Masters Project Binder

2014
Graduate Internship in
Agricultural Education
AGED 539
Project Binder

Presented By: Tanya Calabretta
Ann Sobrato High School

A. Reflection on Established "Quality Criteria Standards"

Reflections of each of the twelve
"Quality Criteria Standards"

Quality Criteria One:

Curriculum and Instruction

At Ann Sobrato High School all staff and administration strive to have a well balanced and adequate curriculum for all courses taught. We are looking towards all students being able to achieve academic success and ingrain rigor and grit within our teachers and student population. Recently Common Core has been on the forefront and the Agriculture Department has made sure to help pave the way for our students with this change in learning.

The Agriculture Department at Sobrato has continues to assess our curriculum and make modifications in order to satisfy the CVE Model Curriculum Performance Standards, CTE standards, as well as the state standards in our core classes. One way of achieving success in our reviews and delivery of curriculum is by developing curriculum maps and course outlines for all of our courses: ROP Veterinary Science, ROP Environmental Horticulture, ROP Art&History of Floral Design, ROP Food Science/Nutrition, ROP Agriculture Leadership, ROP Agriculture Sales&Services, ROP Agriculture Mechanics, Metals&Machinery, CP Agriculture Biology and CP Agriculture Geology. This is beneficial in many ways. Having a curriculum outline is necessary, but having a curriculum map allows for effective planning of units of instruction and allows teachers to stay on pace, especially in courses like science where we collaborate with the other departments on campus. While some of our agriculture courses do not follow a core subject to be tested during the California Standardized

Testing we do have a few that do. CP Agriculture Biology and CP Agriculture Geology (Earth Science) are both courses within the department that must keep these standardized tests in mind during curriculum planning. Again having the curriculum maps allows these courses to be familiar with the school calendar year and all deadlines for units that need to be taught before CST testing.

We have strived in the department to offer our students a variety of courses to choose from and that fit the community's needs for future jobs. PLC meetings, department meetings, and the advisory committee all help direct our curriculum and our instruction. In addition members of the agriculture department have also played a role in helping re-align the school district's graduation requirements to match A-G requirements as well as include a minimum requirement of at least 1 year of CTE coursework to be completed by every high school student. These success and collaboration with the other departments on campus have led to a well rounded instructional program for our students.

Quality Criteria Two:
Leadership and Citizenship Development

At Ann Sobrato High School all students in the Agriculture Program truly have the opportunity to immerse themselves in leadership, citizenship, interpersonal and employment skills by the many instructional, school and community activities we provide. All students in the program are required to attend two FFA activities per grading quarter. This means they must have attended at lease four activities per semester in order to obtain the full portion of their grade related to FFA. Sobrato FFA has numerous activities within the semester that students may attend such as monthly meetings, farm work days, competitions, committees, conferences, and many more. These many activities leave several opportunities for student participation in the organization. Students earn 10% of their grade through FFA and SAE activities and participation. The other 90% of a student's grade is based on the usual classroom instruction and assignments. The SAE portion of their grade is also included as 10% of their final in Spring semester. Ann Sobrato High School Agriculture strongly abides by the "3 circles" of the agricultural education philosophy.

All agriculture courses are graded with 90% classroom instruction, 10% SAE and FFA. Our Program Plan was last created in 2012 and shows all course syllabi and grading criteria. It also shows a detailed responsibility chart for all advisors and every event we attend. Throughout the many FFA activities our chapter does personal expenses do occur from time to time. All teachers are properly reimbursed for any expenses incurred during these activities.

At the beginning of the school year every agriculture course begins with a unit explaining FFA and outlining the activities that students can become involved in. This is very important to our program since we have a higher proportion of suburban students who do not yet have an understanding of agriculture and FFA. If students are taking more than one agriculture course then they will be educated multiple times on this unit as all teachers teach it.

All four agriculture teachers at Sobrato are FFA advisors and are verified on our school's R-2 report. The Advisors meet once a week in order to effectively communicate and discuss the upcoming activities. Therefore all teachers inform students of these upcoming events through announcements in our classrooms and an area of the white board labeled "FFA Activities" where these activities are posted.

In general the Sobrato Agriculture Program strives to insure that leadership, citizenship, interpersonal and employable skills are being taught along with the classroom curriculum. A specific example of this in one of my classes is a "retail estimate worksheet" for Floral Design. Students determine their retail price of an arrangement based on their initial wholesale costs. This worksheet promotes cross-curricular disciplines such as math, as well as basic employability skills for that industry. I continually remind my students of these skills that they should expect to perform when working within this industry. I also truly believe that all students deserve to learn a type of employability skill. Not all students are destined to attend college and teaching them a skill that they can go out into society and be successful it may mean everything to them.

Quality Criteria Three:
Practical Application of Occupational Skills

A Supervised Agricultural Experience project is part of every student's grade in the Sobrato Agriculture Department. Each class has 5% SAE assignment portion to their overall grade earned in their class. Not only are students graded on having a SAE project they also have opportunities in their classes to obtain experience in work-site simulations. Classes such as ROP Ag Mechanics, ROP Art&History of Floral Design, ROP Veterinary Science, ROP Food Science and ROPEnvironmental Horticulture all provide these work-site simulations experiences in their respective industries. These courses are geared toward the industry setting and re-enforces the goal of students gaining practical career skills. Both of our science based classes like CP Ag Biology and CP Ag Geology use hands on teaching methods in the class to create a work like environment. Many laboratory activities and scientific studies are completed each week.

The Sobrato Agriculture Department documents all SAE and home visits using our Project Visit form and Home Visit Outline. Once a visit is done a copy of the form is filed alphabetically in our Home/Project Visit binder that stays in the department office. All four advisors still need to improve on the number of actual home visits completed within a school year. Currently more than seventy percent of student SAE projects are visited and monitored by advisors each year. A majority of our student projects take place at the school farm with very little off campus. This allows very easy access for advisors to visit student projects.

School agriculture vehicles are easily available to each advisor to use for off campus project visits or any other integral activities. We currently own a Ford Freestar Mini-Van, Ford F250 and a Ford Expedition. Fuel is available at the District Bus-Barn and comes out of our AIG funding. Should one of the advisors use personal expenses for travels reimbursement is immediately given either through our FFA ABSO account or AIG funds.

All students complete a business agreement that is written in their FFA Record Book for their SAE project or projects. This agreement is written before their project officially begins. The training plan is developed within the business agreement. All other aspects of the recordbook are completed as well and used as a tool to help us monitor the students progress in addition to visits. The irecordbook this current year has proven to be even more effective.

Our students have access to our school agricultural laboratory (school farm) when needed. Many SAE projects are housed there as well as many class lessons can take place there. Being that we live in an area where agriculture production is on the decline it is occasionally a challenge to introduce them to various industries in agriculture. We have been successful in the last two years in bringing in guest speakers and taking a few field trips to various farms/facilities around our local area. This has continued to be a goal of the department and something that the advisory committee has helped us work on.

The department is also looking into starting up our program again where at least one course will be taught as a "collaborative" class with a Special Education Instructor. This allows those teachers to adapt the lessons to be able

to meet the needs of special needs students. The Special Education teacher can work more closely with those identified students while allowing them to be mainstreamed into a CP course. This may prove highly effective in our electives courses.

Application and occupational skills are very important to our program and continue to be a standard, especially in our ROP courses. The students need life skills and that is what our department strives to deliver. We hope to continue and build upon the successes we have had thus far.

Quality Criteria Four:
Qualified and Competent Personnel

All Agriculture teachers at Ann Sobrato High School are fully credentialed. Two of our department holds a clear single subject credential and the other two are first year teachers working through the BTSA program to clear and complete theirs. All of us however hold a clear specialist credential in Agriculture and the shop teacher holds an additional Industrial Technology credential. All instructors are involved in the professional organization CATA.

The Agriculture Instructors at Sobrato always put in a conscious effort to use a variety of instructional strategies, materials and techniques to enhance student learning. Many of these techniques have been re-taught and mastered through the BTSA program in our Santa Clara County. Collaboration with our Special Education Department and EL Coordinator at Sobrato also has helped us integrate new strategies in our instruction to better meet the needs of individual learners.

The four of us are actively involved in professional development activities and organizations such as California Federation of Teachers (CFT) and CATA. We all attend Sectional and Regional CATA meetings as well as the annual summer CATA conference. During the summer CATA conference we all register and attend the AgriSkills sessions to enhance our knowledge base of our individual subjects. When traveling to professional development activities all teachers are properly reimbursed for any expenses incurred through our AIG funding.

Every year our County Office of Education hosts a CTE Conference for Administrators, Counselors and teachers. We are invited every year to attend and sometimes present. I feel as though our county does understand the importance of Career Tech Education and puts in the effort to educate county education staff about it.

I am currently the Department Chairperson for our agriculture program. As the Department Chairperson of the Agriculture Department I have attended the annual CATA Conference since I began my teaching career. At our school site the agriculture program falls under the Voc-Ed, Applied & Fine Arts Department of which I am also the Department Chairperson. Several other programs fall under my department such as Drama, Band, Journalism and Multimedia. The Agriculture Program staff members meet every Monday at lunch and often times after school to discuss upcoming events and the needs of our program. As Department Chairperson for Voc-Ed, Applied & Fine Arts I attend two one-hour D.C. meetings per week with all Department Chairs and an Administrator. We are known as the "Leadership Team." Every Department Chairperson also conducts a monthly meeting with department members to bring everyone up to speed on staff expectations and school events. These meeting agendas, minutes and attendance are reported to the Principal every month. Department Chairpersons receive a paid class period off to attend the D.C. meetings and run our respective departments as well as a 2.0 stipend added to our regular salary.

Quality Criteria Five: Facilities, Equipment and Materials

Ann Sobrato High School was established in 2004. All Facilities on site are still considered to be new. Some of the agriculture facilities are even newer. The school farm began construction in 2006. Our barn and small greenhouse were built then and our larger greenhouse was constructed in 2012. We also acquired the Food's room on campus as well as a shade house that same year. We took over the shop facility in 2009. With the addition of Sobrato H.S. to the district shop materials were split between the two high schools with wood-shop machinery staying at Live Oak H.S. and metal-shop machinery going to Sobrato. As shop is new to our program this year we have began evaluating tools and machinery currently in the shop. Many of the machines were not purchased new with the new school site and were simply transferred over. Some of these machines that were transferred over are in need of updating. To date we have also added a plasma cam to the facility.

Last year I wrote a grant to the Live Oak Foundation requesting funds to purchase a class set of chrome books for the department. We were awarded the grant and are in the process of purchasing these tablets to give our students more experience with technology and bring new and exciting things into the classrooms of various topics..

Facilities at Ann Sobrato H.S. are still fairly new and up to code for handicapped standards. Some of our Agricultural equipment however may still be

in need of updating to meet those needs. Instructional materials for our classes have been modified to meet the needs of identified special needs students.

Throughout the two Ag Science laboratory classrooms, science stockroom, Ag Office, Shop, Foods room and school farm we have the much needed space to store our materials, records, equipment and supplies. We have several filing cabinets in the classrooms and Ag Office where we keep record books and instructional resources. The science stockrooms house all science laboratory supplies, standing freezer, refrigerator, sinks and dishwasher. The shop has inside and outside storage facilities. At our school farm there are areas of the barn that house wheelbarrows, shovels, brooms and other cleaning supplies. In addition we have added a C-train storage container and two sheds to the farm to increase storage for our program and the facilities. Overall, Sobrato has adequate facilities and equipment to help our students learn various aspects of agriculture and gain hands on experience through our program.

Quality Criteria Six:
Community, Business and Industry Involvement

Community support is very important to the sustainability of our program. All aspects of our program are successful due to those community members who donate their time and/or money to our program.

We had a shared Advisory Committee at one time with the other high school in the district but have since divided and formed our own. This year was a re-building year and we are attempting to strengthen it. This committee helps approve and advise our curriculum in our programs and assist the individual Ag programs with certain projects. This committee includes agricultural community members within the industry, ROP program coordinators and agriculture teachers. The Ag Advisory Committee meets at least twice a year and more if needed. The main focus of the Advisory Committee is not to act as Boosters of our organization but rather support and provide resources for the different Ag programs if needed.

Our community has also formed the Morgan Hill Ag Foundation, otherwise referred to as the "Big Boosters." Each high school has its own Ag Boosters which support and fundraise for the individual FFA Chapters; however the "Big Boosters" fundraise every year in order to provide college scholarships to students graduating from the Ag programs. They support both Live Oak and Sobrato Agriculture programs. This organization also allows each FFA program to write a grant for an item of need every year. Either the Agriculture teachers or

the Ag Boosters may write the grant. In addition the program helps fund a scholarship award that is given to several of our agriculture graduates.

The Ag Boosters here at Sobrato has had great success in helping our program and students. The parents and former parents work together to provide funding for the students to assist in going to conferences, help with livestock animals, and they also purchase and help support the students at the fair auction. In addition they hold an annual Crab Feed fundraiser and help support us in the purchasing of supplies for our quarterly drive thru tri tip BBQs. There are many of them with much time and effort invested in our program.

The department and program have also participated and started running a few community events to help reach out to the community. The Sobrato FFA has ran a booth for a few years at the local Taste of Morgan Hill event for both a fundraiser and an information booth. Students have assisted in the Farm Bureau events and the local Sportsmen Club Youth Shoot program. Our most recent and largest development is our Family Fun Farm Community Day that allows members of the community to come see our facility for free and we provide carnival games, prizes, educational booths, a plant sale and free food! These events have helped our program become familiar faces to the community.

Overall, Sobrato as a high school and an agriculture program strive to continue in building community relationships and ties to help support the achievement of our students. The addition of a few volunteers and a few company connections has helped pave the way to our future endeavours.

Quality Criteria Seven: Career Guidance

We are very fortunate at Ann Sobrato High School to have such tremendous support from our counseling staff. When students sign up for their 9th grade year they are automatically given the choice to enter CP Biology or CP Ag Biology. The counselors talk to students about our program and actually encourage them to enroll and participate. When the counselors go out to the two middle schools to talk about enrollment and the programs offered they allow one of the Ag teachers at Sobrato to attend with them to present our program. This helps tremendously with recruitment for the Agriculture program. The counselors at Sobrato are responsible for pre-selecting student schedules for their next year in high school. They do this to ensure that students are enrolled in required courses for graduation. If students want a change in their schedule they have to make an appointment in counseling and discuss the change. Pathways have been developed and discussed with the counselors to inform them of the options the students have. They now automatically enroll agriculture students in the next agriculture course provided that it works with the student obtaining the necessary credits for graduation. They also can encourage students to try new things and have started dually enrolling all freshmen that are in an agriculture elective into the CP Agriculture Biology course This is great for us. It really helps with our retention rate and the students' success.

We are currently working on improving career pathways with our Agriculture course selection at Sobrato. We do have some pathways but still

seem to loose students at their sophomore year. They may come back but they have then lost a whole year with the program. Students begin 9^{th} grade with CP Ag Biology. Our sophomore course is CP Ag Geology. However, some students insist that they need to take Chemistry directly after Biology and therefore we loose them. There is only one elective choice in their sophomore year and usually that is consumed with a foreign language. We have managed to maintain four Ag Geology and have added the zero period ROP Agriculture Leadership class to help our students have an outlet to remain in the program in that compacted sophomore year.

All agriculture courses at Sobrato have an instructional unit on agriculture careers. This is typically when we have students fill in or review and refine their Student Data Sheets. Not only will each class talk more specifically on the different Ag related careers within the industry that the course is focused on, but also about the general agriculture careers in existence. All agriculture instructors discuss the options for post-secondary education, training, requirements and employment opportunities for related fields in agriculture. In some of the upper level elective courses students are starting to learn how to do online portfolios to take with them when they graduate as program completers even.

The program and school site could both improve in the area of career and college guidance but have made leaps and bounds in this area thus far. The advisory committee this year and last have begun to help make contacts for job shadowing and the school's workability program has started internships for students in a few of our elective ROP courses. Overall this program has a solid

foundation for educating students on their options and helping them become well rounded citizens of their community.

Quality Criteria Eight: Program Promotion

Each year the Sobrato FFA officer team and Ag teachers develop the Program of Activities for the chapter. We brainstorm the activities that we want to conduct for the year and create our calendar. We also set some deadline dates for things such as our chapter newsletter. The team bonds over a summer retreat and works hard to prepare the program for a year of success.

We conduct several program promotion activities in the school year. Before 8th grade students enroll for their 9th grade year an advisor and several students attend with our counselors a middle school presentation where we are allowed to introduce our program and talk about how students can become involved. We also have our own booth at 8th grade preview night and returning student night where we display the many skills that our students have mastered as well as the courses that are offered in the program. All teachers and officers attend both of these nights. We host a greenhand BBQ for the new members of our chapter about two weeks after school starts. This allows our young members to get to know one another and our officers before the school year begins. It also gives the parents a chance to learn about all of the opportunities the FFA has to offer their students. We have found that greenhands are our most pertinent opportunity at retention of our members.

As often as possible we try to make it to school board meetings either just to talk about our current achievements during the beginning of a meeting for non-agenda items, or to request a larger amount of time for a presentation as an

official agenda item. Either way the school board is always appreciative of the positive difference the FFA is making in students' lives. They are kept in communication about upcoming events, fundraisers and achievement. This program has become a showcase for the district and was even part of our current year WASC review tour that both school district, board members and staff attended.

The Morgan Hill Times is also very supportive of our program and their coverage has been fantastic to showcase our FFA. They often do show up to our many events and will put at minimum one picture and a small article in the paper within a few days. Big Mamma, our sow and our Farm Fun Day have both been on the front page of the paper with articles continuing into the paper both printed and online. We plan on continuing the farm event annually. It was a huge success. We have many other activities during the year and are always in communication with our administration, counselors, advisory members and boosters about these activities. The news paper has also been very dedicated to coverage of our county fair.

The Sobrato Ag department has created a promotional brochure describing the many opportunities Agricultural Education has to offer. We also have a program outline which indicates all classes and CDE's offered. In the last two years we have started and developed a Sobrato FFA website and have been working to make it efficient for our chapter members, parents and community to utilize and be kept up to date.

Overall I feel that we have done a good job in promotion of our program since we have continued to grow. I do realize that there is always room for improvement and I hope to be able to continue to grow the agriculture program at Ann Sobrato High School.

Quality Criteria Nine:
Program Accountability and Planning

All of our agricultural education courses at Ann Sobrato High School implement several different forms of performance-based assessment throughout the school year. For our ROP courses, at the completion of core curriculum students take the NOCTI exam which determines their knowledge of standards addressed in that class. Basically like the California Standardize Test for a Career Tech course. Also at the completion of core curriculum each teacher scores the students on their proficiency of skills as related to the career class and the students are given a certificate of completion with those scores printed on the back. This allows students to keep this certificate in their professional portfolio which they would show when applying for a job.

Every year the Sobrato Agriculture Department conducts a review of the agriculture program, whether it is a self assessment review, Advisory Committee review, or a review conducted by the California Department of Education. The department staff sits down to discuss the program goals, needs and wants. We decide on curriculum changes and dates for the year. We also discuss in detail our budget and decide on all expenditures for the year. All items discussed are shared with our administration and Advisory Committee.

Our Comprehensive Program Plan was assembled and completed for an on-site review by the California Department of Education in December of 2012. At that time our program was only in its 8th year of existence. Although the

Comprehensive Program Plan was officially created for our review by the state, items in the Program Plan are "living documents" and are updated annually. For example, we added two new staff member this year; therefore before the school year began we updated our staff responsibilities chart. Our department will continue to update it so that it is not as difficult to have completed for our next on-site review.

Quality Criteria Ten:
Student-Teacher Ratio

Unfortunately, this is an area of much needed improvement for our program. Realistically however I do not see this as something that we can overcome any time soon. All classes are severely inundated over the state recommendations with maximum 36 students per teacher regardless of subject. Every year we make a strong recommendation to administration and counseling to consider lowering the class size in the shop. It is simply an unsafe situation for the teacher and students. We were able to lower the class sizes to 29-31 students per shop class. This is still a long way from the recommended 20-1 student teacher ratio for the shop but it is a step in the right direction and we will continue to work towards that in coming years. Our Ag Science classes currently range from 33-36 to one. ROP Floral Design is at 32 to one, ROP Environmental Horticulture has increased in popularity and is currently at 30 to one, ROP Food Science is at 33-36 to one, ROP Veterinary Science is at 33-36 to one and our Agriculture Leadership is about 36 to one as well. Our classes always start out larger at the beginning of the school year and dwindle down as the semester progresses due to transfer or withdrawal requests.

There are not many elective classes that are hands-on and career oriented in our district. Therefore this makes some of our agriculture electives favorable to students and highly requested. This has helped our retention and helped us to build numbers to become a four person department like we are today. However, with limited facilities and funding we fear we may be capped as

we have a lot of our electives that are singletons and growing them to two sections or more would require either hiring a part time teacher or eliminating one of our current courses. This has faced us with a dilemma but our motto going through it all is that we are more concerned with quality not necessarily quantity.

Having the larger class sizes is a big issue when it comes to funding. It is very difficult to furnish all students with materials without needing to charge a lab fee. Currently we request lab donations but with the laws in place for funding of public education from the parent/student side, we have seen a decline in those donations. The department with the other members of the Electives/Vocational Education department are working together to access the funding we need but still adhere to the laws in place. This may prove an even bigger problem with the new LCAP funding structure as well but we are keeping our heads up. Our current fundraising can help out a lot.

Overall, the student to teacher ratio, while not in compliance with this criteria standard is still proving to provide academic and agriculture achievement and success within our students and program. Our administration and counseling is very supportive and does their best to help where they can. We are a fortunate program and will work hard to sustain what we have and move forward when we can ensure it will be a quality move.

Quality Criteria Eleven: Full Year Employment

Currently the Sobrato Agriculture program does not effectively adhere to Quality Criteria Eleven. Our department instruction definitely extends beyond the regular school day, school year, and school location. We have four teachers in our program. Three contracted as full-time Agriculture, one who is part-time Agriculture and part-time Industrial Technology. Although our shop teacher is part-time Agriculture he assumes full FFA responsibilities.

The District recognizes that we do additional work and therefore the school district currently provides all four Ag teachers with a 1.0 unit coaching stipend that is contracted at $1374.00 for the school year. The district does realize that we teach throughout the summer so they currently offer four $5,000.00 summer contracts funded through ROP. Since it is though ROP we have to conduct a class and accumulate lab hours. This is very easy for us to accomplish since we are at school so much during the summer anyways with livestock and horticulture projects. Though I view this as our district's "Band-Aid" to an official 12 month contract for Ag Teachers it is better than having nothing. Last year the union amended the contract in negotiations to guarantee the Agriculture instructors the $5000.00 for their summer hours and funding was not identified so that even with the dispersal of ROP, it is still protected. This year a member of our department sat in on the stipend committee to work towards a potential 20% extended contract to make our district more competitive in hiring and retaining good agriculture teachers.

Our school district does not currently provide all teachers with a Project Supervision period. As a Department Chairperson I receive a paid class period off to conduct department responsibilities. Though this period is not officially called a "Project Supervision" period at my school site, I definitely use it as one. I feel that it would be difficult to instate project supervision periods for Ag teachers in our district simply because of the cost factor. Paying a teacher for a period off is a large cost to the district and they do not look favorably on that.

This criteria standard has been a difficult one to get everyone in our district and school site on board with, but we are making progress. They are finally seeing how much we do and how it benefits everyone and all stakeholders. We are hopeful to have negotiations in our favor and strive to achieve success in this area.

Quality Criteria Twelve:
Program Achievement

Program achievement has come a long way in our department. We have had successes in conference attendance, degree applicants, proficiencies, CDE's and much more. Growing to a four person department has helped to support the potential achievement both our program and our students can reach.

Award applications have sometimes been a struggle as students often don't want to do the work or are not motivated to complete the applications. We have worked on this by dividing up responsibilities of each area to an advisor and that way the student has some one on one support and motivation. In the area of proficiencies we have had a few regional placing and in 2013 had our very first State Proficiency winner in the area of Turf Grass Management. This was very exciting and served as a highlight for our program. In the area of Chapter, State and American Degrees we have maintained a steady stream of achievement for our students, though with our retention and program numbers, we should have more students reaching these levels of achievement.

The CDE events have been very successful for our chapter allowing us to have a Dairy Products, Floral, Nursery/Landscape and Livestock judging teams as well as our first Novice Parli Pro team this year. In addition our students compete in the various speaking contests and all other sectional activities. With the help of my department members we have been able to see our students make it to regional's and move on in competitions. These achievements and

successes are a motivator to the remainder of our student population and encourage students to take the challenge themselves.

Though we have not had any state or national champion teams to date, it is a goal as providing students with that experience in knowledge is a perfect way of giving back to them and the community and empowering young people to be the best that they can possibly be. We are working on extending our achievement to our administration, counselors, and community members as we are not as strong in that recognition. Though our program is still young, it is moving forward and reaching more and more goals.

B. Supporting Completion Materials

B. Supporting Completion Materials

B.1 Student Data Sheets
B.2 Agriculture Student Files
B.3 Course Outlines
B.4 Gradebook
B.5 SAE Supervision Forms
B.6 SAE as an integral part of the Ag Program
B.7 FFA as an integral part of the Ag Program
B.8 FFA Program of Activities
B.9 Recruitment Program
B.10 FFA Chapter Scrapbook
B.11 Summer Calendar
B.12 Graduate Follow Up Survey Instrument
B.13 Graduate Follow Up Results
B.14 Comprehensive Program Plan
B.15 Advisory Committee Meeting Minutes
B.16 Advisory Committee Meeting Agenda
B.17 Advisory Committee Bylaws
B.18 Proficiency Standards
B.19 Teaching Credential
B.20 Chapter Calendar
B.21 Professional Growth/Activities
B.22 R2 Report
B.23 Travel Request
B.24 CATA Membership
B.25 Professional Development Activity Report
B.26 5 Year Acquisition Plan
B.27 Operating Budget
B.28 District/Department Budget Process
B.29 Department Chairperson's Responsibilities
B.30 Chart of Responsibilities
B.31 Substitute Procedure/Plans
B.32 Program Completer
B.33 2+2 Agreements
B.34 Reimbursement Process

B.1 Copies of "Student Data Sheets"

STUDENT CAREER DATA SHEET

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

B. Gender: Male X Female

C. Date: 6/2/2014

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

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

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

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

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

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

H. Hispanic: Yes____ No X

Race: (Select Only One)

White
Asian
Asian Indian
Cambodian
Chinese
Hmong
Japanese
Korean
Laotian
Vietnamese
Black
Americian Indian
Native Hawian/Paccific Islander
Filipino
Guamanian
Samoan
Tahitian
X 2 or More

I. Locator Data:

Street Address: [redacted]
Phone Number: [redacted]
Parent/Guardian Name (Print Full Name For Each)
Mr. [redacted]
Miss/Mrs./Ms. [redacted]
Email: gamboajakob@gmail.com

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

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

Plan Updated: 2013-09-12
Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

Ag Biology Alg I English 9 Spanish 1 PE 9 Geography	Ag Geo Geometry English 10 PE 10 Spanish II Ag leadership	Ag Leadership Vet	Agleadership Hort

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig		Pig		Pig		Pig	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
FFA meetings Greenhand Conf.	Officer Meetings MFEALA	meetings Committe ALA State	meetings State

STUDENT CARER DATA SHEET

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

B. Gender: Male X Female ____

C. Date: 6/2/2014

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

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

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

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

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

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

H. Hispanic: Yes____ No X

Race: (Select Only One)

X White
Asian
Asian Indian
Cambodian
Chinese
Hmong
Japanese
Korean
Laotian
Vietnamese
Black
Americian Indian
Native Hawian/Paccific Islander
Filipino
Guamanian
Samoan
Tahitian
2 or More

I. Locator Data:

Street Address: [redacted]
Phone Number: [redacted]
Parent/Guardian Name (Print Full Name For Each)
Mr. [redacted]
Miss/Mrs./Ms. [redacted]
Email: coleton.bennett@yahoo.com

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

Go to the Millitary

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

Plan Updated: 2012-10-11
Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

Ag Mech. Alg. 1 Geography english 9. cp Ag. Bio Pe. 9	Englig 10 Adv Spanish 1 World history Gromtry Pe 10. Ag Geology	Ag floral or Ag mechanics	Ag vet science.

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Yard work service.		Donation of coats and community service.		Raise a goat.		Raise some type of animal.	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
FFA meeting's toys for tots crab feed	FFA meeting toys for tots. FFA activities	FFA meetings crab feed.	FFA meetings

STUDENT CAREER DATA SHEET

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

B. Gender: Male ____ Female X

C. Date: 6/2/2014

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

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

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

X Agriscience (4070)

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

X I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Hispanic: Yes____ No X

Race: (Select Only One)

White

X Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

Americian Indian

Native Hawian/Paccific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

I. Locator Data:

Street Address: [redacted]

Phone Number: [redacted]

Parent/Guardian Name (Print Full Name For Each)

Mr. [redacted]

Miss/Mrs./Ms. [redacted]

Email: aslamzuha@gmail.com

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

I would like to be a Marine Biologist

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

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

Plan Updated: 2013-10-10

Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course

geometry adv. English 9 Physical Education Ag. biology band french 1	Alg II English 10 Spanish or French Ag Leadership Band AP World History	Vet Science Ag leadership	Floral Design

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Raise a rabbit		Market Goat		Market Goat Steer		Steer	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
FFA drive through BBQ Kick ball game Officer	Officer COLC MFE Meetings	Officer COLC Drive Thr BBQ ALA	Meetings Officer ALA State Conf.

STUDENT CAREER DATA SHEET

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

B. Gender: Male ____ Female X

C. Date: 6/2/2014

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

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

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

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

G. 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.

H. Hispanic: Yes____ No X

Race: (Select Only One)

- White
- X Asian
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black
- Americian Indian
- Native Hawian/Paccific Islander
- Filipino
- Guamanian
- Samoan
- Tahitian
- 2 or More

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

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

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

Plan Updated: 2012-10-11
Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

AG bio	Ag. Geo	Floral

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

FRESHMAN YEAR S.A.E	Size	SOPHOMORE YEAR S.A.E	Size	JUNIOR YEAR S.A.E	Size	SENIOR YEAR S.A.E	Size
Rabbit Raising		Planter box		Planter box		Planter box	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
BBQ meetings	Movie Nights Meetings BBQ	Movie N. Meetings BBQ	MovieN Meeting BBQ

STUDENT CAREER DATA SHEET

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

B. Gender: Male ____ Female X

C. Date: 6/2/2014

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

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

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

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

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

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

H. Hispanic: Yes____ No X

Race: (Select Only One)

- White
- Asian
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black
- Americian Indian
- Native Hawian/Paccific Islander
- Filipino
- Guamanian
- Samoan
- Tahitian
- X 2 or More

I. Locator Data:

Street Address: [redacted]

Phone Number: [redacted]

Parent/Guardian Name (Print Full Name For Each)

Mr. [redacted]

Miss/Mrs./Ms. [redacted]

Email: [redacted]

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

Maybe a lawyer. (Veteranerian)

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

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

Plan Updated: 2013-09-12

Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

Agriculture Biology	Agriculture Geology	Agricultural Floral Design	Animal Science

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Raise an Animal		raise an animal		raise an animal		raise an animal	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
BBQ tickets	None	BBQ tickets	BBQ tickets

STUDENT CAREER DATA SHEET

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

B. Gender: Male X Female

C. Date: 6/2/2014

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

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

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

G. 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.

H. Hispanic: Yes____ No X

Race: (Select Only One)
- White
- Asian
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black
- Americian Indian
- Native Hawian/Paccific Islander
- Filipino
- Guamanian
- Samoan
- Tahitian
- X 2 or More

I. Locator Data:
Street Address: [redacted]
Phone Number: [redacted]
Parent/Guardian Name (Print Full Name For Each)
Mr. [redacted]

Miss/Mrs./Ms. [redacted]
Email: makaalabolivar@yahoo.com

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

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

Plan Updated: 2013-09-09
Student Number: 1130256

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

Ag Metals and Machines
Ag Biology

Ag Geology Ag Mechanics Ag Mechanics

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Yardwork		Yardwork		Yard work		Yardwork	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Meeting	Meeting	Meeting	Meeting

STUDENT CAREER DATA SHEET

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

B. Gender: Male ____ Female X

C. Date: 6/2/2014

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

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

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

X Agriscience (4070)

G. 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.

H. Hispanic: Yes____ No X

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawian/Paccific Islander

Filipino

Guamanian

Samoan

Tahitian

X 2 or More

I. Locator Data:

Street Address: [redacted]

Phone Number: [redacted]

Parent/Guardian Name (Print Full Name For Each)

Mr. [redacted]

Miss/Mrs./Ms. [redacted]

Email: [redacted]

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

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

Plan Updated: 2013-10-10

Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course

None

AG Geology AG Mechanics Animal Science

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
None		Yard work		Yard work		Mechanics	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
None	Capture the Flag Meetings BBQ	Meetings	Meetings

STUDENT CAREER DATA SHEET

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

B. Gender: Male ____ Female X

C. Date: 6/2/2014

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

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

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

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

G. 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.

H. Hispanic: Yes____ No X

Race: (Select Only One)

- X White
- Asian
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black
- Americian Indian
- Native Hawian/Paccific Islander
- Filipino
- Guamanian
- Samoan
- Tahitian
- 2 or More

I. Locator Data:

Street Address: [redacted]

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr. [redacted]

Miss/Mrs./Ms. [redacted]

Email:

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

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

Plan Updated: [redacted]

Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

freshman	2	3	4
bio.	geo.	vet science	floral

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
pig		pig		pig		steer / pig	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
bio	geology	vet science	floral

STUDENT CAREER DATA SHEET

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

B. Gender: Male ____ Female X

C. Date: 6/2/2014

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

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

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

G. 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.

H. Hispanic: Yes____ No X___

Race: (Select Only One)
- X White
- Asian
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black
- Americian Indian
- Native Hawian/Paccific Islander
- Filipino
- Guamanian
- Samoan
- Tahitian
- 2 or More

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

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

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

Plan Updated: 2012-10-11
Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

Ag Biology PE English 9 Geometry Foods Geography	Ag Geology PE English 10 Alg. 2 Spanish World History	Horticulture	Floral

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
veterinary care (kittens)		veterinary care (horses)		vet care		vet care	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Farm work days BBQ x2 green hand meeting Meetings	Farm workdays BBQ greenhand meetings	BBQ Meetings State Conf	BBQs MFE

STUDENT CAREER DATA SHEET

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

B. Gender: Male X Female

C. Date: 6/2/2014

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

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

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

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

H. Hispanic: Yes____ No X

Race: (Select Only One)
- X White
- Asian
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black
- Americian Indian
- Native Hawian/Paccific Islander
- Filipino
- Guamanian
- Samoan
- Tahitian
- 2 or More

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

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

law

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

Plan Updated: 2013-10-09
Student Number: [redacted]

[redacted]

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

P.E	Adv Body Cond.	Chem.	Vet science
alg-1- Geometry	Alg 2	Pre-calc	Floral
cp-english-9 Adv. Eng 9	Adv. Eng. 10	Eng 11	Calc. AB
ag bio	Ag Geo.	Vet Science	Econ/Civics
eramices Foods	World Hist.	APUSH	Eng 12
spainsh-1- French	Spanish 1	Spanish 2	

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

FRESHMAN YEAR S.A.E	Size	SOPHOMORE YEAR S.A.E	Size	JUNIOR YEAR S.A.E	Size	SENIOR YEAR S.A.E	Size
pig				Pig			
Steer				Steer			

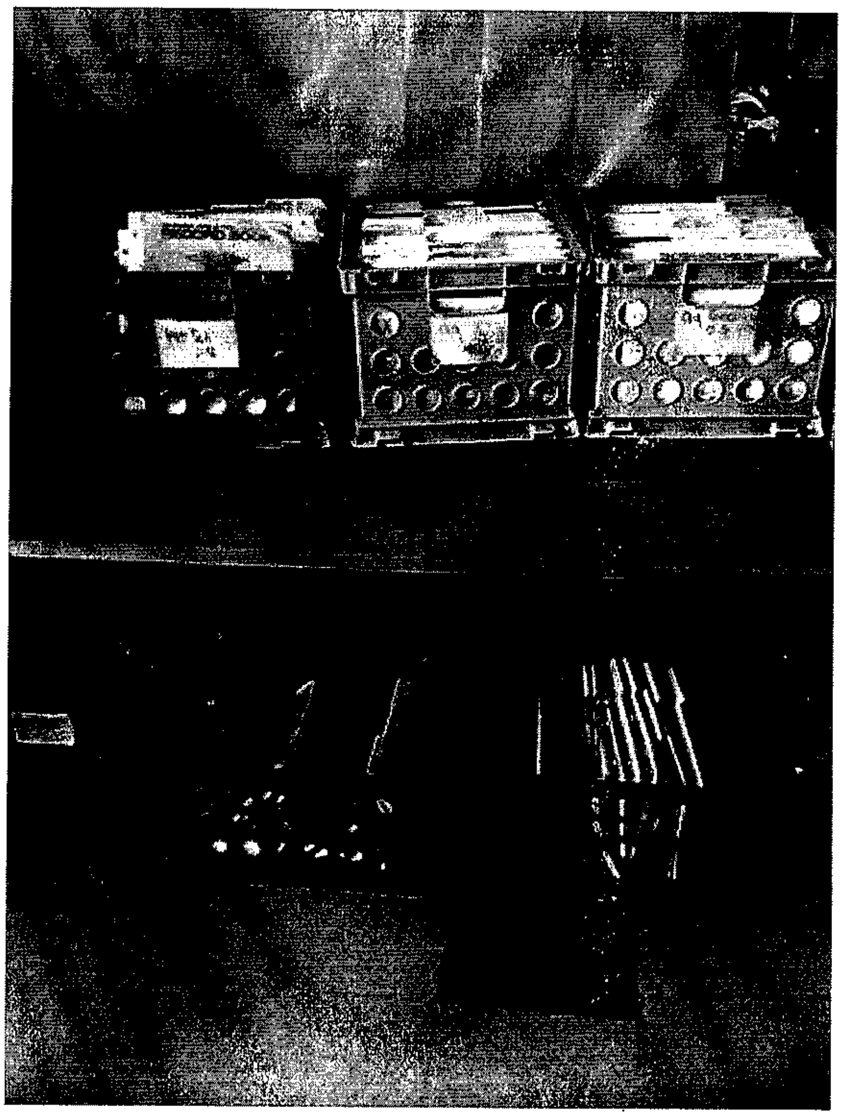
Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
green hand meeting			
FFA BBQ			
Meetings			
farm work days			

B.2 A description of your permanent Agriculture student file for each student

B. 2 Student Files

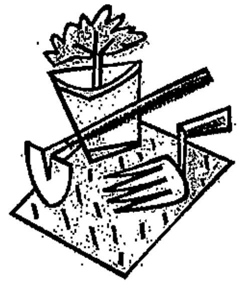
Below is a picture of how we divide out the files by courses and periods. Each teacher has a crate for the current year class. At the end of each year we file them by graduation year in alphabetical order in a cabinet to be pulled for the next years class in August. We keep Student Data Sheets, Recordbooks, Applications, Etc in each student's file.



