the Davis FFA Chapter.
  21. Must be available and present for the following events:
    - a. Davis FFA Spring Awards Banquet: May 16, 2014
    - b. Summer Officer Retreat: TBD by officer team
    - c. Chapter Officer Leadership Conference: October 4 - 5, 2014
    - d. All Officer Meetings: Each Tuesday at Lunch

Name of Officer Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

I agree to abide by all of the above guidelines and fully understand that consequences, including, but not limited to, immediate dismissal from office, may result if I choose to violate any of the above guidelines. I also agree to accept the decision of the FFA advisor and the Davis FFA Executive Committee relative to their decision of appropriate consequences in the event I violate one or more rules.

Printed Name of Chapter Officer Candidate: \_\_\_\_\_

Signature of Chapter Officer Candidate: \_\_\_\_\_

I fully understand the commitment and responsibility which my son/daughter is undertaking as a Davis FFA Chapter Officer and agree to support the efforts and decisions of the advisors to the chapter officer team in the event my son/daughter fails to meet the commitment he/she is hereby agreeing to undertake. It is also suggested that as the parent of an officer you join the Davis FFA Boosters. The Boosters help support the activities of the Davis FFA.

Printed Name of Parent or Guardian: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_



Name of Officer Candidate: \_\_\_\_\_

**CHAPTER OFFICER APPLICATION**

**DUE TO THE DAVIS FFA CHAPTER ADVISORS: MARCH 18<sup>TH</sup> BY 3:45**  
**[MEETINGS WILL BE SCHEDULED FOR WEDNESDAY MARCH 27<sup>TH</sup> STARTING AT 3:00]**

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone #: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Agriculture class/es I will be enrolled next year: \_\_\_\_\_

Please number the following offices in the order that you feel you are most qualified to hold.  
 Use 1 to represent the office you feel you are most qualified to hold, 2 to represent the second  
 most qualified, 3 to represent the third most qualified for, etc.

\_\_\_ President \_\_\_ Vice President \_\_\_ Secretary  
 \_\_\_ Treasurer \_\_\_ Reporter \_\_\_ Sentinel

**PLEASE TYPE YOUR RESPONSES TO THE FOLLOWING QUESTIONS ON SEPARATE PAPER. ATTACH YOUR  
 ANSWERS BELOW THIS COVER PAGE:**

1. Briefly state the qualities you possess that will enable you to be a successful chapter officer.
2. Select one of your personal qualities and explain how it could benefit a chapter officer team.
3. If you are elected to a chapter office, what would be your main goal for the chapter?
4. Describe your experiences speaking in front of large groups of students/people
5. What other commitments do you have in the year ahead and how will you keep it from conflicting with your officer duties?
6. What do you believe are the most important responsibilities of a chapter officer?
7. List 5 activities you have participated in this year and describe how those activities have helped you grow as a leader?
8. What is an FFA activity (speaking contest, judging team, fair animal, etc.) you want to participate in next year?
9. What is an idea for an activity for a chapter meeting to make more students attend?

Name of Officer Candidate: \_\_\_\_\_

Please have a non-relative fill-out the form below. They may submit it by placing the form in my box or attaching it in a sealed envelope.

### Character Evaluation

Why do you think this student is a qualified candidate for a chapter officer position?

	No basis to Judge	Below Average	Average	Good	Excellent
Maturity					
Self- Discipline					
Politeness					
Warmth					
Leadership					
Sense of Humor					
Reaction to Criticism					
Integrity					
Study Habits					
Perseverance under pressure					
Motivation					
Organization					
Time Management					
Collaborative					
Inclusive					

Name of Officer Candidate: \_\_\_\_\_

Please have a non-relative fill-out the form below. They may submit it by placing the form in my box or attaching it in a sealed envelope.

Character Evaluation

Why do you think this student is a qualified candidate for a chapter officer position?

	No Basis to Judge	Below Average	Average	Good	Excellent
Maturity					
Self-Discipline					
Politeness					
Warmth					
Leadership					
Sense of Humor					
Reaction to Criticism					
Integrity					
Study Habits					
Perseverance under pressure					
Motivation					
Organization					
Time Management					
Collaborative					
Inclusive					

# Program of Activities

Davis FFA

2013—2014

## Closing Remarks

Dear Readers,



Special thanks to:

The Davis FFA Officer Team  
Zoë Strachan-Payne —President  
Jeremy Snow—Vice President  
Bill Sharp—Secretary  
Aimee Maria—Treasurer  
Ashley Brown—Reporter  
Lauren Sukus—Sentinel

Davis FFA Advisors  
Ms. Ellie Michel and Mr. Alex Hess

I look forward to an exciting year for the FFA program filled with lots of activities and new opportunities. I am sure that every one of our members will be able to benefit from the leadership skills our program has to offer. FFA will not only help you in high school, but in any future career or endeavor.

Sincerely,

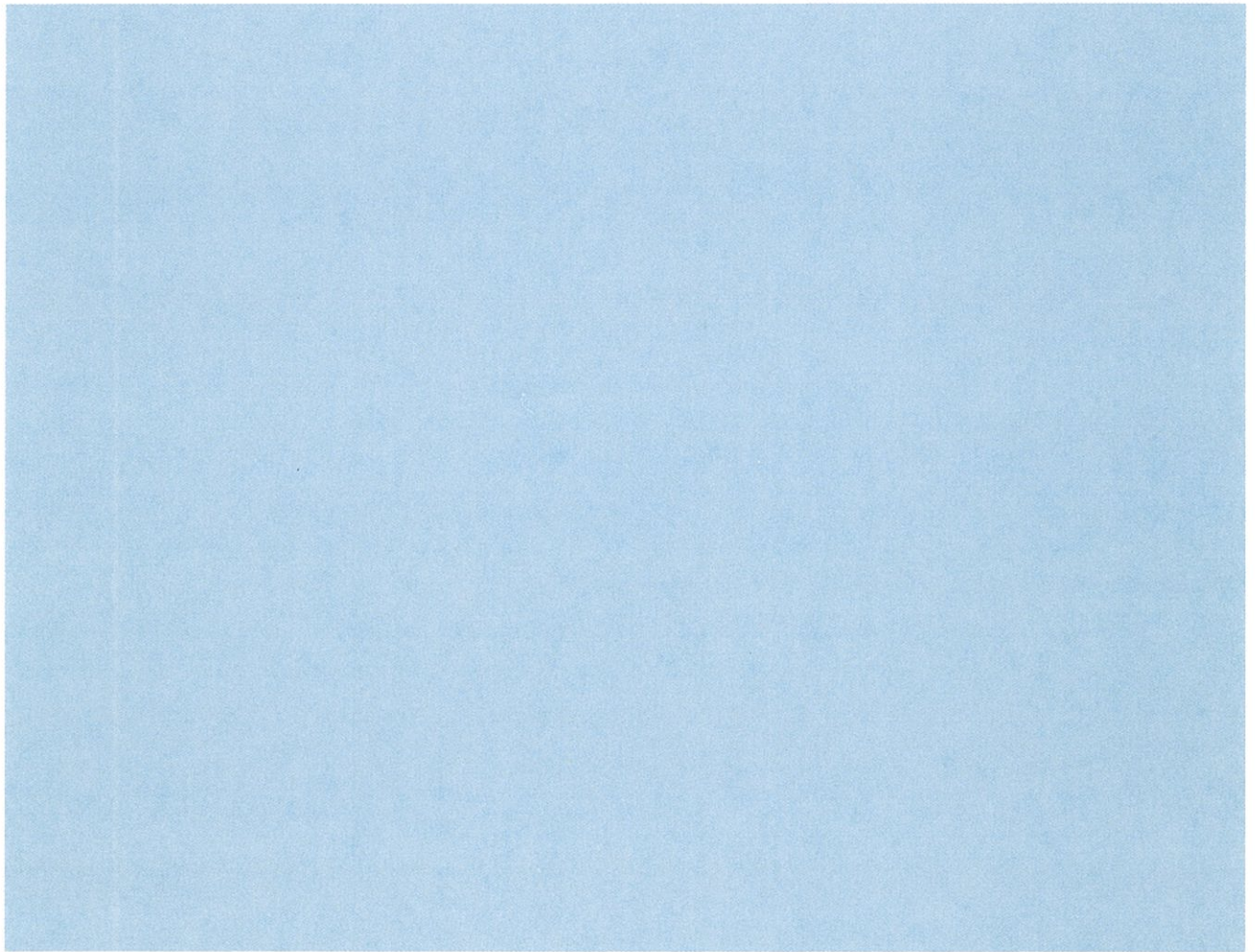
Jeremy Snow  
Davis FFA Vice President  
Program of Activities Editor

Thank you for taking the time to read this year's program of activities. I hope you have learned important information about this year's events and about the Davis FFA.

I would personally like to thank all of those members who contributed to the creation of this program.

*"I believe in the future of agriculture, with  
a faith born not of words but of deeds"*

*- E. M. Tiffany*



8

# Recruitment Plan

## **Davis Senior High School Recruitment Plan**

At Davis Senior High School we have Open House, Road Show and Agriculture classes at the Junior Highs where we promote the Agriculture Department.

As a department we have multiple documents promoting the program. One document is a brochure that outlines course pathways and another document outlines courses that are UC/CSU approved. The Agriculture Departments brochure is distributed to parents and future students. This brochure explains what FFA and SAE are and what classes the Agriculture Department offers.

As a chapter we participate in the high school road show. The road show is where Davis High clubs, elective classes and groups travel to the three junior highs to talk with and promote to 9<sup>th</sup> graders. This gives the 9<sup>th</sup> graders time to ask questions and learn about their options in high school.

Lastly, we have open house. At open house we set up a booth in the quad where we have class demonstrations, pass out flyers & brochures and answer questions. This is a chance for the Agriculture Department to show case our talented students.

9

# FFA Scrapbook

# Davis FFA



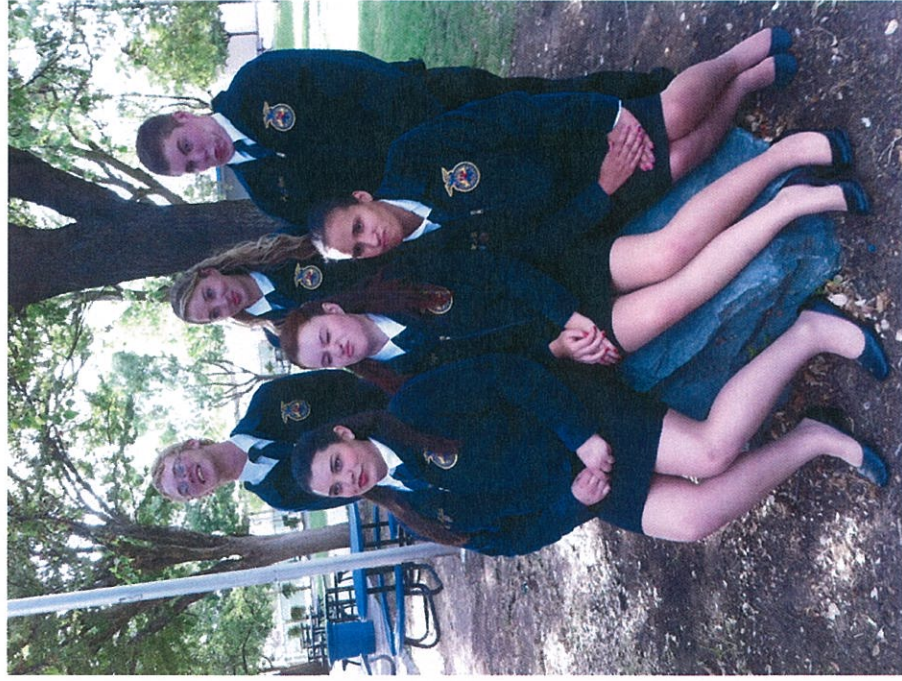
2013-2014

# Tour de Cluck

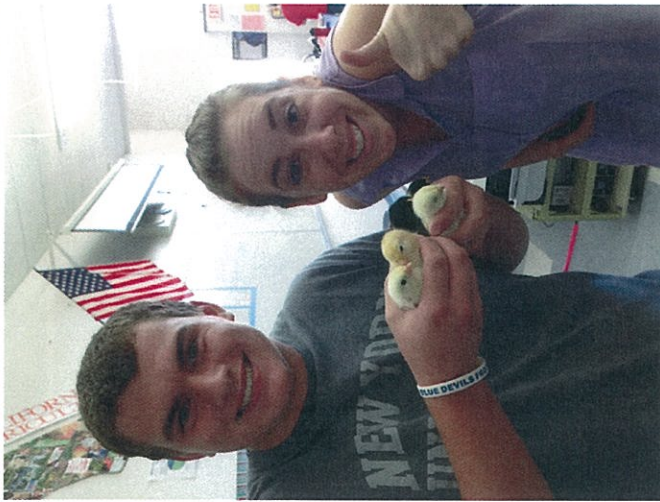
## May 25, 2013



# FFA Officer Team



# Classroom Fun





# Judging Teams



# State Degrees, 4th High POA and Star Sectional Advisor



# State FFA Conference



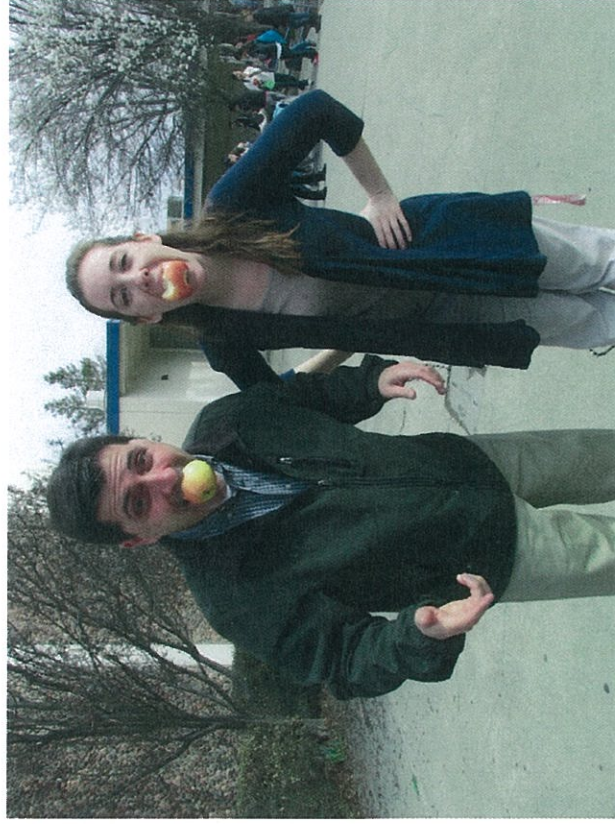
# My 1st Record Book



# Classroom Dissections



# National FFA Week



# Recruitment

## Roadshow and

## Open House



# Project

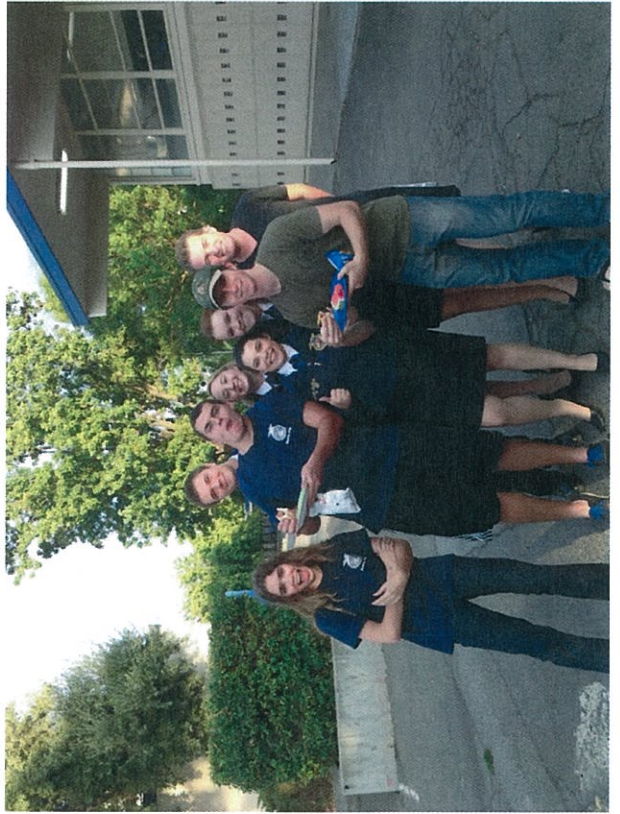


# Garden Box

# FFA Fun



# FFA Meetings



# Classroom Activities



# Homecoming Float



# Greenhand and Chapter Degree Banquet



# SAE Projects



# FFA Sectional Activities



10

Summer  
Activities and  
Plan

~ July 2014 ~							Aug 2014 ▶
◀ Jun 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 Independence Day	5
6		7	8	9	10	11	12
13		14	15	16 Yolo Section teacher Fair Meeting @ 10:00 @fairground	17	18	19
20		21	22	23 Record Book and weighting animals updating at 9:00	24	25	26
27		28	29	30 Record Book and weighting animals updating at 9:00	31	<b>Notes:</b> <b>Weight Dates and project visits</b> <b>will be scheduled with each</b> <b>student individually.</b>	

~ August 2014 ~							Aug 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4 Independence Day	5	
6	7	8	9 Record Book and weighting animals updating at 9:0	10	11	12	
13 Fair Prep meeting 9:00	14 Load fair supplies into truck @9:00	15 Set-up Fair display and move in tack 9:00 am	16 Haul in animals @ 7:00 am	17 Show Day	18 Show Day	19 Auction Day	
20 Haul tack Home	21	22	23	24	25	26	
27	28 Barn Clean-up	29	30 First Day of School	31	Notes:		

11

Graduate  
Follow-up  
Survey

**Davis Senior 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. Which statement best applies to your present occupation?