B.3 Course Outlines

B.3 Course outline for each course taught.

ROP Environmental Horticulture



Instructor: Ms. Salo
School Phone: (408) 201-6200 #41259
Email: Tanya.salo@mhu.k12.ca.us
Webpage: https://www.edmodo.com/home#/join/df6014bc0cc0ea54b97d7b68ce3a9175 Code: ke3261

Course Description: This course presents the fundamental principles of ornamental horticulture and their applications in the production, uses and maintenance of horticultural crops. The principles of plant propagation are covered in detail. Trees, small fruit and vegetable production are presented as well as floral design. Career opportunities, educational options and industry associations are discussed. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year

Required Materials (bring to class every day):

- Text: Introduction to Horticulture and Sunset Garden
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- 2 Single-subject spiral notebook (one for each semester)
- Pen/pencil, markers, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- Closed-Toed-Shoes when working outside.

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school.

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test. The lowest quiz/test score will be dropped each semester.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible

of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date. Unexcused absences will not be allowed to make-up Lab points.

Attendance Policy: Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Major Assignments/Activities:

Students are required to complete homework, class work, labs, projects, FFA activities and a FFA record book.

A. Composition Notebook: Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. Notebooks must be turned in on date announced. Late notebooks will receive 5% grade deduction for each day late with no more than a 50% grade deduction.

B. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

C. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester

Grading Categories:

Class work and Homework = 30%
FFA & Leadership Activities = 10%
Exams/Quizzes = 40%
Final Exam = 20%

Grading Scale:

90%-100% = A	70%-79% = C	0%-59% = F
80%-89% = B	60%-69% = D	

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Geology.
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ______________________________

Students Signature: ______________________ Date: __________

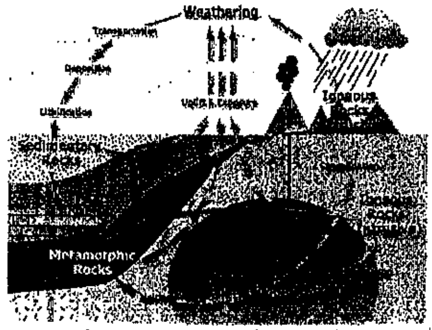
Parent/Guardian Name: ______________________________

Parent/Guardian Signature: ______________________ Date: __________

Parent/Guardian Contact Phone #: ______________________________

Parent/Guardian Email: ______________________________

CP Agriculture Geology



Instructor: Ms. Salo
Voice Mail: (408) 201-6200 ext: 41259
Email: tanya.salo@mhu.k12.ca.us
Webpage: https://www.edmodo.com/home#/join/ef8ab57415f7b066e558df016f6bcb6e Code: 73jugp

Course Description: **Agriculture Geology CP is a one-year college preparatory course in physical lab science, introducing students to the principles of geology, chemistry, meteorology, oceanography and astronomy while incorporation agriculture. In laboratory activities, students learn the basic techniques, methods, and limitations of science and laboratory techniques. FFA and the Supervised Occupational Experience Program are an integral part of the instruction. The inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records. Students have the option of traveling to various colleges and universities throughout the state for FFA activities.**

Required Materials (bring to class every day):

- Text: Earth Science; Holt 2007.
- Text Support: Earth Science; Science Notebook (1 is provided per student)
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- (2-3) Single-subject composition notebooks, college ruled (one or more per semester)
- Pen/pencil, colored pencils, white board marker, and a glue stick
- Agenda to record all assignments and due dates

Late Work and Make-up policy:

Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school (this is the student's responsibility).

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible of the actual lab and/or lab write-up. Research papers will be due within one week of Lab date. Unexcused absences will not be allowed to make-up Lab points.
***All Make-Up Work, Labs, and Tests/Quizzes, are to have the words "Excused Absence" and the original assignment date on them.**

Attendance Policy:

Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Major Assignments/Activities:

Students are required to complete homework, class work, labs, projects, FFA activities and a FFA record book.

A. Composition Notebook: Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. Notebooks must be turned in on date announced. Late notebooks will receive 5% grade deduction for each day late with no more than a 50% grade deduction.

B. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

C. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester:

Grading Categories:

Class work, Homework, Labs and Projects = 30%
FFA & Leadership Activities = 10%
Tests/Quizzes= 40%
Final Exam = 20%

Grading Scale:

90%-100% = A	60%-69% = D
80%-89% = B	0%-59% = F

70%-79% = C

Classroom rules, procedures and expectations:

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work **when** the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- There will be no eating or drinking in class, except for special occasions (i.e. lab activities).
- **Personal hygiene is a must.** Clean clothing and regular bathing especially after strenuous physi activity associated with PE classes is an immediate personal need. With crowded classroom conditions it is to the benefit of the entire class that each person be diligent in their personal hygiene, including dental hygiene, hair grooming and the use of body deodorants.

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Geolog
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedure and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ______________________________

Students Signature: ______________________ Date: __________

Parent/Guardian Name: ______________________________

Parent/Guardian Signature: __________________ Date: __________

Parent/Guardian Contact Phone #: ______________________

Parent/Guardian Email: ______________________________

ROP Art and History of Floral Design

Instructor: Ms. Salo
School Phone: (408) 201-6200 #41259
Email: Tanya.salo@mhu.k12.ca.us
Webpage: https://www.edmodo.com/home#/join/82642f67f54ef00dea95c68168d5cb27 Code: poi8as

Course Description: This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

Course Outline:

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Art History Time Periods
- Important Artists and their Impacts
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Basic Horticulture & Production
- Flower and Plant Identification
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities in Floral Design & the FFA

Required Materials (bring to class every day):

- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- 2 Single-subject spiral notebook (one for each semester)
- Pen/pencil, markers, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- 1" Binder for Portfolio Content

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school.

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test. The lowest quiz/test score will be dropped each semester.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date. Unexcused absences will not be allowed to make-up Lab points.

Attendance Policy: Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester

Grading

35%	A. Classroom Assignments and Homework (Arrangement Evaluations, chapter worksheets)
20%	B. Tests and Quizzes (on each Unit)
10%	C. Final
25%	D. Project Reports (Wedding Project, Art History Project, Professional Portfolio)
10%	E. FFA & Leadership Participation (2 activities per quarter)/California Agriculture Record Book (done in class) / Approved SAE Project
100%	Total

A. Classroom Assignments and Homework: All daily activities are included in this category, such as video notes, work from the book, pricing estimates on the arrangements, and most importantly your arrangement evaluations. After each arrangement we make in class (whether it is for a customer or yourself) you will need to do a write-up on it, reflecting on what you learned. All general homework and class work is included in this 35%.

B. Tests and Quizzes: Anytime we have a quiz or a test the points will count in this category. Test and Quizzes will be open notes.

C. Final: Each semester will end with a cumulative final. Those points earned will count in this category. The final will be part written and part project based.

D. Project Reports: All of our large projects or research reports will count here, such as the Wedding Project, your Professional Portfolio, the Art History project, and even any art projects in class like a collage. It is important to complete these projects since they make up 25% of your grade.

E. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

F. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Grading Scale:

90%-100% = A	70%-79% = C	0%-59% = F
80%-89% = B	60%-69% = D	

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, with materials, ready to work when the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to participate in all lab work and discussions, and take notes during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Geology.
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ____

Students Signature: ______________________________ Date: ______________

Parent/Guardian Name: ____

Parent/Guardian Signature: ______________________________ Date: ______________

Parent/Guardian Contact Phone #: ______________________________________

Parent/Guardian Email: ____

B.4 Gradebook

B.4 Xerox copy of your "grade book" for each course taught.

Building: 32 - Ann Sobrato High School Course: 4130850-2 (Geology/Ag Emph CP) Period: PER2 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) Teacher: Salo

Student ID	Student Name	Average	#1 8/19 NOTE Pts: 10.00 Wgt: 1	#2 8/23 NOTE Pts: 10.00 Wgt: 1	#3 8/23 NOTE Pts: 10.00 Wgt: 1	#4 8/23 NOTE Pts: 10.00 Wgt: 1	#5 8/23 NOTE Pts: 10.00 Wgt: 1	#6 8/28 NOTE Pts: 10.00 Wgt: 1
[redacted]	[redacted]	71.67%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	75.86%	10.00	10.00	10.00	10.00	7.00	7.00
[redacted]	[redacted]	82.97%	10.00	10.00	10.00	10.00	10.00	9.00
[redacted]	[redacted]	66.60%	10.00	10.00	10.00	10.00	5.00	0.00
[redacted]	[redacted]	93.92%	EXC	10.00	10.00	10.00	EXC	EXC
[redacted]	[redacted]	85.06%	EXC	10.00	10.00	10.00	EXC	EXC
[redacted]	[redacted]	83.08%	10.00	10.00	10.00	10.00	8.00	8.00
[redacted]	[redacted]	84.23%	10.00	10.00	10.00	10.00	0.00	10.00
[redacted]	[redacted]	92.45%	10.00	10.00	10.00	10.00	8.00	9.00
[redacted]	[redacted]	95.20%	10.00	10.00	10.00	10.00	7.00	8.00
[redacted]	[redacted]	82.43%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	74.19%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	88.66%	10.00	10.00	10.00	10.00	0.00	9.00
[redacted]	[redacted]	82.68%	10.00	10.00	10.00	10.00	0.00	10.00
[redacted]	[redacted]	99.86%	10.00	10.00	10.00	10.00	10.00	10.00
[redacted]	[redacted]	71.58%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	77.06%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	88.54%	10.00	10.00	10.00	10.00	8.00	10.00
[redacted]	[redacted]	74.27%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	92.23%	10.00	10.00	10.00	10.00	7.00	9.00
[redacted]	[redacted]	90.21%	10.00	10.00	10.00	10.00	10.00	EXC
[redacted]	[redacted]	82.31%	10.00	10.00	10.00	10.00	8.00	10.00
[redacted]	[redacted]	93.64%	10.00	10.00	10.00	10.00	10.00	10.00
[redacted]	[redacted]	77.52%	10.00	10.00	10.00	10.00	0.00	0.00
[redacted]	[redacted]	82.18%	10.00	10.00	10.00	10.00	8.00	0.00
Class Average Percentage		83.54%	100.00%	100.00%	100.00%	100.00%	46.09%	54.09%
Class Average Points			10.00	10.00	10.00	10.00	4.61	5.41

Assignment Descriptions Key:					
Asmt	Due Date	Description	Asmt	Due Date	Description
1	08/19/13	Safety Poster	2	08/23/13	Syllabus
3	08/23/13	Class Agreement	4	08/23/13	syllabus
5	08/23/13	Lab Procedure	6	08/28/13	Conclusion-Measurements

Building: 32 - Ann Sobrato High School Course: 4130850-2 (Geology/Ag Emph CP) Period: PER2 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) Teacher: Salo

Student ID	Student Name	Average	#7 9/6 TEST Pts: 50.00 Wgt: 1	#8 9/6 NOTE Pts: 100.00 Wgt: 1	#9 9/27 NOTE Pts: 100.00 Wgt: 1	#10 10/1 NOTE Pts: 50.00 Wgt: 1	#11 10/9 TEST Pts: 28.00 Wgt: 1	#12 10/11 PART Pts: 100.00 Wgt: 1
[redacted]	[redacted]	71.67%	28.00	40.00	50.00	0.00	4.00	100.00
[redacted]	[redacted]	75.86%	27.00	90.00	90.00	0.00	17.00	100.00
[redacted]	[redacted]	82.97%	38.00	85.00	85.00	0.00	15.00	110.00
[redacted]	[redacted]	66.60%	45.00	80.00	80.00	0.00	14.00	70.00
[redacted]	[redacted]	93.92%	EXC	EXC	100.00	50.00	18.00	100.00
[redacted]	[redacted]	85.06%	EXC	EXC	95.00	0.00	15.00	100.00
[redacted]	[redacted]	83.08%	32.00	80.00	90.00	0.00	17.00	120.00
[redacted]	[redacted]	84.23%	30.00	95.00	95.00	50.00	8.00	100.00
[redacted]	[redacted]	92.45%	38.00	95.00	95.00	50.00	11.00	105.00
[redacted]	[redacted]	95.20%	50.00	85.00	85.00	50.00	18.00	100.00
[redacted]	[redacted]	82.43%	40.00	80.00	80.00	0.00	15.00	100.00
[redacted]	[redacted]	74.19%	22.00	95.00	95.00	0.00	14.00	70.00
[redacted]	[redacted]	88.66%	31.00	100.00	100.00	50.00	17.00	100.00
[redacted]	[redacted]	82.68%	29.00	95.00	95.00	50.00	13.00	100.00
[redacted]	[redacted]	99.86%	50.00	100.00	100.00	50.00	21.00	100.00
[redacted]	[redacted]	71.58%	28.00	60.00	60.00	0.00	13.00	0.00
[redacted]	[redacted]	77.06%	28.00	70.00	70.00	0.00	17.00	100.00
[redacted]	[redacted]	88.54%	39.00	100.00	100.00	0.00	15.00	100.00
[redacted]	[redacted]	74.27%	25.00	95.00	95.00	0.00	11.00	100.00
[redacted]	[redacted]	92.23%	41.00	90.00	90.00	50.00	14.00	100.00
[redacted]	[redacted]	90.21%	39.00	95.00	95.00	50.00	19.00	100.00
[redacted]	[redacted]	82.31%	28.00	85.00	85.00	0.00	14.00	100.00
[redacted]	[redacted]	93.64%	39.00	100.00	100.00	50.00	17.00	100.00
[redacted]	[redacted]	77.52%	31.00	65.00	65.00	0.00	16.00	100.00
[redacted]	[redacted]	82.18%	39.00	75.00	75.00	0.00	20.00	100.00
Class Average Percentage		83.54%	69.30%	85.00%	86.80%	40.00%	53.29%	95.00%
Class Average Points			34.65	85.00	86.80	20.00	14.92	95.00

Assignment Descriptions Key:					
Asmt	Due Date	Description	Asmt	Due Date	Description
7	09/06/13	Science Basics Exam	8	09/06/13	Notebook Check #1
9	09/27/13	Notebook Check #2	10	10/01/13	RCD Speech Write
11	10/09/13	Geology Unit Exam	12	10/11/13	FFA Participation Qtr. 1

Building: 32 - Ann Sobrato High School Course: 4130850-2 (Geology/Ag Emph CP) Period: PER2 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Student Name	Average	#13 10/11 NOTE EC to Pts	#14 10/11 NOTE Pts: 100.00 Wgt: 1	#15 11/8 NOTE Pts: 100.00 Wgt: 1	#16 11/20 TEST Pts: 100.00 Wgt: 1	#17 11/22 TEST Pts: 55.00 Wgt: 1	#18 12/13 NOTE Pts: 100.00 Wgt: 1
[redacted]	[redacted]	71.67%		50.00	75.00	100.00	51.00	110.00
[redacted]	[redacted]	75.86%		90.00	25.00	100.00	49.00	90.00
[redacted]	[redacted]	82.97%		65.00	80.00	100.00	54.00	90.00
[redacted]	[redacted]	66.60%		105.00	80.00	100.00	37.00	50.00
[redacted]	[redacted]	93.92%		115.00	100.00	100.00	52.00	110.00
[redacted]	[redacted]	85.06%		115.00	75.00	95.00	50.00	110.00
[redacted]	[redacted]	83.08%		115.00	95.00	100.00	47.00	90.00
[redacted]	[redacted]	84.23%		115.00	90.00	100.00	40.00	110.00
[redacted]	[redacted]	92.45%		95.00	95.00	100.00	52.00	75.00
[redacted]	[redacted]	95.20%		105.00	100.00	105.00	49.00	110.00
[redacted]	[redacted]	82.43%		90.00	85.00	100.00	55.00	85.00
[redacted]	[redacted]	74.19%		85.00	76.00	75.00	55.00	105.00
[redacted]	[redacted]	88.66%	100.00	115.00	100.00	100.00	52.00	110.00
[redacted]	[redacted]	82.68%		100.00	80.00	95.00	48.00	95.00
[redacted]	[redacted]	99.86%		115.00	100.00	100.00	55.00	110.00
[redacted]	[redacted]	71.58%		80.00	100.00	95.00	55.00	95.00
[redacted]	[redacted]	77.06%		115.00	90.00	80.00	53.00	110.00
[redacted]	[redacted]	88.54%	85.00	115.00	100.00	100.00	55.00	100.00
[redacted]	[redacted]	74.27%		50.00	50.00	95.00	48.00	100.00
[redacted]	[redacted]	92.23%	100.00	110.00	100.00	100.00	51.00	110.00
[redacted]	[redacted]	90.21%		115.00	90.00	100.00	55.00	90.00
[redacted]	[redacted]	82.31%		115.00	95.00	100.00	43.00	95.00
[redacted]	[redacted]	93.64%		115.00	100.00	100.00	50.00	110.00
[redacted]	[redacted]	77.52%	100.00	65.00	75.00	95.00	55.00	85.00
[redacted]	[redacted]	82.18%		75.00	75.00	100.00	55.00	80.00
Class Average Percentage		83.54%	96.25%	97.20%	85.24%	97.40%	92.07%	97.00%
Class Average Points			96.25	97.20	85.24	97.40	50.64	97.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
13	10/11/13	Volcano Project	14	10/11/13	Notebook Check #3
15	11/08/13	Notebook Check #4	16	11/20/13	Weather Forecast Lab Practical Presentation
17	11/22/13	Atmosphere Exam	18	12/13/13	Notebook Check #5

Building: 32 - Ann Sobrato High School Course: 4130850-2 (Geology/Ag Emph CP) Period: PER2 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Student Name	Average	#19 12/13 PART Pts: 100.00 Wgt: 1	#20 12/13 NOTE EC to Pts	#21 12/18 FINAL Pts: 40.00 Wgt: 1	#22 12/18 FINAL Pts: 85.00 Wgt: 1
[redacted]	[redacted]	71.67%	100.00	90.00	23.00	47.00
[redacted]	[redacted]	75.86%	70.00		36.00	43.00
[redacted]	[redacted]	82.97%	120.00		23.00	59.00
[redacted]	[redacted]	66.60%	70.00		0.00	27.00
[redacted]	[redacted]	93.92%	100.00		38.00	57.00
[redacted]	[redacted]	85.06%	105.00		33.00	50.00
[redacted]	[redacted]	83.08%	105.00		37.00	40.00
[redacted]	[redacted]	84.23%	100.00		40.00	47.00
57123	Habina, Loryn Olivia	92.45%	130.00		38.00	78.00
63516	Haselhorst, Kurt William	95.20%	100.00		40.00	73.00
56343	Hernandez Ruiz, Adyanez	82.43%	100.00		37.00	49.00
56040	Hoston, Kiana Marie	74.19%	100.00		38.00	42.00
66804	King, Kayla Nicole Madeli	88.66%	105.00		38.00	38.00
56427	Laisure, Chandler Marie	82.68%	110.00		33.00	46.00
101430	Martin, Valarie	99.86%	100.00		38.00	86.00
57494	Perez Saldana, Miguel Angel	71.58%	70.00	90.00	38.00	42.00
61138	Quistian, Noemi Nichole	77.06%	100.00		33.00	43.00
56177	Rebozzi, Kayla	88.54%	100.00		37.00	47.00
57224	Rios, Katherine Alexia	74.27%	105.00	90.00	33.00	36.00
56544	Silva, Madison Jade	92.23%	100.00		38.00	61.00
56740	Swensen, Eric John	90.21%	100.00		37.00	53.00
57514	Urbina, Elijah Robert	82.31%	100.00	60.00	36.00	49.00
66294	Vargas, Jesse James	93.64%	105.00		38.00	67.00
67832	VillagomezArteaga, Jorge Ulises	77.52%	105.00		23.00	57.00
56459	Wedl, Meghan Josephine	82.18%	100.00		36.00	54.00
Class Average Percentage		83.54%	100.00%	91.67%	84.10%	60.75%
Class Average Points			100.00	82.50	33.64	51.64

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
19	12/13/13	FFA Participation Qtr. 2	20	12/13/13	Tutorial Participation
21	12/18/13	Group Practical	22	12/18/13	Geology Fall Final

Building: 32 - Ann Sobrato High School Course: 4130850-2 (Geology/Ag Emph CP) Period: PER2 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#1 1/8 NOTE Pts: 20.00 Wgt: 1	#2 1/13 NOTE Pts: 20.00 Wgt: 1	#3 1/29 NOTE Pts: 100.00 Wgt: 1	#4 2/3 TEST Pts: 50.00 Wgt: 1	#5 2/3 NOTE EC to Pts	#6 3/20 PART Pts: 100.00 Wgt: 1	#7 3/21 NOTE Pts: 124.00 Wgt: 1	#8 3/21 TEST Pts: 24.00 Wgt: 1	#9 3/28 TEST Pts: 73.00 Wgt: 1
[redacted]	65.66%	20.00	20.00	40.00	6.00		70.00	64.00	16.00	47.00
	100.50%	20.00	20.00	100.00	45.00		100.00	124.00	22.00	63.00
	88.79%	20.00	20.00	75.00	31.00	45.00	100.00	80.00	10.00	63.00
	74.03%	20.00	20.00	50.00	33.00		100.00	70.00	10.00	51.00
	81.51%	20.00	20.00	100.00	36.00	35.00	100.00	84.00	0.00	47.00
	87.04%	20.00	20.00	85.00	35.00		135.00	90.00	20.00	53.00
	42.07%	20.00	20.00	60.00	0.00		70.00	0.00	0.00	0.00
	80.12%	20.00	20.00	100.00	19.00	40.00	120.00	64.00	12.00	42.00
	85.35%	20.00	20.00	65.00	44.00		70.00	94.00	14.00	57.00
	75.68%	20.00	20.00	51.00	33.00		105.00	64.00	16.00	55.00
	100.23%	20.00	20.00	100.00	39.00	35.00	120.00	124.00	16.00	54.00
	74.28%	20.00	20.00	50.00	32.00		105.00	84.00	18.00	45.00
	98.48%	20.00	20.00	100.00	23.00	30.00	110.00	124.00	18.00	64.00
	88.37%	20.00	20.00	100.00	40.00		100.00	102.00	12.00	49.00
	99.19%	20.00	20.00	100.00	44.00	38.00	115.00	124.00	16.00	46.00
	91.12%	20.00	20.00	70.00	29.00	40.00	115.00	104.00	22.00	52.00
	81.32%	20.00	20.00	100.00	34.00		100.00	64.00	18.00	38.00
	58.56%	20.00	20.00	50.00	8.00		50.00	64.00	16.00	45.00
	68.92%	20.00	20.00	45.00	29.00		115.00	64.00	14.00	34.00
	90.42%	20.00	20.00	80.00	45.00	40.00	105.00	64.00	18.00	51.00
	85.97%	20.00	20.00	90.00	37.00	28.00	105.00	104.00	10.00	42.00
	99.50%	20.00	20.00	100.00	41.00		100.00	124.00	18.00	59.00
	93.29%	20.00	20.00	80.00	43.00		110.00	102.00	16.00	59.00
	100.06%	20.00	20.00	100.00	44.00	40.00	100.00	124.00	20.00	52.00
	65.99%	20.00	20.00	50.00	0.00		115.00	70.00	12.00	35.00
Class Average Percentage	83.06%	100.00%	100.00%	77.64%	61.60%	92.75%	101.40%	70.19%	60.67%	65.92%
Class Average Points		20.00	20.00	77.64	30.80	37.10	101.40	87.04	14.56	48.12

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	01/08/14	Agriculture Article	2	01/13/14	Ag Booster Contact Form
3	01/29/14	Notebook Check	4	02/03/14	Water&Erosion Assessment
5	02/03/14	Weathering/Erosion Foldable	6	03/20/14	FFA Quarter 3
7	03/21/14	Notebook Check	8	03/21/14	AStronomy Quiz
9	03/28/14	Astronomy Unit Exam			

Building: 32 - Ann Sobrato High School Course: 4130850-2 (Geology/Ag Emph CP) Period: PER2 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#10 3/28 NOTE EC to Pts	#11 3/28 NOTE EC to Pts	#12 4/17 NOTE Pts: 50.00 Wgt: 1	#13 5/2 TEST Pts: 100.00 Wgt: 1	#14 5/29 FINAL Pts: 200.00 Wgt: 1	#15 5/29 TEST Pts: 900.00 Wgt: 1	#16 6/2 PART Pts: 100.00 Wgt: 1	#17 6/4 FINAL Pts: 50.00 Wgt: 1	#18 6/4 FINAL Pts: 30.00 Wgt: 0.5
[redacted]	65.66%		80.00	40.00	80.00					
	100.50%		100.00	50.00	90.00					
	88.79%		85.00	50.00	90.00					
	74.03%		85.00	45.00						
	81.51%		100.00	50.00						
	87.04%		30.00	50.00						
	42.07%			35.00	85.00					
	80.12%			45.00	90.00					
	85.35%		90.00	50.00	90.00					
	75.68%			40.00	90.00					
	100.23%		100.00	50.00	87.00					
	74.28%			50.00	75.00					
	98.48%		100.00	50.00	90.00					
	88.37%		100.00	45.00	75.00					
	99.19%		90.00	50.00	90.00					
	91.12%		80.00	50.00	85.00					
	81.32%		85.00	45.00	78.00					
	58.56%			40.00	75.00					
	68.92%			45.00	78.00					
	90.42%		95.00	50.00	90.00					
	85.97%		85.00	50.00	70.00					
	99.50%		90.00	50.00	100.00					
	93.29%		100.00	50.00	85.00					
	100.06%		100.00	50.00	90.00					
	65.99%			40.00	90.00					
Class Average Percentage	83.06%	0.00%	88.61%	93.60%	85.14%	0.00%	0.00%	0.00%	0.00%	0.00%
Class Average Points		0.00	88.61	46.80	85.14	0.00	0.00	0.00	0.00	0.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
10	03/28/14	Solar System Extra Credit			
11	03/28/14	Astronomy Flipbook	12	04/17/14	Notebook Participation
13	05/02/14	Province Presentation	14	05/29/14	SAE Project
15	05/29/14	Mapping Project	16	06/02/14	FFA Quarter 4
17	06/04/14	Spring Semester Final	18	06/04/14	Mapping Final

Building: 32 - Ann Sobrato High School Course: 8120020-1 (Art/HisFlrlDsn/ROP) Period: PER3 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Average	#1 8/19 CLASS Pts: 10.00 Wgt: 1	#2 8/23 CLASS Pts: 10.00 Wgt: 1	#3 8/23 CLASS Pts: 10.00 Wgt: 1	#4 8/23 CLASS Pts: 10.00 Wgt: 1	#5 8/27 CLASS Pts: 10.00 Wgt: 1	#6 8/29 CLASS Pts: 10.00 Wgt: 1	#7 8/29 CLASS Pts: 25.00 Wgt: 1	#8 9/10 CLASS Pts: 40.00 Wgt: 1	#9 9/12 CLASS Pts: 130.00 Wgt: 1
[redacted]	97.89%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	120.00
[redacted]	93.37%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	98.42%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	84.55%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	103.07%	10.00	10.00	10.00	10.00	10.00	10.00	25.00	40.00	130.00
[redacted]	96.34%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	75.82%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	75.89%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	130.00
[redacted]	99.77%	10.00	10.00	10.00	10.00	10.00	10.00	24.00	40.00	130.00
[redacted]	96.32%	10.00	10.00	10.00	10.00	10.00	10.00	20.00	40.00	130.00
[redacted]	93.58%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	82.74%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	97.09%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	102.65%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	130.00
[redacted]	85.23%	10.00	10.00	10.00	10.00	10.00	10.00	25.00	40.00	130.00
[redacted]	74.06%	10.00	10.00	10.00	10.00	10.00	10.00	24.00	40.00	130.00
[redacted]	97.39%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	60.17%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	20.00	100.00
[redacted]	84.29%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	130.00
[redacted]	83.01%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	0.00	130.00
[redacted]	162.08%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	130.00
[redacted]	86.18%	10.00	10.00	10.00	10.00	10.00	10.00	24.00	40.00	125.00
[redacted]	99.29%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	130.00
[redacted]	92.95%	10.00	10.00	10.00	10.00	10.00	10.00	25.00	40.00	130.00
[redacted]	107.38%	10.00	10.00	10.00	10.00	10.00	10.00	25.00	40.00	130.00
[redacted]	64.60%	10.00	10.00	10.00	10.00	10.00	10.00	23.00	40.00	130.00
[redacted]	91.26%	10.00	10.00	10.00	10.00	10.00	10.00	25.00	40.00	130.00
[redacted]	87.40%	10.00	10.00	10.00	10.00	10.00	10.00	20.00	40.00	130.00
[redacted]	75.63%	10.00	10.00	10.00	10.00	10.00	10.00	25.00	40.00	130.00
[redacted]	77.88%	10.00	10.00	10.00	10.00	10.00	10.00	22.00	40.00	130.00
Class Average Percentage	90.88%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	92.00%	95.00%	98.85%
Class Average Points		10.00	10.00	10.00	10.00	10.00	10.00	23.00	38.00	128.50

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	08/19/13	Safety Poster	2	08/23/13	Syllabus
3	08/23/13	safety Contract	4	08/23/13	Class Agreement
5	08/27/13	Symbol Poster	6	08/29/13	Wire Wrapping
7	08/29/13	Boutenierre	8	09/10/13	Floral ID Wk2
9	09/12/13	Notebook Check #1			

Building: 32 - Ann Sobrato High School Course: 8120020-1 (Art/HisFlrlDsn/ROP) Period:

PER3 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Average	#10 9/12 CLASS Pts: 10.00 Wgt: 1	#11 9/27 CLASS Pts: 40.00 Wgt: 1	#12 10/11 PART Pts: 100.00 Wgt: 1	#13 10/11 CLASS Pts: 40.00 Wgt: 1	#14 10/11 CLASS Pts: 40.00 Wgt: 1	#15 10/18 CLASS Pts: 40.00 Wgt: 1	#16 10/25 CLASS Pts: 40.00 Wgt: 1	#17 11/1 CLASS Pts: 40.00 Wgt: 1	#18 11/8 CLASS Pts: 40.00 Wgt: 1
[redacted]	97.89%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	93.37%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	98.42%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	84.55%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	103.07%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	96.34%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	75.82%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	75.89%	10.00	40.00	100.00	40.00	0.00	0.00	40.00	40.00	0.00
[redacted]	99.77%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	96.32%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	93.58%	10.00	40.00	100.00	40.00	40.00	0.00	40.00	40.00	40.00
[redacted]	82.74%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	97.09%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	102.65%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	85.23%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	74.06%	10.00	0.00	100.00	0.00	0.00	40.00	40.00	0.00	0.00
[redacted]	97.39%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	60.17%	10.00	20.00	100.00	20.00	20.00	20.00	40.00	20.00	20.00
[redacted]	84.29%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	83.01%	10.00	40.00	100.00	40.00	40.00	40.00	0.00	0.00	40.00
[redacted]	162.08%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	86.18%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	99.29%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	92.95%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	107.38%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	64.60%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	0.00	0.00
[redacted]	91.26%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	87.40%	10.00	40.00	100.00	40.00	40.00	40.00	40.00	40.00	40.00
[redacted]	75.63%	10.00	0.00	100.00	0.00	40.00	40.00	40.00	40.00	40.00
[redacted]	77.88%	10.00	40.00	100.00	40.00	0.00	40.00	40.00	40.00	40.00
Class Average Percentage	90.88%	100.00%	91.67%	100.00%	91.67%	88.33%	91.67%	96.67%	88.33%	88.33%
Class Average Points		10.00	36.67	100.00	36.67	35.33	36.67	38.67	35.33	35.33

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
10	09/12/13	Floral Critique			
11	09/27/13	Floral ID Wk3	12	10/11/13	FFA Participation Qtr. 1
13	10/11/13	Floral ID Wk 4	14	10/11/13	Floral ID Wk 5
15	10/18/13	Floral ID WK 6	16	10/25/13	Floral ID WK 7
17	11/01/13	Floral ID WK 8	18	11/08/13	Floral ID WK 9

Building: 32 - Ann Sobrato High School Course: 8120020-1 (Art/HisFlrlDsn/ROP) Period: PER3 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Average	#19 11/8 CLASS Pts: 200.00 Wgt: 1	#20 11/15 CLASS Pts: 40.00 Wgt: 1	#21 11/22 CLASS Pts: 40.00 Wgt: 1	#22 11/22 TEST Pts: 16.00 Wgt: 1	#23 11/22 TEST Pts: 10.00 Wgt: 1	#24 12/13 FINAL Pts: 100.00 Wgt: 1	#25 12/16 PART Pts: 100.00 Wgt: 1	#26 12/17 FINAL Pts: 100.00 Wgt: 1	#27 12/19 FINAL Pts: 57.00 Wgt: 1
[redacted]	97.89%	200.00	40.00	40.00	16.00	14.00	0.00	100.00	95.00	53.00
[redacted]	93.37%	190.00	40.00	40.00	16.00	9.00	0.00	100.00	80.00	49.00
[redacted]	98.42%	200.00	40.00	40.00	15.00	10.00	95.00	100.00	90.00	55.00
[redacted]	84.55%	190.00	0.00	0.00	16.00	7.00	0.00	70.00	80.00	50.00
[redacted]	103.07%	200.00	40.00	40.00	16.00	14.00	100.00	100.00	100.00	57.00
[redacted]	96.34%	200.00	40.00	40.00	12.00	10.00	100.00	100.00	95.00	51.00
[redacted]	75.82%	93.00	40.00	40.00	2.00	7.00	85.00	70.00	80.00	49.00
[redacted]	75.89%	180.00	0.00	0.00	16.00	2.00	0.00	70.00	200.00	51.00
[redacted]	99.77%	200.00	40.00	40.00	16.00	10.00	100.00	100.00	100.00	53.00
[redacted]	96.32%	200.00	40.00	40.00	10.00	14.00	95.00	70.00	100.00	55.00
[redacted]	93.58%	200.00	40.00	40.00	14.00	9.00	95.00	100.00	90.00	45.00
[redacted]	82.74%	40.00	40.00	40.00	12.00	8.00	85.00	110.00	90.00	47.00
[redacted]	97.09%	200.00	40.00	40.00	16.00	6.00	100.00	115.00	95.00	51.00
[redacted]	102.65%	200.00	40.00	40.00	16.00	15.00	90.00	100.00	95.00	47.00
[redacted]	85.23%	200.00	39.00	38.00	6.00	2.00	90.00	100.00	95.00	54.00
[redacted]	74.06%	170.00	0.00	0.00	16.00	18.00	0.00	0.00	90.00	52.00
[redacted]	97.39%	200.00	40.00	40.00	14.00	10.00	90.00	105.00	90.00	47.00
[redacted]	60.17%	170.00	0.00	0.00	2.00	5.00	0.00	100.00	95.00	43.00
[redacted]	84.29%	180.00	0.00	0.00	6.00	9.00	100.00	115.00	90.00	54.00
[redacted]	83.01%	200.00	0.00	40.00	12.00	9.00	80.00	100.00	95.00	49.00
[redacted]	162.08%	200.00	40.00	40.00	8.00	100.00	95.00	100.00	95.00	47.00
[redacted]	86.18%	200.00	40.00	40.00	6.00	8.00	0.00	105.00	90.00	54.00
[redacted]	99.29%	200.00	40.00	40.00	12.00	14.00	85.00	105.00	100.00	53.00
[redacted]	92.95%	EXC	40.00	40.00	8.00	10.00	85.00	100.00	95.00	54.00
[redacted]	107.38%	200.00	40.00	40.00	16.00	20.00	100.00	100.00	95.00	54.00
[redacted]	64.60%	150.00	0.00	0.00	2.00	4.00	0.00	100.00	90.00	49.00
[redacted]	91.26%	200.00	40.00	10.00	16.00	7.00	0.00	100.00	95.00	53.00
[redacted]	87.40%	200.00	40.00	40.00	4.00	8.00	80.00	105.00	90.00	43.00
[redacted]	75.63%	200.00	0.00	0.00	8.00	7.00	0.00	105.00	90.00	51.00
[redacted]	77.88%	195.00	40.00	0.00	4.00	3.00	75.00	110.00	90.00	51.00
Class Average Percentage	90.88%	92.38%	73.25%	70.67%	69.38%	123.00%	60.83%	95.17%	95.83%	88.95%
Class Average Points		184.76	29.30	28.27	11.10	12.30	60.83	95.17	95.83	50.70

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
19	11/08/13	Notebook Check #2	20	11/15/13	Floral ID WK 10
21	11/22/13	Floral ID WK11	22	11/22/13	Floral ID Quiz
23	11/22/13	Art History Test	24	12/13/13	Portfolio
25	12/16/13	FFA Participation Qtr. 2	26	12/17/13	Group Project
27	12/19/13	Written Floral Final			

Building: 32 - Ann Sobrato High School Course: 8120020-1 (Art/HisFlrlDsn/ROP) Period:
PER3 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#1 1/13 NOTE Pts: 20.00 Wgt: 1	#2 1/31 CLASS Pts: 50.00 Wgt: 1	#3 2/6 NOTE Pts: 70.00 Wgt: 1	#4 2/13 CLASS Pts: 50.00 Wgt: 1	#5 3/11 CLASS Pts: 25.00 Wgt: 1	#6 3/13 CLASS Pts: 50.00 Wgt: 1	#7 3/21 PART Pts: 100.00 Wgt: 1	#8 3/21 NOTE Pts: 300.00 Wgt: 1	#9 3/21 NOTE Pts: 280.00 Wgt: 1
[redacted]	95.51%	20.00	45.00	70.00	45.00	25.00	50.00	100.00	285.00	280.00
[redacted]	98.77%	20.00	50.00	70.00	45.00	25.00	50.00	110.00	280.00	280.00
[redacted]	97.99%	20.00	50.00	70.00	45.00	25.00	50.00	100.00	285.00	280.00
[redacted]	97.31%	20.00	48.00	70.00	45.00	25.00	50.00	105.00	280.00	280.00
[redacted]	101.00%	20.00	50.00	70.00	50.00	25.00	50.00	110.00	300.00	280.00
[redacted]	96.19%	20.00	45.00	70.00	45.00	25.00	50.00	100.00	300.00	280.00
[redacted]	76.55%	20.00	47.00	70.00	45.00	25.00	50.00	70.00	200.00	0.00
[redacted]	89.76%	20.00	48.00	70.00	45.00	25.00	50.00	70.00	220.00	240.00
[redacted]	98.86%	20.00	50.00	70.00	45.00	25.00	50.00	100.00	300.00	280.00
[redacted]	96.05%	20.00	45.00	70.00	45.00	25.00	50.00	100.00	285.00	280.00
[redacted]	92.14%	20.00	45.00	A	45.00	25.00	50.00	100.00	200.00	280.00
[redacted]	97.54%	20.00	48.00	60.00	45.00	25.00	50.00	100.00	285.00	280.00
[redacted]	96.97%	20.00	50.00	70.00	45.00	25.00	50.00	105.00	285.00	280.00
[redacted]	95.86%	20.00	48.00	60.00	45.00	25.00	50.00	105.00	300.00	280.00
[redacted]	97.37%	20.00	45.00	60.00	45.00	25.00	50.00	110.00	280.00	280.00
[redacted]	78.80%	20.00	40.00	50.00	45.00	25.00	50.00	70.00	220.00	80.00
[redacted]	94.71%	20.00	48.00	70.00	45.00	25.00	50.00	70.00	300.00	280.00
[redacted]	87.14%	20.00	50.00	54.00	45.00	25.00	50.00	100.00	280.00	80.00
[redacted]	99.30%	20.00	48.00	70.00	45.00	25.00	50.00	115.00	285.00	280.00
[redacted]	93.91%	20.00	48.00	70.00	45.00	25.00	50.00	100.00	285.00	240.00
[redacted]	95.35%	20.00	50.00	70.00	45.00	25.00	50.00	100.00	300.00	240.00
[redacted]	89.09%	20.00	48.00	60.00	45.00	25.00	50.00	105.00	285.00	80.00
[redacted]	93.20%	20.00	48.00	70.00	45.00	25.00	50.00	70.00	285.00	240.00
[redacted]	96.09%	20.00	48.00	70.00	45.00	25.00	50.00	100.00	285.00	280.00
[redacted]	98.37%	20.00	50.00	70.00	45.00	25.00	50.00	100.00	285.00	280.00
[redacted]	83.76%	20.00	48.00	50.00	45.00	25.00	50.00	70.00	285.00	80.00
[redacted]	95.86%	20.00	48.00	60.00	45.00	25.00	50.00	100.00	290.00	280.00
[redacted]	95.04%	20.00	50.00	60.00	45.00	25.00	50.00	115.00	200.00	280.00
[redacted]	97.58%	20.00	50.00	70.00	45.00	25.00	50.00	110.00	285.00	240.00
[redacted]	98.61%	20.00	A	70.00	45.00	25.00	50.00	140.00	285.00	200.00
Class Average Percentage	94.16%	100.00%	95.72%	94.29%	90.33%	100.00%	100.00%	98.33%	91.56%	83.81%
Class Average Points		20.00	47.86	66.00	45.17	25.00	50.00	98.33	274.67	234.67

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	01/13/14	Ag Booster Contact Form	2	01/31/14	Chinese New Year Arrangement
3	02/06/14	Notebook Check	4	02/13/14	Valentines Arrangement
5	03/11/14	Spaghettie Feed Participation	6	03/13/14	Crab Feed Flowers
7	03/21/14	FFA Quarter 3	8	03/21/14	Floarl Wedding Plan
9	03/21/14	Floral ID's WK 13-18			

Building: 32 - Ann Sobrato High School Course: 8120020-1 (Art/HisFlrlDsn/ROP) Period:

PER3 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#10 4/24 CLASS Pts: 50.00 Wgt: 1	#11 5/1 CLASS Pts: 50.00 Wgt: 1	#12 5/6 CLASS Pts: 40.00 Wgt: 1	#13 5/29 FINAL Pts: 200.00 Wgt: 1	#14 6/2 PART Pts: 100.00 Wgt: 1
[redacted]	95.51%	50.00	50.00	30.00		
[redacted]	98.77%	48.00	50.00	40.00		
[redacted]	97.99%	48.00	50.00	40.00		
[redacted]	97.31%	45.00	50.00	40.00		
[redacted]	101.00%	EXC	50.00	40.00		
[redacted]	96.19%	50.00	50.00	30.00		
[redacted]	76.55%	50.00	50.00	30.00		
[redacted]	89.76%	EXC	50.00	EXC		
[redacted]	98.86%	EXC	50.00	40.00		
[redacted]	96.05%	45.00	50.00	EXC		
[redacted]	92.14%	45.00	50.00	40.00		
[redacted]	97.54%	50.00	50.00	40.00		
[redacted]	96.97%	50.00	50.00	30.00		
[redacted]	95.86%	45.00	50.00	30.00		
[redacted]	97.37%	48.00	50.00	40.00		
[redacted]	78.80%	45.00	50.00	35.00		
[redacted]	94.71%	50.00	50.00	35.00		
[redacted]	87.14%	48.00	50.00	35.00		
[redacted]	99.30%	50.00	50.00	EXC		
[redacted]	93.91%	48.00	50.00	30.00		
[redacted]	95.35%	50.00	50.00	30.00		
[redacted]	89.09%	50.00	50.00	40.00		
[redacted]	93.20%	50.00	50.00	40.00		
[redacted]	96.09%	45.00	50.00	35.00		
[redacted]	98.37%	50.00	50.00	40.00		
[redacted]	83.76%	EXC	50.00	35.00		
[redacted]	95.86%	50.00	50.00	30.00		
[redacted]	95.04%	48.00	50.00	EXC		
[redacted]	97.58%	50.00	50.00	40.00		
[redacted]	98.61%	50.00	50.00	40.00		
Class Average Percentage	94.16%	96.77%	100.00%	89.90%	0.00%	0.00%
Class Average Points		48.38	50.00	35.96	0.00	0.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
10	04/24/14	Topiary Spring			
11	05/01/14	Floral Challenge	12	05/06/14	Banquet Floral Arrangement
13	05/29/14	SAE Project	14	06/02/14	FFA Quarter 4

Building: 32 - Ann Sobrato High School Course: 8120000-1 (Horticulure CP/ROP) Period: PER4 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#1 1/13 NOTE Pts: 20.00 Wgt: 1	#2 1/24 NOTE Pts: 100.00 Wgt: 1	#3 1/31 NOTE Pts: 25.00 Wgt: 1	#4 2/7 NOTE Pts: 50.00 Wgt: 1	#5 2/7 NOTE Pts: 100.00 Wgt: 1	#6 3/21 PART Pts: 100.00 Wgt: 1	#7 3/21 NOTE Pts: 150.00 Wgt: 1	#8 3/21 NOTE Pts: 100.00 Wgt: 1	#9 5/1 NOTE Pts: 100.00 Wgt: 1
[redacted]	92.55%	20.00	85.00	25.00	50.00	100.00	100.00	125.00	100.00	80.00
[redacted]	88.34%	20.00	85.00	0.00	50.00	61.00	100.00	150.00	100.00	85.00
[redacted]	71.83%	20.00	80.00	25.00	50.00	90.00	0.00	125.00	100.00	70.00
[redacted]	86.97%	20.00	90.00	0.00	50.00	75.00	100.00	125.00	100.00	80.00
[redacted]	98.75%	20.00	90.00	25.00	50.00	100.00	100.00	150.00	100.00	100.00
[redacted]	93.94%	20.00	90.00	25.00	50.00	90.00	70.00	150.00	100.00	100.00
[redacted]	97.52%	20.00	90.00	25.00	50.00	100.00	100.00	150.00	100.00	100.00
[redacted]	83.51%	20.00	90.00	25.00	50.00	90.00	70.00	125.00	100.00	70.00
[redacted]	100.75%	20.00	90.00	25.00	50.00	100.00	110.00	150.00	100.00	100.00
[redacted]	84.27%	20.00	85.00	25.00	50.00	100.00	100.00	125.00	100.00	70.00
[redacted]	89.21%	20.00	80.00	25.00	40.00	85.00	105.00	125.00	100.00	75.00
[redacted]	94.41%	20.00	90.00	0.00	50.00	100.00	100.00	150.00	100.00	90.00
[redacted]	94.41%	20.00	90.00	20.00	50.00	70.00	100.00	150.00	100.00	100.00
[redacted]	92.07%	20.00	90.00	25.00	50.00	50.00	110.00	150.00	100.00	80.00
[redacted]	95.65%	20.00	90.00	20.00	50.00	90.00	100.00	150.00	100.00	90.00
[redacted]	93.79%	20.00	90.00	0.00	50.00	100.00	100.00	150.00	100.00	85.00
[redacted]	85.11%	20.00	80.00	0.00	40.00	85.00	100.00	125.00	100.00	75.00
[redacted]	83.87%	20.00	90.00	0.00	50.00	50.00	100.00	125.00	100.00	80.00
[redacted]	91.31%	20.00	85.00	0.00	50.00	90.00	100.00	150.00	100.00	80.00
[redacted]	85.70%	20.00	80.00	EXC	EXC	61.00	105.00	125.00	100.00	75.00
[redacted]	91.70%	20.00	90.00	0.00	50.00	75.00	110.00	150.00	100.00	95.00
[redacted]	91.93%	20.00	80.00	0.00	50.00	90.00	100.00	150.00	100.00	90.00
[redacted]	68.21%	20.00	90.00	25.00	50.00	50.00	0.00	125.00	100.00	90.00
[redacted]ass Average Percentage	89.38%	100.00%	86.96%	57.27%	98.18%	82.70%	90.43%	92.75%	100.00%	85.22%
Class Average Points		20.00	86.96	14.32	49.09	82.70	90.43	139.13	100.00	85.22

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	01/13/14	Ag Booster Contact Form	2	01/24/14	Rose Pruning Participation
3	01/31/14	Business Agreement	4	02/07/14	Seeding Lab
5	02/07/14	Notebook Check	6	03/21/14	FFA Quarter 3
7	03/21/14	Greenhouse Participation	8	03/21/14	Notebook Check
9	05/01/14	Farm Participation for April			

Building: 32 - Ann Sobrato High School Course: 8120000-1 (Horticulure CP/ROP) Period: PER4 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#10 5/30 FINAL Pts: 36.00 Wgt: 1	#11 5/30 FINAL Pts: 200.00 Wgt: 1	#12 5/30 FINAL Pts: 100.00 Wgt: 1	#13 6/2 PART Pts: 100.00 Wgt: 1
[redacted]	92.55%				
[redacted]	88.34%				
[redacted]	71.83%	28.00			
[redacted]	86.97%				
[redacted]	98.75%				
[redacted]	93.94%	36.00			
[redacted]	97.52%	34.00			
[redacted]	83.51%	29.00			
[redacted]	100.75%				
[redacted]	84.27%	24.00			
[redacted]	89.21%				
[redacted]	94.41%				
[redacted]	94.41%				
[redacted]	92.07%				
[redacted]	95.65%				
[redacted]	93.79%				
[redacted]	85.11%				
[redacted]	83.87%				
[redacted]	91.31%				
[redacted]	85.70%				
[redacted]	91.70%	31.00			
[redacted]	91.93%				
[redacted]	68.21%				
[redacted]ss Average Percentage	89.38%	84.26%	0.00%	0.00%	0.00%
Class Average Points		30.33	0.00	0.00	0.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
10	05/30/14	Written Spring Final			
11	05/30/14	SAE Project	12	05/30/14	Porfolio Upadated
13	06/02/14	FFA Quarter 4			

Building: 32 - Ann Sobrato High School Course: 8120000-1 (Horticulure CP/ROP) Period: PER4 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Student Name	Average	#1 1/13 NOTE Pts: 20.00 Wgt: 1	#2 1/24 NOTE Pts: 100.00 Wgt: 1	#3 1/31 NOTE Pts: 25.00 Wgt: 1	#4 2/7 NOTE Pts: 50.00 Wgt: 1	#5 2/7 NOTE Pts: 100.00 Wgt: 1	#6 3/21 PART Pts: 100.00 Wgt: 1
[redacted]	Bourassa, Roxanne Elizabeth	97.52%	20.00	90.00	25.00	50.00	100.00	100.00
	Cantatore, Valerio	91.70%	20.00	90.00	0.00	50.00	75.00	110.00
	Cedano, Lupe	89.21%	20.00	80.00	25.00	40.00	85.00	105.00
	Curl, Stacey Anne	100.75%	20.00	90.00	25.00	50.00	100.00	110.00
	Del Rosario, Brandon Craig	92.07%	20.00	90.00	25.00	50.00	50.00	110.00
	Gross, Laeni Michelle	84.27%	20.00	85.00	25.00	50.00	100.00	100.00
	Hernandez Aguilera, Juan Carlos	94.41%	20.00	90.00	0.00	50.00	100.00	100.00
	Hernandez Ruiz, Adyanez	85.11%	20.00	80.00	0.00	40.00	85.00	100.00
	McLaughlin, Kathleen Nicole	91.31%	20.00	85.00	0.00	50.00	90.00	100.00
	Mejia, Yara Elena	93.94%	20.00	90.00	25.00	50.00	90.00	70.00
	Mendoza, Jose F	94.41%	20.00	90.00	20.00	50.00	70.00	100.00
	Mercurio, Jeffrey Devin	83.87%	20.00	90.00	0.00	50.00	50.00	100.00
	Mitchell, Mackenzie Baines	95.65%	20.00	90.00	20.00	50.00	90.00	100.00
	Morton, Gavin Tyler	86.97%	20.00	90.00	0.00	50.00	75.00	100.00
	Niemi, Jordan Gabrielle	92.55%	20.00	85.00	25.00	50.00	100.00	100.00
	Oakes, David Mark	68.21%	20.00	90.00	25.00	50.00	50.00	0.00
	Ooi, Jonathan Jordan	98.75%	20.00	90.00	25.00	50.00	100.00	100.00
	Orta, Eric Anthony	83.51%	20.00	90.00	25.00	50.00	90.00	70.00
	Perez Carrillo, Norayda	85.70%	20.00	80.00	EXC	EXC	61.00	105.00
	Rodriguez, Susana	88.34%	20.00	85.00	0.00	50.00	61.00	100.00
	Urdiales, Jeremy Benjamin	93.79%	20.00	90.00	0.00	50.00	100.00	100.00
	Valentine, Mark Ray Abaya	71.83%	20.00	80.00	25.00	50.00	90.00	0.00
	Washington, Tyler Leigh	91.93%	20.00	80.00	0.00	50.00	90.00	100.00
Class Average Percentage		89.38%	100.00%	86.96%	57.27%	98.18%	82.70%	90.43%
Class Average Points			20.00	86.96	14.32	49.09	82.70	90.43

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	01/13/14	Ag Booster Contact Form	2	01/24/14	Rose Pruning Participation
3	01/31/14	Business Agreement	4	02/07/14	Seeding Lab
5	02/07/14	Notebook Check	6	03/21/14	FFA Quarter 3

Building: 32 - Ann Sobrato High School Course: 8120000-1 (Horticulure CP/ROP) Period: PER4 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Student Name	Average	#7 3/21 NOTE Pts: 150.00 Wgt: 1	#8 3/21 NOTE Pts: 100.00 Wgt: 1	#9 5/1 NOTE Pts: 100.00 Wgt: 1	#10 5/30 FINAL Pts: 36.00 Wgt: 1	#11 5/30 FINAL Pts: 200.00 Wgt: 1	#12 5/30 FINAL Pts: 100.00 Wgt: 1
[redacted]	Bourassa, Roxanne Elizabeth	97.52%	150.00	100.00	100.00	34.00		
	Cantatore, Valerio	91.70%	150.00	100.00	95.00	31.00		
	Cedano, Lupe	89.21%	125.00	100.00	75.00			
	Curl, Stacey Anne	100.75%	150.00	100.00	100.00			
	Del Rosario, Brandon Craig	92.07%	150.00	100.00	80.00			
	Gross, Laeni Michelle	84.27%	125.00	100.00	70.00	24.00		
	Hernandez Aguilera, Juan Carlos	94.41%	150.00	100.00	90.00			
	Hernandez Ruiz, Adyanez	85.11%	125.00	100.00	75.00			
	McLaughlin, Kathleen Nicole	91.31%	150.00	100.00	80.00			
	Mejia, Yara Elena	93.94%	150.00	100.00	100.00	36.00		
	Mendoza, Jose F	94.41%	150.00	100.00	100.00			
	Mercurio, Jeffrey Devin	83.87%	125.00	100.00	80.00			
	Mitchell, Mackenzie Baines	95.65%	150.00	100.00	90.00			
	Morton, Gavin Tyler	86.97%	125.00	100.00	80.00			
	Niemi, Jordan Gabrielle	92.55%	125.00	100.00	80.00			
	Oakes, David Mark	68.21%	125.00	100.00	90.00			
	Ooi, Jonathan Jordan	98.75%	150.00	100.00	100.00			
	Orta, Eric Anthony	83.51%	125.00	100.00	70.00	29.00		
	Perez Carrillo, Norayda	85.70%	125.00	100.00	75.00			
	Rodriguez, Susana	88.34%	150.00	100.00	85.00			
	Urdiales, Jeremy Benjamin	93.79%	150.00	100.00	85.00			
	Valentine, Mark Ray Abaya	71.83%	125.00	100.00	70.00	28.00		
	Washington, Tyler Leigh	91.93%	150.00	100.00	90.00			
Class Average Percentage		89.38%	92.75%	100.00%	85.22%	84.26%	0.00%	0.00%
Class Average Points			139.13	100.00	85.22	30.33	0.00	0.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
7	03/21/14	Greenhouse Participation	8	03/21/14	Notebook Check
9	05/01/14	Farm Participation for April	10	05/30/14	Written Spring Final
11	05/30/14	SAE Project	12	05/30/14	Porfolio Updated

Building: 32 - Ann Sobrato High School Course: 8120000-1 (Horticulure CP/ROP) Period: PER4 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Student Name	Average	#13 6/2 PART Pts: 100.00 Wgt: 1
[redacted]	Bourassa, Roxanne Elizabeth	97.52%	
	Cantatore, Valerio	91.70%	
	Cedano, Lupe	89.21%	
	Curl, Stacey Anne	100.75%	
	Del Rosario, Brandon Craig	92.07%	
	Gross, Laeni Michelle	84.27%	
	Hernandez Aguilera, Juan Carlos	94.41%	
	Hernandez Ruiz, Adyanez	85.11%	
	McLaughlin, Kathleen Nicole	91.31%	
	Mejia, Yara Elena	93.94%	
	Mendoza, Jose F	94.41%	
	Mercurio, Jeffrey Devin	83.87%	
	Mitchell, Mackenzie Baines	95.65%	
	Morton, Gavin Tyler	86.97%	
	Nieml, Jordan Gabrielle	92.55%	
	Oakes, David Mark	68.21%	
	Ooi, Jonathan Jordan	98.75%	
	Orta, Eric Anthony	83.51%	
	Perez Carrillo, Norayda	85.70%	
	Rodriguez, Susana	88.34%	
	Urdiales, Jeremy Benjamin	93.79%	
	Valentine, Mark Ray Abaya	71.83%	
	Washington, Tyler Leigh	91.93%	
Class Average Percentage		89.38%	0.00%
Class Average Points			0.00

Assignment Descriptions Key:					
Asmt	Due Date	Description	Asmt	Due Date	Description
13	06/02/14	FFA Quarter 4			

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period: PER6 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Student Name	Average	#1 8/19 NOTE Pts: 10.00 Wgt: 1	#2 8/23 NOTE Pts: 10.00 Wgt: 1	#3 8/23 NOTE Pts: 10.00 Wgt: 1	#4 8/23 NOTE Pts: 10.00 Wgt: 1	#5 8/23 NOTE Pts: 10.00 Wgt: 1	#6 8/28 NOTE Pts: 10.00 Wgt: 1
[redacted]	Allen Ferrick, Sydney Renee	62.85%	10.00	10.00	10.00	10.00	0.00	0.00
	Bannister, Jenelle Cristina	94.04%	10.00	10.00	10.00	10.00	8.00	0.00
	Bartlett, Jarred Dean	85.61%	10.00	10.00	10.00	10.00	0.00	0.00
	Bennett, Coleton Asa	70.91%	10.00	10.00	10.00	10.00	0.00	0.00
	Bolivar, Brett	83.32%	10.00	10.00	10.00	10.00	7.00	0.00
	Castronovo, Katrina Anne	94.90%	10.00	10.00	10.00	10.00	9.00	0.00
	Contreras, Samantha Sarai	81.93%	10.00	10.00	10.00	10.00	8.00	0.00
	DeLuna, Myranda Celeste	78.77%	10.00	10.00	10.00	10.00	8.00	0.00
	Diaz Eraso, Alexis Yasmin	80.11%	10.00	10.00	10.00	10.00	0.00	0.00
	Enriquez, Alfonso	80.08%	10.00	10.00	10.00	10.00	0.00	0.00
	Furusho, Brittney Ann	81.33%	10.00	10.00	10.00	10.00	0.00	0.00
	Gamboa, Jakob Joseph	64.53%	10.00	10.00	10.00	10.00	0.00	0.00
	Grajales, Gina Angel	88.39%	10.00	10.00	10.00	10.00	0.00	9.00
	Guzman, Rene A	78.60%	10.00	10.00	10.00	10.00	0.00	0.00
	Hidalgo, Brian	62.72%	10.00	10.00	10.00	10.00	0.00	0.00
	Huynh Tu, Calvin	73.52%	10.00	10.00	10.00	10.00	0.00	0.00
	Jara, Valerie Joy	87.92%	10.00	10.00	10.00	10.00	10.00	10.00
	Jimenez, Mauricio Sergio	80.62%	10.00	10.00	10.00	10.00	0.00	0.00
	Knowles, Kristian Richard	80.66%	10.00	10.00	10.00	10.00	0.00	0.00
	Lewis, Thurman Weaver Canete	60.77%	10.00	10.00	10.00	10.00	0.00	0.00
	Livermore, Jared Mark	91.24%	10.00	10.00	10.00	10.00	0.00	0.00
	Moralez, Tyler Mitchell	78.18%	10.00	10.00	10.00	10.00	0.00	10.00
	Moreno, Brooke Marilyn	97.10%	10.00	10.00	10.00	10.00	10.00	10.00
	Moreno, Robert Joseph	52.84%	10.00	10.00	10.00	10.00	0.00	0.00
	Nicca, John Nicholas	88.87%	10.00	10.00	10.00	10.00	10.00	10.00
	Oliveira, Lucas Santini Carva	69.01%	10.00	10.00	10.00	10.00	0.00	0.00
	Owens, Jacob Alexander	75.05%	10.00	10.00	10.00	10.00	9.00	0.00
	Prado, Mariah Marie	81.39%	10.00	10.00	10.00	10.00	0.00	0.00
	Rodriguez Herrera, Lily Aurelia	73.84%	10.00	10.00	10.00	10.00	0.00	0.00
	Schmidt, Brady Michael	94.93%	10.00	10.00	10.00	10.00	6.00	0.00
	Silva, Michele Rae	94.42%	10.00	10.00	10.00	10.00	7.00	9.00
	Viveros, Alondra	85.08%	10.00	10.00	10.00	10.00	7.00	0.00
Class Average Percentage		79.80%	100.00%	100.00%	100.00%	100.00%	30.94%	18.13%
Class Average Points			10.00	10.00	10.00	10.00	3.09	1.81

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	08/19/13	Safety Poster	2	08/23/13	Syllabus
3	08/23/13	Class Agreement	4	08/23/13	syllabus
5	08/23/13	Lab Procedure	6	08/28/13	Conclusion-Measurements

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period: PER6 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Student Name	Average	#7 9/6 NOTE Pts: 100.00 Wgt: 1	#8 9/6 TEST Pts: 50.00 Wgt: 1	#9 9/27 NOTE Pts: 100.00 Wgt: 1	#10 10/1 NOTE Pts: 50.00 Wgt: 1	#11 10/9 TEST Pts: 28.00 Wgt: 1	#12 10/11 PART Pts: 100.00 Wgt: 1
[redacted]	Allen Ferrick, Sydney Renee	62.85%	95.00	21.00	95.00	0.00	12.00	0.00
	Bannister, Jenelle Cristina	94.04%	95.00	43.00	95.00	50.00	20.00	135.00
	Bartlett, Jarred Dean	85.61%	65.00	23.00	65.00	50.00	13.00	100.00
	Bennett, Coleton Asa	70.91%	65.00	30.00	80.00	0.00	17.00	70.00
	Bolivar, Brett	83.32%	85.00	36.00	85.00	50.00	18.00	100.00
	Castronovo, Katrina Anne	94.90%	85.00	48.00	85.00	50.00	23.00	100.00
	Contreras, Samantha Sarai	81.93%	85.00	34.00	85.00	0.00	22.00	70.00
	DeLuna, Myranda Celeste	78.77%	65.00	40.00	65.00	0.00	20.00	100.00
	Diaz Eraso, Alexis Yasmin	80.11%	70.00	45.00	70.00	0.00	16.00	70.00
	Enriquez, Alfonso	80.08%	80.00	20.00	80.00	0.00	21.00	70.00
	Furusho, Brittney Ann	81.33%	95.00	37.00	95.00	0.00	16.00	105.00
	Gamboa, Jakob Joseph	64.53%	80.00	28.00	80.00	0.00	10.00	0.00
	Grajales, Gina Angel	88.39%	95.00	43.00	95.00	0.00	15.00	100.00
	Guzman, Rene A	78.60%	65.00	20.00	65.00	50.00	17.00	100.00
	Hidalgo, Brian	62.72%	85.00	28.00	85.00	0.00	14.00	0.00
	Huynh Tu, Calvin	73.52%	90.00	30.00	90.00	0.00	12.00	105.00
	Jara, Valerie Joy	87.92%	90.00	42.00	90.00	50.00	13.00	100.00
	Jimenez, Mauricio Sergio	80.62%	90.00	25.00	90.00	0.00	16.00	100.00
	Knowles, Kristian Richard	80.66%	100.00	45.00	100.00	0.00	18.00	100.00
	Lewis, Thurman Weaver Canete	60.77%	65.00	25.00	50.00	0.00	16.00	25.00
	Livermore, Jared Mark	91.24%	90.00	54.00	90.00	0.00	25.00	100.00
	Moralez, Tyler Mitchell	78.18%	70.00	42.00	70.00	0.00	19.00	100.00
	Moreno, Brooke Marilyn	97.10%	90.00	33.00	90.00	50.00	26.00	100.00
	Moreno, Robert Joseph	52.84%	65.00	21.00	50.00	0.00	8.00	70.00
	Nicca, John Nicholas	88.87%	90.00	50.00	90.00	0.00	19.00	100.00
	Oliveira, Lucas Santini Carva	69.01%	65.00	27.00	50.00	0.00	14.00	110.00
	Owens, Jacob Alexander	75.05%	90.00	44.00	90.00	0.00	25.00	70.00
	Prado, Mariah Marie	81.39%	100.00	36.00	100.00	0.00	22.00	70.00
	Rodriguez Herrera, Lily Aurelia	73.84%	70.00	23.00	70.00	0.00	13.00	70.00
	Schmidt, Brady Michael	94.93%	95.00	37.00	95.00	50.00	22.00	105.00
	Silva, Michele Rae	94.42%	95.00	42.00	95.00	50.00	16.00	105.00
	Viveros, Alondra	85.08%	95.00	26.00	95.00	0.00	16.00	105.00
Class Average Percentage		79.80%	83.13%	68.63%	82.19%	28.13%	61.83%	82.97%
Class Average Points			83.13	34.31	82.19	14.06	17.31	82.97

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
7	09/06/13	Notebook Check #1	8	09/06/13	Science Basics Exam
9	09/27/13	Notebook Check #2	10	10/01/13	Speech Write
11	10/09/13	Geology Test	12	10/11/13	FFA Participation Qtr. 1

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period: PER6 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Student Name	Average	#13 10/11 NOTE Pts: 100.00 Wgt: 1	#14 10/11 NOTE EC to Pts	#15 11/8 NOTE Pts: 100.00 Wgt: 1	#16 11/20 TEST Pts: 100.00 Wgt: 1	#17 11/22 TEST Pts: 55.00 Wgt: 1	#18 12/13 NOTE Pts: 100.00 Wgt: 1
[redacted]	Allen Ferrick, Sydney Renee	62.85%	40.00		80.00	85.00	43.00	50.00
	Bannister, Jenelle Cristina	94.04%	100.00	100.00	100.00	95.00	20.00	100.00
	Bartlett, Jarred Dean	85.61%	115.00	100.00	100.00	95.00	45.00	100.00
	Bennett, Coleton Asa	70.91%	95.00	100.00	0.00	95.00	46.00	85.00
	Bolivar, Brett	83.32%	90.00		75.00	95.00	44.00	110.00
	Castronovo, Katrina Anne	94.90%	115.00		100.00	95.00	51.00	110.00
	Contreras, Samantha Sarai	81.93%	115.00		85.00	95.00	50.00	90.00
	DeLuna, Myranda Celeste	78.77%	95.00		100.00	95.00	49.00	85.00
	Diaz Eraso, Alexis Yasmin	80.11%	100.00	100.00	100.00	95.00	31.00	90.00
	Enriquez, Alfonso	80.08%	100.00	100.00	70.00	95.00	27.00	110.00
	Furusho, Brittney Ann	81.33%	115.00		100.00	95.00	20.00	110.00
	Gamboa, Jakob Joseph	64.53%	90.00		75.00	90.00	25.00	80.00
	Grajales, Gina Angel	88.39%	95.00	100.00	100.00	95.00	49.00	110.00
	Guzman, Rene A	78.60%	70.00	100.00	95.00	90.00	47.00	90.00
	Hidalgo, Brian	62.72%	75.00		75.00	90.00	50.00	95.00
	Huynh Tu, Calvin	73.52%	105.00		0.00	95.00	46.00	75.00
	Jara, Valerie Joy	87.92%	115.00		75.00	95.00	49.00	105.00
	Jimenez, Mauricio Sergio	80.62%	115.00		100.00	95.00	36.00	90.00
	Knowles, Kristian Richard	80.66%	100.00		50.00	95.00	49.00	50.00
	Lewis, Thurman Weaver Canete	60.77%	70.00		55.00	90.00	51.00	50.00
	Livermore, Jared Mark	91.24%	115.00		55.00	100.00	55.00	110.00
	Moralez, Tyler Mitchell	78.18%	90.00		30.00	95.00	44.00	90.00
	Moreno, Brooke Marilyn	97.10%	115.00	100.00	100.00	95.00	47.00	110.00
	Moreno, Robert Joseph	52.84%	75.00		0.00	90.00	0.00	50.00
	Nicca, John Nicholas	88.87%	115.00		70.00	95.00	47.00	100.00
	Oliveira, Lucas Santini Carva	69.01%	95.00		35.00	95.00	45.00	50.00
	Owens, Jacob Alexander	75.05%	75.00		25.00	95.00	43.00	50.00
	Prado, Mariah Marie	81.39%	90.00	100.00	75.00	95.00	44.00	77.00
	Rodriguez Herrera, Lily Aurelia	73.84%	85.00	100.00	75.00	90.00	39.00	99.00
	Schmidt, Brady Michael	94.93%	115.00	100.00	100.00	95.00	49.00	110.00
	Silva, Michele Rae	94.42%	100.00	100.00	95.00	95.00	50.00	105.00
	Viveros, Alondra	85.08%	115.00		100.00	90.00	50.00	105.00
Class Average Percentage		79.80%	96.88%	100.00%	71.72%	93.75%	76.19%	88.78%
Class Average Points			96.88	100.00	71.72	93.75	41.91	88.78