\_\_\_\_\_

\_\_\_\_\_ I am using most of the skills I learned in the ag program at DHS.

\_\_\_\_\_ I am using some of the skills I learned in the ag program at DHS.

\_\_\_\_\_ I am not using any of the skills I learned in the ag program at DHS.

4. 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?

\_\_\_\_\_

7. How would you rate the training received in the DHS ag program?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

8. How do you rate the career guidance and counseling you received in ag?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

\_\_\_\_\_Officer and committee chairman experience  
\_\_\_\_\_Judging contests  
\_\_\_\_\_Advanced degree and proficiency awards  
\_\_\_\_\_Participation in chapter activities, working with others  
\_\_\_\_\_Livestock raising, shows, fairs, etc.  
\_\_\_\_\_Other -please describe\_\_\_\_\_

2. What were the most valuable aspects of the SOEP (supervised projects)?

\_\_\_\_\_Learning skills related to future ag employment  
\_\_\_\_\_Development of responsibility  
\_\_\_\_\_Learning record keeping  
\_\_\_\_\_Other-please describe\_\_\_\_\_

3. Please rate the facilities and equipment used at DHS for the ag program:

Facilities:                      \_\_\_\_\_Overcrowded                      \_\_\_\_\_Adequate space provided  
   \_\_\_\_\_Modern                      \_\_\_\_\_Out-of-date

Equipment:                      \_\_\_\_\_Modern                      \_\_\_\_\_Out-of-date  
   \_\_\_\_\_Well-maintained                      \_\_\_\_\_Poorly maintained  
   \_\_\_\_\_Adequate amount of equipment for all students in class

\_\_\_\_\_Other-please describe\_\_\_\_\_

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12

Results of  
Graduate  
Follow-up  
Survey

## Graduate follow-up Survey Results

### **Davis Senior High School Ag Department Graduate Follow-up**

Name: \_

Address: \_

Phone: \_

1. What are you doing at the present time?

2 Attending school

2 Full-time

Part-time

Working

Full-time

1 Part-time

In the military

Not working

Looking for work

Homemaker

Not looking for work

Other \_\_\_\_\_

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

Cal Poly SLO, Beef Unit and university cafeteria

3. Which statement best applies to your present occupation?

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1 I am using most of the skills I learned in the ag program at DHS.

1 I am using some of the skills I learned in the ag program at DHS.

I am not using any of the skills I learned in the ag program at DHS.

4. What type of school are you currently attending?

High school

Trade/technical school

2 4-year college

Private business school

Adult education

Other \_\_\_\_\_

6. What is your major course of study?

1- Plant Science with a concentrations in Crop Science and Fruit Science

1- Majoring in Engineering

7. How would you rate the training received in the DHS ag program?

\_\_\_\_\_Excellent          2 Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

8. How do you rate the career guidance and counseling you received in ag?

1 Excellent          \_\_\_\_\_Good          \_\_\_\_\_1 Fair          \_\_\_\_\_Poor

### FFA

1. Please check the following areas you feel are valuable components of FFA.

2 Officer and committee chairman experience

2 Judging contests

2 Advanced degree and proficiency awards

1 \_\_\_\_\_Participation in chapter activities, working with others

2 Livestock raising, shows, fairs, etc.

\_\_\_\_\_Other –please describe\_\_\_\_\_

2. What were the most valuable aspects of the SOEP (supervised projects)?

1 Learning skills related to future ag employment

2 Development of responsibility

2 Learning record keeping

1 Other-please describe Practical Hands on experience

3. Please rate the facilities and equipment used at DHS for the ag program:

Facilities:                      1 \_\_\_\_\_Overcrowded                      1 Adequate space provided  
   2 Modern                      \_\_\_\_\_Out-of-date

Equipment:                      1 Modern                      1 Out-of-date  
   1 Well-maintained                      1 Poorly maintained  
   1 Adequate amount of equipment for all students in class

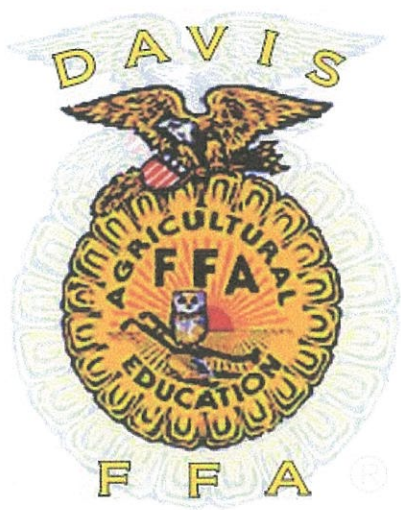
\_\_\_\_\_Other-please describe: Could use more regular cleaning but generally in fair condition

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

Weeds should be controlled. Need new fencing to create pastures for animals, and partition the areas to keep animals out of the garden and greenhouse area. The goat and sheep pens need new concrete and a concrete trench for proper water drainage.

13

# Comprehensive Program Plan



# Davis Senior High Agriculture Program Plan 2013-14

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## **A. Job Market Description**

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**Describe the location, climate, and highlights of your community and how it contributes to the agriculture industry along with agriculture education**

The Agriculture industry employs 15% of the American population with California the leading state in production. Davis is located in Yolo County. The climate has hot dry summers and typically wet winters. The number one agriculture commodity is processing tomatoes. Seed companies provide many employment opportunities in the county.

**Determine the job market in your area in relation to the relation to the agriculture industry along with agriculture education**

Much of the community in Davis is employed by the University and is well educated. The students at Davis high follow the same pattern. 97% of the student body attends post secondary education and 70% attend a four year university their first year out of high school. The high percentage of students attending college demands course offerings that meet the UC acceptance standards. More importantly it will introduce college bound students to a field that needs educated employees.

**Statistics on school enrollment of students in post-secondary education and those who stay in the community work force.**

Agriculture offers practical applications and a practical approach to education. The approach is appealing for many and serves all students. 70% will advance compared to their counterparts at the university setting as they have early experience applying theory to solve real world problems. The next 27% (roughly 540 students) are headed to our community colleges or secondary training. These students will have the skillsets necessary to successfully achieve in institution focused on advanced career skill training. But let's not forget about the 3% that stay in the community and become part of our workforce. Roughly one hundred students, with few career and technical education opportunities, at Davis High School, will be staying in the local workforce.

The course offerings in the agriculture program will offer opportunities in practical applications of theory to assist all students in developing job skills. While we do not lose focus on the many that are advancing to professional careers in agriculture through university degree programs, we will concentrate on offering value added education for students desiring advanced technical training for white-smock careers in agriculture needed in our local, county, and state economies of the future.

A graduate follow up summary is used to determine how many of these graduates are "agriculture program completers" and list the major skills learned that will contribute to their education and career.

## B. Targeted Occupations

Ornamental Horticulture		Jobs
Greenhouse Manager		Greenhouse worker, Foreman Maintenance, Propagator, Tissue culture
Nursery & Turf Operator		Nursery Worker, Salesman, Plant Propagator, Gardner, Golf course Maintenance
Landscape		Grounds worker, Gardening Business, Garden store sales
Floriculture		Floral Design, Floral Sales, Floral delivery
Agricultural Engineering		Jobs
Mechanic		Small Engine Mechanic, Equipment Operator, Parts Person, Farm Mechanic, Shop Foreman ,Repairman, General Maintenance
Welder		Welder/Helper, Fabricator, Specialized Repair and Maintenance
Equipment Operator		Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper
Agriscience		Jobs
Field Biologist		Fisheries Biologist, field biologist, water quality specialist
Agriculture Scientist		Research associate, biochemist, food scientist
Veterinarian		Small animal veterinarian, large animal veterinarian, vet assistant

## C. Total Program Goals and Objective

## Agriculture Education Aims

1. The student is given knowledge of living and growing things.
2. Acquaints the student with related agriculture fields.
3. Trains the student in related agriculture fields.
4. Prepares the student to become engaged in an agriculture production enterprise.
5. Prepares student for higher education in Agriculture or its related fields.
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Teaches the student to provide and maintain attractive home surroundings.
8. An appreciation for the environment is developed in the student.

## Program Goals and Objectives

### Integrated Agricultural Biology

This introductory course meets the UC Science Laboratory requirement. Agriculture allows a more hands on approach to biology.

The goals of this course are:

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
4. Meet a portion of the laboratory science requirement for admission to the University of California and California State University systems.
5. Develop a sense of the interrelationships between life, earth, and physical science and



their relationship to agricultural applications.

6. To motivate underrepresented populations to study and pursue careers in science and agriculture.

## Floral Design

This course meets the high school practical arts graduation requirement and UC/CSU Fine Arts requirements.

1. Students will be able to demonstrate the important skills required in floriculture, including identifying, handling and arranging cut flowers.
2. Students will meet the district and state requirements for fine arts requirement for high school graduation.
3. Students will be able to define the floral terms: spray, disband, annual, perennial, foliage plant, potted plant and bedding plant.
4. Students identify five different foliage's used in arrangements.
5. Students will be able to classify the major floriculture products by design categories of mass, line, form and filler.
6. Students will be able to identify how each design categories are used in flower arranging.
7. Students will draw and label six basic shapes of arrangements.
8. Students will be able to construct a simple floral arrangement.
9. Students will be able to increase water uptake and decrease biological processes in cut flowers.
10. Students will be able to depict and discuss the history of floral design art.
11. Students will package, present, and sell floral products for specific occasions.
12. Students will demonstrate necessary skills for entry level employment.

## Ornamental Horticulture

This instructional program is designed to prepare students for employment in enterprises associated with floriculture greenhouse operation, turf production and management, and floristry. The occupations in this industry involve mostly outdoor work growing and managing plants.

The goal 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 level.

2. To prepare students for postsecondary 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.



### **Davis High Agriculture Department Goals**

1. Develop a competitive attitude as well as a sense of fairness at all FFA activities.
2. To improve communication between Chapter officers, Advisors, and members as well as with the community, parents, and school leaders.
3. Build and maintain a department website.
4. To improve member involvement in meetings, agriscience fair, job interview, public speaking and other related FFA activities.
5. To promote FFA in the high school with a special recruitment week before course sign ups.

6. To inform the community about agriculture education.
7. To publish a regular monthly newsletter, have regular publications in the school and local newspaper, and submit articles to the New Horizons. To promote the opportunities of agriculture careers and instill an interest in members to pursue one.
8. To provide fun activities that encourages member interest in FFA.
9. To redevelop Agriculture facilities to better accommodate student involvement in practical learning of classroom theory.

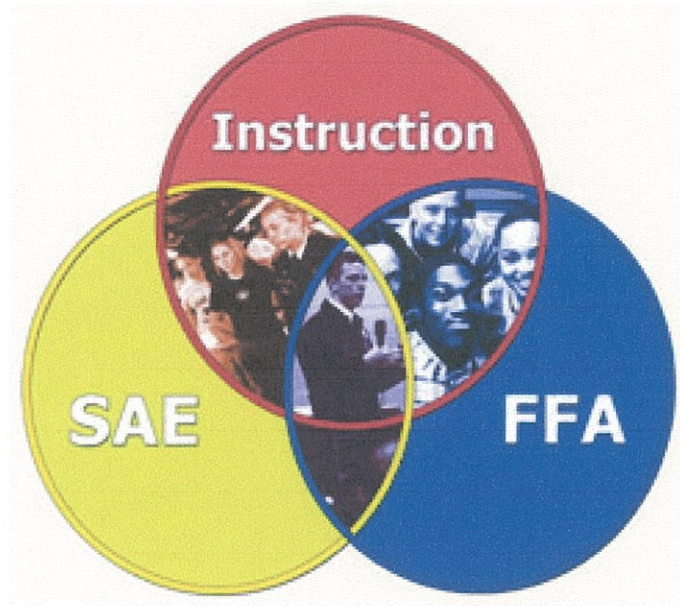
## **D. Program Description**

The Vocational Agriculture program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement activities.

Classroom instruction is the cornerstone of our agricultural education program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave our program ready for entry-level employment and /or post-secondary education in agriculture or related fields.

Students taking agricultural courses will be expected to have a Supervised Agricultural Experience (SAE or projects) by the end of their first year in agriculture. Continuing students will be required to have an ongoing project. Projects include plants, animals, mechanics, work experience, agriscience research and a variety of other activities that develop responsibility. SAE involvement constitutes 10% of a student's semester grade.

Leadership development is provided through membership in the FFA. Leadership involvement includes regular meetings, public speaking, judging teams and other activities that develop cooperation. FFA participation constitutes 10% of a student's semester grade.

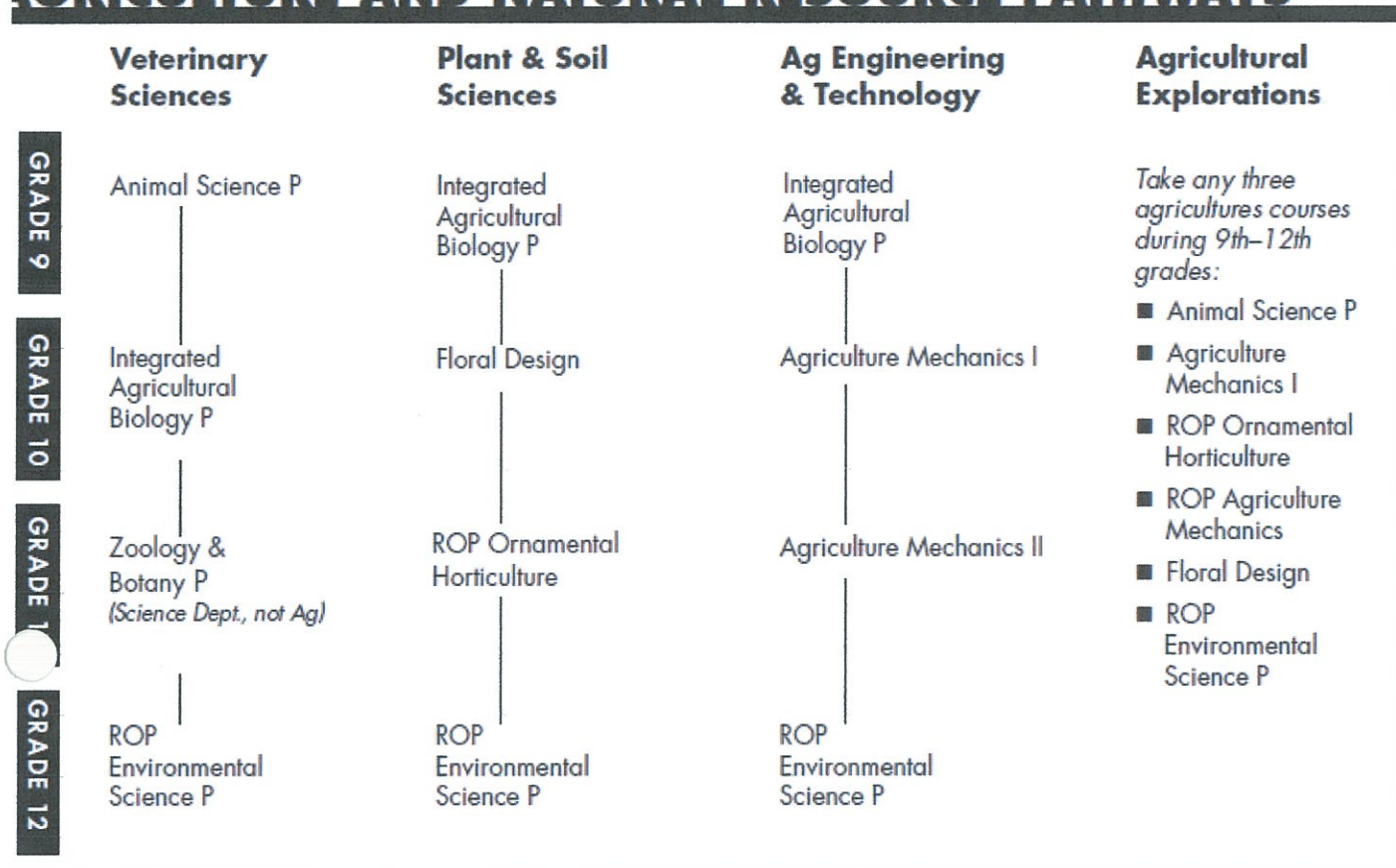


### Goals

1. To assist individuals in making an informed choice of an agricultural occupation.
2. To prepare individuals for employment in agricultural occupations.
3. To prepare individuals for advanced training in agriculture.
4. To insure an adequate supply of trained and skilled individuals for employment in the agricultural industry.
5. Assist students in their development of personal attitudes, character traits, and leadership abilities, which will contribute to their success in agricultural employment and/ or entrepreneurship.