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
13	10/11/13	Notebook Check #3	14	10/11/13	Volcano Project
15	11/08/13	Notebook Check #4	16	11/20/13	Weather Forecast Lab Practical Presentation
17	11/22/13	Atmosphere Exam	18	12/13/13	Notebook Check #5

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period: PER6 Report Card Run: 4

Marking Period: Q2 (08/16/2013 - 12/19/2013) **Teacher:** Salo

Student ID	Student Name	Average	#19 12/13 PART Pts: 100.00 Wgt: 1	#20 12/13 NOTE EC to Pts	#21 12/18 FINAL Pts: 40.00 Wgt: 1	#22 12/18 FINAL Pts: 85.00 Wgt: 1
[redacted]	Allen Ferrick, Sydney Renee	62.85%	100.00	30.00	33.00	32.00
	Bannister, Jenelle Cristina	94.04%	125.00	125.00	23.00	66.00
	Bartlett, Jarred Dean	85.61%	100.00	90.00	29.00	53.00
	Bennett, Coleton Asa	70.91%	105.00	60.00	17.00	44.00
	Bolivar, Brett	83.32%	70.00	90.00	28.00	53.00
	Castronovo, Katrina Anne	94.90%	105.00		38.00	73.00
	Contreras, Samantha Sarai	81.93%	100.00		29.00	60.00
	DeLuna, Myranda Celeste	78.77%	100.00		17.00	61.00
	Diaz Eraso, Alexis Yasmin	80.11%	100.00		34.00	50.00
	Enriquez, Alfonso	80.08%	100.00		30.00	69.00
	Furusho, Brittney Ann	81.33%	70.00		34.00	57.00
	Gamboa, Jakob Joseph	64.53%	70.00		34.00	42.00
	Grajales, Gina Angel	88.39%	100.00		28.00	56.00
	Guzman, Rene A	78.60%	70.00		33.00	50.00
	Hidalgo, Brian	62.72%	70.00	90.00	0.00	28.00
	Huynh Tu, Calvin	73.52%	110.00	60.00	23.00	52.00
	Jara, Valerie Joy	87.92%	110.00		28.00	56.00
	Jimenez, Mauricio Sergio	80.62%	70.00	90.00	34.00	54.00
	Knowles, Kristian Richard	80.66%	115.00	30.00	28.00	59.00
	Lewis, Thurman Weaver Canete	60.77%	100.00	30.00	17.00	39.00
	Livermore, Jared Mark	91.24%	105.00		23.00	90.00
	Moralez, Tyler Mitchell	78.18%	120.00		34.00	61.00
	Moreno, Brooke Marilyn	97.10%	110.00		38.00	69.00
	Moreno, Robert Joseph	52.84%	70.00		29.00	47.00
	Nicca, John Nicholas	88.87%	100.00		29.00	79.00
	Oliveira, Lucas Santini Carva	69.01%	105.00	90.00	33.00	39.00
	Owens, Jacob Alexander	75.05%	100.00	30.00	34.00	57.00
	Prado, Mariah Marie	81.39%	100.00		23.00	56.00
	Rodriguez Herrera, Lily Aurelia	73.84%	100.00	90.00	34.00	32.00
	Schmidt, Brady Michael	94.93%	100.00		33.00	62.00
	Silva, Michele Rae	94.42%	100.00		34.00	64.00
	Viveros, Alondra	85.08%	100.00		38.00	55.00
Class Average Percentage		79.80%	96.88%	77.35%	71.80%	64.89%
Class Average Points			96.88	69.62	28.72	55.16

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
19	12/13/13	FFA Participation Qtr. 2	20	12/13/13	Tutorial Participation
21	12/18/13	Group Practical	22	12/18/13	Geology Fall Final

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period: PER6 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) Teacher: Salo

Student ID	Average	#1 1/8 NOTE Pts: 20.00 Wgt: 1	#2 1/13 NOTE Pts: 20.00 Wgt: 1	#3 1/29 NOTE Pts: 100.00 Wgt: 1	#4 2/3 TEST Pts: 50.00 Wgt: 1	#5 2/3 NOTE EC to Pts	#6 3/21 PART Pts: 100.00 Wgt: 1	#7 3/21 NOTE Pts: 124.00 Wgt: 1	#8 3/21 TEST Pts: 24.00 Wgt: 1	#9 3/28 TEST Pts: 73.00 Wgt: 1
[redacted]	83.45%	0.00	20.00	100.00	34.00		100.00	104.00	16.00	52.00
	70.27%	0.00	20.00	55.00	41.00		70.00	64.00	14.00	62.00
	106.08%	20.00	20.00	100.00	21.00	30.00	140.00	124.00	20.00	65.00
	56.97%	0.00	20.00	50.00	24.00		0.00	80.00	14.00	53.00
	82.48%	20.00	20.00	50.00	25.00		70.00	90.00	14.00	58.00
	77.52%	0.00	20.00	60.00	35.00		100.00	102.00	16.00	56.00
	67.13%	0.00	20.00	50.00	25.00		115.00	64.00	16.00	54.00
	90.57%	0.00	20.00	85.00	37.00		125.00	104.00	22.00	68.00
	83.15%	20.00	20.00	80.00	27.00	30.00	70.00	104.00	12.00	63.00
	103.27%	20.00	20.00	95.00	40.00	35.00	100.00	124.00	12.00	61.00
	92.97%	20.00	20.00	100.00	46.00		100.00	118.00	16.00	55.00
	101.01%	40.00	20.00	100.00	39.00		70.00	124.00	16.00	65.00
	92.29%	20.00	20.00	85.00	31.00	40.00	100.00	124.00	14.00	56.00
	67.57%	20.00	20.00	50.00	38.00		115.00	94.00	12.00	55.00
	97.03%	20.00	20.00	100.00	35.00	35.00	105.00	124.00	18.00	62.00
	91.62%	20.00	20.00	100.00	29.00		125.00	114.00	14.00	54.00
	97.15%	20.00	20.00	85.00	43.00	30.00	110.00	124.00	14.00	63.00
	77.01%	20.00	20.00	70.00	43.00	20.00	100.00	84.00	10.00	36.00
	106.76%	15.00	20.00	100.00	42.00	35.00	100.00	104.00	14.00	64.00
	77.53%	0.00	20.00	100.00	36.00		110.00	124.00	20.00	61.00
	72.81%	0.00	20.00	50.00	10.00	30.00	105.00	104.00	12.00	51.00
	56.04%	0.00	20.00	60.00	42.00	40.00	0.00	104.00	10.00	56.00
	47.32%	0.00	20.00	50.00	0.00		0.00	64.00	8.00	36.00
	95.91%	20.00	20.00	100.00	27.00	30.00	125.00	124.00	12.00	60.00
	58.93%	0.00	20.00	50.00	31.00		0.00	64.00	12.00	48.00
	83.00%	0.00	20.00	90.00	46.00	30.00	110.00	104.00	16.00	37.00
	82.30%	0.00	20.00	90.00	17.00		115.00	94.00	16.00	58.00
	93.80%	20.00	20.00	50.00	31.00	35.00	110.00	116.00	12.00	55.00
	72.72%	0.00	20.00	90.00	15.00		70.00	104.00	10.00	40.00
	69.64%	0.00	20.00	50.00	19.00		100.00	72.00	12.00	59.00
	51.85%	0.00	20.00	50.00	11.00		0.00	64.00	12.00	32.00
Class Average Percentage	80.84%	50.81%	100.00%	75.65%	60.65%	80.77%	85.81%	80.85%	58.60%	74.90%
Class Average Points		10.16	20.00	75.65	30.32	32.31	85.81	100.26	14.06	54.68

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	01/08/14	Agriculture Article	2	01/13/14	Ag Booster Contact Form
3	01/29/14	Notebook Check	4	02/03/14	Water&Erosion Assessment
5	02/03/14	Weathering/Erosion Foldable	6	03/21/14	FFA Quarter 3
7	03/21/14	Notebook Check	8	03/21/14	AStronomy Quiz
9	03/28/14	Astronomy Unit Exam			

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period:

PER6 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) Teacher: Salo

Student ID	Average	#10 3/28 NOTE EC to Pts	#11 3/28 NOTE EC to Pts	#12 4/17 NOTE Pts: 50.00 Wgt: 1	#13 5/2 TEST Pts: 100.00 Wgt: 1	#14 5/29 FINAL Pts: 200.00 Wgt: 1	#15 5/29 TEST Pts: 900.00 Wgt: 1	#16 6/2 PART Pts: 100.00 Wgt: 1	#[illegible] 6/[illegible] PAR[illegible] Pts[illegible] 100.[illegible] Wgt:[illegible]	#18 6/4 FINAL Pts: 50.00 Wgt: 1
[redacted]	83.45%			50.00	78.00					
	70.27%			50.00	90.00					
	106.08%		100.00	50.00	80.00					
	56.97%			40.00	85.00					
	82.48%		100.00	50.00	95.00					
	77.52%			50.00	78.00					
	67.13%			40.00	70.00					
	90.57%			50.00	95.00					
	83.15%			50.00	85.00					
	103.27%		100.00	50.00	90.00					
	92.97%			50.00	90.00					
	101.01%		100.00	50.00	85.00					
	92.29%			50.00	90.00					
	67.57%			50.00	0.00					
	97.03%			50.00	90.00					
	91.62%			45.00	90.00					
	97.15%			50.00	100.00					
	77.01%			40.00	80.00					
	106.76%	100.00	100.00	40.00	85.00					
	77.53%			45.00	0.00					
	72.81%			40.00	80.00					
	56.04%			45.00	0.00					
	47.32%			45.00	80.00					
	95.91%			45.00	90.00					
	58.93%		70.00	40.00	78.00					
	83.00%			40.00	75.00					
	82.30%			50.00	90.00					
	93.80%	100.00		50.00	90.00					
	72.72%			40.00	90.00					
	69.64%			50.00	85.00					
	51.85%		65.00	40.00	70.00					
Class Average Percentage	80.84%	100.00%	90.71%	92.58%	76.90%	0.00%	0.00%	0.00%	0.0[illegible]%	0.00%
Class Average Points		100.00	90.71	46.29	76.90	0.00	0.00	0.00	0[illegible]0	0.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
10	03/28/14	Solar System Extra Credit			
11	03/28/14	Flip Book-Astronomy	12	04/17/14	Notebook Participation
13	05/02/14	Province Presentation	14	05/29/14	SAE Project
15	05/29/14	Mapping Project	16	06/02/14	FFA Quarter 4
[redacted]			18	06/04/14	Spring Semester Final

Building: 32 - Ann Sobrato High School Course: 4130850-1 (Geology/Ag Emph CP) Period: PER6 Report Card Run: 4

Marking Period: Q4 (01/07/2014 - 06/06/2014) **Teacher:** Salo

Student ID	Average	#19 6/4 FINAL Pts: 30.00 Wgt: 0.5
[redacted]	83.45%	
	70.27%	
	106.08%	
	56.97%	
	82.48%	
	77.52%	
	67.13%	
	90.57%	
	83.15%	
	103.27%	
	92.97%	
	101.01%	
	92.29%	
	67.57%	
	97.03%	
	91.62%	
	97.15%	
	77.01%	
	106.76%	
	77.53%	
	72.81%	
	56.04%	
	47.32%	
	95.91%	
	58.93%	
	83.00%	
	82.30%	
	93.80%	
	72.72%	
	69.64%	
	51.85%	
Class Average Percentage	80.84%	0.00%
Class Average Points		0.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
19	06/04/14	Mapping Final			

B.5 Completed SAE supervision forms used on project/home visits

#1

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2016

Name of Student: [redacted]
Type of Project: Market Steer

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☐	☐	☒	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: Student needs to walk steer 2x per day and continue to weigh + feed to increase as the animals weight increases

3. ADDITIONAL NOTES: Time card should be used at all times, if not a strike will be issued.

*Steer may not make weight!

Market Animal Information: Weight: 642 **Avg. Daily Gain:** 1lb
Days to Fair: 228 **Projected Fair Weight:** 870

Student's Signature: [redacted] **Date:** 12-11-13
Advisor's Signature: [signature] **Date:** 12/11/13

#2

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2014

Name of Student: [redacted]
Type of Project: Market Steer

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☐	☐	☒	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: Student needs to walk 2x day to get steer used to show + excercise. Increase feed as weight increases.

3. ADDITIONAL NOTES: Time card should be used at all times & need to be on time! Strike will be given if this continues!

Market Animal Information: Weight: 728 **Avg. Daily Gain:** 2lb
Days to Fair: 228 **Projected Fair Weight:** 1184

Student's Signature: [redacted] **Date:** 12-11-13
Advisor's Signature: [signature] **Date:** 12/11/13

#3

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: [redacted]
Type of Project: Market Goat

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☒	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: 1st week has gone well - make sure to continue with feeding free feed and we will separate out when we see consistent gain #s.

3. ADDITIONAL NOTES: Make sure to get a chain

Market Animal Information: Weight: 41lbs **Avg. Daily Gain:** 0.5lb
Days to Fair: 88 **Projected Fair Weight:** 88lbs

Student's Signature: [redacted] **Date:** 5-11-14

Advisor's Signature: [signature] **Date:** 5/1/14

#4

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2016

Name of Student: [redacted]
Type of Project: Market Goat

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☒	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: Continue feeding free feed until desired weight is determinable.

3. ADDITIONAL NOTES: acquire chain and pay for feed

Market Animal Information: Weight: 59 **Avg. Daily Gain:** 0.7lb
Days to Fair: 88 **Projected Fair Weight:** 120lb

Student's Signature: [redacted] **Date:** 5/1/14

Advisor's Signature: [signature] **Date:** 5/1/14

#5

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2015

Name of Student: [redacted]
Type of Project: Market Goats

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☒	☒	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: Both goats are doing great make sure to start feeding the larger one, #10 separately to hold back slightly.

3. ADDITIONAL NOTES: Make sure to get a lock for feed can!

Market Animal Information: Weight: 75 41.0 **Avg. Daily Gain:** 0.3 0.5
Days to Fair: 88 **Projected Fair Weight:** 101 + 90lb.

Student's Signature: [redacted] **Date:** 5/1/14

Advisor's Signature: [signature] **Date:** 5/1/14

#6

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: [redacted]
Type of Project: Market Goat

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☒	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: Continue to feed separate and you can start walking. Keep an eye on him growth

3. ADDITIONAL NOTES: Get a feed pan thats your own so you can feed @ the same time.

Market Animal Information: Weight: 78 **Avg. Daily Gain:** 0.4
Days to Fair: 88 **Projected Fair Weight:** 113.2

Student's Signature: [redacted] **Date:** 5/1/14

Advisor's Signature: [signature] **Date:** 5/1/14

#7

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: [redacted]
Type of Project: Market goat

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☐	☒	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☒	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: make sure to make all weigh days when possible! Continue free feed

3. ADDITIONAL NOTES: Communicate when you will not make a scheduled visit!

Market Animal Information: Weight: 41 **Avg. Daily Gain:** 0.5
Days to Fair: 88 **Projected Fair Weight:** 90lbs

Student's Signature: [redacted] **Date:** 5/1/14

Advisor's Signature: Calatta **Date:** 5/1/14

#8

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: [redacted]
Type of Project: Market Goat

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	☒	☐	Student was present.
☐	☒	☐	Clean pen/project area.
☐	☒	☐	Clean, fresh water and feed available.
☐	☒	☐	Project has been well maintained.
☐	☒	☐	Crop/Animal appears to be in good health.
☒	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE: Continue free feed and make sure to have it available when feed bag runs low.

3. ADDITIONAL NOTES: Use the card!

Market Animal Information: Weight: 43 **Avg. Daily Gain:** 0.6lb
Days to Fair: 88 **Projected Fair Weight:** 95.8

Student's Signature: [redacted] **Date:** 5/1/14

Advisor's Signature: Calatta **Date:** 5/1/14

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2014

Name of Student: [redacted]
Type of Project: Turkeys

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	X	☐	Student was present.
X	☐	☐	Clean pen/project area.
☐	X	☐	Clean, fresh water and feed available.
X	☐	☐	Project has been well maintained.
~~X~~	X	☐	Crop/Animal appears to be in good health.
X	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

Take home to approved pen and move them outside when feathers come in. Use medicated feed and heat lamp.

3. ADDITIONAL NOTES:

Market Animal Information: Weight: NA Avg. Daily Gain: NA
Days to Fair: 80 Projected Fair Weight: 25lb

Student's Signature: [redacted] Date: 5/8/14

Advisor's Signature: [illegible] Date: 5/8/14

ANN SOBRATO HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2014

Name of Student: [redacted]
Type of Project: Turkeys

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
☐	X	☐	Student was present.
X	☐	☐	Clean pen/project area.
☐	X	☐	Clean, fresh water and feed available.
X	☐	☐	Project has been well maintained.
☐	X	☐	Crop/Animal appears to be in good health.
X	☐	☐	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

Take home to approved pen and provide medicated feed and heat lamps. Move outside gradually when feathers come in.

3. ADDITIONAL NOTES:

Market Animal Information: Weight: NA Avg. Daily Gain: NA
Days to Fair: 80 Projected Fair Weight: 25lb

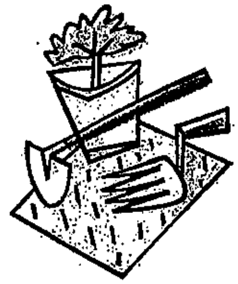
Student's Signature: [redacted] Date: 5/8/14

Advisor's Signature: [illegible] Date: 5/8/14

B. 6 SAE as an integral part of the Ag Program

B.6 School Board Approved Policy Statement Pertaining to SAE as an integral part of the Ag program, or the SAE requirement referenced in your course outlines or course syllabus.

ROP Environmental Horticulture



Instructor: Ms. Salo
School Phone: (408) 201-6200 #41259
Email: Tanya.salo@mhu.k12.ca.us
Webpage: https://www.edmodo.com/home#/join/df6014bc0cc0ea54b97d7b68ce3a9175 Code: ke3261

Course Description: This course presents the fundamental principles of ornamental horticulture and their applications in the production, uses and maintenance of horticultural crops. The principles of plant propagation are covered in detail. Trees, small fruit and vegetable production are presented as well as floral design. Career opportunities, educational options and industry associations are discussed. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year

Required Materials (bring to class every day):

- Text: Introduction to Horticulture and Sunset Garden
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- 2 Single-subject spiral notebook (one for each semester)
- Pen/pencil, markers, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- Closed-Toed-Shoes when working outside.

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school.

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test. The lowest quiz/test score will be dropped each semester.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible

of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date. Unexcused absences will not be allowed to make-up Lab points.

Attendance Policy: Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Major Assignments/Activities:

Students are required to complete homework, class work, labs, projects, FFA activities and a FFA record book.

A. **Composition Notebook:** Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. Notebooks must be turned in on date announced. Late notebooks will receive 5% grade deduction for each day late with no more than a 50% grade deduction.

B. **FFA Participation:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

C. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester

Grading Categories:

Class work and Homework = 30%
FFA & Leadership Activities = 10%
Exams/Quizzes = 40%
Final Exam = 20%

Grading Scale:

90%-100% = A	70%-79% = C	0%-59% = F
80%-89% = B	60%-69% = D	

Ann Sobrato High School Agriculture

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work when the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Geology.
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ______________________________

Students Signature: ______________________ Date: __________

Parent/Guardian Name: ______________________________

Parent/Guardian Signature: ______________________ Date: __________

Parent/Guardian Contact Phone #: ______________________________

Parent/Guardian Email: ______________________________

FUTURE FARMERS OF AMERICA & SUPERVISED AGRICULTURAL EXPERIENCE AS INTERGRAL INSTRUCTIONAL ACTIVITIES OF AGRICULTURE EDUCATION COURSES & PROGRAMS

Career Education in Agriculture has as its basic purpose the preparation of persons for employment in agriculture. The fact that the program also accomplishes other, peripheral purposes of general and consumer education is a bonus.

The curriculum is designed to accomplish the basic purpose. In the process of designing the State Curriculum Guidelines, input was obtained from employers and other representatives of the agricultural segments of related business, industry, education, government, as well as farming and ranching. It was learned that successful employment in these areas requires competencies in addition to technical skills and knowledge. In fact, many of these persons place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative, etc.

It was largely in recognition of these needs that the FFA organization was established. Participation in FFA is intended to be an organized laboratory experience in activities through which the ag student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. The list of examples could go on endlessly.

It is appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time, such as during lunch, after school, evenings, weekends, holidays, and summer. Also, they may be conducted at locations far removed from the campus.

The intra-curricular nature of these FFA activities is not driven by their timing or location, but by whether or not they are consistent with the following characteristics:

1. The activities of the FFA component of the instructional program shall be designed to assist the student to achieve the objectives of the class or course.

2. Participation in the FFA activity shall be required of every student enrolled in vocational agriculture and shall contribute to the grade earned in the course.

3. The activity is open to any student enrolled in the program of Agricultural Education whose agricultural career preparation will be furthered by participation in the activity.

4. Participation in the activity is not contingent upon the payment of dues or fees by another individual.

5. The activity is supervised by a teacher of Agriculture Education employed by the school.

FFA activities beyond the local/school/chapter level still are intra-curricular. Some examples are: Section level Public Speaking Contest, Regional level Office, State Conference delegate, judging team, etc. Clearly, these "upper level" activities do contribute to the development of the competencies and understandings mentioned earlier. Additionally, they provide experiences which broaden students' vision and stretch their confidence. However, it is reasonable for teachers and administrators to view student participation in these activities as a privilege reserved for vo-ag students whose participation will not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Supervised Agricultural Experience Programs (SAEP) is another unique, essential component of Agricultural Education programs.

Since, as with FFA, SAEP is designed to accomplish identified objectives of the Agricultural Education program and is conducted under the supervision of the Agricultural teacher, it too is an integral part of Agricultural Education instruction and considered to be intra-curricular.

SAEP consists of out-of-classroom and class-time, planned, practical experiences in agriculture. Activities conducted as part of a student's SAEP are commonly called projects and there often are several varying kinds of projects making up the SAEP of any individual student. Some examples of projects are: Paid or unpaid employment in an agricultural job; paid or unpaid work in a family agricultural enterprise (either on or off farm); self-employment in a mini-agricultural enterprise such as feeding livestock for market, growing crops, operating a landscape maintenance business, etc. The scope of projects ranges from a single animal to full ownership and operation of a commercial scale agricultural enterprise.

Agricultural Education depends heavily on a "learn by doing – doing to learn" strategy to accomplish its purposes. It is difficult, if not impossible, for schools to provide all the facilities and resources necessary to provide for this. SAEP is the Agricultural teacher's way to expand the boundaries of the school classroom, shop, greenhouse, field lab to include the whole community as an instructional facility and all the community's agriculturalists as resource persons and teachers aides.

By scheduling students' SAEP activities outside of the classroom and class time, such as after school, weekends, and summers, the teacher expands the time available for instruction and makes it possible to meet students on an individual basis for intensive one-on-one instruction. This kind of scheduling also provides students with opportunity for more time-on-task than can be afforded by the school within the class schedule.

Agricultural teachers work with the students and their parents in planning, reviewing, evaluating, and revising as appropriate SAEP. The planned activities should complement class time instruction and be relevant to students' identified agricultural career goals.

For the most part, a student's participation in SAEP activities will not interfere or conflict with other school responsibilities. An exception to this generality might be exhibiting livestock at a fair during the school year. Or there may occasionally be times when non-routine, emergency attention to an animal, crop or other business may become necessary. These exceptions should be minimal and not pose serious conflict. When it is possible to predict conflict of SAEP activities with that of other, non-agriculture school responsibility, it is reasonable to require that students' planned participation in SAEP activities not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Since Agricultural Education activities conducted under the labels FFA and SAEP are intra-curricular, the evaluation of student performances in Agricultural Education should include consideration of the student's level of involvement and performance in those activities.

A grading system for evaluating the SAEP and participation in FFA activity should be based on the premise that every student enrolled in the class should be able to attain the highest grade possible. Many FFA activities and some SAEP activity can and should be conducted in classroom or school laboratory.

The grading system should be agreed upon by the agriculture staff and applied as uniformly as possible. It should be possible for a student to be informed at any time concerning their particular status in respect to grades. Visible records such as grading charts or point award systems can be used effectively for this purpose. The grading system should be explained to every student enrolled in Agricultural Education so that it is thoroughly understood. The system should be a matter record and incorporated into the department plan. Because of the inter-relationship of SAEP and FFA activity to the instructional program, it is generally agreed that they should approximate 40% of the total grade.

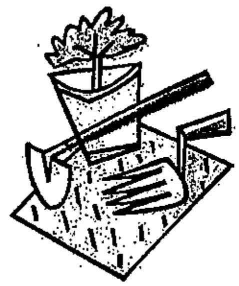
Since every student may not always be able to participate in an FFA activity held outside of the regular school day, such activity may be used as a source of "additional credit" to those students who are able to participate. Out-of-class-time participation in FFA and SAEP activity can reasonably be viewed as Agricultural Education "homework." As such, full credit for the Agricultural Education course(s) in which the student is enrolled plus the grade earned in the related activity should be dependent upon satisfactory, measured participation.

In summary, Agricultural Education student participation in activities of FFA and SAEP is essential in order for the student to have access to the full curriculum of the program. An appropriate analogy is to compare these activities with term papers and special projects which are assigned to students enrolled in other courses offered in the school. As such, these activities are intra-curricular. Student access to them should not be limited by eligibility requirements which apply top <u>extra</u> curricular or other out-of-class school activities.

B. 7 FFA as an integral part of the Ag Program

B.7 School Board Approved Policy Statement Pertaining to FFA as an integral part of the Ag program, or the FFA requirement referenced in your course outlines or course syllabus.

ROP Environmental Horticulture



Instructor: Ms. Salo
School Phone: (408) 201-6200 #41259
Email: Tanya.salo@mhu.k12.ca.us
Webpage: https://www.edmodo.com/home#/join/df6014bc0cc0ea54b97d7b68ce3a9175 Code: ke3261

Course Description: This course presents the fundamental principles of ornamental horticulture and their applications in the production, uses and maintenance of horticultural crops. The principles of plant propagation are covered in detail. Trees, small fruit and vegetable production are presented as well as floral design. Career opportunities, educational options and industry associations are discussed. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year

Required Materials (bring to class every day):

- Text: Introduction to Horticulture and Sunset Garden
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- 2 Single-subject spiral notebook (one for each semester)
- Pen/pencil, markers, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- Closed-Toed-Shoes when working outside.

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school.

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test. The lowest quiz/test score will be dropped each semester.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible

of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date. Unexcused absences will not be allowed to make-up Lab points.

Attendance Policy: Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Major Assignments/Activities:

Students are required to complete homework, class work, labs, projects, FFA activities and a FFA record book.

A. **Composition Notebook:** Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. Notebooks must be turned in on date announced. Late notebooks will receive 5% grade deduction for each day late with no more than a 50% grade deduction.

B. **FFA Participation:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

C. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester

Grading Categories:

Class work and Homework = 30%
FFA & Leadership Activities = 10%
Exams/Quizzes = 40%
Final Exam = 20%

Grading Scale:

90%-100% = A	70%-79% = C	0%-59% = F
80%-89% = B	60%-69% = D	

Ann Sobrato High School Agriculture

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work when the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Geology.
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ____

Students Signature: ______________________________ Date: __________

Parent/Guardian Name: ____

Parent/Guardian Signature: ______________________________ Date: __________

Parent/Guardian Contact Phone #: ____________________________________
Parent/Guardian Email: ____

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES — AR 6145

Definitions

Extracurricular activities are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.

2. Students participating in the program represent the school district.

3. Students exercise some degree of freedom in the selection, planning or control of the program.

4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Cocurricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average used to determine eligibility shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. (Education Code 35160.5)

APPROVED: January 30, 2007 (Renumbered, replacing AR 5551 and AR 5552)
REVIEWED: March 18, 2008

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.7 - Sexual Harassment)

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Extra/co-curricular activities shall be supervised by district employees whenever they are conducted under the name of the district.

Eligibility Requirements

Grades 7 and 8

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 8 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no failing grade

2. Not have received an “F” grade in the previous marking period

3. Maintenance of appropriate behavior during the period of eligibility

The superintendent or designee may grant qualifying ineligible students a probation period of not more than one marking period.

Grades 9 - 12

To be eligible to participate in extracurricular and cocurricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no failing grade

2. Maintenance of minimum progress toward meeting high school graduation requirements

3. Maintenance of appropriate behavior during the period of eligibility

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal References:

EDUCATION CODE
35145 Public meetings
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
48930-48938 Student organizations
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils
UNITED STATES CODE, TITLE 42
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
COURT DECISIONS
Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CDE LEGAL ADVISORIES
001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0
409.87 Requirements for Pupil Participation in Extracurricular and Cocurricular activities, AB 2613, CIL: 86/87-11

-WEB SITES
California Association of Directors of Activities: http://www.cadal.org

ADOPTED:	June 20, 1983
REVISED:	November 23, 1998
REVISED:	April 10, 2000
REVISED:	May 14, 2001
REVISED:	July 22, 2002
REVISED:	August 11, 2003
REVISED:	August 9, 2004
REVISED:	January 30, 2007 (Renumbered, replacing BP 5551 and BP 5552)
REVIEWED:	March 18, 2008

MORGAN HILL UNIFIED SCHOOL DISTRICT Morgan Hill, California

Eligibility Requirements - Extracurricular and Co-curricular Activities, Grades 9 - 12

Responsibility

The principal or designee of the school participating in the extracurricular activity shall be responsible for ascertaining the current and continuing eligibility of participants.

Other School Sponsored Activities

The principal or designee may, for eligibility and participation in other school sponsored activities which take place in part or wholly outside the regular school day, establish minimum requirements not to exceed those contained in this policy.

Requirements

In order to be eligible for or to participate in any extracurricular activity in grades 9 - 12, the following minimum requirements (in addition to those established by the California Interscholastic Federation) are established:

1. A student shall have received a 2.0 grade point average on a 4.0 scale in the previous regularly scheduled, whole school marking period.

2. A student shall maintain a record of appropriate behavior during the period of eligibility.

3. A student shall be making satisfactory minimum progress toward meeting the high school graduation standards.

Minimum Progress toward Meeting Graduation Requirements

In order to remain eligible to participate in any extracurricular or co-curricular activity, the following minimum requirements are established:

The student is currently enrolled in at least 20 semester credits of work

The student has passed an equivalent of at least 20 semester credits at the completion of the last marking period

The student is maintaining minimum progress toward meeting the high school graduation requirements as indicated by his/her completion of units as follows:

	Beginning of Semester Number	Total Number of Credits for Minimum Progress
10th Grade	3	50
	4	75
11th Grade	5	100
	6	130
12th Grade	7	160
	8	190

Based upon these requirements, there is no provision for probationary status for students in grades 9-12.

The grade point average used to determine eligibility shall be based on grades of the previous marking period during which the student attended class at least a majority of the time. Students first entering grade 9 must have achieved a 2.0 grade point average (GPA) on a 4.0 scale in enrolled courses at the conclusion of the final marking period in grade eight.

In the event a student finds that he/she is academically ineligible to participate in extra/co-curricular activities in the first marking period of the eighth grade year, he/she may request that the total spring and summer school grades be used to determine eligibility for the first marking period of the upcoming school year.

When students are simultaneously enrolled in college classes for which they receive credit toward high school graduation, their college grade shall be included in the computation of their grade point average.

Receiving an Incomplete shall have no effect on a student's academic eligibility as long as the resolution of the Incomplete would not lower his/her grade point average below 2.0. If the resolution of an Incomplete could lower the student's grade point average to below 2.0, the student shall be considered ineligible until the Incomplete is removed and the grade point average determined.

If a student fails to meet the minimum requirements set forth in this policy, he/she shall be deemed ineligible and shall be prohibited from participating in any aspect of the extra or co-curricular activity until he/she regains eligibility.

Regaining of Eligibility, Grades 9-12

A student who is ineligible due to Requirements 1 or 3 (above) may regain eligibility if he/she achieves a "C" average (2.0 grade point) in a subsequent marking period (excluding summer school) and accumulates enough credits to meet the minimum progress requirements noted above. A student regains eligibility for the new marking period at the end of the school day on which teachers are required to submit end of period marks.

A student may also regain eligibility upon completing summer school class(es) or other educational programs deemed equivalent by the principal or his her/designee to the class(es) in the prior marking period that caused the ineligibility, if:

1. The cause of ineligibility is a shortage of units of credit , and the students earns a passing grade in a comparable summer school class or other educational program

2. The cause of ineligibility is a GPA lower than 2.0, and the substitution of a summer school grade in a comparable class or other educational program results in a GPA of 2.0 or above.

Communication of Eligibility Requirements

The principal of the school participating in the extra curricular activity shall be responsible for ascertaining that the Eligibility Requirements-Extracurricular and Co-curricular Activities of this policy, Grades 9 - 12, are presented verbatim to students and their parent(s)/guardian(s) for review and sign-off prior to participation in the activity. The principal shall also be responsible for notifying the student and parent(s) or guardian(s) in a timely manner of loss of eligibility.

Failure to meet any of the above conditions will automatically make the student ineligible to participate in any extracurricular or co-curricular activity.

APPROVED: November 23, 1998
REVISED: April 10, 2000
REVISED: May 14, 2001
REVISED: July 22, 2002
REVISED: August 11, 2003
REVISED: August 9, 2004
REVISED: January 30, 2007

MORGAN HILL UNIFIED SCHOOL DISTRICT Morgan Hill, California

VOCATIONAL EDUCATION BP 6178

The Governing Board desires to provide a quality, expanded and modernized vocational and technical education program which provides services and activities that are of sufficient size, scope and quality to be effective. The goal of the program is to provide for an integration of academic and vocational components through a coherent sequence of courses to ensure learning in all subjects. The program shall also provide curriculum and program strategies reflecting workplace needs.

The district's program shall provide linkages between secondary and postsecondary vocational and technical education, including the implementation of tech-prep programs. Students shall also be given a strong experience and understanding of all aspects of an industry.

The Superintendent or designee shall expand the use of technology in the district's vocational program. He/she shall also provide professional development programs to teachers, counselors and administrators designed to provide effective practices to improve parental and community involvement and to ensure that teachers stay current with an industry.

(cf. 4131 - Staff Development)

The district's program shall provide equal access to students who are members of special populations. Students who are members of special populations shall not be unlawfully discriminated against on the basis of their status as a member of a special population. (20 USC 2354)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

Expenditures of Supplemental Funding

Every three years, the Board shall compare the district's existing vocational curriculum, course content and course sequence with model state curriculum standards. (Education Code 51226, 52376)

(cf. 3440 - Inventories)

The Superintendent or designee shall establish procedures for the systematic review of district vocational education classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements)

Legal References:

EDUCATION CODE
8070 Appointment of vocational education advisory committee
41541 Categorical Education Block Grant
48430 Legislative intent; continuation education schools and classes
51225.3 Requirements for graduation commencing with 1988-89 school year
51226 Model curriculum standards
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
52300-52499.6 Career technical education
UNITED STATES CODE, TITLE 20
2301-2415 Carl D. Perkins Vocational and Technical Act of 1998
CODE OF FEDERAL REGULATIONS, TITLE 34
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

WEB SITES
CDE, Secondary Education, Academic and Career Integration: http://www.cde.ca.gov/shsd/aci
USDE, Office of Vocational and Adult Education: http://www.ed.gov/offices/OVAE

ADOPTED: February 27, 2007

MORGAN HILL UNIFIED SCHOOL DISTRICT Morgan Hill, California

Student Organizations and Equal Access AR 6145.5

The Superintendent or designee shall identify the noninstructional time period(s) set aside for noncurriculum related student organization meetings before or after actual classroom instructional times.

The following criteria must be met for these meetings: (20 U.S.C 4071, 4072)

1. The meeting shall be voluntary and student-initiated.

2. There shall be no sponsorship of the meeting by the school or staff. The school or staff shall not promote, lead, or participate in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes shall not constitute sponsorship of the meeting.

3. Employees of the school shall be present at religious meetings only in a non participatory capacity.

4. The meeting shall not materially and substantially interfere with the orderly conduct of educational activities within the school.

5. Nonschool persons shall not direct, conduct, control, regularly attend activities of student groups.

School staff may be assigned voluntarily to observe meetings for purposes of maintaining order and protecting student safety. Students shall leave the meeting place in a clean, orderly and secure condition after their meetings.