## Course sequences by pathway

### AGRICULTURE AND NATURAL RESOURCE PATHWAYS





## AGRICULTURE BIOLOGY

Agriculture Department  
Davis Senior High School

### COURSE SYLLABUS

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Instructor: Ellie Michel  
Phone: 530.757.5400 ex 207  
E-Mail: emichel@djusd.net

*The best way to contact me is through email. I check my email daily and will respond within two working days. I don't check email on weekends. You may also contact me by phone, by sending a note with a student and/or leaving a message in the front office.*

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#### Course Catalog Description

Agricultural Biology is a one-year, laboratory science course, designed for both college bound and non-college bound FFA students with either career interests in "hands-on" science or a career 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, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural 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. This course includes a semester research project and opportunities of state awards and recognition. (FFA, SAEP participation required)

#### Course Overview

This course gives students an understanding of both agriculture and biology. They will be learning biology as it relates to the agriculture industry. Students will participate in hand-on activities at the school farm where they will experience agriculture and biology. They will be required to participate in FFA activities and have a SAE (Supervised Agriculture Experience) project.

#### Course Objectives

After the completion of this course they will be able to:

- Have a firm understanding of how biology relates to agriculture.
- Have a firm understanding of the concepts and functions of biology.
- Students will be prepared for the CST test in biology.

#### Course Prerequisites

There are none for this course

#### Required Texts and Materials

- Prentice Hall Biology. Miller and Levine
- Student need to be in class to achieve their desired grade.
- Students must participation and turn in work to achieve desired grade.

Supplies:

- White 3 ring binder

- Pen/Pencils
- Page Covers
- Presentation board
- Camera (optional)

### **Safety**

Student safety is my number one priority. All students will have to pass a safety test before being allowed to participate in certain classroom and school farm activities. Students will be having class at the farm most Fridays and are required to wear close-toed shoes.

### **Basis for Final Grade**

\*FFA Participation- 10%

\*\*Supervised Agriculture Experience- 10%

Weekly Packet- 60%

Test and Quizzes-20%

\* In order to get all possible points in this category a student must attend and participate in 2 FFA activities per semester. These activities will be posted on the calendar in the classroom.

\*\* Supervised Agriculture Experience or SAE is a project every student must have outside of the classroom. This project must relate to agriculture. For example a student may work at floral shop, grow their own garden or work at the school farm. Every student will keep a FFA record book that will be scored at the end of each semester.

### **Grading scale**

100-94.50	A
94.49-90.0	A-
89.99-87.50	B+
87.49-84.50	B
84.49-80.00	B-
79.99-77.50	C+
77.49-74.50	C
74.49-70.00	C-
69.99-67.50	D+
67.49-64.50	D
64.40-60.00	D-
59.99-0	F

### **Grade Dissemination**

Students will receive graded work back. As well as their graded assignment/test scores will be posted on Zangle. Zangle will be updates every three weeks.

#### **Example:**

Student progress will be shared via Zangle at the link below. You can access your scores at any time using "Assignments" in the portal. The "Marks" window is update about every 9 weeks and acts as an electronic report card. If you need help accessing Zangle, visit your counselor for more support.

<https://student.sis.djusd.net>

### **Course Policies: Grades**

**Homework Policy:** Homework will be assigned when work is not completed in class or the teacher deems it necessary. Homework is expected to be turned in on the due date set by the teacher. Questions about homework can be addressed before school, after school or at lunch.

**Late Work Policy:** Late work is not accepted. Students who miss class because of an excused absent are allowed to make-up work. They may come in before school, afterschool or at lunch to request make-up work. Make-up work must be requested within two days of returning to class. Students will receive the same amount of time to complete the assignment as students did in class.

**Extra Credit Policy:** One 20 point extra credit opportunity is available per-semester. Students may read an agriculture article (prior approved by the teacher) and write a one page double spaced essay. Students may choose either assessments or homework/classroom participation to apply the extra credit too. Extra credit can have no more than a 3% impact on a students grade.

### **Grades of "Incomplete" Site Policy:**

Incompletes will be given and addressed by the counselors, and administration.

### **Course Policies: Technology and Media**

**Email:** I check my email daily. I will respond with in a two day time period to emails received while school is in session. I do not check my email on weekends. I will email on matters I feel need to be addressed with parents.

#### **Personal Electronics:**

- Students are not allowed to use personal electronic devices unless given permission by the teacher. When a student is caught using personal electronic devices without permission the personal electronic devices will be taken for the remainder of class. If a student is continuously caught using their personal electronic devices the device will be taken to the office.

#### **Online Course Resources:**

Every student will be assigned research projects online. The class as a whole will go to the library to research. Before every project students will receive a rubric, list of recommend website to use and the description of research project. Students will receive class participation point based on their ability to stay focused and work in the library.

### **Course Policies: Student expectations**

**Attendance/Tardy Policy:** Students are expected to be in their seat when the bell rings. If there are not in their seat and don't come to class with a note then they are tardy. Tardy policy is listed below

1<sup>st</sup> tardy- warning from teacher

2<sup>nd</sup> tardy- email to parent

3<sup>rd</sup> tardy- email to parent and referral to office

4<sup>th</sup> tardy- email to parent and unable to turn in and receive extra credit points

\* Davis High School tardy policy is enforced.

**Academic Conduct Policy:** Cheating and/or plagiarism are not tolerated. Any student caught cheat and/or plagiarizing will receive a zero. Please refer to Golden Rule handbook as all rules and policies in the handbook are followed in my class.

#### **Davis High School Policy:**

Academic dishonesty in any form will not be tolerated. Cheating and plagiarism is viewed as a level 3 Discipline offense under the Guidelines for Responsive Discipline in Secondary Schools set forth by the district. It carries a potential for suspension.

### **Important Dates to Remember**

Below you will find some important dates but please remember that these dates are subject to change. The FFA calendar is available upon request. When starting a new unit a student will receive notification of

the dates assignments, quizzes, and tests.

1<sup>st</sup> Semester Midterm:

Fri, Nov 30<sup>th</sup> 2012

1<sup>st</sup> Semester Final

Fri, Jan 18<sup>th</sup> 2012

2<sup>nd</sup> Semester Midterm:

Fri, Mar 29<sup>th</sup> 2013

Spring Break:

Mon, April 1<sup>st</sup> – Fri, April 5<sup>th</sup>

Final Examination:

Mon, Jun 3<sup>rd</sup> 2013

\*All student will be given a rubric and assignment/project description before every assignment.



## THE ART AND HISTORY OF FLORAL DESIGN

Agriculture Department  
Davis Senior High School

### COURSE SYLLABUS

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Instructor: Ellie Michel  
Phone: 530.757.5400 ex 207  
E-Mail: emichel@djUSD.net

*The best way to contact me is through email. I check my email daily and will respond within two working days. I don't check email on weekends. You may also contact me by phone, by sending a note with a student and/or leaving a message in the front office.*

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#### Course Catalog Description

This hands-on course in floral design teaches the history, theory, techniques and skills currently practiced in floral design. The course contains numerous lab sections on constructing corsage, wreaths, and arrangements used both around home and commercially. Students will be encouraged to display work at local community functions. (FFA, SAEP participation required; see note on next page.)

#### Course Overview

This course gives students the hands-on opportunity to learn about the floral industry. They will be required to make floral arrangements, give presentations, keep a portfolio, participate in FFA and have a SAE (Supervised Agriculture Experience) project.

#### Course Objectives

After the completion of this course they will be able to

- Arrange flowers in a variety of arrangements.
- Have a firm understanding of the floral industry.
- Have a portfolio to present to a potential employer.

#### Course Prerequisites

There are none for this course

#### Required Texts and Materials

- There is no text book for this course
- Student need to be in class to achieve their desired grade.
- Students must participation and turn in work to achieve desired grade.

Supplies:

- White 3 ring binder
- Pen/Pencils
- Page Covers
- Presentation board
- Camera (optional)

### **Safety**

Student safety is my number one priority. All students will have to pass a safety test before being allowed to participate in certain classroom and school farm activities. Students will be having class at the farm most Fridays and are required to wear close-toed shoes.

### **Basis for Final Grade**

\*FFA Participation- 10%

\*\*Supervised Agriculture Experience- 10%

Weekly Packet- 30%

Semester Project/ Portfolio-10%

Classroom Participation-40%

\* In order to get all possible points in this category a student must attend and participate in 2 FFA activities per semester. These activities will be posted on the calendar in the classroom.

\*\* Supervised Agriculture Experience or SAE is a project every student must have outside of the classroom. This project must relate to agriculture. For example a student may work at floral shop, grow their own garden or work at the school farm. Every student will keep a FFA record book that will be scored at the end of each semester.

### **Grading scale**

100-94.50	A
94.49-90.0	A-
89.99-87.50	B+
87.49-84.50	B
84.49-80.00	B-
79.99-77.50	C+
77.49-74.50	C
74.49-70.00	C-
69.99-67.50	D+
67.49-64.50	D
64.40-60.00	D-
59.99-0	F

### **Grade Dissemination**

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### **Course Policies: Grades**

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### **Course Policies: Technology and Media**

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### **Online Course Resources:**

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### **Course Policies: Student expectations**

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### **Important Dates to Remember**

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Mon, April 1<sup>st</sup> – Fri, April 5<sup>th</sup>

Final Examination:

Mon, Jun 3<sup>rd</sup> 2013

\*All student will be given a rubric and assignment/project description before every assignment.



## **Ornamental Horticulture**

Agriculture Department

Davis Senior High School

### **COURSE SYLLABUS**

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Instructor: Ellie Michel  
Phone: 530.757.5400 ex 207  
E-Mail: emichel@djUSD.net

*The best way to contact me is through email. I check my email daily and will respond within two working days. I don't check email on weekends. You may also contact me by phone, by sending a note with a student and/or leaving a message in the front office.*

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**COURSE DESCRIPTION:** This course is designed to instruct students in the growth, production, and care of plants for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture.

#### **TEXT BOOKS:**

Introductory Horticulture, Reiley & Shry, (Delmar, 2002)  
The Science of Agriculture, A Biological Approach, Ray V. Herren (Delmar, 2001)  
The Science of Agriculture, A Biological Approach Laboratory Manual, Ray V. Herren, Catherine A. Teare Ketter, (Delmar, 2001)  
Agriscience Fundamentals and Applications, Elmer Cooper (Delmar, 1990)  
Agriscience Fundamentals and Applications Laboratory Manual, Walter York (Delmar, 1991)  
Agricultural Science Laboratory Manual, Fullerton High School Agriculture Department, 1990

#### **MEANS OF ASSESSING STUDENT LEARNING:**

Tests & Quizzes – 20%

Laboratory Investigation –20%  
Writing Assignments –20%  
Discussion & Critical Thinking Activities – 20%  
Research report and oral presentation – 10%  
Group & Individual Activities – 10%

#### EXIT LEARNING OBJECTIVES:

1. To develop an appreciation of horticulture.
2. To incorporate scientific methods and biological principles with modern agricultural practices.
3. To create an awareness of the importance of horticulture.
4. To prepare students for college level entry in the various disciplines of horticulture.
5. To understand the importance of plants, their uses, and incorporation of plants in our society.
6. To be familiar with cell theory and its application to the organization of all organisms.
7. To recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
8. To recognize the diversity of life and the interrelationships among all organisms
9. To understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
10. To be aware of the historical and descriptive nature of horticulture as a science.
11. To acquire agricultural and biological vocabulary, and the reading, writing, and critical thinking skills pertaining to the science.

#### A. OUTLINE OF COURSE:

1. Horticulture: An Introduction
  - a. Exploring the Horticulture Field
  - b. Plant Taxonomy: How Plants are Named
  - c. Plant Identification
2. Organisms and Their Environment
  - a. Conserving Natural Resources
  - b. Agricultural Practices Beneficial/Harmful to the Environment
  - c. The Nitrogen Cycle
  - d. The Oxygen Cycle
  - e. The Water Cycle
  - f. The Food Web
3. Plant Cells
  - a. Function of Plant Cells
  - b. Process of Photosynthesis
  - c. Process of Respiration
  - d. Process of Transpiration
  - e. Process of Translocation

4. Plant Physiology, Reproduction and Growth
  - a. Root, Stem and Leaf Structures
  - b. Flower Structures and Functions
  - c. Plant Growth Requirements
  - d. Plant Nutritional Needs
  - e. Monocotyledons & Dicotyledons
  - f. Environmental Factors Affecting Plant Growth
  - g. Nutritional Needs of Plants
5. Plant Pathology & Entomology
  - a. Plant Pathology
  - b. Orders of Insects
  - c. Insect Biology
6. Soils
  - a. Introduction to Soils
  - b. Soil Forming Factors
  - c. Soil Horizons Structures
  - d. Basic Soil Components
  - e. Organic Matter in Soils
  - f. Soil Moisture Behavior
  - g. Soil Classification Experiment
7. Plant Propagation: Sexual & Asexual
  - a. Seeds
  - b. Softwood and Semi-hardwood Cuttings
  - c. Hardwood Cuttings
  - d. Separation and Division
  - e. Grafting, Budding, and Layering
8. Plant Selection, Installation and Care
  - a. Seed Germination Trials
  - b. Cool Weather vs. Warm Weather crops
  - c. Soil Sample Comparisons
  - d. Temperature Requirements for Germination
  - e. Light Needs for Optimum Growth Laboratory
  - f. Outdoor Plant Growth Experiments
  - g. Indoor Plant Growth Experiments
  - h. Care of Seedlings
  - i. Care of Mature Plant Materials
9. Plant Research Project
  - a. Development of Agriculture Science Projects
  - b. Statistical Management of Project
  - c. Instructional Coordination

d. Analysis of Project Results

B. METHODS OF INSTRUCTION:

1. Lecture
2. Tests & Quizzes
3. Laboratory Investigations
4. Essays & Writing Assignments
5. Discussion & Critical Thinking Activities
6. Reading Assignments
7. Group/Individual Activities
8. Audio Visual Materials
9. Guest Speakers
10. Field Trips

C. LABORATORY ACTIVITIES:

- A. The Scientific Method
- B. Analyzing Ecosystems
- C. Checking water for Coliform Bacteria
- D. Genotypic and phenotypic ratios
- E. Cell identification
- F. Flower dissection and pollen growth germination
- G. Secondary and microelements with N-P-K tissue tests on plants
- H. Water germination test
- I. Cold germination test
- J. Determining salt tolerance
- K. Factors affecting photosynthesis
- L. Effects of leaf surface area, air movement, and light on transpiration rates
  - M. Effects of light quality on plant growth
  - N. Geotropism
  - O. Phototropism
  - P. The Hydrologic Cycle
  - Q. Comparison of soil vs. non-soil plant culture
  - R. Effects of nutrient concentrations on hydroponic plant growth
  - S. Effects of chemicals (herbicides) on plants
  - T. Herbicide biopsy
  - U. Effects of rooting hormone on root development
  - V. Effects of gibbarellic acid on seed germination
  - W. Anther culture
  - X. DNA extraction
  - Y. Probability of trait inheritance
  - Z. Tissue culture
  - AA. Seed dispersal
  - BB. Genetic probability
  - CC. Insect identification

- DD. Environmental forcing structures
- EE. Comparison of asexual propagation methods
- FF. Water quality
- GG. Plant pigment chromatography



**ANIMAL SCIENCE**  
Agriculture Department  
Davis Senior High School

## **COURSE SYLLABUS**

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Instructor: Ellie Michel  
Phone: 530.757.5400 ex 207  
E-Mail: emichel@djud.net

*The best way to contact me is through email. I check my email daily and will respond within two working days. I don't check email on weekends. You may also contact me by phone, by sending a note with a student and/or leaving a message in the front office.*

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### **Course Catalog Description**

This course provides information, activities, and skills in the areas of scientific method, classification systems, mammalian production, production management, health care, anatomy, physiology, reproduction, nutrition, mitosis, meiosis, respiration and genetics. Emphasis is placed on mammals that are most important to human culture. Homework varies by unit, but averages about one assignment per week. (FFA, SAEP participation required; see note on next page.)

### **Course Overview**

This course gives students the hands-on opportunity to learn about the animal agriculture industry. They will participate in class presentations, learn about current industry practices and be prepared to raise an animal or work in the industry. They will be required to participate in FFA and have a SAE (Supervised Agriculture Experience) project.

### **Course Objectives**

After the completion of this course they will be able to

- Have a firm understanding of the Animal Agriculture Industry
- Be employable in the Animal Agriculture Industry.
- Be able to perform basic animal care procedures.
- They will know how to safely work, move and function around various types of livestock.

### **Course Prerequisites**

Ag Biology is preferred but not required.

### **Required Texts and Materials**

- Handbook of Livestock Management, Third Edition, Richard A. Battaglia
- Student need to be in class to achieve their desired grade.
- Students must participation and turn in work to achieve desired grade.

### **Supplies:**

- White 3 ring binder
- Pen/Pencils
- Page Covers
- Presentation board
- Camera (optional)

### **Safety**

Student safety is my number one priority. All students will have to pass a safety test before being allowed to participate in certain classroom and school farm activities. Students will be having class at the farm most Fridays and are required to wear close-toed shoes.

### **Basis for Final Grade**

- \*FFA Participation- 10%
- \*\*Supervised Agriculture Experience- 10%
- Assessment- 30%
- Homework and Classroom Participation-50%

\* In order to get all possible points in this category a student must attend and participate in 2 FFA activities per semester. These activities will be posted on the calendar in the classroom.

\*\* Supervised Agriculture Experience or SAE is a project every student must have outside of the classroom. This project must relate to agriculture. For example a student may work at floral shop, grow their own garden or work at the school farm. Every student will keep a FFA record book that will be scored at the end of each semester.

### **Grading scale**

100-94.50	A
94.49-90.0	A-
89.99-87.50	B+
87.49-84.50	B
84.49-80.00	B-
79.99-77.50	C+
77.49-74.50	C
74.49-70.00	C-
69.99-67.50	D+
67.49-64.50	D
64.40-60.00	D-
59.99-0	F

## **Grade Dissemination**

Students will receive graded work back. As well as their graded assignment/test scores will be posted on Zangle. Zangle will be updates every three weeks.

### **Example:**

Student progress will be shared via Zangle at the link below. You can access your scores at any time using "Assignments" in the portal. The "Marks" window is update about every 9 weeks and acts as an electronic report card. If you need help accessing Zangle, visit your counselor for more support.

<https://student.sis.djUSD.net>

## **Course Policies: Grades**

**Homework Policy:** Homework will be assigned when work is not completed in class or the teacher deems it necessary. Homework is expected to be turned in on the due date set by the teacher. Questions about homework can be addressed before school, after school or at lunch.

**Late Work Policy:** Late work is not accepted. Students who miss class because of an excused absent are allowed to make-up work. They may come in before school, afterschool or at lunch to request make-up work. Make-up work must be requested within two days of returning to class. Students will receive the same amount of time to complete the assignment as students did in class.

**Extra Credit Policy:** One 20 point extra credit opportunity is available per-semester. Students may read an agriculture article (prior approved by the teacher) and write a one page double spaced essay. Students may choose either assessments or homework/classroom participation to apply the extra credit too. Extra credit can have no more than a 3% impact on a students grade.

### **Grades of "Incomplete" Site Policy:**

Incompletes will be given and addressed by the counselors, and administration.

## **Course Policies: Technology and Media**

**Email:** I check my email daily. I will respond with in a two day time period to emails received while school is in session. I do not check my email on weekends. I will email on matters I feel need to be addressed with parents.

### **Personal Electronics:**

- Students are not allowed to use personal electronic devices unless given permission by the teacher. When a student is caught using personal electronic devices without permission the personal electronic devices will be taken for the remainder of class. If a student is continuously caught using their personal electronic devices the device will be taken to the office.

### **Online Course Resources:**

Every student will be assigned research projects online. The class as a whole will go to the library to research. Before every project students will receive a rubric, list of recommend website to use and the description of research project. Students will receive class participation point based on their ability to stay focused and work in the library.

## **Course Policies: Student expectations**

**Attendance/Tardy Policy:** Students are expected to be in their seat when the bell rings. If there are not in their seat and don't come to class with a note then they are tardy. Tardy policy is listed below

1<sup>st</sup> tardy- warning from teacher

2<sup>nd</sup> tardy- email to parent

3<sup>rd</sup> tardy- email to parent and referral to office

4<sup>th</sup> tardy- email to parent and unable to turn in and receive extra credit points

\* Davis High School tardy policy is enforced.

**Academic Conduct Policy:** Cheating and/or plagiarism are not tolerated. Any student caught cheat and/or plagiarizing will receive a zero. Please refer to Golden Rule handbook as all rules and policies in the handbook are followed in my class.

**Davis High School Policy:**

Academic dishonesty in any form will not be tolerated. Cheating and plagiarism is viewed as a level 3 Discipline offense under the Guidelines for Responsive Discipline in Secondary Schools set forth by the district. It carries a potential for suspension.

**Important Dates to Remember**

Below you will find some important dates but please remember that these dates are subject to change. The FFA calendar is available upon request. When starting a new unit a student will receive notification of the dates assignments, quizzes, and tests.

1 <sup>st</sup> Semester Midterm:	Fri, Nov 30 <sup>th</sup> 2012
1 <sup>st</sup> Semester Final	Fri, Jan 18 <sup>th</sup> 2012
2 <sup>nd</sup> Semester Midterm:	Fri, Mar 29 <sup>th</sup> 2013
Spring Break:	Mon, April 1 <sup>st</sup> – Fri, April 5 <sup>th</sup>
Final Examination:	Mon, Jun 3 <sup>rd</sup> 2013

\*All student will be given a rubric and assignment/project description before every assignment.

## G .Description of Facilities and Major Equipment

### Davis Agriculture Department Facility Description

- ❖ 1800 square foot greenhouse used primarily for the Agricultural Biology and Floral Design class
- ❖ Barn used for livestock and poultry projects
- ❖ Garden area used for Agriscience courses.
- ❖ Agriculture Engineering shop
- ❖ One standard classroom used for all courses.
- ❖ Shared workroom/storeroom in the shop

### Agriculture Department Inventory

Item	Quantity
Hydroponic units	3
Roto till	1
Greenhouse 30 x 60'	1
Greenhouse tables	8
Lincoln Power MIG 215	1
Hyper therm Plasma torch Power Max 650	1
Iron Worker	1
Drill Press	2
Scroll Saw	1
10" Band Saw	1

New Holland Tractor	1
Offset disc	1
Box Scraper	1
Finish scraper	1
Sand blast cabinet	1
Ramco horizontal band saw	1
Sheet metal fine break	1
Compound Microscopes	10
Sheep shears	3
Livestock Scale	1

#### H. Five Year Facility and Equipment Acquisition Schedule

2013-2014	2015-2016
Facility Fencing	Beef Cattle Pens(2)
Universal metal bender/fabricator	Waste management area
Incubators	Painting of Barn and Equipment
Livestock trailer	6 Passenger Ag Truck
Garden Boxes (7)	Automatic shade house irrigation system
2014-2015	2016-2017
Copy Machine	Classroom equipment storage cabinets
Livestock scales	Classroom Lab tables
MIG Welders (6)	Department Laptops (30)
Forklift	Microscopes(15)
Harper Greenhouse	Laminator
2017-2018	
New Agriculture Building that includes centralized office and storage, shop and engineering classroom, agri-science wet-lab, and Plant & Soil Sciences classroom	

Davis Senior High School Agriculture Department  
2013-2014 Program  
Departmental Assignments

	Ms. Michel	Mr. Hess
<b>CDE- Judging Teams</b>	<b>X</b>	<b>X</b>
Ag Business Management	X	
Ag Welding		X
Ag. Mechanics		X
Best Informed Greenhand (9 <sup>th</sup> grade)	X	
Floral Design	X	
Light Horse	X	
Vegetable Crop	X	
<b>Public Speaking Contest(Individual)</b>	<b>X</b>	
Creed (9 <sup>th</sup> Grade)	X	
Impromptu	X	
Job Interview	X	
<b>Field Days &amp; Competitions</b>	<b>X</b>	<b>X</b>
Cal Poly	X	
Chico	X	
Fresno	X	
Galt Central Region Prelims	X	
Modesto		X
Modesto Regional Speaking Contest	X	
Project Competition	X	X
UC Davis	X	
Woodland Opening and Closing	X	
Yolo Section Speaking Contest	X	
<b>FFA Conferences and Meetings</b>	<b>X</b>	<b>X</b>
Chapter Officer Leadership Conference	X	
Fall Regional CATA	X	
MFE & ALA Leadership Conference	X	
Spring Regional FFA & CATA	X	
State FFA Leadership Conference	X	
Yolo Sectional Election/Spring Meeting	X	X
<b>Davis FFA Activities</b>	<b>X</b>	<b>X</b>
1 <sup>st</sup> Chapter meeting	X	X
April Chapter Meeting	X	
Barn Clean-up Day	X	
Chapter Degree Application	X	
Chapter Officer Applications	X	X
Chapter Officer Interviews	X	X
December Sectional Ice Skating		X
End of the Year Banquet	X	X
Fall Festival	Set-up 11:00 am	11:00 am-Clean-up
February Chapter Meeting	X	
Fundraisers- Candy sales, etc.	X	
Greenhand and Chapter Degree Banquet	X	X
Greenhand Degree Application	X	
Homecoming Float	X	X
January Chapter Meeting	X	

March Chapter Meeting	X	X
National FFA Week	X	X
November Chapter Meeting	X	X
October Chapter Meeting	X	1 <sup>st</sup> Half
October Sectional Corn Maze	X	
Officer Team Advisor	X	
Officer Team Planning Retreat	X	
Open House	X	X
Plant Sales		X
Points Awards Trip	X	
Program of Activities/ Calendar of Operations	X	
Project Competition Dinner		X
Recruitment	X	X
Spring Clean Land lab	X	X
State Degree Application/Ceremony	X	
State Degree Record Book Scoring	X	
Tour De Cluck	X	
Yolo Administrator's Night	X	X
<b>Grants</b>	<b>X</b>	<b>X</b>
Ag Incentive Grant Site Coordinator	X	
Glide Ranch Grant	X	
Lincoln Electric		X
Perkins Site Coordinator	X	
Project SOLOR/STEM Energy Edu. Initiative		X
<b>SAE Project Supervision</b>	<b>X</b>	<b>X</b>
Ag Mechanics		X
Chickens	X	
Garden/Garden Beds	X	X
Goat	X	
Nursery/Greenhouse		X
Rabbits	X	
Sheep	X	
Swine	May 1 <sup>st</sup> -June 14 <sup>th</sup>	June 14 <sup>th</sup> - August 31 <sup>st</sup>
Turkeys	X	
Work Experience/Internships		X
<b>Yolo Country Fair</b>	<b>X</b>	<b>X</b>
<b>Advisory/Booster</b>	<b>X</b>	<b>X</b>
Ag Advisory Committee	X	
Boosters	X	
District CTE Advisory		X
<b>Facilities</b>	<b>X</b>	<b>X</b>
Classroom(O1-A)	X	
School Farm- Animal	X	
School Farm-Plant		X
Shop (O2)		X

## **N. Agricultural Advisory Committee**

### **Davis High School Agricultural Advisory Committee Roster 2011-12**

Robert Runyan  
1026 Ovejas Ave, Davis Ca 95616  
530-848-3153  
[Rarunyan@sbcglobal.net](mailto:Rarunyan@sbcglobal.net)

Small Animal Veterinarian, Parent and Davis Agriculture Boosters President

Term- 2011-2015

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Lynn Martindale  
3220 Half Moon Bay Circle  
West Sacramento, CA 95691  
916-606-7337  
[lmartindale@ucdavis.edu](mailto:lmartindale@ucdavis.edu)

Agriculture Teacher for 16 years at Lemoore High School and currently a teacher educator at UC Davis.

Term -20011-2015

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John Chiles  
1540 Tanforan Ave. Suite G  
Woodland, California 95776  
Mill 530-668-5321  
Fax 530-668-5320  
Mess 530-668-5315  
Cell 530-308-8867  
[john\\_chiles@campbellseed.com](mailto:john_chiles@campbellseed.com)

Employed at Campbell's Seeds (Campbell Soup Company), Responsible for receiving raw seed from our contracted growers, then warehouse, clean and size, treat, package and ship seeds all over the world.

Term- 20011-2015

Cate McGuire  
Arcadia Biosciences  
202 Cousteau Place Suite 105  
530-750-7192  
[cate.mcguire@arcadiabio.com](mailto:cate.mcguire@arcadiabio.com)

Horticulturist in agricultural biotechnology company

Term 20011 - 2015

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Jim Yeager  
34791 Creeks Edge Rd  
Davis CA 95616  
530-756-2423  
[jysheep@aol.com](mailto:jysheep@aol.com)

Retired UCD pomologist, currently a sheep rancher, UC Master Gardner trainer for Pomolgy Yolo, Solano, Calaveras, Tuolumne, and Amador Counties. Also represent Sheep producers on a state wide basis on California Wool growers assn, California Sheep Commission, And Farm Bureau sheep commodity board. Also on Advisory board for Cow Palace Jr livestock show representing the sheep industry, FFA & 4-H.

Term 2011-2015

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James W. Rumsey  
36459 County Road 21  
Woodland, CA. 95695  
(530)662 - 3135 (home); (530)681 - 2385 (cell)  
[jwrumsey@ucdavis.edu](mailto:jwrumsey@ucdavis.edu)

Farmer; Agricultural engineer; UC Davis Biological and Agricultural Engineering at UC Davis Senior Lecturer, S.O.E. , Emeritus.

Term- 2011-20015

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Garry Pearson  
2932 Prado Lane  
530-758-0474  
[gvpearson@ucdavis.edu](mailto:gvpearson@ucdavis.edu)

Principal Superintendent of Agriculture-Lead Greenhouse Manager

Term 2011-2015

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Ex-official member

Jean Landeen, Consultant, Agriculture Education  
Agriculture and Home Economics Education Unit.  
1430 N. Street, Suite 4503  
Sacramento, CA 95814  
916-319-0494

Ag Education, Environmental Horticulture

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Ex-officio member

Stacy Desideri, Vice Principal  
Davis Senior High School  
315 West 14<sup>th</sup> Street  
Davis, CA 95616

DHS Admin

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Ex-officio member

Ellie Michel  
Davis Senior High  
315 West 14<sup>th</sup> Street  
Davis, CA 95616  
530-312-1498  
[emichel@djUSD.net](mailto:emichel@djUSD.net)

Agriculture Teacher

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## **Agriculture Advisory Guidelines**

### **Davis Joint Unified Agricultural Committee Advisory Committee Standing Rules**

The use of the advisory committee is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form the new advisory committees wishing to improve those already in existence, and for newly appointed members. This manual will help prevent unnecessary errors in the development of advisory committees.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agriculture and education industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturalists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agricultural programs that include internships, work study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance necessary for the success of these interrelated programs.