Students shall leave the meeting place in a clean, orderly and secure condition after their meetings.

The Superintendent may deny the use of facilities to any groups that he/she believes will disrupt the school program or threaten the health and safety of students and staff.

Meetings held shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space.

Hazing

No student shall conspire to engage in any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student. Persons violating this regulation shall be subject to district discipline and penalties specified in law.

MHUSD Cross References:

Legal References:

EDUCATION CODE

GOVERNMENT CODE

ORIGINAL PROPOSAL: November 21, 1996
Most Recent Revision: May 19, 1997

Student Organizations and Equal Access BP 6145.5

The Board of Education believes that student organizations may reinforce the instructional program, give students practice in democratic self-government, and provide social and recreational activities and achievement.

The Superintendent or designee shall establish criteria and a process for school sponsorship of student clubs.

Limited Open Forum

In accordance with provisions of the federal Equal Access Act, noncurriculum-related student-initiated groups shall be given equal access to meet on school premises. Such meetings shall not interfere with instructional time or school activities.

All student clubs or groups shall have equal access to the school media, including the public address system, the school newspaper, and the school bulletin board, to announce meetings. The Superintendent or designee may inform students that certain groups are not school-sponsored.

MHUSD Cross References:
1321 Solicitation of Funds from and by students
1325 Advertising and Promotion
1330 Use of School Facilities
3452 Student Activity Funds
3515.2 Disruptions
5145.2 Freedom of Speech/Expression:

Publications Code

Legal References:

EDUCATION CODE

GOVERNMENT CODE

ORIGINAL PROPOSAL: November 21, 1996
Most Recent Revision: May 19, 1997

B.8 FFA Program of Activities

SOBRATO FFA

"HARVEST YOUR OWN LEGACY"

2013-2014

Program of Activities

TABLE OF CONTENTS

PRESIDENT'S MESSAGE

Everyone makes an impact in this world, whether it's cleaning up your community, or holding the door open for others. It's the day to day actions that make the difference. The FFA has taught me that it's the little things we do in life that make a change. The change may not be worldwide or even national, but it affects the ones around you. In my four years at Sobrato, I've made many friends through the FFA that aren't even from Sobrato. I'm sure I've made an impact in their life as they have in mine. Sobrato FFA, I challenge you to do small acts of kindness, be friendly to kids from other schools, and harvest your own legacy!

Austin Heiser
2013-2014 Sobrato FFA President

ABOUT OUR OFFICERS

Austin Heiser President	Austin is a senior at Sobrato High School and holds his State FFA Degree. His past SAE's include three market hogs, and is currently one of the two herdsmen for the Sobrato FFA farm. He has attended conferences such as State Conference, Chapter Officer Leadership Conference, and MFE/ALA. He was on the Livestock Judging Team. His goals as Chapter President are to get as many members involved in FFA and he looks forward to getting more members as active as possible.
Beth Funke Vice President	Beth Funke is currently a sophomore at Ann Sobrato High School and has received her Greenhand Degree. Her past SAE project consisted of a market goat, market chickens and a market turkey all of which she successfully showed at the Santa Clara County Fair. She attended GLC, the regional and sectional creed contest, and the California State Leadership Conference. Beth is a great student academically and she actively participates in her classes. As a responsible and outgoing individual, she looks forward to making this year Sobrato FFA's best.
Zuha Aslam Secretary	Zuha is your secretary for the 2013-2014 year. She is hardworking and received 5th place at sectionals in the Creed contest last year. She has attended the Greenhand Conference as well as state convention. Zuha is also an active member in the school band. She is a straight A student. She is an outgoing person and is excited to interact with all the FFA members this year.
Loryn Habina Treasurer	Loryn Habina is currently a sophomore at Ann Sobrato High School. Her past SAE project was breeding lambs. She has participated in Dairy Judging contest and is the Chapter fundraising Committee Chair this year. As your 2013-2014 chapter treasurer, she would like to make her community more aware of Sobrato FFA.
Tyler Moralez Reporter	Tyler Moralez is currently a sophomore at Ann Sobrato High School and has received his FFA Greenhand Degree. His past SAE project was two market hogs, which he showed at Santa Clara County Fair. He has participated in livestock judging and is the Chapter Scrap Book Committee Chair this year. He has attended the GLC, MFE, and California State Conference. As your 2013-2014 Reporter, he would like to make his community more agriculturally literate and get the community involved with the chapter.
Mitch Juarez Sentinel	Mitch Juarez is currently a sophomore at Sobrato High School. He holds his Greenhand FFA degree. His past SAE project was a market lamb which he showed at Santa Clara County Fair. He has also had the opportunity to attend the Greenhand Conference, Made for Excellence and State FFA Conference. He has participated in; Opening/Closing Ceremonies, Best Informed Greenhand, Creed and Livestock judging. As your 2013-2014 Sentinel, he is very excited to increase the chapter involvement through different FFA events throughout this year.

ABOUT OUR ADVISORS

Mrs. Calabretta	Mrs. Calabretta is in her sixth year of teaching here at Sobrato High School and is excited to see last year's students continue to grow and welcome the new students. Mrs. Calabretta graduated Cal Poly San Luis Obispo with a Bachelor's Degree in Agriculture Science with an emphasis on Animal and Plant Sciences. She is teaching Agriculture Geology, Floriculture and ROP Horticulture this year. She is also the advisor for the beef SAE projects. She also will be coaching Co/Op Marketing, Prepared Public Speaking and Nursery Landscape CDE's this year. Mrs. Calabretta is grateful for her great students and supportive department!
Mr. Martin	Mr. Martin is a fifth year teacher to the Ann Sobrato Agriculture Department this year. Mr. Martin graduated from Cal Poly San Luis Obispo with a Bachelor's Degree in Dairy Science and later completed his credential for Agriculture Education. Mr. Martin is teaching ROP Veterinary Science, Agriculture Mechanics, and Ag Metals and Machineries. He is the Sheep Project advisor and will coach Opening/Closing, Impromptu Public Speaking, and Livestock Judging CDEs. Mr. Martin is looking forward to a great year with Sobrato FFA.
Ms. Amador	Ms. Amador is new to Sobrato High School this year. She graduated from Modesto Junior College with an AS Degree in Animal Science and from Cal Poly San Luis Obispo with a BS Degree in Agriculture Science with a concentration in Agriculture Business. She is currently working on her Master's degree in Agriculture Education. Ms. Amador is teaching all of the Agriculture Biology classes this year. She is the swine project advisor and will coach Creed, Job Interview, Parliamentary Procedure, and Dairy Products CDEs this year. Ms. Amador is excited to be part of the Sobrato team for her first year of teaching.
Ms. Cohen	Ms. Cohen is in her first year at Sobato High School. She grew up in Lancaster, California. She attended Cal Poly San Luis Obispo with a major in Animal Science. She graduated in 2010 and then pursued her teaching credential in Agriculture Education. She teaches the Ag Foods and Ag Geology classes. She is excited to coach the Floral, Specialty Animals, Extemporaneous Public Speaking and B.I.G. teams this year.

MORGAN HILL SCHOOL DISTRICT
BOARD OF TRUSTEES

SOBRATO HIGH SCHOOL
ADMINISTRATION AND STAFF

Debbie Padilla	Principal
Courtney Macko	Assistant Principal
Kevin Miller	Assistant Principal
Vera Gomes	Assistant Principal
Molly Edgar	Secretary to Principal
Mitzi Clark	Secretary to Assistant Principals
Andrea Bird	Counselor
Brianna Werkman	Counselor
Ted Thomas	Counselor
Edie Atkins	Counseling Secretary
Marla Carrol	ASB
Sue Baynes	ASB
April Roland	Athletic Director
Terri Knudsen	Librarian
Lorraine Soto	Campus Supervisor
Lynn Rodriguez	Campus Supervisor
Connie Soriano	Campus Supervisor
Vickie Brummel	Attendance
Diane Schomel	Receptionist
Margarita Ramirez	Receptionist
Maureen Slocum	Health Office

SOBRATO HIGH SCHOOL
FFA AGRICULTURE BOOSTERS

The Sobrato FFA Agriculture Boosters is a group of parents and Sobrato FFA alumni who wish to support the FFA program. This group meets throughout the year to plan and carryout fundraising activities. The money raised by the FFA Boosters is used to support the students in the agriculture program throughout the year.

Kathy Longoria and Debbie Livermore--- President

Corey and Melissa Moralez– Vice President

Ron Sjostedt – Secretary

Graham Williams– Treasurer

Sandy Carpenter – Communications Chair

COMMITTEES AND CHAIRPEERSONS

To correspond and assist in attaining the Sobrato FFA Chapter Goals, the officer team has developed a set of committees. These committees will help promote awareness in the community, improve functions and events, and help the chapter function more effectively. Each category will have a chairperson to oversee the committee and communicate with their assigned officer directly. Members are encouraged to become a part of a committee at the monthly meetings and in their Ag Class.

Scrapbooking Committee

Committee Chair: Chandler Laisure
Assigned Officer: Tyler Moralez (Reporter)
Purposes: To help develop the chapter scrapbook by taking pictures at FFA events from April 2013 – April 2014 and by productively assembling the scrapbook pages.

Fundraising Committee

Committee Chair: Varunjit Singh
Assigned Officer: Loryn Habina (Treasurer)
Purposes: To help create and manage chapter fundraising throughout the 2013 – 2014 school year.

Courtesy Core

Committee Chair: Ale Kendrick
Assigned Officer: Mitch Juarez (Sentinel)
Purposes: To help keep meetings orderly, and assist in set up and take down of all meetings.

Community Service

Committee Chair: Kayla Guglielmo
Assigned Officer: Beth Funke (Vice President)
Purposes: To build a relationship between the chapter and the local community.

Public Relations
Committee Chair: Heather Sjostedt
Assigned Officer: Zuha Aslam (Secretary)
Purposes: To increase awareness of the chapter in the community by advertising and providing promotional activities.

Farm Management
Committee Chair: Monica Topete
Assigned Officer: Austin Heiser (President)
Purposes: To maintain organization at the school farm and to manage monthly farm workdays.

Social Media
Committee Chair: Caitlyn Cruise
Assigned Officer: Zuha Aslam (secretary)
Purposes: To get in touch with the public and other students attending sobrato.

CHAPTER GOALS

1. **ORGANIZATION**

   - To stay organized the officers are going to have weekly meetings and we will keep an update on how we are planning our events efficiently and accurately.

2. **COMMUNICATION**

   - To have good communication in our chapter, the officers will make sure to keep the FFA members updated on all upcoming events and after every event we will ask our members who attend to give us their opinion and feedback on that event.

3. **EVENTS**

   - To create events that people will enjoy, the officers will discuss their ideas with the FFA members to decide what activities they would enjoy during these events.

4. **RECRUTMENT**

   - To advocate FFA, the officers will advertise every event by creating posters and announcing them to our FFA members. We will inform non FFA members about FFA and how it is an enjoyable organization that helps people learn leadership and life long skills.

INTRODUCTION TO THE FFA

The FFA is a national organization of students enrolled in agricultural education in 50 states, Puerto Rico, Virgin Islands, and the District of Columbia. It was organized in November 1928 and is considered an integral part of the curriculum in agricultural education in the public schools. All students in these programs receive instruction in personal leadership growth and development which can best be achieved through the FFA.

Through active participation in the FFA, members learn by taking part in and conducting meetings, speaking in public, participating in contests based on occupational skills, earning awards and recognition and becoming involved in cooperative efforts and community improvement. The FFA offers opportunities for becoming productive citizens in our democracy.

FFA members believe in leadership, citizenship, and patriotism. They believe in free enterprise – freedom under the law – in making their homes, schools, and communities better places in which to live and work.

Members participate in regular chapter meetings, present motions, debate issues, and take part in decision making. They work hard, but they also play hard, as recreation is also a part of each year's program of activities.

It began at a time in our history when America was still largely rural, farming was still a way of life for many families, and young people grew up in the footsteps of their parents, planning to become farmers too.

A former agricultural education instructor named Henry Groseclose organized the Future Farmers of Virginia for boys in agricultural classes that became the model for today's Future Farmers of America just two years later, in 1928.

More than 70 percent of FFA members nationwide are from rural non – farm, urban and suburban areas, with the remaining 30 percent coming from farming communities. Membership is open to students grades seven through twelve who are enrolled in an agricultural course at a public school.

MISSION AND STRATEGIES

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

To accomplish this mission, FFA:

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

FFA CODE OF ETHICS

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

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

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

FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state, and national functions is called *Official Dress*. It provides identity and gives a distinctive and recognizable image to the organization and its members. *Official Dress* has been worn with pride by millions of FFA members since 1933.

Female members are to wear black dress shoes with a closed heel and toe, nude nylons, a black knee – length skirt, a white blouse with the official FFA blue scarf, and the official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests. The official dress for male members is black dress shoes, black socks, black slacks, white shirt, the official FFA tie, and the official jacket zipped to the top.

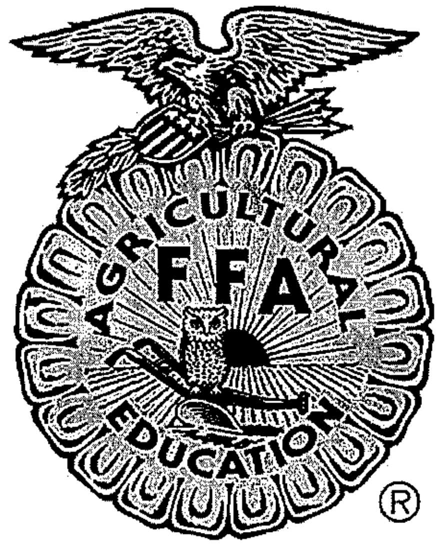
PROPER USE OF THE FFA JACKET

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The *front* of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school 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.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the 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 EMBLEM

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



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

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

The ***rising sun*** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The ***cross section of an ear of corn*** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity as corn is grown in every state of the nation.

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

FFA CREED

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

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

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

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

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

The FFA Creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions. It is recited by new members to reflect their growing belief in agriculture and agricultural education.

FFA DEGREES

FFA is structured into a degree program which rewards active FFA members for progress in all phases of leadership skills and occupational development. The Greenhand FFA Degree and the Chapter FFA Degree are awarded at the chapter level. State Associations award top members with the State FFA Degree. The highest degree, the American FFA Degree, is conferred upon an elite group of members at the national level.

Greenhand FFA Degree

To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and the bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Chapter FFA Degree

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

State FFA Degree

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
    a. Performing 10 procedures of parliamentary law.
    b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.

PROFICIENCY AWARD AREAS

Agricultural Communications

Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication

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

Agricultural Mechanics Repair and Maintenance

Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)

Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing

Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. **Note:** the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement

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

PROFICIENCY AWARD AREAS CONTINUED

Agricultural Services

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

Beef Production Entrepreneurship/Placement

Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production Entrepreneurship/Placement

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

Diversified Agricultural Production

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

Diversified Crop Production Entrepreneurship/Placement

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

Diversified Horticulture Entrepreneurship/Placement

Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

Diversified Livestock Production Entrepreneurship/Placement

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

PROFICIENCY AWARD AREAS CONTINUED

Emerging Agricultural Technology

Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

Environmental Sciences and Natural Resources Management

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

Equine Science Entrepreneurship/Placement

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Fiber Crop Production

Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, caster beans, sunflower, peanuts, dill, spearmint and safflower.

Floriculture

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

Food Science and Technology

Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production

Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

PROFICIENCY AWARD AREAS CONTINUED

Forest Management and Products

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

Grain Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development

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

Landscape Management

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

Nursery Operations

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

Outdoor Recreation

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

PROFICIENCY AWARD AREAS CONTINUED

Pomology Production Entrepreneurship/Placement

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

Poultry Production

Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production

Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care

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

Specialty Animal Production Entrepreneurship/Placement

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

Specialty Crop Production

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

Swine Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market swine efficiently.

PROFICIENCY AWARD AREAS CONTINUED

Turf Grass Management

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

Vegetable Production Entrepreneurship/Placement

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

Viticulture Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement

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

JUDGING TEAMS

Throughout the year, members of the Sobrato FFA Chapter participate in a variety of different judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. The following teams are available for students to become involved in this year:

Best Informed Greenhand
Cooperative Marketing
Creed Speaking
Dairy Products Judging
Extemporaneous Public Speaking
Job Interview
Livestock Judging
Opening/Closing Ceremonies
Parliamentary Procedure
Prepared Public Speaking
Specialty Animal Judging
Floral Design

CAREER DEVELOPMENT EVENT FIELD DAYS

Active members participating in Career Development events can attend the following FFA Field Days:

Cal Poly State Finals
Chico State
Fresno State
Merced College
Modesto Junior College
Reedley Field Day
UC Davis

COMMUNITY SERVICE ACTIVITIES

In an effort to make a positive difference in the community and to fulfill the chapter goals, the Sobrato FFA Chapter actively participates in a number of community service activities throughout the year. These activities allow active members to get involved and give back to the Morgan Hill community. Some of these activities include the following:

Toys for Tots
Morgan Hill Grange Breakfast
Battaglia Tree Farm
Ag Industry Events
Million Can Challenge
Yoplait Yogurt Breast Cancer Lids

FFA LEADERSHIP OPPORTUNITIES

<u>Greenhand Conference</u> – Paso Robles (Freshman)

The Greenhand Conference is designed to intrigue and excite the freshman FFA member about the organization. This conference is the "hook-line-and-sinker" to get students to buy into the organization throughout their four years in high school. The conference will be a day-long event hosted at sites throughout the state during the fall months.

Each student will:

- Gain Agriculture Industry Awareness
- Develop a sense of belonging to the FFA
- Identify Opportunities in the FFA
- Become motivated and seek more involvement in the organization
- Leave with a personal set of individual strategic goals for their future GLC

<u>Made for Excellence</u> – Monterey (Sophomores)

MFE is designed for freshman and sophomore FFA members. The theme of the conference is personal growth. The personal growth occurs through building student confidence and competence. Students build confidence as they define how to live a life of excellence by building a foundation of talents, skills and will power to persevere. Students build competence as they learn content related to the subject of personal growth. The individual should leave ready to think about how to begin living a life of excellence that will set them up for a transition into the discovery of premiere leadership.

Students will learn to:

- Identify the relationship between excellence and personal choices.
- Identify three pillars associated with excellence-talent, skill and will.
- Assess personal talents using *What I do Best* from the Gallup Organization.
- Identify life skills needed for experiencing excellence.
- Identify the relationship between will power, personal interests and values.
- Describe success as excellence meeting opportunity.
- Choose opportunities using information gathered during the conference for: FFA, SAE, and high school involvement.
- Set goals for experiencing personal success using S.M.A.R.T. checklist

FFA LEADERSHIP OPPORTUNITIES Continued

<u>Advanced Leadership Academy</u> –Monterey (Juniors and Seniors)

ALA is intended to produce young leaders who will return to their FFA chapters motivated and well prepared for solving problems and identifying growth opportunities. It offers an experience specifically for high school juniors and seniors. During the conference students will explore the wide variety of careers available in the field of agriculture. Students will learn how best to prepare for their future careers whether through hands-on experience or advanced education, while polishing their leadership and communications skills. Participants will then generate ideas on how to utilize their leadership skills in community service and volunteerism efforts.

ALA Objectives:

- Define leadership as influence.
- Identify the true need for leadership in a given situation.
- Identify advantages and disadvantages to exercising leadership.
- Articulate their commitment to the mission of FFA.
- Develop a personal purpose statement for leading in FFA.
- List strategies for building teams through utilizing talents.
- Define team leadership as shared purpose.
- Evaluate the role of team leadership in addressing needs for leadership.
- List the steps in group problems-solving
- Create a solution, using group problem solving method, for an identified problem in a local FFA chapter.
- List opportunities to influence through service at the local level.

<u>State FFA Conference</u> – Fresno

- The State Conference is attended by over 5,000 students and run by the state officers.
- Students will participate in exciting leadership workshops, listen to dynamic and hilarious public speakers, and tour innovative farms and businesses in the agriculture industry.
- FFA Members will have the chance to meet the new state FFA Officer team and listen to their inspirational retiring addresses.

<u>Sacramento Leadership Experience</u> – Sacramento (Seniors)

The Sacramento Leadership Experience is California FFA's capstone leadership conference for FFA members. 40 of the best graduating senior FFA members are selected annually to participate. Students step into the role of one of California's 40 Senators. Students are assigned a specific California district, and spend 4 days in Sacramento.
During their time in Sacramento students learn and participate in the following activities:

1. How a bill becomes a law
2. The importance of demographics to their specific region
3. Discuss Senate Bill proposals
4. Work in Committees to develop Senate Bills
5. Debate Senate Bills in the State Senate Chambers
6. Meet Legislators, Legislative Staff, and other key stakeholders to the legislative process

<u>National Convention</u> – Louisville, Kentucky

- With approximately 55,000 individuals from across the nation attending, National Convention is the largest convention for youth in the world.

<u>Washington Leadership Conference</u>– Washington DC

- 2,300 FFA members converge on our nation's Capital for the WLC
- An application is required to attend this leadership conference
- Have a chance to represent Sobrato FFA on a national level

FUNDRAISING ACTIVITIES

The Sobrato FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

- Donkey Basketball
- Kiss a Pig
- Win a Feast
- Drive Thru BBQ's
- Food Fair
- Cattlemen's Dinner

2013-2014 FFA BUDGET

Expenses

Officer supplies	$700
FFA week	$300
Meetings	$2000
Jackets	$300
Judging Contests	$3500
Banquet	$4000
Leadership Conference	$8000
Fair	$700
Officer Retreat	$2000
Scrap book	$1000
Baskets	$600
Drive thru BBQ	$24000
Farm supplies	$1000
Community service	$1100
Food fair	$500
Greenhand BBQ	$200
Mugs	$700
T-shirts	$1100
Sweaters	$2500
Hats	$800
Pens/pencils	$500
Christmas Tree	$100
Staff Breakfast	$400
Farm Fun Day	$3000
Mic Stand & Mics	$500
Hot Chocolate	$200
Total:	**$59,700**

Receipts

Banquet	$4000
Leadership Conference	$5000
Drive-thru BBQ	$48000
Food Fair	$750
Promotional Items	$7025
Farm Fun Day	$200
Hot Chocolate	$600

Total: $65,575

Estimated Net Profit: $5,875

SOBRATO FFA
CHAPTER OFFICER DUTIES

PRESIDENT

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

VICE PRESIDENT

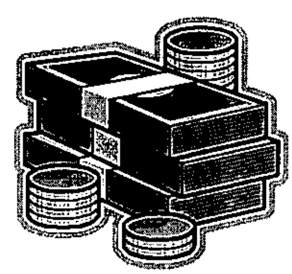
- Assume all duties of the president if necessary
- Develop the POA and serve as the ex-officio on committees when needed
- Coordinate all committee work
- Work closely with the president and advisors to assess progress toward meeting chapter goals

SECRETARY

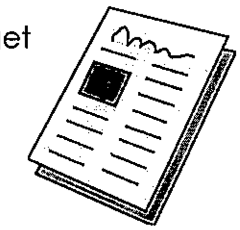
- Prepare the agenda for each chapter meeting
- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and file
- Place all committee reports in a file
- Be responsible for chapter correspondence (thank you letters and invitations)
- Maintain membership attendance records and issue membership cards

TREASURER

- Assist the advisors with receiving, recording and depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Submit school bulletin announcements



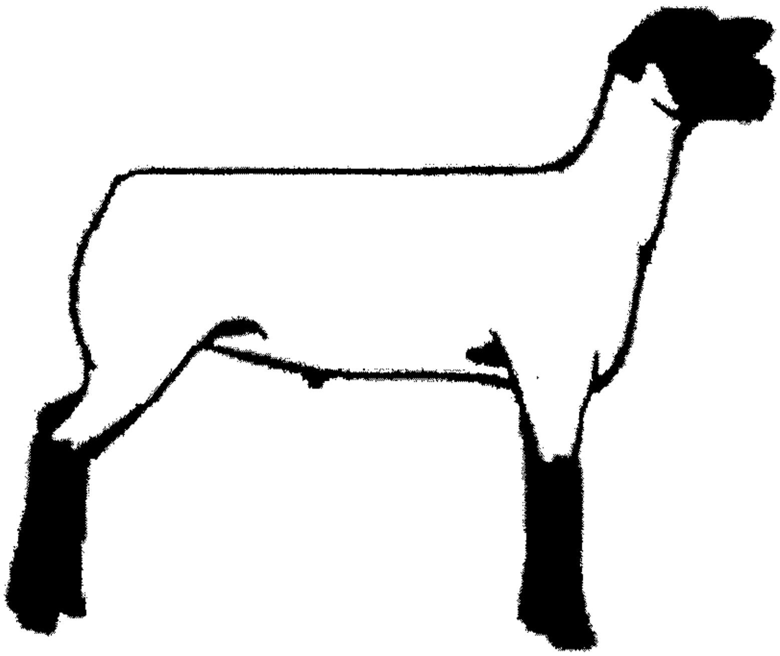
REPORTER



- Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
- Write articles for the New Horizon monthly and send pictures
- Do news releases for chapter activities
- Help the advisors publish the chapter newsletters
- Serve as the chapter photographer

SENTINEL

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



MARKET LAMB PROJECT PLAN

Estimated Expenses:

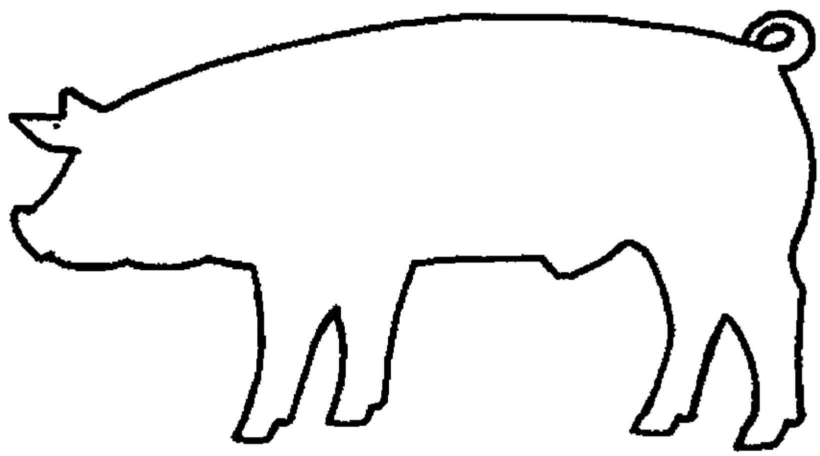
Cost of Animal .... $ 250
Feed.. $ 120
Veterinary Supplies.. $ 5
Show Supplies.. $ 10
Insurance .... $ 13
Fair Entry Fees .... $ 6
Sales Commission ($5/lb @ 135lbs) .... $ 30

Total Estimated Expenses .... $ 434

Estimated Receipts:

Sale of Animal .... $ 675
(Auction averaged $5.00/lb in 2009)

Estimated Net Profit .... $ 241



MARKET HOG PROJECT PLAN

Estimated Expenses:

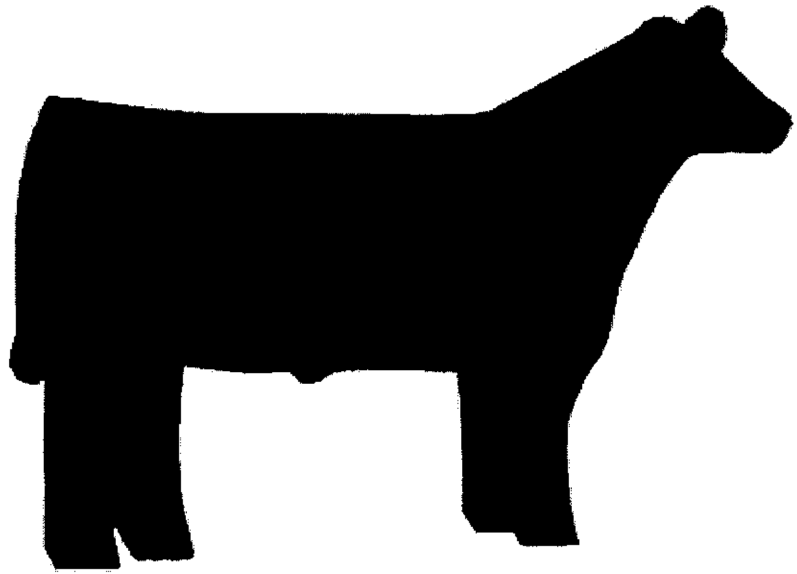
Cost of Animal	$ 200
Feed	$ 180
Veterinary Supplies	$ 5
Show Supplies	$ 10
Miscellaneous Equipment	$ 20
Insurance	$ 13
Fair Entry Fees	$ 6
Sales Commission ($2.50/lb @ 250lbs)	$ 30

Total Estimated Expenses .... $ 464

Estimated Receipts:

Sale of Animal .... $ 625
(Auction Averaged $2.50/ lb @ 250lbs)

Estimated Net Profit .... $ 161



MARKET STEER PROJECT PLAN

Estimated Expenses:

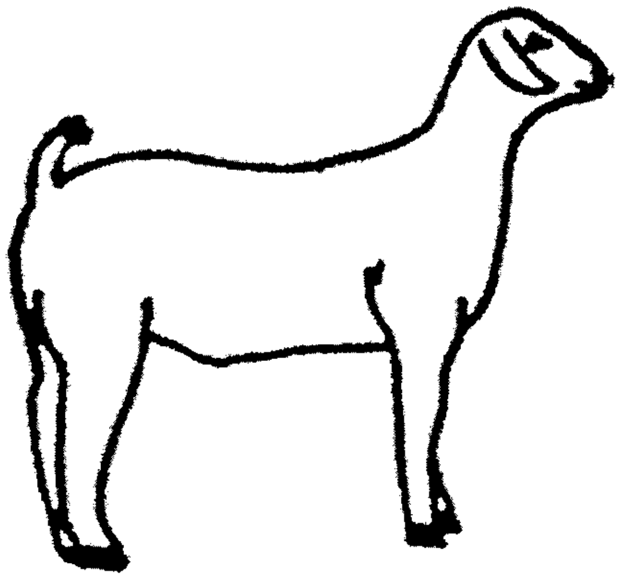
Cost of Animal	$ 1,000
Feed	$ 1,000
Veterinary Supplies	$ 25
Show Supplies	$ 50
Insurance	$ 25
Fair Entry Fees	$ 9
Sales Commission ($2.50/lb @ 1200lb)	$ 120

Total Estimated Expenses .... $ 2,229

Estimated Receipts:

Sale of Animal .... $ 3,000
(Auction averaged $2.50 / pound in 2009)

Estimated Net Profit .... $ 771



MARKET GOAT PROJECT PLAN

Estimated Expenses:

Cost of Animal	$ 250
Feed	$ 120
Veterinary Supplies	$ 10
Show Supplies	$ 10
Insurance	$ 6
Fair Entry Fees	$ 6
Sales Commission ($7/lb @ 90 lbs)	$ 25
Total Estimated Expenses	$ 377

Estimated Receipts:

Sale of Animal .... $ 630
(Auction averaged $5.00 / pound in 2009

Estimated Net Profit .... $ 253

HISTORY OF SOBRATO FFA

State FFA Degree Recipients

2007 Lynda Pospishek

2008 Kathleen Lawson
Jenenetta Marisclan
Matthew Votaw
Kirsti Whitmyre

2009 Nick Alvarado
Kathleen Bello
Abbie Broeder
Eddie Broeder
Christina Cefalu
Jessica Honts
Marissa Kissinger
Jamie Lee
Sarah Martin
Susie Parrish
Steven Purdie
Briana Wallash
Kaiti Whitmyre

2010 Amar Banwait
Billy Berry
Taylor Burback
Joey Cassibba
Megan Cornbridge
Geoff Elliot
DeAnna Garcia
Sarah Haller
Jennet Holmes
Cavan Howay

American Degree Recipients

2010 Nick Alvarado
Kathleen Lawson
Jenenetta Marisclan
Ashley Pipkin
Kaiti Whitmyre
Kirsti whitmyre

Past Sobrato Presidents

04-05 Jenenetta Marisclan
05-06 Jenenetta Marisclan
06-07 Lynda Pospishek
07-08 Kirsti Whitmyre
08-09 Christina Cefalu
09-10 Christina Cefalu
10-11 George Kalu
11-12 Mckenna Miles
12-13 Thomas Burback

SOBRATO FFA CONSTITUTION AND BYLAWS

ARTICLE I: NAME & PURPOSE

Section A: The name of this organization shall be the "Ann Sobrato High School Chapter of the FFA", members are hereinafter referred to as "FFA", and the letters "FFA", may be used to designate the Chapter, its activities, or members thereof.

Section B: The purpose for which this chapter is formed is as follows:

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

ARTICLE II: ORGANIZATION

Section A: The Sobrato Chapter of FFA is an association only in public schools qualifying for federal reimbursement under the Vocational Act of 1968 (Public Law 90-576)

Section B: The advisor of this chapter must be a qualified vocational agriculture teacher currently teaching reimbursable vocational agriculture at this school.

SOBRATO FFA CONSTITUTION AND BYLAWS CONTINUED

Section C: This chapter accepts in full the provisions in the constitution and bylaws of the California Association of FFA as well as those of the National Organization of FFA.

ARTICLE III: MEMBERSHIP

Section A: Membership of this chapter will be of four kinds: (1) Active, (2) Alumni, (3) Collegiate and (4) Honorary, as defined by the National FFA constitutions.

Section B: The regular work of this chapter shall be carried on by the active membership. To be eligible for office a member must have a cumulative grade point average of 2.0 or better (4.0 scale), according to the most recent grading period and may not be failing any of their classes. As certified by the signature of the candidate's school administrator on the Regional Officer application.

Section C: Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.

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

1. He/she attends local meetings with reasonable regularity.
2. He/she shows an interest in, and takes part in the affairs of the chapter.

Section E: Any student enrolled in an Agriculture class is automatically a member of the FFA.

Section F: All members must participate in four activities per semester in order to receive the full 10% of the FFA grade in class.

Section G: All advanced members must have a SAE.

ARTICLE IV: EMBLEMS

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

Section B: Emblems used by the members shall be designated by the National Organization of the FFA.

SOBRATO FFA CONSTITUTION AND BYLAWS CONTINUED

ARTICLE V: MEMBERSHIP DEGREES & PRIVLEGES

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

All Greenhands are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the state FFA Degree are entitled to wear the regulation golden emblem pin or charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B: Greenhand Degree. Minimum qualifications for election:

1. Be regularly enrolled in a class in vocational agriculture and have acceptable plans for a program of supervised farming and/or other agricultural occupational experiences.
2. Be familiar with the purposes of the FFA and the program of activities of the local chapter.
3. Recite from memory The Creed of the FFA or have a firm understanding.
4. Receive a majority vote of the members present at a regular meeting of the chapter.

Section C: Chapter FFA Degree. Minimum qualifications for election:

1. Must have the Greenhand Degree and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an improved supervised farming and/or agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the State Association and the National Organization.
4. Be familiar with parliamentary procedure.
5. Be familiar with the provisions of the constitution of the local chapter.
6. Be able to lead a group discussion for fifty minutes.
7. Must have earned by his/her own efforts from his/her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $150.00.
8. Receive a majority vote of the members present at a regular local chapter meeting.

SOBRATO FFA CONSTITUTION AND BYLAWS CONTINUED

Section D: State FFA Degree. Minimum qualifications for election:
1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association

Section E: American FFA Degree. Minimum qualifications for election:
1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National Association of FFA

Section F: Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancements.

ARTICLE VI: OFFICERS

Section A: The officers shall be elected annually by a majority vote of the members present at a regular chapter meeting

Section B: The officers of the chapter shall be as follows: President, Vice-President, Secretary, Treasurer, Historian, Reporter, and Sentinel. Greenhand officers will also constitute part of the officer team.

Section C: The officers of the chapter shall constitute the chapter executive committee.

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

Section E: Chapter officers must hold the degree of Chapter Farmer, except during the first year the chapter is organized.

Section F: Chapter officers must maintain a "C" (2.0) average of all classes started each semester or resign first meeting after posting of grades.

Section G: Anyone running for office must attend Sobrato High School while serving his/her office and be enrolled in Vocational Agriculture.

Section H: If an officer resigns for any reason, the executive committee shall have the right to appoint his/her replacement or hold elections.