We must remember that lay advisory group have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information Agricultural Education coordinators, school administrators, board of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

### **1. Determine and Verify the Need**

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, agriculture education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

## **2. Nomination of Committee Members**

- 2.1 Nominations should be made by the agriculture department
- 2.2 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.3 The advisory committee should be truly representative of the district.  
Members:
  - 2.3.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
  - 2.3.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture.
  - 2.3.3 Should exhibit substantial interest in the agriculture program.
  - 2.3.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.
  - 2.3.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
  - 2.3.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
  - 2.3.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
  - 2.3.8 Should include representatives of the service areas of agriculture.
  - 2.3.9 Should recognize the time required and express a willingness to serve on the committee.

## **3. How Many Committee Members?**

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.
- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

#### **4. How are the Committee Members notified of their Selection?**

- 4.1 Notification is usually done in writing, by the agriculture department chairman
- 4.2 The letter should:
  - 4.2.1 Indicate that the Ag teacher is supportive.
  - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her and the department.
  - 4.2.3 Include a request that the member indicate whether he or she will accept.
  - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.
  - 4.2.5 Indicate the school board approval

#### **5. Understanding of Responsibility**

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher and the department
- 5.3 It has no administrative or policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

#### **Functions and Duties of Advisory Committees**

- 1. Help to determine what type of Agricultural Education program is offered
- 2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
- 3. Help the instructor establish curriculum that has a hands-on technological approach.
- 4. Help attract and encourage qualified/capable students into the Agricultural Education tech Prep program.
- 5. Help in recruiting and providing opportunities for special-needs students.
- 6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school boards, and the Agricultural Education Unit of the California Department of Education.
- 7. Help gain support for legislation and appropriations.
- 8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
- 9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
- 10. Help unify the activities of the Agricultural Education Program with those of other groups and agencies interested in agriculture.
- 11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional.
- 12. When appropriate, serve as a resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

### **Operation of Advisory Committee**

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

#### **Number of Meetings**

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Minimum number is two per year.
- 1.3 Necessity should always determine the exact number.
- 1.4 Often the most valuable advice comes from busy individuals.
- 1.5 Better to have fewer well planned, well attended meetings.

#### **1. Selection of Officers**

- 2.1 Generally a chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.
- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

#### **2. Length of Service by Committee Members**

- 2.1 Three-year terms are recommended.
- 2.2 At formation meeting members draw for one, two or three year terms to provide for continuity of membership.
- 2.3 Individual preferences in length of service need to be considered.
- 2.4 Limitation should be placed on reappointments.

#### **3. Length and Place of Meetings**

- 3.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 3.2 Ample meeting notice of 10 days to 2 weeks is recommended.

- 3.3 Copy of agenda, minutes from pervious meeting, and any reading material requiring action should be sent in advance of meeting date.
- 3.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 3.5 The meeting place should provide a conference table in a quiet environment.
- 3.6 Usually the agriculture department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

#### **4. Filling Committee Vacancies**

- 4.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, department head, or principal.
- 4.2 The committee may be asked for suggestions.
- 4.3 A committee *should not* be permitted to choose its own replacements.
  - 4.3.1 This would be self perpetuating.
  - 4.3.2 May become unrepresentative and unduly independent of the school administration.
- 4.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson.

**6. Distribution of Minutes:** All committee members, the career education director, the principal, school board president and the regional supervisor.

**5. Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rule of Order.

### **Opening Session Instructions for Agricultural Education Advisory Committees**

#### **Instructions to Your New Advisory Committee**

1. You constitute and advisory committee for the Davis Joint Unified School District.
2. While you are not a policy making body, you are advisory to the Davis agriculture department, and through channels to the principal, superintendent, and board. We need your expertise in this area.
3. The Davis Agricultural Advisory Committee is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
4. You will be working committee and students & school staff expects to benefit from your work.
5. We need help to:
  - 7.1 Review existing programs, courses of study, facilities, equipment.
  - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
  - 7.3 Evaluate existing programs and proposed new programs.

- 
- 7.4 Revise existing programs, suggest changes or deletion, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
  - 7.5 Help develop building plans; review architects plans, etc., where new buildings are being proposed.
  - 7.6 Help point out changes needed for the future performance of our Agricultural Education students at Davis Senior High
  - 7.7 Help in placement and in evaluating performance of our Agricultural Education students at Davis Senior High
  6. You will be a “helping group” (as well as advisory) to the instructor, as the program is implemented and progresses.
  7. This committee serves at the pleasure of the agriculture department can and may be dissolved at any time.

## P. Recruitment Activities and Materials

At Davis Senior High School we have Open House, Road Show and Agriculture classes at the Junior Highs where we promote the Agriculture Department. As a department we have multiple documents promoting the program. One document is a brochure that outlines course pathways and another document outlines courses that are UC/CSU approved. The Agriculture Departments brochure is distributed to parents and future students. This brochure explains what FFA and SAE are and what classes the Agriculture Department offers. As a chapter we participate in the high school road show. The road show is where Davis High clubs, elective classes and groups travel to the three junior highs to talk with and promote to 9<sup>th</sup> graders. This gives the 9<sup>th</sup> graders time to ask questions and learn about their options in high school. Lastly, we have open house. At open house we set up a booth in the quad where we have class demonstrations, pass out flyers & brochures and answer questions. This is a chance for the Agriculture Department to show case our talented students.



## U. Staff In-service Record 2011-12 DOCUMENTATION

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

### Qualified and Competent Personnel

ACTIVITIES	TEACHER'S NAMES			
	Ellie Michel	Alex Hess		
Fall Region Meeting	X			
Region In-service Day				
Spring Region Meeting	X			
Section Meeting Fall	X			
Section Inservice Fall	X			
Section Meeting Spring	X	X		
Summer Conference	X			
University Ag Ed Skills Week				

\* Explain the Professional Development:

1. New Professionals Conference

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Agriculture  
Advisory  
Meeting  
Agenda

### **Agriculture Advisory Agendas**

This year the Agriculture Advisory joined together with a district CTE Advisory committee. I have attached out district CTE and Agriculture Advisory meeting Agenda. We currently have our second Agriculture Advisory meeting scheduled for June 4<sup>th</sup> at 6:00.

**CTE Advisory Meeting**  
**Davis Senior High School, room O1A**  
**February 25, 2014 6-8 pm**

**Agenda:**

1. Introductions (10 minutes)
2. Pathway Report Out (55 minutes)
3. ROP Conversation (20 minutes)
4. LCAP Introduction(25 minutes)
5. Next Steps? Priorities? Wrap up (10 minutes)

Light refreshments will be provided.

Next meeting date:

15

Agriculture  
Advisory  
Meeting  
Minutes

### **Agriculture Advisory Meeting**

This year the Agriculture Advisory joined together with a district CTE Advisory committee. I have attached out district CTE and Agriculture Advisory meeting minutes. We currently have our second Agriculture Advisory meeting scheduled for June 4<sup>th</sup> at 6:00.

## **CTE District Advisory Committee Meeting February 25, 6:30 – 8:30**

### **Attendees:** CTE District Advisory Committee Meeting

2/24/14

Sam Bell	Industry Partner
Jedediah Roach	Industry Partner
Brian Donnelly	CTE Teacher, Harper Junior High
Reed Gonzales	Industry Partner
Kevin Bower	Industry Partner
Kathy Peter	CTE Teacher, Davis Senior High School
Cate McGuire	Industry Partner
Robert Thayer	CTE Teacher, Davis Senior High School
Ellie Michel	CTE Teacher, Davis Senior High School
Stacy Desideri	Administration, Davis Senior High School

### **1. Introductions**

### **2. Pathway Report Out:** Tabled due to incomplete pathway turnout

**3. Strategic Planning Report Out:** included Strategic Plan Committee participants, and a review of two of the strategies. Strategy 2, focusing on the infrastructure, will carry impact on the CTE program, with looking at facility plans. Especially in focus is assessment of specialty classrooms including industrial tech rooms and labs. It appears the assessment will begin in year one, with retrofitting in year three. While there weren't many of the CTE teachers represented on the Strategic plan committee, it does appear that the CTE programs were considered.

### **4. Recruitment plans**

This was the meatiest part of our agenda. Our agenda included a panel of students currently enrolled in college, and this became a panel discussion of CTE programs in high school from the perspective of the student. Of the three, one had no option to take shop, one had the option but didn't sign up because it didn't look like "his type of people" were taking that class, and another just didn't have time in the schedule to take the shop classes. All were taking classes now, and were struggling with the reality that they were at a disadvantage due to the fact that they didn't walk in with hands on experience with materials and tools. To be truly effective, the summary of the conversation explored three elements of a successful CTE program that must be met:

1. Courses offer a fundamental understanding of how things work—physics course, chemistry course, with an emphasis on how things work.
2. Courses that include design elements built into the course work—not just analysis, but creative design.
3. Courses that build into the projects exploration of those problem solving challenges, acknowledging those things that you just can't know.

Theoretical exploration of concepts just doesn't do enough.

### **5. ROP conversation:**

Discussion really focused on the need to continue the liability coverage for the internships.

### **6. LCAP Introduction**

Discussion of the LCAP form and how the new funding will be shifting for the district, and the need to explore data to be able to address how the programs are truly serving the needs of students at risk and underserved, including EL, Foster Youth, and Low Income students. This discussion took a while, to explore the shift in the funding, and how CTE stakeholders might be engaged in the conversations. Staff was invited to send any questions about the process to Winfred, and that they should expect to be engaged in conversations about existing programs and need for future changes, development, etc.

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Agriculture  
Advisory By-  
laws and  
Constitution

## **Agriculture Advisory Guidelines**

Davis Joint Unified Agricultural Committee  
Advisory Committee Standing Rules

(Adapted from the California Office of Education, Agricultural Education Advisory Committee manual)

Revised May 30, 2008

### **INTRODUCTION**

The Agricultural Advisory Committee for Davis Joint Unified School District exists to give advice to the development of and improvement of agricultural education programs. The existence of this committee is mandated under California's Education Code, Section 8070 which, in part, states:

"The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers."

The purpose of these locally developed guidelines is to provide information to advisory committee members, school administrators, board of trustees and teachers of agriculture concerning formation, functions, duties and operation of the Davis Agricultural Advisory Committee.

This manual was patterned after the Agricultural Education Advisory Committee Manual as published by the Agricultural Education High School Leadership Division of the California Department of Education. The entire manual is available for download as Appendix BB at:

<http://www.calaged.org/teachers/StrategiesManual/>

#### **1. Functions and Duties of The DHS Advisory Committee**

- 1.1. Help to determine what type of Agricultural Education program is offered
- 1.2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
- 1.3. Help the instructor establish curriculum that has a hands-on technological approach.
- 1.4. Help attract and encourage qualified/capable students into the Agricultural Education tech Prep program.
- 1.5. Help in recruiting and providing opportunities for special-needs students.
- 1.6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school boards, and the Agricultural Education Unit of the California Department of Education.
- 1.7. Help gain support for legislation and appropriations.
- 1.8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
- 1.9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
- 1.10. Help unify the activities of the Agricultural Education Program with those of other groups and agencies interested in agriculture.
- 1.11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional.
- 1.12. When appropriate, serve as a resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
- 1.13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

- 1.14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
- 1.15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
- 1.16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
- 1.17. Identify current standards for new equipment.
- 1.18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

## 2. Nomination of Committee Members

- 2.1. Nominations for membership can come from existing members of the committee, from the community, or from the DHS agriculture department. Nominations for members will be submitted to the DHS principal with final approval from Davis Joint Unified School Board approval.
- 2.2. The advisory committee should be truly representative of the district.
- 2.3. Members:
  - 2.3.1. Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
  - 2.3.2. Must have recent, successful, firsthand, and practical experience in the field of agriculture.
  - 2.3.3. Should exhibit substantial interest in the agriculture program.
  - 2.3.4. Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.
  - 2.3.5. Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
  - 2.3.6. From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
  - 2.3.7. Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
  - 2.3.8. Should include representatives of the service areas of agriculture.
  - 2.3.9. Should recognize the time required and express a willingness to serve on the committee.

## 3. How Many Committee Members?

- 3.1. 7-11 committee members

## 4. How are the Committee Members notified of their Selection?

- 4.1. Notification is usually done in writing, by the agriculture department chairman on behalf of the school administration and school.
- 4.2. The letter should:
  - 4.2.1. Indicate that the Ag teacher is supportive.
  - 4.2.2. Indicate that the committee serves in an advisory capacity to him or her and the department.
  - 4.2.3. Include a request that the member indicate whether he or she will accept.
  - 4.2.4. Urge speed of acceptance to gain an orderly efficient start.
  - 4.2.5. Affirm the school board approval

## 5. Committee Responsibility

- 5.1. Of greatest importance is that the committee is *only* advisory in character.
- 5.2. The advice is to the teacher and the department
- 5.3. It has no administrative or policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

## 6. Number of Meetings

- 6.1. Must meet regularly and often enough to carry out their assignment.
- 6.2. Minimum number of meetings is two per year.

7. Selection of Officers

- 7.1. Chairperson and Recorder are required officers
- 7.2. Chairperson should be elected by the committee.
- 7.3. Agricultural instructor will serve as the recorder and ex-officio member of the committee.

8. Length of Service by Committee Members

- 8.1. Three-year terms are recommended, but may be extended by the discretion of the agricultural teacher.

9. Length and Place of Meetings

- 9.1. Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 9.2. meetings, held at a time, date and place chosen by the committee, are recommended.

10. Distribution of Minutes:

- 10.1. All committee members, the principal, and the regional supervisor.

11. Making Decisions:

- 11.1. Currently many organizations operate by consensus approval of agenda items.
- 11.2. When consensus cannot be reached or decorum is in question, refer to Robert's Rule of Order.

12. Instructions to New Advisory Committee Members:

- 12.1. You constitute and advisory committee for the Davis Joint Unified School District.
- 12.2. While you are not a policy making body, you are advisory to the Davis agriculture department, and through channels to the principal, superintendent, and board. We need your expertise in this area.
- 12.3. The Davis Agricultural Advisory Committee is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
- 12.4. You will be working committee and students & school staff expects to benefit from your work.
- 12.5. We need help to:
  - 12.5.1. Review existing programs, courses of study, facilities, equipment.
  - 12.5.2. Propose new programs and/or courses when needed based on solid data for this community.
  - 12.5.3. Evaluate existing programs and proposed new programs.
  - 12.5.4. Revise existing programs, suggest changes or deletion, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
  - 12.5.5. Help develop building plans; review architects plans, etc., where new buildings are being proposed.
  - 12.5.6. Help point out changes needed for the future performance of our Agricultural Education students at Davis Senior High
  - 12.5.7. Help in placement and in evaluating performance of our Agricultural Education students at Davis Senior High
- 12.6. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

This committee serves at the pleasure of the Davis Joint Unified School District can and may be dissolved at any time

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# Proficiency Standards

**Context for Course:**

**List the State/District Standards addressed in this course.**

**D. Animal Science Pathway**

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

*D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:*

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
- D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
- D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

*D2.0 Students understand key principles of animal nutrition:*

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

*D3.0 Students understand animal physiology:*

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

*D4.0 Students understand animal reproduction, including the function of reproductive organs:*

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

*D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:*

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

*D6.0 Students understand the causes and effects of diseases and illnesses in animals:*

- D6.1 Understand the signs of normal health in contrast to illness and disease.
  - D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
  - D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
  - D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
  - D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
  - D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
  - D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.
- Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.

D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

*D8.0 Students understand the challenges associated with animal waste management:*

D8.1 Understand animal waste treatment and disposal management systems.

D8.2 Understand various methods for using animal waste and their environmental impacts.

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

*D9.0 Students understand animal welfare concerns and management practices that support animal welfare:*

D9.1 Know the early warning signs of animal distress and how to rectify the problem.