SOBRATO FFA CONSTITUTION AND BYLAWS CONTINUED

Section I: Concerning the election of officers, the President is to be a sophomore or junior when elected and the Vice President is to be a sophomore or junior or a better qualified freshman (in the executive committee's view). All potential officers must go through a screening committee which will consist of the six officers and the advisor. If an officer is rerunning, he/she will be replaced by a senior. The screening committee reserves the right to offer a slate of 7 to 20 candidates.

Section J: Officers will attend the following mandatory activities: summer officer training, chapter meetings, and other activities as deemed necessary by the president and the advisor.

Section K: An officer may be removed from the officer team by a majority vote of the officer team or by the advisor for not meeting the requirements as laid out in the officer contract or in Section J of this constitution.

Section L: Duties of the Chapter Officers.

President

1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings.
3. Keep members on the subject and within time limit.
4. Appoint committees and serve as ex officio member.
5. Call other officers to the chair as necessary or desirable.
6. Represent the chapter and speak on occasion.
7. Coordinate chapter efforts by keeping in close touch with the other members, officers, and the Advisor.
8. Follow up chapter activities and check on progress being made.
9. Keep chapter activities moving in a satisfactory manner.

Vice President

1. Assist the president.
2. Have charge of committee work in general.
3. Preside at meetings in the absence of the president.
4. Be prepared to assume duties and responsibilities of the president.

Secretary

1. Prepare and read the minutes of meetings.
2. Have available for the president the list of business for each meeting.
3. Attend to official correspondence.

SOBRATO FFA CONSTITUTION AND BYLAWS CONTINUED

4. Count and record rising vote when taken.
5. Send out and post notices.
6. Prepare chapter reports.
7. Keep the permanent record of the chapter.
8. Cooperate with the treasurer in keeping an accurate membership roll and issue member cards.
9. Call meetings to order in the absence of a presiding officer.
10. Read communications at meetings.
11. Have on hand for each meeting the following:
    A. Secretary's book and minutes of previous meetings.
    B. Lists of committees and committee reports.
    C. Copies of local, state, and national programs of activities.
    D. Copies of constitutions and bylaws.
    E. Copy of the official manual.

Treasurer

1. Receive and act as custodian of chapter funds. The chapter will maintain two accounts:
    A. General fund
    B. Convention Account
2. Both of these accounts will be overseen by the chapter officers and handled in the appropriate manner.
3. Assist in preparing an annual budget of estimated receipts and expenditures.
4. Keep the financial records of the chapter.
5. Devise appropriate ways and means of financial chapter activities.
6. Pay out chapter funds as authorized.
7. Cooperate with the secretary in keeping an accurate membership roll.
8. Prepare financial statements and reports.
9. Encourage systematic saving – individual and chapter thrift.
10. Serve as thrift bank treasurer unless another member is designated for the place.

Reporter

1. Gather and classify chapter news.
2. Prepare news notes and articles for publications or broadcast.
3. Contact local newspaper, provide with a cut mat of the emblem and supply FFA news.
4. Send news note to state reporters.
5. File clippings and pictures of chapter activities and keep a chapter scrapbook.
6. Serve as chapter historian. Complete the chapter scrapbook.

7. Assist in maintaining a chapter bulletin board.
8. Supply materials for reports.
9. Assist with planning and arranging chapter exhibits.
10. Arrange for FFA participation in local radio or TV programs.
11. Prepare chapter news letter.

Sentinel

1. Set up the meeting room and care for chapter equipment and supplies.
2. Attend the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidate for degree ceremonies.
5. Assist with entertainment features and refreshments.

Historian

1. Assist the chapter reporter.
2. Maintain the scrapbook.

Advisor

1. Assume the initiative for getting a chapter established in the school.
2. Become familiar with the history, principles, constitutional provisions, ceremonies, typical activities, parliamentary procedures, and other essentials of the organization.
3. Assist with plans for securing an efficient set of officers.
4. Instruct newly elected officers in their duties and provide leadership training for all members.
5. Assist members in setting up practical and worthwhile programs of work and guide to completion.
6. See that the programs are adequately financed and chapter funds properly protected.
7. See that the chapter meetings are held regularly throughout the year and conducted in a business-like manner.
8. Help new members get into the "swing" of things.

Section M: Greenhand Officers

1. Will be elected in October.
2. Will hold the same offices as chapter officers.
3. Will assist the chapter officers in their duties.
4. Will be voting members of the executive committee.
5. Will take the opportunity to learn leadership skills necessary to be a successful chapter officer.

ARTICLE VII: MEETINGS

Section A: Regular meetings shall be held once a month during the school year. Special meetings may be called at any time including summer.

SOBRATO FFA CONSTITUTION AND BYLAWS CONTINUED

Meetings will be held the first Wednesday of each month, and is subject to change by the Executive Committees, or advisor.

Section B: Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting

Section C: Delegates for the State convention will be chosen from those members that have attended the most sectional and regional meetings. If more than two members attend all meetings, the advisors will make the final selection.

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

Section E: Officers will only be allowed to miss a meeting, with permission of the president and approved by the advisor.

Section F: Conduct shall be in orderly fashion. All members attending the meeting must be properly dressed; the meeting will be called to order on time. There will be a 25 cent fine for talking or being late at the first offense. If the member does not then come to order on the second offense and the member does not, then the sentinel will escort the member out of the meeting, and no credit will be given. Officers will only be allowed to miss a meeting with permission of president and approved by the advisor.

<u>ARTICLE VIII: AMENDMENTS</u>

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

Section B: By laws may be adopted to fit the needs of the chapter at any regular chapter meeting by two-thirds vote of the active members present providing such by laws conflict in no way with the constitution and by laws of either the State Association or the National Organization.

CHAPTER POINT SYSTEM

1. Meetings
    a. Attendance = 20
    b. Banquet = 25

2. Local Activities = 15
    a. Greenhand BBQ
    b. Active Committee Member
    c. Cattlemen's Dinner
    d. Taste of Morgan Hill
    e. FFA Week
    f. 8th Grade Preview Night
    g. Open House Night
    h. Farm Workday = 20
    i. Mushroom Mardi Gras
    j. Grange Hall
    k. Veteran's Breakfast
    l. Toys for Tots 1 toy = 5
    m. Christmas Tree Farm
    n. Christmas in the Park
    o. Spring Auction
    p. Care Package 1 item = 5
    q. Movie Night

3. Sectional Activities = 30
    a. Opening & Closing Ceremonies
    b. Best Informed Greenhand Contest (BIG)
    c. Cooperative Marketing (COOP)
    d. Chapter Farmer Ceremonies
    e. Parliamentary Procedure
    f. Creed Speaking
    g. Prepared Public Speaking
    h. Extemporaneous Speaking
    i. Job Interview Contest
    j. Project Competition
    k. Sectional Officer Application
    l. Section Awards
    m. RCD Speech Contest*
    n. RCD Soil Judging Contest

CHAPTER POINT SYSTEM CONTINUED

4. Conferences = 20
    a. Made for Excellence (MFE)
    b. Advanced Leadership Academy (ALA)
    c. Greenhand Conference
    d. National Convention
    e. Regional Officer Leadership Conference (ROLC)
    g. Sectional Officer Leadership Conference (SOLC)
    h. Chapter Officer Leadership Conference (COLC)
    i. Sacramento Leadership Experience (SLE)
    j. State FFA Conference
5. Fairs = 20
   (Livestock Projects, Mechanics,
   Floral, Educational Displays)
    a. Santa Clara County Fair
    b. Santa Cruz County Fair
    c. San Benito County Fair

6. Regional Activities = 15
    a. Region FFA Meeting
    b. Region Contests
    c. Regional Officer Application
    d. Region Awards

7. State Activities = 15
    a. State Contests
    b. State Officer Application
    c. State Degree
    d. State Awards

8. Judging Teams = 15
    a. Field Days
        i. Davis, Modesto, Fresno, Cal Poly, Reedley, Merced Etc.
9. Fundraisers
    a. Drive Thru BBQ 2 tickets = 5pts
    b. Food Fair = 5pts
    c. Donkey Basket Ball 2 tickets= 5pts
    d. Corn Fed 2 items = 10pts
    e. Golf Tournament 1 entry = 5pts
    f. Bulb Sale 2 items = 5pts
    g. Spring Auction = 5pts
    h. Crab Feed tickets = 5pts

August2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15 First day Of School	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Greenhand BBQ	30	31

September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 FFA Meeting	5	6	7 South Coast SOLC
8 SOLC	9	10 Santa Cruz County Fair	11 Santa Cruz County Fair	12 Santa Cruz County Fair	13 Santa Cruz County Fair	14 Santa Cruz County Fair
15 Santa Cruz County Fair	16	17 Farm Workday Afterschool	18	19 Drive thru BBQ	20 Club Day	21
22	23	24	25	26 Ultimate Frisbee @ 3	27	28
29	30					

October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Santa Clara Opening and Closing @ 4:30	4 San Benito County Fair	5 San Benito County Fair
6 San Benito County Fair	7	8	9 FFA meeting/ Haunted House	10	11 State Officer visit	12 South Coast COLC (Hollister)
13 South Coast COLC	14	15	16 Greenhand Conference	17	18	19
20	21	22	23	24	25	26 Farm workday
27	28	29	30	31		

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 National Convention	2 National Convention
3	4	5	6 Farm Workday afterschool	7 Drive – Thru BBQ	8	9
10	11	12	13 FFA meeting	14 *SC section BIG/COOP @4:30 pm *SC Section Chapter Degree Numbers Due @Gilroy	15	16
17	18	19 Chapter Degree Ceremony	20	21	22	23
24	25	26	27	28	29	30

December 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Start of Toys 4 Tots	3	4	5 SC Job Interview Contest @4:30	6	7
8	9	10	11 FFA Meeting	12	13	14
15	16 South Coast region Roadshow	17	18	19 End of Toys 4 Tots	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15 FFA Meeting	16	17 Movie Night	18
19	20	21	22	23 *SC CATA/State Degree@4:30 *Santa Clara Speech Manuscripts due @ Hollister	24 MFE/AIA Conference	25 MFE/AIA Conference
26	27	28	29	30	21	

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Farm Workday @ Morning
2	3 *All FFA Award Apps due to Beard's office	4 Regional Prof. Award Scoring	5	6 Drive Thru BBQ	7	8 SC 9am Leadership Field Day *Public Speaking and Project Comp.
9	10 FFA Week	11 FFA Week	12 FFA Week *FFA Meeting	13 FFA Week	14 FFA Week	15
16	17	18	19	20	21	22
23 South Coast Regional Officer Screening @3pm	24 Regional CATA @ San Luis Obispo	25	26 State Proficiency Scoring	27 State Proficiency Scoring	28 Parley- Pro Contest	

March 2014

Sunday	Monday	Tuesday	Wednesda y	Thursday	Friday	Saturday
						1 Davis Field Day
2	3	4	5 FFA Meeting	6 Farm Workday	7	8 *Chico Field Day *Crab Feed
9	10	11	12	13	14	15 Field Day
16	17	18	19 FFA Bowling Night	20	21 South Coast Region Spring FFA meeting	22 Merced Field Day
23 State Degree Banquet / 30	24 / 31	25	26	27	28	29 MJC Field Day

April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5 Field Day
6 Fun Day	7	8	9 FFA Meeting	10	11	12 Fresno Field Day
13 State Conference	14 State Conference	15 State Conference	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 FFA State Finals
4	5	6 Santa Clara FFA Officer Elections @4:30	7	8 FFA awards Banquet	9	10 Farm Work Day
11	12	13	14 Salinas Valley Fair	15 Salinas Valley Fair	16 Salinas Valley Fair	17 Salinas Valley Fair
18 Salinas Valley Fair	19	20	21	22 Drive-Thru BBQ	23	24
25	26	27	28	29	30	31

B.9 Recruitment Program

Recruitment Activities and Materials

1. 8th Grade Preview Night
    a. Highlight the agriculture program to incoming 8th grade students and parents.

2. Middle School Presentations
    a. Attend local feeder school with school counselors
    b. Present information on the Agricultural program and FFA
    c. Pass out promotional information
    d. Discuss class options as an incoming 9th grade student

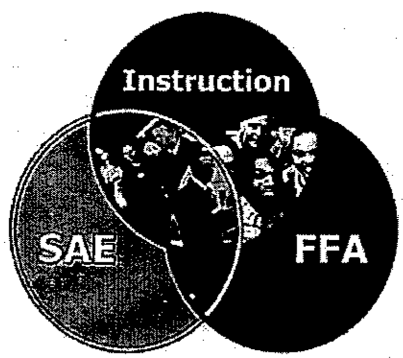
3. Campus Food Fairs
    a. FFA sells Tri-Tip sandwiches at lunch during Food Fair.

4. Family Farm Community Day
    a. Carnival Games
    b. Food
    c. Agriculture Education Stations
    d. Plant Sale

5. Community Service Events
    a. Grange Breakfasts
    b. Fair Gala
    c. Yoplait Yogurt Breast Cancer Lids
    d. Toys for Tots Toy Drive
    e. Morgan Hill Christmas Tree Celebration/Parade

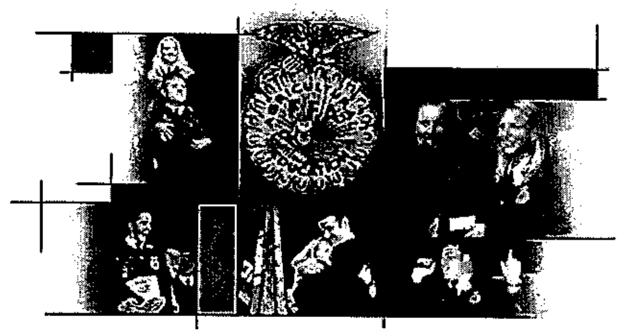
Agricultural Education *IS* related to the classroom!

There are three components that are key to the success of the Agricultural Education program. It is an integral part which means that each component reinforces what the students learn in the classroom—students relate to the curriculum in a way that they become an extension of classroom instruction.



Above are the three components in Agricultural Education. Classroom and laboratory experience, hands-on experience with SAE, and leadership development with FFA.

Don't Hesitate....Get involved Today!!!



For more information on our Agriculture Education program contact:

Mrs. Krafft, Ms. Salo or Mr. Martin
401 Burnett Avenue
Morgan Hill, CA 95037
408-201-6200 ext: 41248

Ann Sobrato High School

Agricultural Education... What's in it for you?

Classroom & Labs

FFA student welding in his agricultural mechanics class.

Classroom and laboratory instruction has a very basic purpose—to prepare students for employment in agriculture. In addition to technical skills, you will develop life skills. Life skills include interpersonal communication skills. Responsibility and accountability, decision making, and leadership. The vocational agriculture program prepares students to be qualified applicants for a college, or an employee for the food, fiber and natural resources industry.

FFA

FFA is dedicated to making a positive difference in your life by helping members develop their potential for ***premier leadership, personal growth*** and ***career success*** through agricultural education. The FFA motto gives members twelve short words to live by:

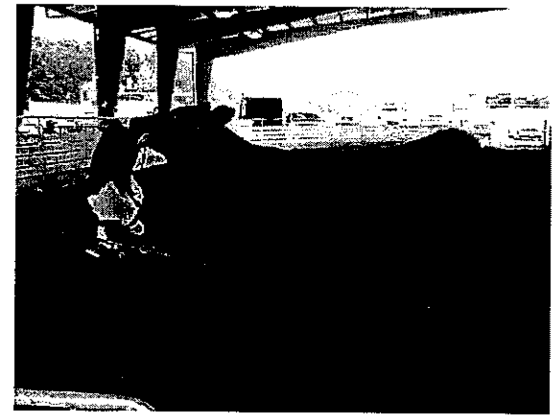
Learning to Do

Doing to Learn

Earning to Live

Living to Serve

SAE



FFA student shows her SAE project at the county fair.

To be successful in today's world of work and higher education, students need practical skills, many of which can be learned only through hands-on, work-based situations. This experiential learning applies instruction to real-life or nearly real-life situations through a Supervised Agricultural Experience Program (SAE). SAE provides hands-on application of agricultural principles and concepts to the students' life outside the classroom.

Ann Sobrato High School
Agricultural Education Program

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

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

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

ADVISORS AND PROJECT AREAS –

Agriculture Sciences, Beef, Horses, Poultry...Mrs. Krafft
Agriculture Sciences, Sheep, Goats, Rabbits...Ms. Salo
Agriculture Mechanics, Agriculture Science, Swine, Dairy Cattle...............................Mr. Martin

What is taught in the beginning Agricultural Education Courses?

AGRICULTURE SCIENCES (Ag Biology and Ag Geology 1-2)

California Agriculture
Importance and Purpose of Agriculture
Breed Identification
Terminology
Selection and Anatomy
New Trends and Career Opportunities
Special Projects – "Hands On" Experience
FFA Organization
Record Book
Supervised Agricultural Experience Programs

Ag Biology

Evolution
Genetics
Physiology
Cell Biology
Ecology

Ag Geology

Earth's Place in the Universe
Dynamic Earth Processes
Energy in the Earth System
Biogeochemical Cycles
Structure and Composition of the Atmosphere
California Geology

AGRICULTURE MECHANICS 1-2

Student Projects – 4th Quarter
Materials and Fasteners
Hand & Power Tool Usage
Tool Sharpening & Maintenance
Cold Metal Working
Safety
Concrete
Plumbing
Equipment/Machinery Operation
Basic Drafting
Electricity
Welding

RESOURCES

Student Research & Experience Projects
Career Education and Research
Plant Science Growing Grounds
Guest Speakers and Field Study Tours
Agriculture Computer Lab
Floral Design Laboratory
Science Lab Equip. – Video Microscope, Microscopes
Laboratory Exercises - Computer Simulated Dissection
Agriculture Mechanics Laboratory
Greenhouses
Career Development Events and Field Days

CLASSES OFFERED

CP Agriculture Biology
CP Agriculture Geology
Veterinary Science
Environmental Horticulture
Art and History of Floral Design
ROP Agriculture Mechanics
Agriculture Metals and Machinery

CAREER DEVELOPMENT EVENTS AND OTHER ACTIVITIES (Those marked with a "*" are done every year at the high school)

***Agriscience Fair**
***Agriculture Mechanics**
Agriculture Pest Control
Agriculture Sales
Agronomy
Citrus
Computers Applications
Cotton
Dairy Cattle
Farm Business Management
Farm Power and Machinery
Farm Record Book
***Floriculture**
Forestry
Fruit Tree
Fruit Tree Pruning
Grapevine
Grapevine Pruning
***Project Competition**
***Best Informed Greenhand (FFA Knowledge)**
***Job Interview**
***Land/Soils**
Light Horse
***Livestock**
***Marketing (Coop Quiz)**
Marketing Plan
Meats
***Milk Quality/Dairy Foods**
Natural Resources
Ornamental Horticulture
Poultry
***Scrapbook**
Small Engines
***Specialty Animals**
Vegetables Crops
***Creed Recitation**
***Parliamentary Procedure (Novice/Advanced)**
***Extemporaneous Public Speaking**
***Prepared Public Speaking**
***Proficiencies (specialized areas)**

LEADERSHIP DEVELOPMENT PLAN

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

FAIRS AND SHOWS

Santa Clara County Fair
Santa Cruz County Fair
California State Fair

TYPICAL FIRST YEAR ACTIVITIES

Greenhand Officer
Christmas Toy Drive
Best Informed Greenhand Contest
Creed and Speaking Contests
Achievement Trip
Greenhand Initiation
Annual Parent/Member Awards Banquet
Novice Parliamentary Procedure

OUR DEPARTMENT CAN ASSIST IN PROVIDING:

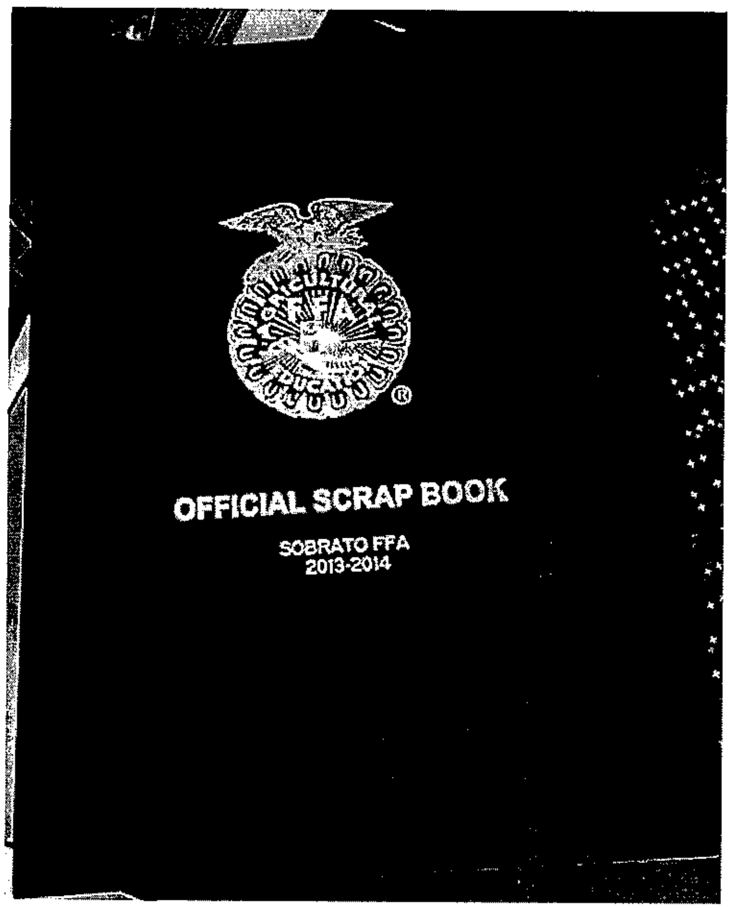
Scholarships
Recommendations – Colleges and Jobs
Transportation – to and from contests and events
Financing – Loans for projects

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

The Agriculture Department is always available for additional information please call 201-6200 ext. 41248

B.10 FFA Chapter Scrapbook

Sobrato FFA Chapter Scrapbook 2013-2014



B.11 Summer Activities Plan/ Calendar

◄ May 2014 | Jul 2014 ►

~ June 2014 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 Amador out of town	7 Calabretta and Amador out of Town
8 Calabretta and Amador out of Town	9	10 Class 9am-11am E114 Weigh – 11am-12pm	11 Class 9am-11am E114 Show Practice 11am-12pm Fair Entries Due	12	13	14
15 Martin out of Town	16 Martin out of Town	17 Class 9am-11am SHOP Weigh – 11am-12pm Martin out of Town	18 Martin Out of Town	19 Class 9am-11am SHOP Show Practice 11am-12pm Martin Out of Town	20 Martin Out of Town	21 Martin Out of Town
22 All Teachers out of Town CATA Conference	23 All Teachers out of Town CATA Conference	24 All Teachers out of Town CATA Conference	25 All Teachers out of Town CATA Conference	26 All Teachers out of Town CATA Conference	27 All Teachers out of Town CATA Conference	28 Martin and Amador out of Town
29 Amador out of town	30	Notes: Phone Numbers: Calabretta – (805)878-1718 Martin – (209) 201-2856 Amador – (209) 485-4857				

~ July 2014 ~

◄ Jun 2014 | Aug 2014 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Class 9am-11am E114 Weigh – 11am-12pm	2 Class 9am-11am E114 Show Practice 11am-12pm	3	4	5
6	7	8 Class 9am-11am E114 Weigh – 11am-12pm	9 Officer Retreat	10 Officer Retreat	11 Officer Retreat	12
13	14	15 Class 9am-11am E114 Weigh – 11am-12pm	16 Class 9am-11am E114 Show Practice 11am-12pm Fair Meeting 6pm	17	18 Calabretta out of Town	19 Calabretta out of Town
20 Calabretta out of Town	21	22 Class 9am-11am E114 Weigh – 11am-12pm	23 Class 9am-11am E114 Show Practice 11am-12pm SHOW DAY 4pm-7pm	24	25	26 Fair
27 Fair	28 Fair	29 Fair	30 Fair	31 Fair	Notes:	

◄ Jul 2014

~ August 2014 ~

Sep 2014 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Fair	2 Fair
3 Fair	4 Farm Clean Up 9am-12pm	5	6	7	8	9
10	11	12	13	14 School Starts	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Notes:					

B.12 Graduate Follow-Up Survey Instrument

Agriculture Department
Graduate Follow-up

Name:____

Address:____

Phone:____

1. What are you doing at the present time?

______Attending school
  ______Full-time
  ______Part-time
  ______Ag Major
  ______Non- Ag Major
______In the military

______Homemaker

______Working
  ______Full-time
  ______Part-time

______Not working
  ______Looking for work
  ______Not looking for work

______Other________________________________

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

____

3. What is your job title or job description?

____

4. Which statement best applies to your present occupation?

____

______I am using <u>most</u> of the skills I learned in the agriculture program.
______I am using <u>some</u> of the skills I learned in the agriculture program.
______I am <u>not</u> using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

______Community College
______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 agriculture program?

______Excellent ______Good ______Fair ______Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

______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 SAEP (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 in the agriculture 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.

____

____

____

Agriculture Department

Program Completer Follow-up Results for ______________________________

The following indicates information gathered from Program Completers of the Agriculture Program

Percent of
Students agree
With statement.

Which statement best applies to the students present occupation.

__________I am using **most** of the skills I learned in the agriculture program at.
__________I am using **some** of the skills I learned in the agriculture program.
__________I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

__________Excellent
__________Good
__________Fair
__________Poor

Career guidance/counseling

__________Excellent
__________Good
__________Fair
__________Poor

Which activities in the FFA program that the students thought were valuable.

__________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: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

__________Learning skills related to future ag employment
__________Development of responsibility
__________Learning record keeping
__________Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at agriculture program.

Facilities

__________Overcrowded
__________Modern
__________Adequate square space
__________Out-of-date

Equipment

__________Modern
__________Well-maintained
__________Poorly maintained
__________Out-of-date
__________Adequate amount of equipment For all students in class.
__________ Not adequate equipment

B.13 Graduate Follow Up Survey Results

Graduate Follow-Up Results
Sobrato Agriculture Department

The following indicates information gathered from Program Completers of the Agriculture Program.

% of students agree with statement

Which statement best applies to the students present occupation.

%	Statement
45%	I am using most of the skills I learned in the agriculture program.
50%	I am using some of the skills I learned in the agriculture program.
5%	I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

%	Rating
20%	Excellent
80%	Good
0%	Fair
0%	Poor

Career Guidance/Counseling

%	Rating
45%	Excellent
50%	Good
5%	Fair
0%	Poor

Which activities in the FFA program that the students thought were valuable.

%	Activity
85%	Officer and committee chairman experience
70%	Judging contests
80%	Advanced degree and proficiency awards
100%	Participation in chapter activities, working with others
100%	Livestock raising, shows, fairs, etc.
45%	Other: Leadership Conferences, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

%	Aspect
80%	Learning skills related to future Ag employment
100%	Development of responsibility
55%	Learning record keeping
40%	Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at the agriculture program.

Facilities

%	Rating
10%	Overcrowded
90%	Modern
90%	Adequate square space
10%	Out-of-date

Equipment

%	Rating
80%	Modern
85%	Well-maintained
15%	Poorly maintained
20%	Out-of-Date
80%	Adequate amount of equipment for all students in class
20%	Not adequate equipment

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

Graduate Follow-up

CA0525 Morgan Hill - Ann Sobrato
Ann Sobrato HS
401 Burnett Ave.
Morgan Hill, CA 95037

Graduates for Spring: 2013 Go

Last Name	First Name	Graduate Status
Haller	Niamh	Two Year College-Ag Major
Burback	Thomas	Four Year College-Ag Major
Carrillo Maldonado	Sebastian	Two Year College-Non-Ag Major
Miles	Mckenna	Four Year College-Non-Ag Major
Guglielmo	Nicholas	Two Year College-Non-Ag Major
Magallanez	Vanessa	Two Year College-Non-Ag Major
Aguilar	Monelle	Two Year College-Ag Major
Arreola	Lazaro	Location or Position Unknown-
Garibaldi	Joseph	Four Year College-Ag Major
Bueno	Andrew	Location or Position Unknown-
Curiel	Eduardo	Four Year College-Non-Ag Major
Fernandez	Kevin	Location or Position Unknown-
Bonton	Napoleon	Location or Position Unknown-
Pignone	Jacob	Four Year College-Ag Major
Perryman	Jennifer	Two Year College-Ag Major
Post	Jessica	Two Year College-Ag Major
Wedl	Kathryn	Two Year College-Non-Ag Major
Williams	Nicholas	Four Year College-Ag Major
Soto	John	Two Year College-Non-Ag Major
Rowe	Morgan	Two Year College-Non-Ag Major
Spain	Mikayla	Four Year College-Non-Ag Major
Tercero	Phillip	Employed - Fulltime-Non-Ag Job
Robinson	Navonta	Location or Position Unknown-
Vasquez	Viviana	Four Year College-Non-Ag Major
Martinez	Andrew	Employed - Parttime-Non-Ag Job
Foreman	Cole	Four Year College-Ag Major

Printed: 4/22/2014 8:51:51 AM
Count: 26

B.14 Comprehensive Program Plan

B.14 Comprehensive Program Plan

A	Job Market Description
B	Targeted Occupations
C	Total Program Goals and Objectives
D	Program Description of Included Courses, SOE & Leadership
E	Program and/or Course Subject Matter Content Outline
F	Program Completition Standards
G	Description of Facilities and Major Equipment
H	Five Year Facility and Equipment Acquisition Schedule
I	Staff Assignments
J	FFA Program of Activities
K	School and/or Department Policies
L	Proficiency Standards for Program Completers
M	Teacher Data Sheet for each Teacher
N	Roster of Agriculture Advisory Committee
O	Advisory Committee Minutes
P	Current Year Budget
Q	Signed Articulation Agreement and/or Evidence of Articulation
R	Graduate Follow-up System
S	List of Active Placement Sites
T	Recruitment Activities and Materials
U	Staff In-service Record
V	Staff Minutes
W	Department Inventory
X	List of Courses that Qualify for Alternative Credit
Y	
Z	

Targeted Occupations

We train our students to meet competencies in an occupation in one or more of the four program areas of occupation in Agriculture. Listed below are various jobs within each of the program areas.

Agriculture Production	**Job**
Animal Production	Veterinarian, Ranch Hand, Livestock Producer, Feed Sales, Equipment Sales, Inseminator, Brand Inspector
Crop Production	Soil Manager, Crop Laborer, Irrigation Programmer, Pest Controller, Seed Quality Controller

Agriscience	**Job**
Animal Science	Embryologist, Geneticist, Nutritionist, Veterinarian, Zoologist, Ultrasound Technician
Plant Science	Soil Scientist, Arborist, Florist, Nursery Production, Landscaper, Turf Grass Manager, Irrigation, Plant Breeding, Landscape Architect, Interiors capes, Botanist, Forestry, Greenhouse Manager, Pest Controller, Fertilizer Scientist, Viticulturalist
Food Science	Nutritionist, Foods Production Manager, Food Safety Inspector, Biosecurity Manager

Agriculture Mechanics	**Job**
Mechanics	Equipment Operator, Equipment Sales, Shop Foreman, General Maintenance, Tractor Maintenance, And Assembly
Welder	Arc Welder, Gas Welder, Combination Welder
Equipment Operator	Farm Equipment Operator, Field Hauler, Heavy Equipment Operator, Equipment Greaser, Truck Driver

Agriculture Business	**Job**
Leadership	Farm Bureau Board Member, Agriculture Lobbyist, School Board Trustee, Mayor, Assemblyman, Congressman

Sobrato Agriculture Department Program Goals

1. **Improve Overall Quality of the Sobrato FFA Program**
   a. Quality Collaboration
      i. Ag Biology
      ii. Ag Geology
      iii. Leadership
   b. Quality Communication
      i. Leadership team communication via Monday department meetings
      ii. Department email updates
      iii. Student leadership team updates at Tuesday lunch meetings
   c. Improve Recruitment
      i. Increase community events
      ii. Science class demonstrations at both middle schools

2. **Increase FFA and Agriculture awareness in the Community**
   a. Farm Carnival
      i. Community Farm Day in the Spring
   b. Pumpkin Patch
      i. Plant pumpkin patch at farm and open to community
   c. Increase Special Education involvement
      i. Ag in the Classroom type lessons for S.E.
      ii. Involve S.E. at the farm through livestock and plants

3. **Bring the Industry into our Classrooms**
   a. Each course complete one industry field trip
   b. Each course plan and implement at least one industry guest speaker
   c. Each course bring in at least one industry person to join our Advisory Committee

Classroom Goals: Establish a curriculum that follows the guidelines of the CORE I and CORE II Agriculture Education curriculum, which is approved by the State Department of Education. Focus the Advanced Clusters on employability skills with regard to local industry needs. In addition, have the Agricultural Geology, Agricultural Biology, Floral Design, Horticulture, Food Science, Leadership, and Veterinary Science courses maintain the approved UC credit for college entrance as well as meet graduation requirements. Also, articulation agreements for industry courses.

S.A.E. Goals: Require every student in the Agriculture Program to have a recordbook and project. Increase student involvement at fairs and project competition. Have at least 10 State Degree recipients and 3 American Degree recipients each year when students are at the level to receive such recognition. Have at least 5 students apply for proficiency awards each year.

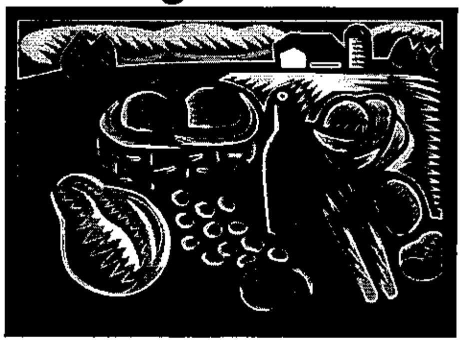
FFA Goals: Participation in ALL leadership activities and conferences. For example: Best Informed Greenhand, Opening/Closing Ceremonies, Parli Pro, Creed, Prepared,

Impromptu, and Extemporaneous Speaking, and all conferences. In addition to participation, we would like to improve quality by having success with winning participants or teams. Focus and develop two or three competitive judging teams. Build up program respect, through success, within the section, region, and community through dedication and service as well as a strong work ethic.

Student Outcomes: After successful completions of the Agricultural Program at Sobrato High School the students will:

1. Have an understanding of the economic and social impact of Agriculture and Society.
2. Develop personal attitudes, character traits and leadership abilities which will contribute to their success in Agricultural Employment or Self Employment
3. Accumulate the knowledge and mastery of skills needed for successful engagement in Agriculture.

CP Agriculture Biology



Instructor: Mrs. Krafft
Voice Mail: (408) 201-6200 ext: 41248
Email: myndi.krafft@mhu.k12.ca.us

Course Description: CP Agricultural Biology is a one-year, college preparatory course in lab science devoted to an exploration of the fundamental concepts, principles and processes of the living world. The student is given a systematic and comparative investigation of many representative organisms, from simple to complex, in order to relate to humankind's place in nature's scheme. CP Agricultural Biology exposes students to the dynamic world of Agriscience and what it has to offer, keeping in mind students interests and abilities. FFA and the Supervised Occupational Experience Program are an integral part of the instruction. The inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records. Students have the option of traveling to various colleges and universities throughout the state for FFA activities.

Required Materials (bring to class every day):

- Text: Biology; Glencoe, McGraw-Hill, 2007.
- Text Support: Biology; Science Notebook (1 is provided per student)
- 1 ½ inch 3-ring binder, with a divider for this class (Syllabus is to remain in binder at all times)
- (2-3) Single-subject composition notebooks, college ruled (one or more per semester)
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school.

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test. The lowest quiz/test score will be dropped each semester.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date and must be placed in the composition notebook as the lab assignment. Unexcused absences will not be allowed to make-up Lab points.

Attendance Policy: Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Ann Sobrato High School Agriculture

Major Assignments/Activities: Students are required to complete homework, class work, labs, projects, FFA activities and a FFA record book.

A. Composition Notebook: Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. Notebooks must be turned in on date announced. Late notebooks will receive 5% grade deduction for each day late with no more than a 50% grade deduction.

B. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

C. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester:

Grading Categories:

Class work, Homework, Labs and Projects = 30%
FFA, SAE & Leadership Activities = 10%
Tests/Quizzes= 40%
Final Exam = 20%

Grading Scale:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Student Responsibilities

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assists in meeting the expectations of the department.

Classroom rules, procedures and expectations:

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials,** ready to work **when** the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- There will be no eating or drinking in class, except for special occasions (i.e. lab activities).
- **Personal hygiene is a must.** Clean clothing and regular bathing especially after strenuous physical activity associated with PE classes is an immediate personal need. With crowded classroom conditions it is to the benefit of the entire class that each person be diligent in their personal hygiene, including dental hygiene, hair grooming and the use of body deodorants.

(Please sign and return the below portion only-keep above portion in your binder for reference)

It is required to keep this syllabus in your binder at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Biology
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects
- I understand that my student will need to participate in FFA activities for a small portion of their grade
- I understand that late work will not be accepted

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ______________________________

Students Signature: ______________________ Date: __________

Parent/Guardian Name: ______________________________

Parent/Guardian Signature: ______________________ Date: __________

Parent/Guardian Contact Phone #: ______________________________

Parent/Guardian Email: ______________________________

Ann Sobrato High School
Agriculture Department

CP Agriculture Biology; Mrs. Krafft
2012-2013

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Qwizdom Remote System Usage Agreement
- Lab Safety Contract

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Krafft by Monday (August 22nd). If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) ____________________________, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade. If I have any questions, I will ask Mrs. Krafft for further explanation.

Student's Signature: ________________________________ Date: ________________

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a composition notebook containing all work he/she does for this class as well as a section in his/her binder for additional handouts. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books). If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Krafft at (408) 201-6200 ext: 41248.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Parent's/Guardian's Printed Name: ___________________________________

Parent's/Guardian's Signature: __________________________ Date: __________

Do you have any comments/questions on the handouts listed above?

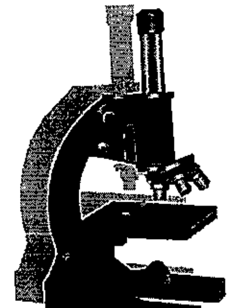
____

____

____

____

Phone # where you can be reached: ________________________________



Ag Biology Lab Safety Agreement

I, ____, agree to abide by the following laboratory safety regulations whenever performing in a biology lab. I will:

- *Use the science laboratory for authorized work only.*
- *Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.*
- *Study the lab before coming to the lab. If in doubt about any procedures, I will ask the teacher.*
- *In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.*
- *Carefully check for the presence of any ignition source (open flame, electric heating coils) before using flammable materials such as alcohol.*
- *Place broken glass and disposable materials in their designated containers. Please ask teacher if you are unclear.*
- *Report any accidents, injury, or unsafe procedures to the teacher immediately.*
- *Never taste, touch, or smell any substances unless directed specifically by the teacher to do so.*
- *Never bring in outside food or drinks.*
- *Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.*
- *When heating a substance in a test tube, make sure the mouth of the test tube is pointing away from other people and away from myself.*
- *Use appropriate equipment to handle hot glassware.*
- *Tie back long hair, remove dangling jewelry, roll up loose sleeves, and tuck in loose clothing.*
- *At the end of the lab, clean the work area, wash and store all materials and equipment, and turn off all water, gas, and electrical appliances.*
- *Wash my hands thoroughly with soap and water before leaving the laboratory.*

Student's Printed Name: ________________________________

Student's Signature: ______________________________ Date: _______________

Parent's/Guardian's Printed Name: ________________________________

Parent's/Guardian's Signature: ________________________ Date: __________

Ann Sobrato High School

August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. Agricultural Biology can be a challenging yet fun course, especially when there are a good amount of lab activities. However, the amount of money that I have to spend is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. I plan on doing some great labs with my students. Therefore, I am sending out a plea for help. I am asking for a **$25 lab donation**, so that I may purchase more supplies. This is a donation (which means tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School.

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and especially chaperons for our possible field trips (Monterey Bay Aquarium). Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext: 41248. You can also reach me by email: myndi.muzic@mhu.k12.ca.us

Sincerely,

Ms. Muzic-Krafft

(Please cut, sign and return below portion only)

________________________________ _____

Student name (printed) Period

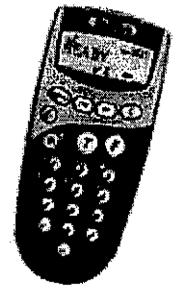
- I have read the above letter about the $25 lab donation.

____

Parent Signature

____

Parent name (printed)



Ann Sobrato High School

Agriculture Department

Qwizdom Remote System Usage Agreement

The Qwizdom Interactive Remote System adds interactive "game show" style fun and excitement to the learning experience in the classroom. During this school year you will be using these hand held remotes during quizzes, tests, and sometimes during PowerPoint lessons. Each student will be assigned an individual remote to use during the school year. Each remote is very expensive and difficult to replace. The replacement cost of one remote is in the upwards of $60.00.

Here are our expectations for our students to have the privilege of using this exciting piece of technology:

1. Students will be assigned a specific numbered remote for the entire year. A student's assigned remote is the only one a student should use at any time.
2. The student is responsible for all damage to the equipment. This includes physical breakage, graffiti, vandalism or any other malicious attempt to destroy the device or data.
3. The student will not use the equipment if it is damaged or in need of repair. Student must notify the teacher and report immediately any damage to the device before attempting to log on for that class period. If a report is not made we will assume damage was done by previous user.
4. In the event of theft or total loss of the equipment replacement costs will be charged to the student last logged in to the system.
5. Any student found attempting to tamper with another student's remote and/or data will have all privileges revoked for the remainder of the school year and will be charged for resulting damage.

<u>Please sign below and return to your teacher.</u>

I have read and understand the above Qwizdom Remote System Usage Agreement and I fully agree to all terms and conditions.

He leído y comprender el Qwizdom remoto System uso acuerdo anterior y estoy totalmente de acuerdo a todos los términos y condiciones.

Student Name______________________________

Student Signature__________________________ Date:__________

Parent Name_______________________________

Parent Signature___________________________ Date:__________

CP Agriculture Geology

[illegible]

Course Description: Agriculture Geology CP [illegible]

[illegible]

[illegible]

When a student is absent and excused for a quiz/test it is the student's responsibility to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test.

__*Classroom rules, procedures and expectations:*__

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, with materials, ready to work when the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to participate in all lab work and discussions, and take notes during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to see the teacher before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- There will be no [illegible]
- Personal hygiene is a must. Clean clothing and regular bathing especially after extensive physical activity associated with PE classes is a must to be successful. With crowded classrooms, it is vital to the health of the entire class that each person be diligent in their personal hygiene including dental hygiene, hair grooming and the use of body deodorants.

(Please sign and return this bottom portion only)

It is required to keep this syllabus in your [illegible] notebook at all times.

Remember, you may always check the status of your child's grade on [illegible] School Loop.

- I have read and agree to [illegible] the course syllabus for [illegible]
- I understand that [illegible] lab activities, field work, note taking, and projects (which will be kept in the [illegible]).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I/we agree that I/we understand [illegible] and I agree to [illegible]

[illegible]

Student Name: ____

Student Signature: ______________________________ Date: ____________

Parent/Guardian Name: ____

Parent/Guardian Signature: ____________________________ Date: ____________

Parent/Guardian Contact Phone #: ____________________________________

Parent/Guardian Email: ____

Ag Geology Lab Safety Agreement

I, ____, agree to abide by the following laboratory safety regulations whenever performing in a biology lab. I will:

- *Use the science laboratory for authorized work only.*
- *Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.*
- *Study the lab before coming to the lab. If in doubt about any procedures, I will ask the teacher.*
- *In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.*
- *Carefully check for the presence of any ignition source (open flame, electric heating coils) before using flammable materials such as alcohol.*
- *Place broken glass and disposable materials in their designated containers. Please ask teacher if you are unclear.*
- *Report any accidents, injury, or unsafe procedures to the teacher immediately.*
- *Never taste, touch, or smell any substances unless directed specifically by the teacher to do so.*
- *Never bring in outside food or drinks.*
- *Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.*
- *When heating a substance in a test tube, make sure the mouth of the test tube is pointing away from other people and away from myself.*
- *Use appropriate equipment to handle hot glassware.*
- *Tie back long hair, remove dangling jewelry, roll up loose sleeves, and tuck in loose clothing.*
- *At the end of the lab, clean the work area, wash and store all materials and equipment, and turn off all water, gas, and electrical appliances.*
- *Wash my hands thoroughly with soap and water before leaving the laboratory.*

Student's Printed Name: ________________________________

Student's Signature: ______________________________ Date: ______________

Parent's/Guardian's Printed Name: ________________________________

Parent's/Guardian's Signature: ________________________ Date: _________

August 16th, 2012

Dear Parents,

Being new to Sobrato High I am extremely excited to start the year. I am really looking forward to getting to know your children as well as them teaching them. CP Agriculture Geology can be a challenging yet fun course, especially when there are lab activities. However, the amount of money that I have to spend is about $3 per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. Therefore, I am asking for a **$25 lab donation**, so that I may purchase necessary supplies. This is a donation (which means tax write off) and any amount that you can afford will be appreciated. Please make checks payable to Sobrato High School (SHS).

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that wee will be able to do. Also, we are always in need of guest speakers and chaperones for our field trips. We may also have fundraisers this year to help pay for field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My number is (408) 201-6200 x 41259. You can also reach me by email: tanya.salo@mhu.k12.ca.us

Sincerely,

Ms. Tanya Salo

****

____ ________

Student Name (printed) Period

- *I have read the above letter about the $25 lab donation.*

____

Parent/Guardian Signature

____

Parent/Guardian Name(s) (printed)

Ann Sobrato High School Agriculture Department

Teacher: Mrs. Krafft Phone: 201-6200 ext:41248
Email: myndi.krafft@mhu.k12.ca.us Office Hours: afterschool until 3:35

The Art & History of Floral Design

Course Description

This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

Course Objectives

- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate different floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements of design used in floral designs.
- Participate in basic horticulture production; demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding project for flowers used in the event including pricing and planning of designs.
- Motivate you as a consumer to appreciate floral design.
- Discover and consider possible careers as a professional in the floral industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the floral industry.

Course Outline

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Art History Time Periods
- Important Artists and their Impacts
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Basic Horticulture & Production
- Flower and Plant Identification
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities in Floral Design & the FFA

Materials Needed

~ Pen & pencil (highlighter and colored pencils are helpful, but not required)
~ 3 Subject Binder or a section in your binder with dividers
~ 1" White Binder with clear cover for Professional Portfolio (closer to end of 2nd semester)

Grading

35%	A. Classroom Assignments and Homework (Arrangement Evaluations, chapter worksheets)
20%	B. Tests and Quizzes (on each Unit)
10%	C. Final
25%	D. Project Reports (Wedding Project, Art History Project, Professional Portfolio)
10%	E. FFA & Leadership Participation (2 activities per quarter)/California Agriculture Record Book (done in class) / Approved SAE Project
100%	Total

A. Classroom Assignments and Homework: All daily activities are included in this category, such as video notes, work from the book, pricing estimates on the arrangements, and most importantly your arrangement evaluations. After each arrangement we make in class (whether it is for a customer or yourself) you will need to do a write-up on it, reflecting on what you learned. All general homework and class work is included in this 35%.

B. Tests and Quizzes: Anytime we have a quiz or a test the points will count in this category. Test and Quizzes will be open notes.

C. Final: Each semester will end with a cumulative final. Those points earned will count in this category. The final will be part written and part project based.

D. Project Reports: All of our large projects or research reports will count here, such as the Wedding Project, your Professional Portfolio, the Art History project, and even any art projects in class like a collage. It is important to complete these projects since they make up 25% of your grade.

E. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.

F. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Student Responsibilities

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assist in meeting the expectations of the department.

Classroom Rules

1. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings. Students should have class materials (binder, book, writing utensil, etc.) ready at the start of class.
2. Students are expected to BE RESPECTFUL and treat their teachers, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
3. Students are expected to BE RESPONSIBLE and BE ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

Late Work & Class Absences

Late assignments receive half credit of points earned.

Students may turn in late work from each grading period until the Wednesday before each grading period closes.

It is the student's responsibility to make up classwork and tests/quizzes. Tests/Quizzes are to be made up within one week of original test date. After missing a class period, the student should get their classwork from the teacher at the beginning of the next period.

All absent work is allowed the same time missed to make up work (if you are absent on Monday, you have Tuesday to make it up and it is due is on Wednesday). One day absent = one day of make-up time.

It is required to keep the above syllabus in your binder at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for The Art & History of Floral Design.
- I understand that work in class will include making flower arrangements, reviewing and reflecting on arrangements, book work, and projects.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

By signing below I recognize that I have read and received the class syllabus, outline, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió el temario de clase, contorno, procedimientos y reglas de clase; la clasificación y de acuerdo a estas normas y requisitos.

Student Name: ____

Students Signature: ______________________________ Date: ____________

Parent/Guardian Name: ____

Parent/Guardian Signature: __________________________ Date: ____________

Parent/Guardian Contact Phone #: ______________________________________

Parent/Guardian Email: ____

Ann Sobrato High School
Agriculture Department

Art and History of Floral Design; Mrs. Krafft
2012-2013

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Qwizdom Remote System Usage Agreement
- Lab Safety Contract

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Krafft by Monday (August 22nd). If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) ____________________________, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade. If I have any questions, I will ask Mrs. Krafft for further explanation.

Student's Signature: ________________________________ Date: ________________

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a section in his/her binder containing all work he/she does for this class as well as for additional handouts. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books). If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Krafft at (408) 201-6200 ext: 41248.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

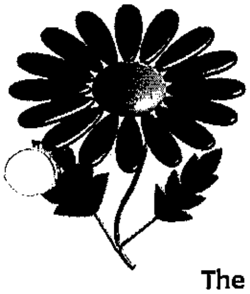
Parent's/Guardian's Printed Name: ___________________________________

Parent's/Guardian's Signature: __________________________ Date: __________

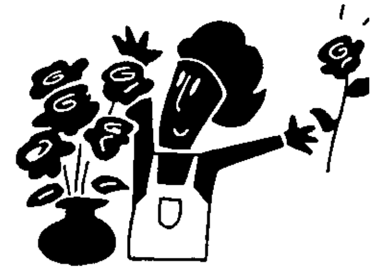
Do you have any comments/questions on the handouts listed above?

____
____
____
____
____

Phone # where you can be reached: ___________________________________



Floral Design Lab Safety Agreement



The Floral Design laboratory and classroom is a safe place to participate in activities if you are careful. You must assume responsibility for the safety of yourself and your neighbors.

I, ____, agree to abide by the following laboratory safety regulations whenever performing in the Floral Design lab. I will:

- *Use the Floral Design laboratory for authorized work only.*
- *Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.*
- *Study your assignments before coming to the lab. Watch demonstrations carefully. If in doubt about any procedures, I will ask the teacher.*
- *In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.*
- *Place broken glass and disposable materials in their designated containers. Keep solid waste out of the sinks. Please ask the teacher if you are unclear.*
- *Report any accidents, injury, or unsafe procedures to the teacher immediately.*
- *Never taste, touch, or smell any substances nor any plant substances unless directed specifically by the teacher to do so.*
- *Never bring in outside food or drinks.*
- *Keep combustible materials away from glue guns.*
- *Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.*
- *Allow any heated materials a few minutes to cool before handling.*
- *Students should not horseplay, wander around the room or disturb fellow students during class activities.*
- *No part of any specimen should be removed from the classroom unless directed specifically by the teacher to do so.*
- *Floral tools may be sharp and dangerous. Use them only for their proper intended purpose and with extreme caution.*
- *When you have completed a lab activity or floral arrangement, you should do the following:*
  a. *Make sure the water is shut off completely*
  b. *Disconnect electrical equipment by pulling on the plug, not the cord*
  c. *Clean up your work area*
  d. *Return all equipment and materials to their proper places*
  e. *Remain at your assigned station until you are dismissed by the teacher*

Student's Printed Name: ______________________________

Student's Signature: ____________________________ Date: ______________

Parent's/Guardian's Printed Name: ______________________________

Parent's/Guardian's Signature: ______________________ Date: __________

Ann Sobrato High School

August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. The Art and History of Floral Design can be a challenging yet fun course, especially when there are a good amount of floral design activities. However, the amount of money that I have to spend is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational floral design activities. I plan on doing some great floral design activities with my students. Therefore, I am sending out a plea for help. I am asking for a **$25 floral design donation**, so that I may purchase more floral supplies. This is a donation (which means tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School.

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers in the floral design industry.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext: 41248. You can also reach me by email: myndi.krafft@mhu.k12.ca.us

Sincerely,

Mrs. Krafft

(Please cut, sign and return below portion only)

______________________________ ______

Student name (printed) Period

- I have read the above letter about the $25 floral design donation.

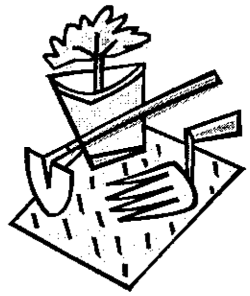
____

Parent Signature

____

Parent name (printed)

ROP Environmental Horticulture



Instructor: Ms. Salo
School Phone: (408) 201-6200 #41259
Email: Tanya.salo@mhu.k12.ca.us

Course Description: This course presents the fundamental principles of ornamental horticulture and their applications in the production, uses and maintenance of horticultural crops. The principles of plant propagation are covered in detail. Trees, small fruit and vegetable production are presented as well as floral design. Career opportunities, educational options and industry associations are discussed. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year

Required Materials (bring to class every day):
- Text: Introduction to Horticulture and Sunset Garden
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- 2 Single-subject spiral notebook (one for each semester)
- Pen/pencil, markers, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- Closed-Toed-Shoes when working outside.

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school.

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test. The lowest quiz/test score will be dropped each semester.

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date. Unexcused absences will

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for CP Agriculture Geology.
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ____

Students Signature: ______________________________ Date: ____________

Parent/Guardian Name: ____

Parent/Guardian Signature: __________________________ Date: ___________

Parent/Guardian Contact Phone #: ____________________________________
Parent/Guardian Email: ____

Phone # where you can be reached: ______________________

Email: ______________________

Horticulture Lab Safety Agreement

I, ____, agree to abide by the following laboratory safety regulations whenever performing in a Horticulture Lab. I will:

- *Use the plant laboratory and greenhouse for authorized work only.*
- *Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.*
- *Study the instructions and procedures before coming into the lab/greenhouse. If in doubt about any procedures, I will ask the teacher.*
- *In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.*
- *Place broken glass and disposable materials in their designated containers. Please ask teacher if you are unclear.*
- *Report any accidents, injury, or unsafe procedures to the teacher immediately.*
- *Never taste, touch, or smell any substances unless directed specifically by the teacher to do so.*
- *Never bring in outside food or drinks.*
- *Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.*
- *Always use safety equipment and precautions.*
- *Use appropriate equipment to handle hot glassware.*
- *Tie back long hair, remove dangling jewelry, roll up loose sleeves, and tuck in loose clothing.*
- *Wear appropriate shoes at the farm. (No flip flops or slippers)*
- *At the end of the lab, clean the work area, wash and store all materials and equipment, and turn off all water.*
- *Wash my hands thoroughly with soap and water before leaving the laboratory/greenhouse.*

Student's Printed Name: ________________________________

Student's Signature: ______________________________ Date: _______________

Parent's/Guardian's Printed Name: ________________________________

Parent's/Guardian's Signature: ________________________ Date: _________

August 16th, 2012

Dear Parents,

Being new to Sobrato High I am extremely excited to start the year. I am really looking forward to getting to know your children as well as them teaching them. ROP Environmental Horticulture can be a challenging yet fun course, especially when there are lab activities. However, the amount of money that I have to spend is about $5 per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. Therefore, I am asking for a **$25 lab donation**, so that I may purchase necessary supplies. This is a donation (which means tax write off) and any amount that you can afford will be appreciated. Please make checks payable to Sobrato High School (SHS).

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that wee will be able to do. Also, we are always in need of guest speakers and chaperones for our field trips. We may also have fundraisers this year to help pay for field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My number is (408) 201-6200 x 41259. You can also reach me by email: tanya.salo@mhu.k12.ca.us

Sincerely,

Ms. Tanya Salo

****

______________________________ ____
Student Name (printed) Period

- *I have read the above letter about the $25 lab donation.*

____
Parent/Guardian Signature

____
Parent/Guardian Name(s) (printed)

Ag Veterinary Sciences

Instructor: Mr. Martin
School Phone: (408) 201-6200 ext 41523
Email: Joseph.martin@mhu.k12.ca.us

Course Description: Students will be exposed to careers relating to small and large animal care by studying anatomy, physiology, nutrition, health, and disease prevention. Students will also study many different animal breeds and animal reproductive processes. This class seeks to equip students with the necessary knowledge and skills required to properly care for their own animals and enter the animal husbandry industry by using a combination of challenging and creative academics and hands-on experience. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials ***(bring to class every day):***

- Text: Introduction to Veterinary Science: *Baker and Lawhead*
- 3-ring binder and notebook
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- Closed-Toed-Shoes when working with livestock

Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

Class work and Homework = 30%
Lab activities and Projects = 20%
FFA & Leadership Activities = 10%
Exams/Quizzes = 30%
Attendance and Participation = 10%

Grading Scale:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class <u>every day</u>.
- Students are expected to be in class, <u>seated</u>, **with materials**, <u>ready</u> to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to <u>respect the rights of others to learn and the instructor's right to teach.</u>
- Students are expected to **participate** in all lab work and discussions, and **<u>take notes</u>** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

I have read and understand the above information.

Student Signature: ______________________________ Date: ______________

Parent Signature: ______________________________ Date: ______________

Parent Contact Phone #: ________________ Email: ______________________

Ann Sobrato High School

August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. Vet Science can be a challenging yet fun course, especially when there are many lab activities. However, the amount of money that I have to spend is about is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. I plan on doing some great labs with my students. Therefore, I am sending out a plea for help. I am asking for a $25 lab donation, so that I may purchase more supplies. This is a donation (which means a tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School.

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and especially chaperones for our possible field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext 41523. You can also reach me by email at: **joseph.martin@mhu.k12.ca.us**

Sincerely,

Mr. Martin

(Please cut, sign and return below portion only)

Student Name: ______________________________ Period:____________

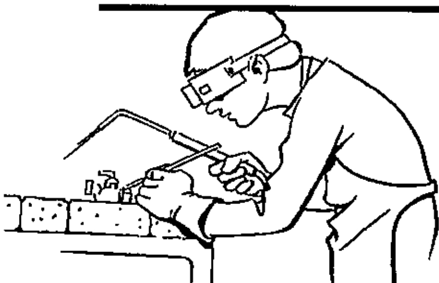
(printed)

I have read the above letter about the $25 lab donation.

Parent Signature: ____________________________

Parent Name: ____________________________

(printed)



Ag Metals & Machinery

Instructor: Mr. Martin
School Phone: (408) 201-6200 ext 41523
Email: Joseph.martin@mhu.k12.ca.us

Course Description: This class is Ag Metals; Students will learn how to properly and safely use shop equipment. This class will provide the students with the opportunity to learn many valuable skills that may develop into successful careers in one or more of the mechanics concentrations. Ag Metals is a course that develops individual skills in nine major areas including: shop safety, rope work, electricity, plumbing, concrete, surveying, Oxy-fuel applications, Arc welding, forge, metal casting, and basic machine tools. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee this will be a fun year!

Required Materials ***(bring to class every day):***

- 3-ring binder and notebook
- Pen/pencil, lined paper
- Proper clothing
- Closed-Toed-Shoes
- Safety glasses (Z87+)
- Agenda to record all assignments and due dates

Units of Instruction:

1. Shop safety
2. Rope work
3. Electricity
4. Plumbing
5. Concrete
6. Surveying
7. Metal casting
8. Forging
9. Oxy-fuel applications
10. Arc welding

Late Work and Make-up policy: Students are required to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

Daily Shop Work & Clean-up = 25%
Written Assignments Tests and Quizzes = 25%
Project Quality = 40%
FFA = 10%

Grading Scale:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Classroom procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

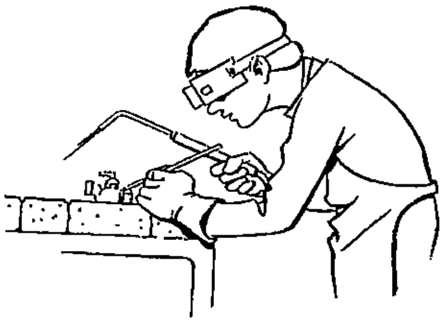
- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

I have read and understand the above information.

Student Signature: ______________________________ Date: ____________

Parent Signature: ______________________________ Date: ____________

Parent Contact Phone #: ________________ Email: ______________________



Ag Mechanics

Instructor: Mr. Martin
School Phone: (408) 201-6200 ext 41523
Email: Joseph.martin@mhu.k12.ca.us

Course Description: This course is designed to give students a Basic understanding of fabrication and construction principles and basic engineering. In addition, advanced techniques in Mig (GMAW), Tig (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Student will fabricate a medium sized project to practice their skills and further their problem solving abilities. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials *(bring to class every day):*

- 3-ring binder and notebook
- Pen/pencil, lined paper
- Proper clothing
- Closed-Toed-Shoes
- Safety glasses (Z87+)
- Agenda to record all assignments and due dates

Units of Instruction:

1. Shop safety
2. Calculate a bill of materials and perform basic drawings
3. Perform oxy-acetylene welding and cutting operations
4. Properly adjust all welders for different welding applications
5. Demonstrate proper stick (SMAW) welding in all positions
6. Demonstrate proper Mig (GMAW) welding in all positions
7. Demonstrate proper Tig (GTAW) welding in flat the position.
8. Plan and construct a project using learned techniques
9. Record and maintain proper records
10. Demonstrate an understanding of careers in Ag Mechanics

Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Ann Sobrato High School Agriculture

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

Daily Shop Work & Clean-up = 25%
Written Assignments Tests and Quizzes = 25%
Project Quality = 40%
FFA = 10%

Grading Scale:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Classroom procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials,** ready to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

I have read and understand the above information.

Student Signature: ______________________________ Date:____________

Parent Signature: ______________________________ Date: ____________

Parent Contact Phone #:________________ Email:______________________

Ann Sobrato High School

August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. Metals Shop can be a challenging yet fun course, especially when there are mainly lab activities. However, the amount of money that I have to spend is about is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. As many of you may know, the price of metal and shop supplies can be very costly. Therefore, I am sending out a plea for help. I am asking for a $25 lab donation, so that I may purchase more supplies. This is a donation (which means a tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School. Also, if anyone knows of any metal shops in the area that would be willing to make donations or help supply the class with scrap metal please contact me and let me know. This would be greatly appreciated.

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and especially chaperones for our possible field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext 41523. You can also reach me by email at: **joseph.martin@mhu.k12.ca.us**

Sincerely,

Mr. Marin

(Please cut, sign and return below portion only)

Student Name: ______________________________ Period:____________
(printed)

I have read the above letter about the $25 lab donation.

Parent Signature: ______________________________

Parent Name: ______________________________
(printed)

Agricultural Food Science

Instructor: Ms. Silveira
Voice Mail: (408) 201-6200 ext. 41514
Email: nicole.silveira@mhu.k12.ca.us

Course Description: This course is an introductory course on the principles of basic food science and the fundamentals of basic professional food preparation. With an emphasis on the "field to fork" concept, and by using agriculture as a learning vehicle, students will learn about food in its entirety, from propagation to harvest to preparation. Students will practice introductory food preparation techniques as they apply to fruits, vegetables, dairy, legumes, rice, grains, meats, poultry, sugars, herbs and spices using basic agriculture food commodities. Emphasis is placed on professional terminology, professional behavior, safety and sanitation, palate education, food crop production and origin, timing, organization, and teamwork. This course is a combination of lectures, labs, demonstrations, taste tests, guest speakers, and presentations that will provide the student with knowledge, skill, attitude, and appreciation for agriculture, food and the food industry.

Required Materials (bring to class **every day**):

- Text: Introduction to Food Science, Parker, 2003
- (2-3) Single-subject composition notebooks, college ruled (one or more per semester)
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

Topics of Instruction: *(*See course outline for specific unit objectives and activities.*)*

1. California Agriculture
2. Palate Education
3. Sanitation and Safety
4. Propagation of Food
5. History of Food
6. Global and Local Food Markets
7. Vegetables and Fruits
8. Herbs and Spices
9. Dairy Products
10. Rice, Beans, Legumes, and Lentils
11. Meats, Poultry, Fish and Eggs
12. Grains
13. Sugar, Cocoa, and Honey
14. Knife Skills, Supply and Equipment ID
15. Weights, Measures and Culinary Math
16. Professionalism and Service
17. Career Exploration
18. FFA and Supervised Ag Experience

Late Work and Make-up policy: Homework is due on the date announced. All arrangements for late work must be made ahead of the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. All homework must be labeled with name, date, period, and name of assignment. It is the **student's responsibility** to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only. The students have same number of days to make up the work as they were absent. For example if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school (this is the student's responsibility).

When a student is absent and excused for a quiz/test it is the **student's responsibility** to arrange with the teacher to make-up the test within one week of the quiz/test date. Unexcused absences will not be allowed to make-up a quiz/test. If the student has not made up the quiz/test within one week the student will receive a zero for that quiz/test.

When a student is absent and excused on a Lab day there will be <u>no option to complete the lab on a different day</u>. The **student will be responsible** for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible of the actual lab and/or lab write-up. Research papers will be due within one week of Lab date. Unexcused absences will not be allowed to make-up Lab points.

All Make-Up Work, Labs, and Tests/Quizzes, are to have the words "Excused Absence" and the original assignment date on them.

Attendance Policy: Missing class will have a negative impact on a student's grade. At eight unexcused absences, the student will receive an F in the class. Tardiness will not be tolerated. Students are to be seated in their assigned seat and ready to work when the bell rings. Students who are tardy will be required to make up missed class time during lunch, brunch, or after school. **It is the responsibility of the tardy student to remind the teacher to change an absence to a tardy.**

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book. Students are required to keep an organized composition notebook for this class as notebook checks will be done to receive credit for most of these assignments.

Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester:

<u>Grading Categories:</u>

Class work, Homework, Labs and Projects = 40%
FFA & Leadership Activities = 10%
Tests/Quizzes= 30%
Final Exam = 20%

Grading Scale:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Ann Sobrato High School Agriculture

Classroom rules, procedures and expectations:

- Students are expected to be present and prompt to class <u>every day</u>.
- Students are expected to be in class, <u>seated</u>, **with materials**, <u>ready</u> to work **when** the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to <u>respect the rights of others to learn and the instructor's right to teach.</u>
- Students are expected to **participate** in all lab work and discussions, and **<u>take notes</u>** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- There will be no eating or drinking in class, except for special occasions (i.e. lab activities).
- **Personal hygiene is a must.** Clean clothing and regular bathing especially after strenuous physical activity associated with PE classes is an immediate personal need. With crowded classroom conditions it is to the benefit of the entire class that each person be diligent in their personal hygiene, including dental hygiene, hair grooming and the use of body deodorants.

Requirements for Food Science Labs:

The instructor will always notify students at least one day ahead of time when they will be working with food. Students are required to comply with the dress requirements or they can not participate in the day's activity.

1. Uniform: You MAY use a chef's coat for lab activities. It must be clean. If you would like to purchase your own, you may do so at any Restaurant Supply store or from me for $15 (limited supply).
2. Hands/Nails: Clean hands and nails are required. Short, trimmed nails are preferred and encouraged. If you have any cuts, irritations, or dirty nails you must wear rubber gloves when working with food. ALWAYS wash hands thoroughly before beginning work and regularly throughout.
3. Shoes: Closed toed shoes are mandatory when working with food. Under no circumstance will anyone be allowed to work in the kitchen area without closed toed shoes.
4. Clothing: Clothes need to be clean and meet the school dress code. Chef's jackets will be provided for all lab activities.
5. Hair: Long hair needs to be tied back or in a hair net. Hair needs to be clean and neat.
6. Jewelry: No dangling jewelry or rings may be worn at any time during food preparation.

I. Cleanliness, Organization, Personal, and Professional Demeanor:

It is VERY important to work in a clean and sanitary environment when preparing food. All students are responsible for keeping the kitchen areas clean and orderly. Students are expected to act in a professional manner at all times, working safely, smart, and clean. Students are required to treat others with respect at all times. Students need to accept and learn from critique, both from the instructor and classmates. All students will be expected to take initiative and help with set-up and clean-up until all jobs are completed.

Ann Sobrato High School Agriculture

(Please sign and return the below portion only)

It is required to keep this syllabus in your composition notebook at all times.

Remember, you may always check the status of your student's grades on E School Plus.

- I have read and agree to the information outlined in the course syllabus for Agricultural Food Science.
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in the composition notebook).
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be accepted.

By signing below I recognize that I have read and received the class syllabus, grading procedures, and class rules; and I agree to these standards and requirements.

Al firmar a continuación, reconozco que he leído y recibió la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Student Name: ______________________________

Students Signature: ______________________ Date: __________

Parent/Guardian Name: ______________________________

Parent/Guardian Signature: ______________________ Date: __________

Parent/Guardian Contact Phone #: ______________________________

Parent/Guardian Email: ______________________________

SCORE =

_____/26

Sobrato High School
Food Science

Food Safety and Sanitation

Name: ________________________ Date: ____________ Per: __________

Fill in each answer to the best of your knowledge. This is a closed-note, individual test. Absolutely no talking will be tolerated. This portion of the test must be passed with A SCORE OF 90% OR BETTER to continue to work in the food science lab in the 2012-2013 school year.

1. _______ Food safety is… (2)
   a. Making sure that food is safe for people
   b. Protecting the food supply from microbial, chemical, and physical hazards
   c. Protecting the food supply from contamination
   d. All of the above

2. _______ What causes food borne illnesses? (2)
   a. Dirty people
   b. Microorganisms
   c. Hair in your food
   d. Rotten food

3. _______ Contamination is… (2)
   a. Mixing food
   b. Unintended presence of harmful substances or microoganisms in food
   c. Getting sick
   d. Unwanted spices or garnishes on food

4. What is the most important tool you have to prevent foodborne illness? (2)
   a. Not eating
   b. Eating only hot food
   c. Personal hygiene
   d. Eating only raw food

5. List the 4 "at risk" groups for foodborne illnesses: (2)

   a.

   b.

   c.

   d.

6. Why are the "at risk" groups at a higher risk than the average population? (2)

7. Give at least <u>one example</u> for each type of hazard: (3)

   Chemical:

   Physical:

   Biological:

8. Give an example for each of the two types of contamination?

   a. Direct: (2)

   b. Cross: (2)

9. What is the most threatening microorganism in food service and preparation? (1)

10. What encourages bacteria to grow? (2)

11. What is the Temperature Danger Zone? Include the range of degrees. (2)

12. What are two examples of when we can use beneficial bacteria? (2)

Score on Section 2:

____/25 = ____ %

Sobrato High School
Food Science
PASS or RETAKE
Lab Safety Test

Name: ______________________ Date: ______________________

Write the letter of the best answer in the blank on the left. This is a closed-note, individual test. Absolutely no talking will be tolerated. This portion of the test must be passed with A SCORE OF 96% OR BETTER to continue to work in the food science lab in the 2012-2013 school year.