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

*D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):*

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

*D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):*

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

*D12.0 Students understand how animal products and by-products are processed and marketed:*

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

**BACKGROUND INFORMATION****Brief Course Description:**

The course is designed to provide advanced development of skills introduced in Agricultural Engineering I. Students engage in the application of science and math while developing technical expertise in preparation for post-secondary success and specialized career training. Agricultural Engineering emphasizes a range of relevant experiences for students to develop insight necessary for advanced specialization in select areas of interest. Integral components of Agricultural Engineering are supervised practical experiences and the personal development of leadership behaviors needed for post-secondary education and career success. The course continues building on a foundation of knowledge and skills necessary for success in the professional field of agricultural engineering.

**Context for Course:** The course is a pre-existing course (formerly called Agricultural Mechanics II) and curriculum is being updated to meet Site, District, and State Standards.

**List the State/District Standards addressed in this course.****Foundation (F) and Pathway (P) Standards for Agricultural Engineering**

Foundation Standards for Agricultural Engineering (standards F1 through F11 below) address and reinforce Common Core Standards adopted by the District. Basic Agricultural Engineering Pathway skills being developed (standards P1 through P8 below) are addressed in a two-year sequence of courses. An advanced area of specialization (from standards P9 through P12 below) is addressed in the capstone course. The primary occupations addressed by the standards for Agricultural Engineering are:

- Agricultural Engineer
- Agricultural Equipment Designer & Fabricator
- Agricultural Equipment Service Technician
- Agricultural Systems Engineer
- Welder

Outline of standards for this course:

**F1 Academics**

- **Mathematics**
  - Applications of Algebra I
  - Applications of Geometry
- **Economics**
  - Principles of Economics in a Global Economy

**F2 Communications**

- **Reading**
  - Use highly technical documents and functional workplace writing in meeting common core standards.
- **Writing**
  - Create accurate and precise technical writings and functional workplace documents in support of common core standards.
  - Create professional job applications and résumés using workplace acceptable conventions
- **Speaking**
  - Demonstrate Listening and Speaking Strategies Appropriate to the Discipline

**F3 Career Planning and Management**

- Develop career plan that reflects career interests, pathways, and postsecondary options within the discipline

**F4 Technology**

- Students know how to use contemporary and emerging technological resources in the discipline (CAD, CAM, GIS, Precision Systems, Automation)

**F5 Problem Solving and Critical Thinking**

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

**F6 Health and Safety**

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

**F7 Responsibility and Flexibility**

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

**F8 Ethics and Legal Responsibilities**

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

**F9 Leadership and Teamwork**

- Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- Understand ways that pre-professional associations and association activities (i.e. FFA and competitive career development events) enhance academic skills, promote career choice, and contribute to employability.

**F10 Technical Knowledge and Skills**

- Students understand the essential knowledge and skills necessary for success in Agricultural Engineering Pathway

**F11 Demonstration and Application**

- Students demonstrate and apply core concepts from foundation and pathway standards.

**P1 Implement personal and group safety practices.**

- Practice the rules for personal and group safety while working in an agricultural engineering environment.
- Integrate accepted shop management procedures and a safe working environment.

**P2 Apply the principles of basic woodworking.**

- Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

**P3 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.**

- Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.

**P4 Select and apply plumbing system practices commonly used in agriculture.**

- Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

**P5 Understand agricultural cold metal processes.**

- P5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

**P6 Understand concrete and masonry practices commonly used in agriculture.**

- Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

**P7 Understand oxy-fuel cutting and welding.**

- Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

**P8 Understand electric arc welding processes.**

- Weld a variety of joints in various positions.

**P9 Assimilate metallurgy principles and fabrication techniques.**

- Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., CNC machines, plasma CAM, shears, press break, grinders, and sanders).
- Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

**P10 Understand small and compact engines.**

- Understand and explain engine theory including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
- Differentiate among types of small engines and their applications.
- Identify small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
- Troubleshoot and solve problems with small engines.
- Disassemble, inspect, adjust, and reassemble a small engine.
- Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

**P11 Understand the principles and applications of various engines, machinery, and equipment used in agriculture.**

- Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery including cooling, fuel, and lubrication systems.
- Explain the theory, operation, and troubleshooting of hydraulic systems.
- Explain the theory, operation, and troubleshooting of power train and power take-off systems.
- Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

**P12 Apply land measurement and construction techniques commonly used in agriculture.**

- Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
- Draw and interpret architectural plans.
- Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- Form, place, and finish concrete or masonry (e.g., concrete block).
- Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- Develop clear and concise agricultural construction contracts.

**History of Course Development:**

The course has been taught for approximately seven years by four or more different teachers. While students experienced success during the past seven or eight years, it was recognized that improvements could be made to the curriculum and course to make it more relevant to students in the District and the Agriculture Program today. Additionally, updates to the course are timely in that they would allow for the course to address new State Standards for Career and Technical Education in Agriculture, new Common Core Initiatives, new and developing District and Site plans for Career and Technical Education, and on-going site based collaboration efforts focused on improving learning outcomes for all students. The intent of the course and program is to empower students in the learning process, develop fundamental skills that provide the foundation for future learning, and prepare students for post-secondary success. Post-secondary success in agriculture includes direct entry into the profession, pursuit of a technical degree/certificate, and acquiring a professional degree. A fundamental teaching strategy embedded within the program is to engage students in a project based learning environment that reinforces applications of math and science concepts while students demonstrate technical competency in fundamental skills that underscore Agricultural Engineering.

Agricultural Engineering is the application of science in the design, planning, construction, and maintenance of buildings, machines, and manufactured items that support our food, fiber, and natural resource systems. From field-to-fork or dirt-to-shirt, agricultural engineering includes production, manufacturing, and distribution systems that support this industry sector. The knowledge and technical skill needed requires individuals to have insight across a broad range of topics and includes the ability to demonstrate technical skill.

**Agricultural Engineering:** The decision to change the name from Agricultural Mechanics to Agricultural Engineering was made to better reflect a) the broad range of materials, systems, & applications covered within the class, b) the careers and career field the course and pathway are preparing students to enter, and c) the nature of the geometry, algebra, and physical science related applications the course reinforces.

**Benefits of the name change:**

- 1) The name reflects the pathway of study in the Agricultural and Natural Resources Industry Sector. The sector has high-end, high-demand career opportunities for students at all levels.
- 2) The name reflects an emphasis on applications of math and physical science in a specific applied setting.

The name reflects the content. Agricultural Engineering provides a foundation in a broad range of technical skills that support design, planning, construction, and maintenance of food, fiber, and natural resource systems. From plumbing and fluid dynamics to concrete construction and tensile strength, the course provides a framework of understanding for students to access for future learning and future doing.

**Context for Course:****List the State/District Standards addressed in this course.****ARTISTIC PERCEPTION**

- *Develop Perceptual Skills and Visual Arts Vocabulary*
  - 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
  - 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- *Analyze Art Elements and Principles of Design*
  - 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
  - 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- *Impact of Media Choice*
  - 1.5 Analyze materials used by a given artist and describe how its use influences the meaning of the work.
  - 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

**2.0 CREATIVE EXPRESSION**

- *Skills, Processes, Materials, and Tools*
  - 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
  - 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  - 2.4 Review and refine observational drawing skills.
- *Communication and Expression Through Original Works of Art*
  - 2.5 Create an expressive composition, focusing on dominance and subordination.
  - 2.6 Create two or three-dimensional work of art that addresses a social issue.

**3.0 HISTORICAL AND CULTURAL CONTEXT**

- *Role and Development of the Visual Arts*
  - 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
  - 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
- *Diversity of the Visual Arts*
  - 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
  - 3.4 Discuss the purposes of art in selected contemporary cultures.

**4.0 AESTHETIC VALUING**

- *Derive Meaning*
  - 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
  - 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- *Make Informed Judgments*
  - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
  - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
  - 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

- *Connections and Applications*
  - 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- *Visual Literacy*
  - 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition
- *Careers and Career-Related Skills*
  - 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

**Context for Course:**

**List the State/District Standards addressed in this course.**

**Biology/Life Sciences** ☐

**Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
  - a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
  - b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
  - c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
  - d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
  - e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
  - g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
  - h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
  - i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. j\* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

**Genetics**

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:
  - a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
  - b. Students know only certain cells in a multicellular organism undergo meiosis. c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete. d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
  - e. Students know why approximately half of an individual's DNA sequence comes from each parent.
  - f. Students know the role of chromosomes in determining an individual's sex.
  - g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:
  - a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
  - b. Students know the genetic basis for Mendel's laws of segregation and independent assortment. c.\* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
  - d.\* Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept

- a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA. b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
  - c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
  - d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
  - e. Students know proteins can differ from one another in the number and sequence of amino acids. f.\* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
- a. Students know the general structures and functions of DNA, RNA, and protein. b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA. c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products. d.\* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
  - e.\* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

### Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
- a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
  - b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
  - c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
  - d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
  - e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
  - f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
  - g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

### Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
- a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
  - b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- c. Students know new mutations are constantly being generated in a gene pool.
- d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- e.\* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
- f.\* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

- a. Students know how natural selection determines the differential survival of groups of organisms.
- b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- c. Students know the effects of genetic drift on the diversity of organisms in a population.
- d. Students know reproductive or geographic isolation affects speciation.
- e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- f.\* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- g.\* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

### Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

- a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
  - b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
  - c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
  - d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
  - e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
  - f.\* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
  - g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
  - h.\* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin,  $\text{Ca}^{+2}$ , and ATP.
  - i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:
- a. Students know the role of the skin in providing nonspecific defenses against infection.
  - b. Students know the role of antibodies in the body's response to infection.
  - c. Students know how vaccination protects an individual from infectious diseases.
  - d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
  - e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
  - f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

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# Credentials

Document Number:

**New Search**

**Last Name:** MICHEL  
**First Name:** ELLIE  
**Middle Name:** MARIE

**Last Known County of Employment:**

YOLO  
 COUNTY  
 OFFICE OF  
 EDUCATION

Note: Please verify County of Employment is current

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Adverse and Commission Action Indicator:****Fingerprint Process Complete:** Y

Document	Application	Adverse and Commission Actions
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◀ 1 - 5 of 5 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency
▶ 130111499	Single Subject Teaching Credential	Clear	Valid	7/1/2013	8/1/2018	6/22/2011			DAVIS JOINT UNIFIED SCHOOL DISTRICT
▶ 110124713	Single Subject Teaching Credential	Preliminary	Valid	6/22/2011	7/1/2016	6/22/2011			SAN LUIS OBISPO, CPSU
▶ 110124714	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/22/2011	7/1/2016	6/22/2011			SAN LUIS OBISPO, CPSU
▶ 110011590	30-Day Substitute Teaching Permit	Emergency	Valid	1/18/2011	2/1/2012	1/18/2011			
▶ 090236923	Certificate of Clearance		Valid	11/9/2009	12/1/2014				

**Authorization/Subjects**

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	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 development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	

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# Calendar of Activities

# Davis FFA Activity Calendar – 2013 -2014

~ August 2013 ~							◀ Jul 2013	Sep 2013 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
				1	2	3		
4	5	6	7 Weigh Day 9:00 am	8	9	10		
11	12	13	14 < -----	15 YOLO County FAIR	16 -----	17 -----		
18	19	20	21	22	23	24		
25	26 Fair Farm Clean-up	27	28 First Day of School	29	30	31		

~ September 2013 ~							Oct 2013 ▶
◀ Aug 2013	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1		2 Labor Day- No School	3 GLC Reg. Due Date for all Sept. Conferences.	4	5	6	7
8		9 Yolo Section Teachers Mtg - Davis HS 4:30 pm	10	11 DHS Collaboration Day - Late Start 1 <sup>st</sup> FFA Meeting@ 6:00 Hot dogs & PVC Races	12	13	14 Farm Clean Up @ 9:00- 12:00
15		16 GLC reg. due for all October conferences Greenhand conf - UC Davis	17	18 Back to School Night Greenhand conf - E. Nicolaus	19	20 1st Quarter Progress Report Period End	21 Possible BBQ
22		23	24 Boosters Meeting @ 7:00	25	26	27	28 Possible BBQ
29		30	Notes:				

~ October 2013 ~							Nov 2013 ▶
◀ Sep 2013	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		Due Oct. 15 Online – Enrollment, R-2 teacher data, FFA Roster, Graduate follow up	1	2	3	4 Yolo O/C Woodland College 8:30 (9am) am Homecoming Dance and Rally	5 Central COLC – Denair HS
6 Central COLC – Denair HS	7	8	9 FFA Meeting @ 6:00 Pumpkin Carving	10	11	12 Possible BBQ	
13	14 Columbus Day	15 R2 and Ag incentive DUE!! Yolo Corn Maze – Dixon 6 pm	16	17 Secondary Articulation - Early release schedule	18	19	
20	21	22	23	24	25	26 Fall Festival @7:00 am	
27 National FFA Convention–	28 Delegate Trip - -Louisville, KY	29 KY	30 National FFA Convention	31 Halloween Louisville, KY	<b>Notes:</b> Due Oct. 15 to Regional Supervisor - Ag incentive report of expenditures. GLC reg. due for November Conferences		

◀ Oct 2013

# ~ November 2013 ~

Dec 2013 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	*Reserve Gym for banquet and Candy Sales--Zoe	Due Nov. 15 to State FFA – ALA/MFE Reg. for Sacramento, Redding, Monterey, Ontario	Due Nov. 15 to Regional Supervisor – Ag Incentive Checklist, Program Plan update		<b>1</b> National FFA Convention	<b>2</b> – Louisville, KY
<b>3</b>	<b>4</b>	<b>5</b> CAHSEE EXAM	<b>6</b> CAHSEE EXAM	<b>7</b>	<b>8</b> MJC – Senior Day ACE Pavilion	<b>9</b> Chico State CDE workout
<b>10</b>	<b>11</b> Veterans Day	<b>12</b> Yolo – BIG/COOP- UC Davis, 4 pm	<b>13</b> Chapter Meeting @ 6:00 Degree Application and Cookies	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b> New Professional Institute	<b>22</b> Central Region Road Show- Modesto JC – Fresno Quarter 2 Progress Report Period Ends	<b>23</b> Central Region CATA Mtg. – Modesto pavilion
<b>24</b>	<b>25</b> Thanksgiving Recess – No School	<b>26</b> Thanksgiving Recess – No School	<b>27</b> Thanksgiving Recess – No School	<b>28</b> THANKSGIVING	<b>29</b> Thanksgiving Recess – No School	<b>30</b>

More Calendars from WinCalendar: 2013 Calendar, 2014 Calendar, Reference Calendar

~ December 2013 ~							Jan 2014 ▶
◀ Nov 2013	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b>		<b>2</b> Candy Sales Starts	<b>3</b> Yolo – Admin night Woodland CC/Woodland	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b> Junior Prom
<b>8</b>		<b>9</b>	<b>10</b>	<b>11</b> Degree banquet	<b>12</b>	<b>13</b> Yolo FFA – Ice Skating - Vacaville	<b>14</b>
<b>15</b>		<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b> Candy Sales Ends	<b>21</b>
<b>22</b>		<b>23</b> Winter Recess - No School	<b>24</b> Winter Recess - No School	<b>25</b> Christmas	<b>26</b> Winter Recess - No School	<b>27</b> Winter Recess - No School	<b>28</b>
<b>29</b>		<b>30</b> Winter Recess - No School	<b>31</b> Winter Recess - No School	<b>Notes:</b>			

~ January 2014 ~							Feb 2014 ▶
◀ Dec 2013	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Due in Jan. at Section State Degree workshops – State Degree applications, Stars applications				<b>1</b> New Years It is Done!	<b>2</b> Winter Recess - No School	<b>3</b> Winter Recess - No School  Workday for State Degrees and Applications	<b>4</b>
<b>5</b>		<b>6</b> Due to Ass't. State Advisor: SLE applications, State conference Sub- Committee Chair Apps.	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> MFE/ALA – Sacramento	<b>11</b> MFE/ALA – Sacramento
<b>12</b>		<b>13</b>	<b>14</b>	<b>15</b> Movie Night & Pizza @ 6:00	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>		<b>20</b> MLK Holiday - No School	<b>21</b> Secondary Teacher Work Day - No School  Yolo – Records Esparto HS 4 pm	<b>22</b> Yolo – Man./Res. Due	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b> (SOLS II)		<b>27</b>	<b>28</b>	<b>29</b> Yolo – Speeches Winters, 2:30pm	<b>30</b> Student Information Meeting for State Conference @ Lunch	<b>31</b> DUE date for all Star Applications -	<b>Notes:</b>

# ~ February 2014 ~

◀ Jan 2014

Mar 2014 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Due Feb. 1 to National FFA – National FFA Scholarship	Due Feb. 3 to Asst. State Advisor – Hall of Chapter, Nat. Chapter, State Band, Choir & Talent,	State Scholarship, Superior Chapter, State Conference Scholarship Apps	Due Feb. 3 to Regional Supervisor – Agriscience Teacher, Star Advisor, Admin., Counselor, Reporter Apps.	Due Feb 17 to Regional Supervisor – State Nominating committee app.	Due Feb 17 to Ass't. State FFA Advisor – State Officer Applications	1 <b>Arbuckle FD</b> All FFA scholarships due
2	3	4 CAHSEE EXAM - (Using Thursday block schedule today)	5 Central Reg. Man, Res. Cover Letters to Galt 4:00pm CAHSEE EXAM - Math Valentines's Day Rose Sale.....	6 7:00 PM - 9th grade parent night (Incoming 10th grade info) (Brunelle Theater) Valentines's Day Rose Sale.....	7 MFE/ALA – Modesto Lampost Pizza Fundraiser	8 MFE/ALA – Modesto
9	10 (Central FFA Officer Interviews – MJC) Holiday - No School	11 Valentines's Day Rose Sale.....	12 Central Leadership Prelims – Galt; 4pm Job Interview, Extemp., Impromptu; Valentines's Day Rose Sale.....	13	14 Valentine's Day	15
16	17 President's Day Holiday - No School	18 National FFA Week Apple Bobbing	19 National FFA Week Vegetable Judging/FFA Tattoos FFA Meeting @ 6:00 Glow Football	20 National FFA Week Wood Branding	21 National FFA Week Quarter 3 Progress Report Period End Spring Dance Kiss the Animal	22 Central Region CATA/FFA Meetings – Delta College
23	24	25	26	27 Open House	28	<b>Notes:</b>

~ March 2014 ~							Apr 2014 ▶
◀ Feb 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Due March 3 to State FFA – State FFA Conference Registration			Central Region State Degree North – Sheldon HS 3/3/14	Central Region State Degree South – MJC/Merced	Central Region Parli Pro – Merced Col/MJC		<b>1</b> CSU Chico – Field Day
<b>2</b>		<b>3</b> Central Region State Degree – North, Sheldon HS	<b>4</b> SLE – Sacramento -	<b>5</b> SLE – Sacramento -	<b>6</b> Secondary Articulation - Early release schedule SLE – Sacramento	<b>7</b> UC Davis Field Day SLE – Sacramento – Officer Applications Available	<b>8</b> UC Davis Field Day
<b>9</b> Daylight Savings Start		<b>10</b>	<b>11</b>	<b>12</b> Chapter Meeting @ 6:00 Cookie Decorating	<b>13</b>	<b>14</b>	<b>15</b> Merced Field Day
<b>16</b>		<b>17 St. Patrick's Day</b>	<b>18</b> Officer Applications Due	<b>19</b> Parent Fair Meeting at 6:30 in room O1A	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>		<b>24</b> Spring Recess - No School	<b>25</b> Spring Recess - No School	<b>26</b> Spring Recess - No School	<b>27</b> Spring Recess - No School	<b>28</b> Spring Recess - No School	<b>29</b> MJC – Field Day
<b>30</b>		<b>31</b> Yolo – Project Competition	<b>Notes:</b>				

~ April 2014 ~							May 2014 ▶
◀ Mar 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Due April 1 to State Ass't. Advisor - State Officer Banquet Requests.			1 Officer Interviews @4:00	2 Announcement of Officer State	3	4	5 Reedley College Field Day CRC Field Day DHS Plant Sale Possible BBQ
6	7	8	9	10	11	12	13 State FFA Leadership Conference - Fresno
13	14	15	16	17	18	19	20 Easter
20	21	22 Earth Day	23	24	25	26	27
27	28	29 Yolo Project Competition Banquet - 6:30 pm TBD	30	Notes:			

~ May 2014 ~							Jun 2014 ▶
◀ Apr 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Due May 1 to Asst. State Advisor – WLC Scholarship App.	Due to Reg. Advisor – American Degree Apps on the 13th and 21st.			1	2	3 State Finals Cal Poly– San Luis Obispo Senior Ball
4		5	6	7	8	9 Quarter 4 Progress Report Period End	10
11 Mother's Day		12 Yolo – CATA Planning/FFA elect Woodland 4 pm	13 American Deg. North Galt 4pm	14	15	16 FFA End of the Year Banquet	17
18		19	20	21	22 Farm Clean-up Day @ 3:45	23	24 Tour de Cluck Possible BBQ
25		26 Memorial Day	27	28	29	30	31

~ June 2014 ~							Jul 2014 ▶
◀ May 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1		2	3 6:00 PM - Senior Awards Night	4	5	6	7 Tour de Cluck wrap up celebration
8		9	10	11	12 LAST DAY OF SCHOOL End of 4th quarter & 2nd Semester	13 GRADUATION	14
15 Father's Day		16 High Points awards Trip	17	18 Record Book and weighting animals updating at 9:00	19	20	21
22 CATA Summer Conference - San Luis Obispo		23 CATA Summer Conference - San Luis Obispo	24 CATA Summer Conference - San Luis Obispo	25 CATA Summer Conference - San Luis Obispo	26 CATA Summer Conference - San Luis Obispo	27	28
29		30	<b>Notes:</b> Due June 1 to Asst. State Advisor - Nat. Convention Delegate App. Due June 1 to Jack Havens - National Proficiency Apps Due June 15 completed online - AgriScience Fair Cert., National Band, Choir & Talent Apps Due June 15 to Asst. State Advisor - Nat. Chapter Apps. Due June 30 to Reg. Supervisor - Ag Incentive Grant				

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List of  
Professional  
Growth

### **List of Professional Growth Activities**

Below is the list of Professional Growth Activities I have participated in or will be participating in this year. This activities have helped me to prepare

1. New Professionals Conference
2. California Agriculture Teachers Association Conference
3. Common Core Teaching Practices Training

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R-2 Report

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### Data for Year: 2013-2014

#### School:

# CA0333 Davis  
Davis Sr. HS  
315 West 14th St.  
Davis, CA 95616  
Get Map  
Web Site

Teachers: 2

#### Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Agriculture Biology	26	Life Science	
Ag Biology	Agriculture Biology	24	Life Science	
Ag Biology	Agriculture Biology	25	Life Science	
Ag Biology	Animal	26	Does Not Meet	
Ag Mechanics	Agriculture Engineering	29	Other	
Ag Mechanics	Agriculture Engineering	9	Other	
Ag Mechanics	Agriculture Engineering	29	Other	
Ag Mechanics	Agriculture Engineering	9	Other	
Animal Science	Animal Science	32	Life Science	
Animal Science	Animal Science	32	Life Science	
Animal Science	Animal Science	26	Life Science	
Animal Science	Animal Science	26	Life Science	
O.H./Floral	Art and History of Floral Design	29	Fine Arts	
O.H./Floral	Art and History of Floral Design	29	Fine Arts	
	TOTAL	351		
	Average Class Size	25.1		

#### FFA Students by Pathway:

Pathway	Count
Ag Bus Mgt	5
Ag Mech.	34
Agriscience	71
An. Science	60
O.H.	13
Plant/Soil Sci.	4
	187

#### FFA Students by Grade Level:

Grade Level Count

9	25
10	76
11	41
12	39
13	6
Total	187

**FFA Students by Years in Ag:**

<u>Years in Ag</u>	<u>Count</u>
1	144
2	28
3	9
4	5
5	1
Total	187
Average Years	1.3

**Freshman Persistence:**

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	31	84%
2	4	11%
3		0%
4	2	5%
Freshman Cohort Students	37	
Average Years Completed	1.3	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Congressional District      3  
Assembly District          4  
State Senate District      3  
County                        Yolo  
County-District-School Code 57726785732201

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**R2 Teacher Information****Davis Sr. HS, Davis****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
Hess	Alex	J	Male	White	14	Agriculture Specialist	52608	4172	4172	0	N
Michel	Ellie	M	Female	White	3	Agriculture Specialist	40057	4005	4005	0	Y

Hess, Alex						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	3	9:57	Agriculture Engineering	29	Ag Mechanics	
1	3	9:57	Agriculture Engineering	29	Ag Mechanics	
1	4	10:55	Agriculture Engineering	9	Ag Mechanics	
1	4	10:55	Agriculture Engineering	9	Ag Mechanics	
1	5	12:35	Animal Science	32	Animal Science	
1	5	12:35	Animal Science	32	Animal Science	

Michel, Ellie						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	7:45	Art and History of Floral Design	29	O.H./Floral	
1	1	7:45	Art and History of Floral Design	29	O.H./Floral	
1	2	8:55	Animal Science	26	Animal Science	
1	2	8:55	Animal	26	Ag Biology	
1	2	8:55	Animal Science	26	Animal Science	
1	3	9:57	Agriculture Biology	26	Ag Biology	
1	4	10:55	Agriculture Biology	24	Ag Biology	
1	7	2:39	Agriculture Biology	25	Ag Biology	

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# DAVIS JOINT UNIFIED SCHOOL DISTRICT

526 B Street, Davis, CA 95616 – (530) 757-5300

## TEACHERS' SALARY SCHEDULE

2013-2014

(Retroactive July 1, 2013)

COLUMN	I	II	III	IV	V	VI
Step	AB	AB+30	AB+45	MA or AB +60	MA+15 or AB+75	MA+30 or AB+90
Emergency Permit	\$35,784	\$35,784	\$37,595	\$39,193	\$40,859	\$42,596
1	\$37,305	\$37,595	\$39,193	\$40,859	\$42,596	\$44,406
2	\$37,596	\$39,193	\$40,859	\$42,596	\$44,406	\$46,293
3	\$39,194	\$40,859	\$42,596	\$44,406	\$46,293	\$48,260
4	\$40,860	\$42,596	\$44,406	\$46,293	\$48,260	\$50,311
5	\$42,597	\$44,406	\$46,293	\$48,260	\$50,311	\$52,449
6	\$44,407	\$46,293	\$48,260	\$50,311	\$52,449	\$54,678
7	\$46,294	\$48,260	\$50,311	\$52,449	\$54,678	\$57,002
8		\$50,311	\$52,449	\$54,678	\$57,002	\$59,425
9		\$52,449	\$54,678	\$57,002	\$59,425	\$61,951
10		\$54,678	\$57,002	\$59,425	\$61,951	\$64,584
11			\$57,002	\$59,425	\$61,951	\$64,584
12			\$59,425	\$61,951	\$64,584	\$67,329
13			\$59,425	\$61,951	\$64,584	\$67,329
14			\$61,951	\$64,584	\$67,329	\$70,190
15			\$61,951	\$64,584	\$67,329	\$70,190
16			\$64,584	\$67,329	\$70,190	\$73,173
17			\$64,584	\$67,329	\$70,190	\$73,173
18			\$67,329	\$70,190	\$73,173	\$76,283
19			\$67,329	\$70,190	\$73,173	\$76,283
20			\$70,190	\$73,173	\$76,283	\$79,525

Annual salaries as shown above are for full-time assignments and cover 184 days.

**Board Approved: 4/07/2014**

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Travel Request

## Travel Request

Davis Senior High School's travel request process is very simple. We have to go the website Davis SubFinder and input a digital sub request. After we have inputted our sub-request digitally we complete an absent form for the principal to sign. Once the principal has signed the form we are able to travel to a conference or activity with students. Below is Davis Senior High Schools request for leave form.

### REQUEST FOR LEAVE

Name: \_\_\_\_\_

Dates Requested for Leave: \_\_\_\_\_

Hours: \_\_\_\_\_

Reason for request:

\_\_\_\_ Personal

\_\_\_\_ Site Paid In-Service

Event: \_\_\_\_\_

\_\_\_\_ Vacation

\_\_\_\_ District Paid In-Service

Department: \_\_\_\_\_

\_\_\_\_ Jury Duty

\_\_\_\_ ASB/Athletics

Sport/Event: \_\_\_\_\_

\_\_\_\_ Family Illness

\_\_\_\_ IEP

\_\_\_\_ Sick Leave

\_\_\_\_ Negotiations DTA/CSEA

\_\_\_\_ Bereavement

\_\_\_\_ Workers Comp

**The NEW TOLL FREE SUBFINDER phone number is: 1-877-580-8606**

**The NEW WEBCONNECT URL is: <https://davisjt.subfinderonline.com>**

\_\_\_\_\_  
Principal/Supervisor Signature

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CATA  
Membership  
Card

CALIFORNIA AGRICULTURAL  
TEACHERS' ASSOCIATION

*Ellie Michel*

SERVING AGRICULTURE BY TEACHING  
2013/2014 ACTIVE MEMBER

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Professional  
Development  
Report

Dear Mr. Brown,

#### New Professionals Conference Recap

In November I attended the New Professionals Conference in Fresno. At this conference I went to various workshops on livestock, best teaching practices, Ag Mechanics and how to differentiate for English Language Learners. During the livestock workshop we were given valuable information on how to take care, purchase, show and handle show animals. We were able to talk with experts about goats, sheep, swine and beef cattle. I was able to take notes and get worksheets on best animal practices. Also took value from the workshops on differentiating learning for English Languages Learners. They discussed how to include parents, make kids feel welcome and have activities that make learning for all students easier. I found this conference extremely beneficial and I appreciate you for allowing me to attend.

Sincerely,

Ellie Michel

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# Department Wish List

Below is the Davis Senior High School Department Budget Wish List.

Agriculture		
Line item /need	Estimated Expense	Notes
1. Agriculture Class Expenses	\$100.00/per student	\$100.00 per student to pay for lab supplies, consumable materials and equipment.
2. FFA and SAE	\$5000.00	This money would be used for travel to conferences, hotel fees, transportation, registration fees, and supplies necessary for agriculture competition. (Currently Ag Boosters pays for hotels estimated \$3500.00)
3. Textbooks	\$17,920	Textbooks are needed for the Agriculture Engineering and Animal Science classes. Currently the classes listed above either have an outdated textbook or are instructing without a textbook.
4. Eyewash Station	\$1000.00	The lack of an eyewash station in the Agriculture Department is a major <b>safety issue</b> .
5. Completion of Deferred Shop Updates	\$25,000.00	The shop was never updated when the rest of the O wing was. It is in need of additional electrical outlets and exhaust air system. Also, there were plans to put a door in classroom O1A that would allow access to the Ag office and shop. This would allow for better observation and communication within the Ag Department.
6. Truck and Trailer	\$30,000.00	In order for the Ag department to effectively transport student projects we need a working truck and trailer. We are currently dependent on volunteers to haul animals, metal and equipment for our student projects.
7. Fence Movement	\$500.00	The Ag fence needs to be move to enclose the cement soil bin. This would allow for additional space for parking vehicles, building student projects and working with livestock.
8. Septic Tank Clean-out	\$1000.00	The septic tank at the school farm needs to be empty to prepare out the additional projects that will be kept at the school farm this summer.
9. Animal Science Pen Improvement	\$500.00	The livestock pens need to be updated, improved and additions need to be added.
10. Department Computers	\$4000.00	Computers are needed to operate equipment in the shop and FFA students need computers for applications, promotions and organization.

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# Operating Budget

### **2013-2014 Davis Agriculture Operating Budget**

Funding Sources	Amount of Dollars	
Perkins	\$2,500.00	
Agriculture Incentive Grant	\$10,822.00	
Davis High Department	\$7,500.00	
Davis Ag Boosters	\$2,500.00	*Used for State Conference and State Finals Hotel Fees
Total Funding	\$23,322.00	

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# District Budget Process

### **District Budget Process**

Our principal asks for our desired budget then asks us to label the items we listed with an A, B or C. A meaning we can't operate without it and C mean we can wait. Then he gives us our operating budget. As a department we sit down and discuss how to divide the money among classes, FFA and department upgrades. Our budget process is currently changes as we have a new principal that is initiating a new process.

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Department  
Chart  
Responsibilities

Davis Senior High School Agriculture Department  
2013-2014 Program  
Departmental Assignments

	Ms. Michel	Mr. Hess
<b>CDE- Judging Teams</b>	<b>X</b>	<b>X</b>
Ag Business Management	X	
Ag Welding		X
Ag. Mechanics		X
Best Informed Greenhand (9 <sup>th</sup> grade)	X	
Floral Design	X	
Light Horse	X	
Vegetable Crop	X	
<b>Public Speaking Contest(Individual)</b>	<b>X</b>	
Creed (9 <sup>th</sup> Grade)	X	
Impromptu	X	
Job Interview	X	
<b>Field Days &amp; Competitions</b>	<b>X</b>	<b>X</b>
Cal Poly	X	
Chico	X	
Fresno	X	
Galt Central Region Prelims	X	
Modesto		X
Modesto Regional Speaking Contest	X	
Project Competition	X	X
UC Davis	X	
Woodland Opening and Closing	X	
Yolo Section Speaking Contest	X	
<b>FFA Conferences and Meetings</b>	<b>X</b>	<b>X</b>
Chapter Officer Leadership Conference	X	
Fall Regional CATA	X	
MFE & ALA Leadership Conference	X	
Spring Regional FFA & CATA	X	
State FFA Leadership Conference	X	
Yolo Sectional Election/Spring Meeting	X	X
<b>Davis FFA Activities</b>	<b>X</b>	<b>X</b>
1 <sup>st</sup> Chapter meeting	X	X
April Chapter Meeting	X	
Barn Clean-up Day	X	
Chapter Degree Application	X	
Chapter Officer Applications	X	X
Chapter Officer Interviews	X	X
December Sectional Ice Skating		X
End of the Year Banquet	X	X
Fall Festival	Set-up 11:00 am	11:00 am-Clean-up
February Chapter Meeting	X	
Fundraisers- Candy sales, etc.	X	
Greenhand and Chapter Degree Banquet	X	X
Greenhand Degree Application	X	
Homecoming Float	X	X
January Chapter Meeting	X	

March Chapter Meeting	X	X
National FFA Week	X	X
November Chapter Meeting	X	X
October Chapter Meeting	X	1 <sup>st</sup> Half
October Sectional Corn Maze	X	
Officer Team Advisor	X	
Officer Team Planning Retreat	X	
Open House	X	X
Plant Sales		X
Points Awards Trip	X	
Program of Activities/ Calendar of Operations	X	
Project Competition Dinner		X
Recruitment	X	X
Spring Clean Land lab	X	X
State Degree Application/Ceremony	X	
State Degree Record Book Scoring	X	
Tour De Cluck	X	
Yolo Administrator's Night	X	X
<b>Grants</b>	<b>X</b>	<b>X</b>
Ag Incentive Grant Site Coordinator	X	
Glide Ranch Grant	X	
Lincoln Electric		X
Perkins Site Coordinator	X	
Project SOLOR/STEM Energy Edu. Initiative		X
<b>SAE Project Supervision</b>	<b>X</b>	<b>X</b>
Ag Mechanics		X
Chickens	X	
Garden/Garden Beds	X	X
Goat	X	
Nursery/Greenhouse		X
Rabbits	X	
Sheep	X	
Swine	May 1 <sup>st</sup> -June 14 <sup>th</sup>	June 14 <sup>th</sup> - August 31st
Turkeys	X	
Work Experience/Internships		X
<b>Yolo Country Fair</b>	<b>X</b>	<b>X</b>
<b>Advisory/Booster</b>	<b>X</b>	<b>X</b>
Ag Advisory Committee	X	
Boosters	X	
District CTE Advisory		X
<b>Facilities</b>	<b>X</b>	<b>X</b>
Classroom(O1-A)	X	
School Farm- Animal	X	
School Farm-Plant		X
Shop (O2)		X

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Substitute  
Teacher  
Procedures

Dear Substitute:

Thank you very much for substituting my class. Below you will find the lesson plan for the day, announcements, bell schedule, discipline policy and helpful students.

### **Class Title and Period**

1. I would list step by step instructions for what the substitute should have the students do.

**Announcements:** All FFA announcements are on bulletin board in the back of the classroom by the door. Please make sure the students read them. They may sign-up for activities at the end of class.

### **Bell Schedule**

1<sup>st</sup> Period: 7:45-8:49

3<sup>rd</sup> Period: 9:57-10:49

5<sup>th</sup> Period: 12:41-1:34

2<sup>nd</sup> Period: 8:55-9:47

4<sup>th</sup> Period: 10:55-11:52

6<sup>th</sup> Period: 1:40-2:32

Break: 9:47-9:53

Lunch: 11:52-12:35

7<sup>th</sup> Period 2:38-3:30

### **Discipline**

Please write down any student's names who are being disrespectful in any way and I will give them a referral when I return. You may also send them to the office if you feel it is necessary. Every student gets participation points and will lose them if they are not acting correctly. If any student is being rude, disrespectful or not demonstrating proper classroom behavior write their name down and I will give them a F for the day.

### **Students to Assist You:**

I list students by period that would/could be of help to a substitute.

### **Comments:**

Please give each of my classes a letter grade for their behavior and leave any comments you feel necessary.

Thank you,

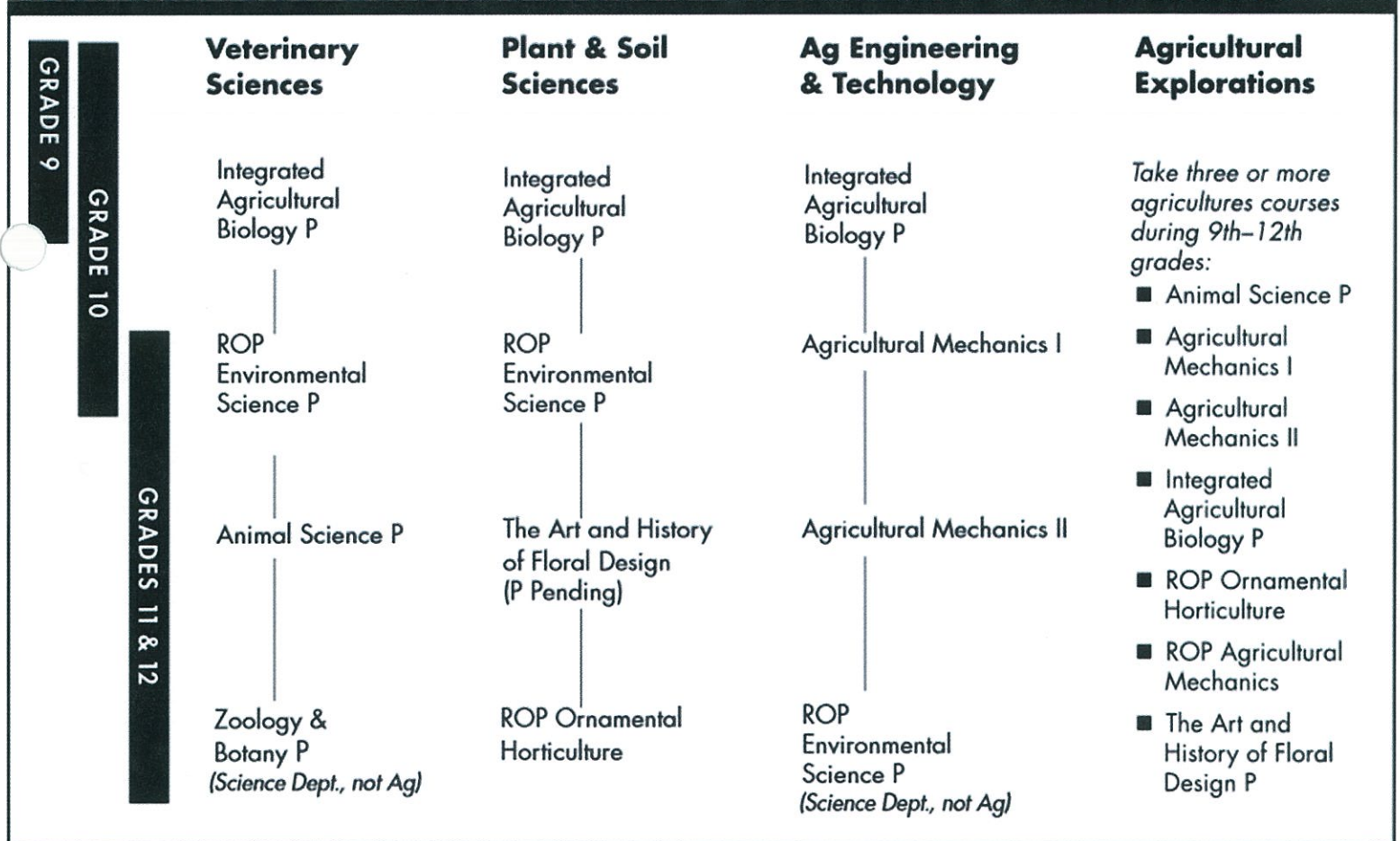
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# Program Completers

## PROGRAM COMPLETERS

Program completers are students that have followed an agricultural pathway or have been involved in the agricultural program for at least two years. These are students that are active in the FFA, in their SAE and completed selected courses in a focused pathway. Students can be a program completer in Agriculture Engineering & Technology, Veterinary Science, Plant & Soil Science or Agricultural Exploration.

## **AGRICULTURE AND NATURAL RESOURCE PATHWAYS**



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2 +2

Agreement



## ARTICULATION AGREEMENT

Date Approved: 9/28/10

<b>WCC Course:</b>	<b>Dept:</b> Envrnmt Hort <b>Course No:</b> ENVHR 51R <b>Title:</b> Beginning Floral Design	<b>High School or ROP Course:</b>  <b>Hours:</b>	Floral Design  175 hrs
<b>College:</b>	Woodland Community College	<b>School/ROP:</b>	Davis Senior High School

**A. COLLEGE UNITS:** 1 Unit

**B. GENERAL COURSE DESCRIPTION:**

Introduction to floral design including the principles and elements of design, color theory, preparation, care of flowers and foliage plants, and formation of basic floral arrangements.

**C. COURSE CONTENT:**

1. Basic introduction to floristry.
2. Care and handling of cut flowers.
3. Materials and supplies used in the floral industry.
4. Cut flowers available in California markets.
5. Cut flowers obtained from the home garden.
6. Corsage flowers and types of corsages.
7. Basic flower arranging principles and theories.
8. Various types of floral arrangements.
9. Foliage plants.
10. Dish gardens and terrariums.

**D. COMPETENCIES AND SKILL REQUIREMENT (PERFORMANCE OBJECTIVES):**

*At the conclusion of this course, the student should be able to:*

1. Correctly handle and care for cut flowers, greens, and potted plants used in flower shops.
2. Select and correctly use florist tools, equipment, and materials.
3. Identify flowers, greens, and plants of basic floral design theory.
4. Demonstrate an understanding of basic floral design theory.
5. Construct basic floral products suitable for display or resale.

**E. CREDIT BY EXAMINATION CRITERIA:**

Students must receive a grade of 'B' or better in the course and a grade of 'C' or better on final exam.

**F. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

1. The high school/ROP instructor will enter an articulation agreement with Woodland Community College.
2. Students will enroll into the CTE Transitions Program during the academic year at their high school/ROP.
3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide the Tech Prep Office the course grade and final exam grade.
4. Tech Prep processes students that met credit by examination criteria.
5. Students are awarded transcript credit for the articulated course in which they completed.

**G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

The Art of Floral Design

Agreement was based on Statewide Career Pathways Project template: Yes ☒ No ☐

Name of Template used: Introduction to Environmental Horticulture

This agreement will be reviewed annually.

Signatures are provided per the Articulation Credit by Examination Agreement Form:

**HIGH SCHOOL/ROP/DISTRICT SIGNATURES:**

Requested by:

Amy Schulte 6/7/10  
High School Instructor (Print & Sign) Date

J. Moore 9/21/10  
High School Principal (Print & Sign) Date

Amy Schulte Amy Schulte 6/7/10  
High School Dept Chair/Coordinator (Print & Sign) Date

ROP Director (If Applicable) (Print & Sign) Date

**COLLEGE SIGNATURES:**

Approved by:

Brandi Amor 6/10/10  
College Instructor Date

[Signature] 9/23/10  
V.P. Academic and Student Services Date

[Signature] 9/23/10  
Campus Dean/Department Dean Date

[Signature] 9/28/10  
District Articulation Officer Date



## ARTICULATION AGREEMENT

Date Approved: 05/21/13

<b>WCC Course:</b>	<b>Dept:</b> Welding <b>Course No:</b> WELD 10 <b>Title:</b> Intro to Arc Welding	<b>High School or ROP Course:</b> <b>Hours:</b>	Agricultural Engineering I & II  180 hrs
<b>College:</b>	Woodland Community College	<b>School/ROP:</b>	Davis Senior High School

**A. COLLEGE UNITS:** 4 units

**B. GENERAL COURSE DESCRIPTION:**

This course to advance beginning arc welding skills with an emphasis on SMAW. Power sources, electrode identification, weld ability of metals, joint design, air arc, oxyacetylene cutting, and introduction to GTAW and GWAW are covered. Activities include learning to weld stringer and weave bead, butt and fillet welds in the flat, horizontal vertical and overhead positions.

**C. COURSE CONTENT:**

1. Introduction to the course
2. Safety
3. Power Sources
4. Arc welding in various positions
5. Weld joints
6. Common welding defects
7. Cutting with oxyacetylene and plasma arc cutting
8. Applications of the air arc process
9. Introduction to other weld processes

**D. COMPETENCIES AND SKILL REQUIREMENT (PERFORMANCE OBJECTIVES):**

*At the conclusion of this course, the student should be able to:*

1. Have a comprehensive understanding of arc welding techniques and applications.
2. Have a working knowledge of oxyacetylene cutting machines and multiple-flame cut parts.
3. Demonstrate safe and careful use of the equipment.
4. Select an appropriate welding technique to solve a given welding problem in an economical and effective manner.
5. Evaluate the quality and reliability of welded products.
6. Recognize weld symbols.
7. Think in a deductive manner when confronted with weld bead difficulties and the logical remedy to correct the problems.
8. Understand basic terminology and language related to welding.

**E. CREDIT BY EXAMINATION CRITERIA:**

Students must obtain a grade of 'B' or better in the course and a grade of 'B' or better on the final examination and have a minimum of 3 years in welding class.

**F. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

1. The high school/ROP instructor will enter an articulation agreement with Woodland Community College.
2. Students will enroll into the CTE Transitions Program during the academic year at their high school/ROP.
3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide CTE Transitions Office the course grade and final exam grade.

4. CTE Transitions processes students that met credit by examination criteria.
5. Students are awarded transcript credit for the articulated course in which they completed.

**G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

Agriculture Mechanics, Fundamentals and Applications 6<sup>th</sup> Edition

Other Materials: AWS A3.0 (Terms & Definitions) and AWS A2.4 (symbols); American Welding Society, Briggs & Stratton Repair Manuals; Modern Welding, Goodheart-Wilcox Publisher; The Educational Instructor's Package, Miller Electric Manufacturing Co.; The Procedure Handbook of Arc Welding, The Lincoln Electric Company.

Agreement was based on Statewide Career Pathways Project template: Yes ☒ No ☐

Name of Template used: Introduction to Shielded Metal Arc Welding (SMAW)

This agreement will be reviewed annually.

Signatures are provided per the Articulation Credit by Examination Agreement Form:

**HIGH SCHOOL/ROP/DISTRICT SIGNATURES:**

Requested by:				
Alexander J. Hess	<u>[Signature]</u>	<u>3/7/13</u>	Leanne Pettigrew	<u>1 March 2013</u>
High School Instructor (Print & Sign)		Date	High School Dept Chair/Coordinator (Print & Sign)	Date
J. Moore	<u>[Signature]</u>	<u>5/16/13</u>	N/A	
High School Principal (Print & Sign)		Date	ROP Director (If Applicable) (Print & Sign)	Date

**COLLEGE SIGNATURES:**

Approved by:			
<u>[Signature]</u>	<u>5/17/2013</u>	<u>[Signature]</u>	<u>17 May 2013</u>
College Instructor	Date	Campus Dean/Department Dean	Date
<u>[Signature]</u>	<u>5-21-13</u>	<u>[Signature]</u>	<u>5-21-13</u>
V.P. Academic and Student Services	Date	District Articulation Officer	Date

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# Reimbursement Process

### **Reimbursement Process**

If we want to get reimbursed we have to submit a purchase order for the activity and on the purchase order state that we will need a personal reimbursement. Once we have spent our personal money we have to tape our receipts on a blank piece with the date of submitting, person who is to be reimbursed, the amount of reimbursement needed and a personal signature.