_____ 1. It is very important to work in a __________ environment when preparing food.
- A. loud and obnoxious
- B. clean and sanitary
- C. dark and quiet
- D. dirty and messy

_____ 2. Immediately, report all damaged materials, tools, or equipment to
- A. Your mom
- B. No one – just keep quiet
- C. Your best friend
- D. The instructor

_____ 3. Never ______ in the kitchen.
- A. Eat or talk
- B. Cook or clean
- C. Ask questions or give positive critique
- D. Run or horseplay

_____ 4. Always ________ your hands before, during, and after you work with food.
- A. Wash
- B. Clap
- C. Rub
- D. Put hand sanitizer on

_____ 5. Who is responsible for keeping the kitchen areas clean and orderly?
- A. Only the teacher
- B. The maintenance crew
- C. The students
- D. No one – it's fine

_____ 6. Students will be expected to stay and help with clean-up until.
- A. The bell rings
- B. They feel like leaving
- C. The end of the day
- D. All jobs are finished

_____ 7. Students are expected to act in a ____________ manner at all times in the kitchen.
- A. Professional
- B. Childish
- C. Rude
- D. Timid

_____ 8. What kind of shoes must be worn in the kitchen when working with food?
- A. Flip-flops
- B. Any kind, as long as you have shoes on
- C. Waterproof
- D. Closed-Toed

_____ 9. Knives or sharp tools should be passed to others with the <u>handle</u> facing
- A. Forward
- B. Down
- C. To the left
- D. Backward

_____ 10. When walking behind someone with a knife or sharp tool, politely say "______" so they are aware of your location.
- A. "Hey"
- B. Nothing – it doesn't matter
- C. "knife"
- D. None of the above

_____ 11. Clothing needs to be _________ and meet all school dress codes.
- A. White
- B. Dirty
- C. Clean
- D. Long

_____ 12. You are required to wear a _________________ for all food lab activities.
- A. watch
- B. belt
- C. chef's coat
- D. baseball hat

_____ 13. Hair needs to be clean, neat, and ____________________.
- A. Tied back
- B. In a hair net
- C. In a chef's hat
- D. Any of the above

_____ 14. If you have a cut, any irritation, or dirty nails, you must wear
- A. a bandana
- B. rubber gloves or a Band-Aid
- C. just wash your hands first
- D. none, just be careful not to bleed

_____ 15. How long should you scrub your hands/forearms with soap when washing them?
- A. No soap, plain water is fine
- B. A few seconds
- C. 20 seconds
- D. 1 minute

_____ 16. If you wear dangling jewelry or large rings, you must
- A. wash them before working
- B. throw them over your shoulder
- C. take them off
- D. nothing, don't worry about them

_____ 17. Always use disposable/consumable products sparingly because
- A. they are unnecessary

Ann Sobrato High School

August 22, 2012

Dear Parents,

Being new to Sobrato High I am extremely excited to start the year. I am really looking forward to getting to know your children as well as teaching them. Food Science can be a challenging yet fun course, especially when there are lab activities. However, the amount of money that I have to spend is about $3 per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. Therefore, I am asking for a **$50 lab donation**, so that I may purchase necessary supplies. This is a donation (which means tax write off) and any amount that you can afford will be appreciated. Please make checks payable to Sobrato High School (SHS).

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and chaperones for our field trips. We may also have fundraisers this year to help pay for field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My number is (408) 201-6200 x 41514. You can also reach me by email: nicole.silveira@mhu.k12.ca.us

I am also requesting your email address so that I may more easily communicate with you throughout the year.

Sincerely,

Ms. Nicole Silveira

****

____ ______

Student Name (printed) Period

- *I have read the above letter about the $50 lab donation.*

____

Parent/Guardian Signature

____

Parent/Guardian Name(s) (printed)

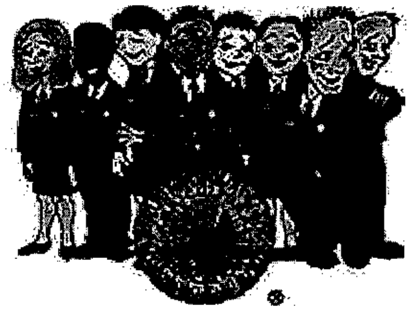
____

Parent/Guardian Email

____

Parent/Guardian Phone numbers

Ag Leadership



Instructor: Mr. Martin
School Phone: (408) 201-6200 ext 41523
Email: Joseph.martin@mhu.k12.ca.us

Course Description: Students will learn leadership skills with FFA as a platform. Public Speaking, Parliamentary Procedure, and Leadership skills will be implemented throughout. Students will have a firsthand experience in running an organization and planning FFA events. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials ***(bring to class every day):***

- 3-ring binder and notebook
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

Class work and Homework = 30%
Lab activities and Projects = 20%
FFA & Leadership Activities = 10%
Exams/Quizzes = 30%
Attendance and Participation = 10%

Grading Scale:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Classroom rules, procedures and expectations: My goal is to be as fair as I can while making sure that everyone has an equal opportunity to succeed in class. Everyone needs to be respected, and in order for everyone to have a chance to succeed, we need to follow some guidelines.

- Students are expected to be present and prompt to class <u>every day</u>.
- Students are expected to be in class, <u>seated</u>, **with materials**, <u>ready</u> to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to <u>respect the rights of others to learn and the instructor's right to teach.</u>
- Students are expected to **participate** in all lab work and discussions, and **<u>take notes</u>** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school for help and for make up work.
- The teacher dismisses the students, not the bell.
- Students will be required to keep an updated notebook that will be checked periodically
- There will be no eating or drinking in class, except for special occasions.

I have read and understand the above information.

Student Signature: ______________________________ Date: ____________

Parent Signature: ______________________________ Date: ____________

Parent Contact Phone #: ______________ Email: ______________________

FUTURE FARMERS OF AMERICA & SUPERVISED AGRICULTURAL EXPERIENCE AS INTERGRAL INSTRUCTIONAL ACTIVITIES OF AGRICULTURE EDUCATION COURSES & PROGRAMS

Career Education in Agriculture has as its basic purpose the preparation of persons for employment in agriculture. The fact that the program also accomplishes other, peripheral purposes of general and consumer education is a bonus.

The curriculum is designed to accomplish the basic purpose. In the process of designing the State Curriculum Guidelines, input was obtained from employers and other representatives of the agricultural segments of related business, industry, education, government, as well as farming and ranching. It was learned that successful employment in these areas requires competencies in addition to technical skills and knowledge. In fact, many of these persons place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative, etc.

It was largely in recognition of these needs that the FFA organization was established. Participation in FFA is intended to be an organized laboratory experience in activities through which the ag student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. The list of examples could go on endlessly.

It is appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time, such as during lunch, after school, evenings, weekends, holidays, and summer. Also, they may be conducted at locations far removed from the campus.

The intra-curricular nature of these FFA activities is not driven by their timing or location, but by whether or not they are consistent with the following characteristics:

1. The activities of the FFA component of the instructional program shall be designed to assist the student to achieve the objectives of the class or course.

2. Participation in the FFA activity shall be required of every student enrolled in vocational agriculture and shall contribute to the grade earned in the course.

3. The activity is open to any student enrolled in the program of Agricultural Education whose agricultural career preparation will be furthered by participation in the activity.

4. Participation in the activity is not contingent upon the payment of dues or fees by another individual.

5. The activity is supervised by a teacher of Agriculture Education employed by the school.

FFA activities beyond the local/school/chapter level still are intra-curricular. Some examples are: Section level Public Speaking Contest, Regional level Office, State Conference delegate, judging team, etc. Clearly, these "upper level" activities do contribute to the development of the competencies and understandings mentioned earlier. Additionally, they provide experiences which broaden students' vision and stretch their confidence. However, it is reasonable for teachers and administrators to view student participation in these activities as a privilege reserved for vo-ag students whose participation will not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Supervised Agricultural Experience Programs (SAEP) is another unique, essential component of Agricultural Education programs.

Since, as with FFA, SAEP is designed to accomplish identified objectives of the Agricultural Education program and is conducted under the supervision of the Agricultural teacher, it too is an integral part of Agricultural Education instruction and considered to be <u>intra-curricular</u>.

SAEP consists of out-of-classroom and class-time, planned, practical experiences in agriculture. Activities conducted as part of a student's SAEP are commonly called <u>projects</u> and there often are several varying kinds of projects making up the SAEP of any individual student. Some examples of projects are: Paid or unpaid employment in an agricultural job; paid or unpaid work in a family agricultural enterprise (either on or off farm); self-employment in a mini-agricultural enterprise such as feeding livestock for market, growing crops, operating a landscape maintenance business, etc. The scope of projects ranges from a single animal to full ownership and operation of a commercial scale agricultural enterprise.

Agricultural Education depends heavily on a "learn by doing – doing to learn" strategy to accomplish its purposes. It is difficult, if not impossible, for schools to provide all the facilities and resources necessary to provide for this. SAEP is the Agricultural teacher's way to expand the boundaries of the school classroom, shop, greenhouse, field lab to include the whole community as an instructional facility and all the community's agriculturalists as resource persons and teachers aides.

By scheduling students' SAEP activities outside of the classroom and class time, such as after school, weekends, and summers, the teacher expands the time available for instruction and makes it possible to meet students on an individual basis for intensive one-on-one instruction. This kind of scheduling also provides students with opportunity for more time-on-task than can be afforded by the school within the class schedule.

Agricultural teachers work with the students and their parents in planning, reviewing, evaluating, and revising as appropriate SAEP. The planned activities should complement class time instruction and be relevant to students' identified agricultural career goals.

For the most part, a student's participation in SAEP activities will not interfere or conflict with other school responsibilities. An exception to this generality might be exhibiting livestock at a fair during the school year. Or there may occasionally be times when non-routine, emergency attention to an animal, crop or other business may become necessary. These exceptions should be minimal and not pose serious conflict. When it is possible to predict conflict of SAEP activities with that of other, non-agriculture school responsibility, it is reasonable to require that students' planned participation in SAEP activities not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Since Agricultural Education activities conducted under the labels FFA and SAEP are intra-curricular, the evaluation of student performances in Agricultural Education should include consideration of the student's level of involvement and performance in those activities.

A grading system for evaluating the SAEP and participation in FFA activity should be based on the premise that every student enrolled in the class should be able to attain the highest grade possible. Many FFA activities and some SAEP activity can and should be conducted in classroom or school laboratory.

The grading system should be agreed upon by the agriculture staff and applied as uniformly as possible. It should be possible for a student to be informed at any time concerning their particular status in respect to grades. Visible records such as grading charts or point award systems can be used effectively for this purpose. The grading system should be explained to every student enrolled in Agricultural Education so that it is thoroughly understood. The system should be a matter record and incorporated into the department plan. Because of the inter-relationship of SAEP and FFA activity to the instructional program, it is generally agreed that they should approximate 40% of the total grade.

Since every student may not always be able to participate in an FFA activity held outside of the regular school day, such activity may be used as a source of "additional credit" to those students who are able to participate. Out-of-class-time participation in FFA and SAEP activity can reasonably be viewed as Agricultural Education "homework." As such, full credit for the Agricultural Education course(s) in which the student is enrolled plus the grade earned in the related activity should be dependent upon satisfactory, measured participation.

In summary, Agricultural Education student participation in activities of FFA and SAEP is essential in order for the student to have access to the full curriculum of the program. An appropriate analogy is to compare these activities with term papers and special projects which are assigned to students enrolled in other courses offered in the school. As such, these activities are intra-curricular. Student access to them should not be limited by eligibility requirements which apply top <u>extra</u> curricular or other out-of-class school activities.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM (SAEP) DEFINITION, TYPES, AND MINIMUM ACCEPTABLE CRITERIA FOR CALIFORNIA SECONDARY SCHOOLS AGRICULTURAL EDUCATION PROGRAMS

A Supervised Agricultural Experience Program (SAEP) for students enrolled in California Secondary School Agricultural Education Programs is an individually designed sequence of practical agricultural activities which occur out-of-class, meet established minimum criteria, are supervised by a qualified vocational agriculture teacher, and which develop competencies related to the agricultural career selected by the student.

There are several types of Supervised Agricultural Experiences which a student might incorporate into a SAE program A SAE program can legitimately be comprised of a single type of SAE or it might be a mixture of two more types.

The types are:

1. **Ownership/Entrepreneurial/Productive**
   SAEs in this category may be individually owned or they may be partnerships, cooperatives, or other forms of group ownership. They are mini-enterprises in agricultural production or agribusiness and may relate to any of the six Agricultural Education program areas. They may be conducted on school property or off school property. A key feature is that the student(s) engaged in this type of SAE invariably have a financial investment or risk in it.

2. **Paid Placement**
   SAEs in this category involve only those situations where the student is employed in an agricultural job and is compensated for hours of labor. To determine if the job is agriculturally related, a positive answer to the following question must be made: "Does a knowledge of agriculture enhance the employability in the career selected?" The compensation may be set wage or salary or it might be comprised of other forms such as barter for feed, rent, equipment payments, or other inputs required to conduct the program. In any case, the form and amount of compensation must be a matter of record. The agricultural job may be in agricultural production or agribusiness and may relate to any of the seven Agricultural Education program areas.

3. **Unpaid Placement**
   SAEs in this category consist only of those situations where the student is employed in an agricultural job for experience only and is not compensated in any other manner for hours of labor. The agricultural job may be agricultural production or

agribusiness and may relate to any of the six Agricultural Education program areas. (For the purpose of degree advancement in the FFA a student may claim "minimum wage" to calculate income.)

4. **Directed Laboratory**
   SAEs in this category are unpaid group experience in a practical agricultural activity planned by the Agriculture teacher especially for those students who are unable to engage in any other form of SAE It usually is on school property but not necessarily so. It is funded through some source other than the students personally. It may be conducted partially during class time but must involve student labor out-of-class hours as well. Students may share in profits returned by the activity but not necessarily.

5. **Home an Community Improvement**
   SAEs in this category may be used only as a supplementary experience in an SAE program which includes on or more of the other types. They frequently do not involve competencies related to agricultural occupations and usually are unpaid. They may be group or individually conducted.

A SAEP shall meet the following minimum criteria:

1. The SAEP shall be described in the student's career plan.

2. Students enrolled in their first year of Agricultural Education shall be engaged in their SAEP by the end of that year.

3. Students enrolled as continuing or advanced students in Agricultural Education courses must conduct SAEP activities during each year of their enrollment.

4. A student's SAEP must increase in scope (hours, head, acres, etc.) and/or become more diverse form one year to the next each year of enrollment in Agricultural Education.

   The *minimum scope* for SAEP shall be:

   First Year of Enrollment
   - develop and file plan by end of third quarter
   - 75 hours of self-labor
   - maintain records
   - develop and practice at least 10 competencies

   Second Year of Enrollment
   - review and modify SAEP plan as necessary
   - 150 hours of self-labor
   - maintain records
   - develop and practice at least 10 additional competencies

- either/and a. at least one additional type of SAEP
  b. more numbers of same type of SAE

Third Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
  a. at least one additional type of SAE
  b. more numbers of the same type of SAE
  c. Substitute a new type of SAE for another which is to be discontinued

Fourth Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
  a. at least one additional type of SAE
  b. More numbers of the same type of SAE
  c. Substitute a new type of SAE for another which is being discontinued

5. A student's SAEP must be supervised by the Agricultural teacher who shall confer with the student at the SAE site(s) at least once per grading period while the SAE is being conducted.

6. The student's participation in SAE and the quality of the SAE program shall be a planned part of the student grading system for the Agricultural Education program

7. Students must keep records on their SAEP in the California Agricultural Education record book.

8. A student's SAE ownership will have a potential for producing a financial return.

9. At least 75% of the student's self-labor in an SAE must be conducted outside the school's usual class hours.

10. Competencies developed through SAE must contribute to the student's employability in an agricultural occupation related to the student's career goal.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM (SAEP)

A CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION POSITION PAPER REGARDING EXPERIENTIAL EDUCATION FOR SECONDARY SCHOOL STUDENTS OF AGRICULTURAL EDUCATION

Since its very beginning in 1917 as a federally supported component of the public secondary school system, vocational agriculture has incorporated some form of experiential education as a teaching strategy.

In the earliest days when all students came from farms and ranches and were destined to return there upon completing their high school education, this experiential education usually took the form of a production enterprise in livestock, poultry, crops, etc., conducted on the home place.

There was a three-fold purpose for these "projects": (1) to provide the student with an opportunity to develop, through experience and under the supervision of his Agricultural Education teacher, skills and knowledge required to conduct financially rewarding agricultural production enterprises; (2) to provide a demonstration to the community of modern practices in agriculture; (3) to provide a means for the Agricultural Education student – Future Farmer – to begin his actual establishment in farming.

All Agricultural Education students were required to engage in one or more "projects" as a condition of enrollment in Agricultural Education classes.

There is abundant testimony that the early day Agricultural Education program served those purposes well.

In the early post-World War II years it became generally recognized that "Agriculture is More Than Farming" – a slogan adopted by agricultural educators at all levels throughout the United States.

In attempting to establish a definition for this broadened concept of agriculture, several agricultural categories or classifications were proposed. The U.S. Office of Education proposed that the classification be made according to broad occupational clusters. These clusters were: Production Agriculture (farming and ranching); Agricultural Supplies and Services; Agricultural Mechanics; Agricultural Products and Processing; Ornamental Horticulture; Agricultural Resources; and Forestry.

Under this broadened concept of agriculture, Agricultural Education's responsibility was similarly expanded. Whereas before, Agricultural Education's function was limited to preparing persons for work on the farm or ranch, now it had the task of preparing persons for

gainful employment in occupations found in all seven of the occupational clusters associated with the broadened perspective of agriculture.

It soon became obvious that the original three-fold purpose cited earlier for the "Agricultural Education projects" was no longer relevant to the expanded, modernized Agricultural Education program.

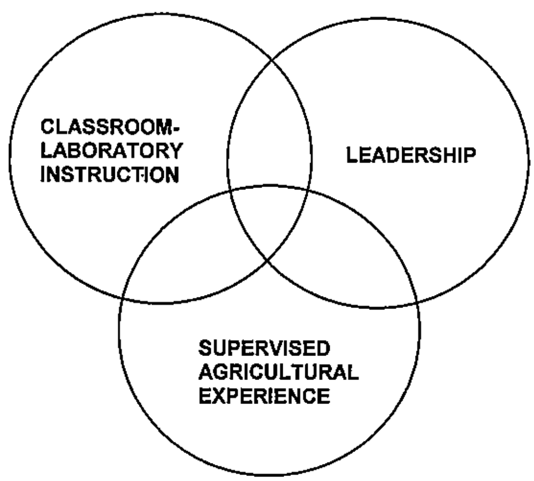
In addition to the expanded occupational scope of the Agricultural Education program, other changes were occurring that affected the validity of the "product requirement":

- The word *Supervised* indicates that the student's Agricultural Education teacher oversees this part of his agricultural education just as he does all other aspects.

- The term *Agricultural Experience* is to describe the nature and purpose of the activity – to provide the student with experience in an Agricultural occupation.

- The word *Program* suggests that this activity has more than one part. In fact, a student's SAEP may consist of several, separately identified activities each of which frequently is called a "project."

The relationship of SAEP to the other major components of a total Agricultural Education program often is illustrated as one of three interlinking, overlapping, equal circles.



It is intended that this should describe inseparability, equality and interdependence of each of these components.

Some observed changes in the characteristics of Agricultural Education's brand of experiential education as it has evolved from projects to SAEP are as follows:

- In earlier days all Agricultural Education students had one or more home projects, whereas today fewer than one-half conduct any form of SAEP outside of class time.

- In earlier days most home projects were directly related to students' intended life work, whereas today only a few Agricultural Education students conduct SAEP which is directly related to their career goals.

- In earlier days most home projects grew in scope and quality from one year to the next, whereas today few SAEPs grow from one year to the next.

- In earlier years most Agricultural Education students conducted projects that would form the nucleus of a herd, flock, farm, etc., for their establishment in farming upon graduating from high school, whereas today it is rare that an SAEP reaches a scope and quality which would make that possible or which would convince a financier to back the graduated Agricultural Education student in such an enterprise.

- In earlier days a major part (as much as 50%) of the Agricultural Education teacher's time was given to on-site supervision of students' home projects, whereas today it is unusual for an Agricultural Education teacher to consign even an average of 8 hours per week to the supervision of students' occupational experience.

It is only natural that the Agricultural Education program change to accommodate the changes occurring in agriculture. Changes in the Agricultural Education program must include changes in its SAEP component.

The question, then, is "are the changes which have already occurred in SAEP the result of planned, proactive action and are they appropriate and adequate to meet the needs of today's Agricultural Education program?" Or, "are they changes which are adversely affecting the effectiveness of the program in accomplishing its purposes?"

This issue became the topic for consideration by CATA's Secondary Division at its meeting during the 1982 Annual Summer Conference of the Association.

Vice President Bill Kellogg of San Jacinto High School offered the members 26 questions pertaining to SAEP which he felt would stimulate their thinking on the topic. A "White House Conference" style session was conducted during which the several table groups discussed whichever of the 26 questions seemed especially significant to them. The input from these table groups has been combined and summarized in the balance of this paper which comprises CATA's Statement of Policy Regarding Supervised Agricultural Experience Programs for students enrolled in Agricultural Education.

What is a Supervised Agricultural Experience Program?

A student's Supervised Agricultural Experience Program (SAEP) is one of his teacher's ways of extending instruction beyond the walls of the classroom, shop, or other school facility. Through this medium, the teacher is able to provide planned learning experiences for the student that would not otherwise exist.

The application of knowledge gained through directed learning in the school classroom, shop, or field lab often can occur only in a "real" situation which does not, perhaps cannot, exist in the school. Action taken by the teacher to place students in "real" situations and supervise their experience in that situation is an essential part of their teaching assignment in Agricultural Education.

SAEP has the following characteristics:

1. It is an activity which is identified with a specific agricultural enterprise or occupation and involves the student in hands-on experiences which are directly associated with that enterprise or occupation.

2. The student may be self-employed in the enterprise/occupation or may be employed by another, either paid or unpaid.

3. The student's involvement in this experience occurs outside of his school's usual class hours.

4. Under some circumstances the student's SAEP may be located on school facilities.

5. The student plans SAEP with the assistance of the Agricultural Education teacher and conducts it under the regular supervision of that instructor.

6. The Agricultural Education teacher allocates a significant portion of his work hours to the supervision of students' SAEP.

7. Students keep records pertaining to their SAEP as prescribed by the teacher and those records are periodically reviewed by the teacher.

8. Students may be individually engaged in SAEP or cooperatively with other students.

9. The student's plan for SAEP includes goals and provisions for growth in scope and complexity.

What are the Purposes of
Supervised Agricultural Experience Programs
As a Part of Contemporary
Agricultural Education?

As seen by the Agricultural Education teacher, whose main function is to serve as a manager, coordinator, or consultant of learning for his students as they seek careers in agriculture, the specific purposes of SAEP are:

1. To provide opportunities for hands-on experience in skills and practices required for successful employment in agriculture.

2. To provide opportunities to gain documented experience in agriculture which can provide references for future employment.

3. To provide opportunities for students to identify, develop, and demonstrate personal characteristics required for successful employment in agriculture. Some examples are initiative, responsibility, dependability, self-reliance, etc.

4. To provide opportunities for students to observe and participate and select a place in the "world of work."

5. To capture, retain, and focus student interest in agriculture.

6. To provide an opportunity for students to discover and deal with the financial realities of agricultural production and/or employment.

Although modern SAEP certainly can lead to establishment in farming, that no longer is a goal for it. In fact, the opportunities for young persons to become fully established as entrepreneurs in any agricultural enterprise are remote. Most Agricultural Education students should not be encouraged to think of SAEP as direct preparation for becoming established in an agricultural enterprise as an owner/operator or as an employee.

Rather, they should expect their individual SAEPs to benefit them in ways suggested by the specific purposes stated here earlier.

Especially for beginning Agricultural Education students, the selection of SAEP enterprises need not have a direct career goal relationship. Many of today's Agricultural Education students are seeking to establish their occupational goals. The SAEP can be an exploratory experience for them. Also, the personal characteristics developed through successful SAEP are relevant to most occupations (even out of agriculture). Therefore, the SAEP experience will be beneficial in preparing one for work even if it is not directly related to the job or jobs a person eventually takes.

On the other hand, a student will gain maximum benefit from SAEP if it is the same as or directly related to the occupation and/or advanced training entered upon leaving high school.

Is SAEP a Necessary Component of Contemporary Agricultural Education Programs?

Every Agricultural Education student except those enrolled in their first year of Agricultural Education should be required to conduct SAEP.

It would be helpful even to those first year students, but probably not necessary, for accomplishing the goals of that "introduction" course.

Individually owner and operated enterprises or individual employment in an agricultural job probably are the "best" forms of SAEP in terms of benefits to the student. It is recognized, however, that it may not be possible for every student to arrange this kind of experience.

Group or cooperatively owned and operated enterprises may often be a suitable alternative to the individual approach.

Students cannot be required to commit personal funds to SAEP as a condition of enrolling in an agricultural education class. If involvement in SAEP is a condition for satisfactory participation in an Agricultural Education class (as is recommended), the school must provide a means for students to have that experience without personal cost to them. Some ways for accomplishing this are:

- Arrange for the student's employment in an appropriate agricultural job.
- Provide financing for individual or group enterprises, either by the school or from other non-school sources in the community.
- Provide facilities on the school's farm laboratory for raising animals and growing crops.

Since SAEP is a "tailor-made" experience for each student, designed to suite the individual's needs and circumstances, standardization of SAEP throughout the state is not feasible. However, each teacher should have "clearly" defined criteria for evaluating student performance and growth in the SAEP. Students should be informed about these criteria.

Students may be aided in planning SAEP if they have some guidelines or examples of successful SAEP as models.

Since SAEP can be said to be the "homework" required of Agricultural Education students, students' performance in it should be graded and that grade should be incorporated in the evaluation of the students' overall performance in agricultural education.

Under some circumstances, students can earn additional school credit toward graduation for conducting satisfactory SAEP. That operation should be considered by each school offering agricultural education programs.

What is the Teacher's Role and Responsibility In Supervised Agricultural Experience Program?

Perhaps the Agricultural Education teacher's major responsibility pertaining to SAEP is to assure that it is an essential, effective component of the school's overall Agricultural Education program – that all Agricultural Education students are aware of its values, purposes, characteristics, opportunities, etc., and that they participate in it.

The most obvious requirement of the teacher is that time be allocated and utilized for out-of-class supervision of students at the site of their SAE activities. The "S" of SAEP is "Supervised". The intention is that the teacher has the same involvement with the student in this individualized instruction part of the Agricultural Education program as he or she does in the classroom, shop, or farm lab group instruction part.

The teacher should have scheduled, organized, purposeful visits to observe the student activity in SAEP and to assist in causing that to be a quality experience for the student.

In most cases one teacher cannot effectively supervise the agricultural experience of more than 50 individual Agricultural Education students and that only if a period of the school day is set aside for that purpose. If several students are participating in group or cooperative projects or if they individually conduct their SAEP activities at a single site, such as a school farm lab, the teacher may be able to slightly increase the number of students supervised.

The frequency of supervision visits by the teacher will vary among the students according to the complexity of their SAEP. However, a minimum of four visits per year spaced throughout the duration of the activity should be the goal.

In the case of students who are employed in an agricultural job for SAEP purposes the teacher should look to the employer as a co-supervisor. They should work together to make that agricultural experience count for the student's career preparation.

Many students will conduct their SAEP activities at home. When such is the case, the teacher has an opportunity to incorporate a parental visit with the task of observing the student's SAEP activity. This opportunity should be utilized.

In fact, even for those students who do not maintain SAEP activities at home, the teacher should incorporate in the visitation schedule at leas t one parental-home visitation per year.

The purpose of this parental contact are:

- Demonstrate to parents that the teacher is interested in the development of their child.

- Form an alliance with parents for the career and personal guidance of their child.

- Teacher become acquainted with home condition which my have a bearing on the student's performance.

- Inform the parents of program purposes, expectations, and activities, and of their child's performance, etc.

In addition to the scheduled visits, the Agricultural Education teacher must also be "on call" for students who have an immediate need for assistance with their SAEP. Animals get sick, equipment breaks, employers become crotchety at unexpected and sometimes inconvenient time. The students frequently panic in these crises and desperately needs the assistance of the advisor.

Because SAEP is an activity unique to agricultural education as a program requirement, students will not usually understand it well enough to assume the initiative in establishing themselves in it. Nor will they always know how or where to get started. This situation places other demands on the Agricultural Education teacher. First, the teacher has a responsibility for the development of SAEP opportunities. The teacher should locate agricultural work stations (jobs) in the community which are available to Agricultural Education students. The operators of farms/ranches which are available in the community should be encouraged to provide work opportunity (not necessarily paid) for Agricultural Education students referred to them by the Agricultural Education teacher.

In addition to arranging for job situations, the Agricultural Education teacher should establish a reservoir of ideas and opportunities for individual and group conducted agricultural projects for students to draw when they are unable to identify prospective activities by themselves.

Teachers should actively assist in helping students to locate, purchase, and transport project materials, equipment, and livestock. Teachers should expect to spend time in "searching" for these items.

The teacher is responsible for assuring that every Agricultural Education student incorporates recordkeeping as an important segment of their SAEP. The teacher must be certain that the students know how to keep appropriate records related to that experience and that they do it.

When students are permitted to maintain SAEP activities in school facilities, the teacher is responsible for maintaining a safe environment in that facility and for assuring that students conduct themselves safely and that their performance of SAEP tasks is a positive learning experience.

Teachers should not hesitate to spend "classroom time" on student sharing and discussion of SAEP experiences. After all, those experiences are partially intended to be a field extension of classroom instruction.

The teacher should incorporate an orientation unit on SAEP in beginning level Agricultural Education courses as a means of informing all beginning students of the SAEP requirement,

how it works, and what a student gains from it. The relationship of SAEP to FFA can be described at this time, too.

The teacher should maintain SAEP records which describe the following:

- Dates of visitation and major observations at time of visit.
- Individual student SAEP plans.
- School wide summarization of student SAEP by kind, scope.
- Individual student SAEP records of kind, scope, growth, and performance.

Probably Agricultural Education teachers cannot realistically expect to be financially compensated for all the time they devote to the supervision of students' agricultural experience. This is not to say that school districts should not provide school time and other resources to this instructional activity by the teacher. Quite to the contrary! Nevertheless, the profession of agricultural education teacher, as do many other professions, will require the contribution of time for "the cause." Most teachers realize this and accept it as part of a job to which they are devoted. There is no reluctance to make this contribution as long as there is evidence that the school district also is tangibly supporting the work by supplying time and/or financial compensation, transportation, and other personal expenses which may accrue to the teacher in fulfilling this part of the job.

It should be noted that the teacher responsibilities and other SAEP requirements noted in this paper are not to apply only to the Agricultural Education teacher in a traditional, district/federal sponsored Agricultural Education program. They apply equally to teachers of ROP/C Agricultural Education courses offered to high school students.

In fact, it should be stated that the SAEP requirement itself applies equally to ROP/C Agricultural Education courses.

What Resources Must be Provided by the School District For Conducting Supervised Agricultural Experience Programs?

The district's major responsibility for the SAEP segment of the Agricultural Education program is to provide the services of the teacher for supervising students in their agricultural experience. The teacher should be allocated adequate compensated time for on-site visitation. Normally, during the school year, one school period a day should be assigned to this task for each 50 students being supervised.

If students' SAEP continues into the summer months, at least one full-time equivalent Agricultural Education teacher should be maintained on the district payroll on a full-time basis. If there are more than 40 students engaged in SAEP during the summer months, there

should be an additional full-time equivalent teacher employed for each additional 40 students.

Students' SAEP activities are usually located throughout the community. The Agricultural Education teacher is required to travel about to provide on-site supervision. The district should provide the transportation, either by providing a district-owned vehicle and fuel or by compensating the teacher for using his/her own vehicle.

Since a part of the teacher's role in SAEP is to assist students to obtain livestock, feed, fertilizer, seed, equipment, etc. that is to be used in their enterprises, the teacher will often need to have ready access to a pickup.

Probably, the usual arrangement will be to provide a pickup truck for the sole use of each Agricultural Education teacher in a school, to be used for SAEP supervision and other purposes related to the Agricultural Education program.

The district should provide certain specialized equipment and facilities required for successfully operated SAEP that might not be available to the students from other sources in the community and which may not be feasible for them to purchase themselves. Some examples are: portable scales, greenhouse, land, livestock pens, etc.

Often the district can augment its funds available for providing these resources through non-traditional funding sources such as booster clubs, local service clubs, private donations, etc.

What Are Some Practices Which Enhance the Quality of Supervised Agricultural Experience Programs?

Agriculture Education has more than 65 years of experience utilizing SAEP as an instructional strategy. During that time many "proven practices" have emerged. Some of those practices not already mentioned in this paper are listed here in recommended for utilization by schools wishing to prepare quality in their students' SAEP.

1. Prepare and distribute to students an SAEP handbook which describes the school's requirements for it, lists the kinds of projects which can be included in an SAEP, explains how SAEP is evaluated, gives examples of good quality SAEP showing progress from year to year.

2. The term "Supervised Agricultural Experience Program" intimidates some students. The teacher may wish to use something simpler such as the old standby term "project" even though that term has limited meaning in the strictest sense.

3. Every student should have a written plan for SAEP. That plan should be reviewed annually by the student, advisor, and, if possible, parents.

4. Utilize National FFA proficiency and achievement award systems.

5. Incorporate SAEP accomplishment in FFA Chapter Point Award System.

6. Emphasize honor of FFA State and American Farmer Degrees – recognize ("glorify") chapter members who earn these degrees.

7. Encourage participation in "Project Competition" programs – local and sectional.

8. Solicit local organization to provide livestock "chains" as with former Sears Breeding projects.

9. Develop local sources for project financing, i.e., banks and credit institutions, boosters club loan fund, etc.

10. Provide school facilities for first year students' SAEP.

11. Encourage cooperative projects for "timid" students or for those with limited resources.

12. Maintain regular written oral communications with students' parents.

13. Provide project tour for parents and other interested adults.

14. Adjust home visitation hours to coincide with times when parents are at home.

15. Involve parents in school farm work days and improvement projects.

16. Maintain a visible record of teacher supervision visits as a means of keeping SAEP in the minds of students and visitors to the Ag. Department.

17. Plan visitation schedule to assure equitable supervision of all students' SAEP.

18. Take beginning students on tour of successful projects.

19. Utilize summer months to contact all first-year students and their parents to discuss SAEP plans.

20. Take steps to assure the success of students' first project.

21. Use third and fourth year students as advisors to beginning students.

22. Utilize the assistance and experience of other teachers whose students have successful SAEP.

23. Provide the school board with special presentations.

24. Invite board members and administrators to serve as local judges for Project Competition.

Morgan Hill Unified School District

Course Outline

Course Title: **Biology (CP) – Agriculture Emphasis**

Course Length: **One year**

Grades: **9-12**

Course Goals

- Students will demonstrate:
  - o Skills in laboratory method of inquiry.
  - o A knowledge of the relationship between structure and function in living forms.
  - o A recognition of the diversity in organisms, yet observe a unifying similarity of life patterns in all forms.
  - o An appreciation of environment/organism relationship as a concept in order to relate the human organisms to all living things, and how agriculture plays a role in the process.

Texts and Supplemental Instructional Materials

- **Text:** Biology by Glencoe/McGraw Hill
- **Supplementary Text:** Laboratory Manual, FFA Student Manual,
- **Supplementary Material:** Audio-visual materials, transparencies, VCR tapes, computer software, laboratory manual, supplementary worksheets, newspaper articles and magazines

Course Objectives by Essential Standards

Standard 1:

Students will understand fundamental life processes of how plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells. This knowledge will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- that cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium. The activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.
- of how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- that the central dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- of the role of the endoplasmic reticulum and the Golgi Apparatus in secretion of proteins.
- that usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.

- of the role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- that most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
- of how chemiosmotic gradients in the mitochondria and chloroplasts store energy for ATP production.
- of how eukaryotic cells are given shape and internal organization by a cytoskeleton and/or cell wall.

Standard 2:

Students will understand how mutations and sexual reproduction lead to genetic variation in a population. This knowledge will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- that meiosis is an early step in sexual reproduction I which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- that only certain cells in a multicellular organism undergo meiosis.
- of how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- that new combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).
- of why approximately half of an individual's DNA sequence comes from each parent.
- of the role of chromosomes in determining an individual's sex.
- of how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

Standard 3:

Students will understand that a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge of:

- 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).
- the genetic basis for Mendel's laws of segregation and independent assortment.
- how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
- how to use data on frequency of recombination at meiosis to estimate genetic distances between loci, and to interpret genetic maps of chromosomes.

Standard 4:

Students will understand that 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. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- of the general pathway by which ribosomes synthesize proteins using tRNA to translate genetic information in mRNA.
- of how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- of 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.
- that specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- that proteins can differ from one another in the number and sequence of amino acids.
- of why proteins having different amino acid sequences typically have different shapes and chemical properties.

Standard 5:
Students will understand that the genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge of:

- the general structures and functions of DNA, RNA, and protein.
- how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
- how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- how basic DNA technology (restriction digestion by endonucleuses, gel electrophoresis, ligation and transformation) is used to construct recombinant DNA molecules.
- how exogenous DNA can be inserted into bacterial cells in order to alter their genetic makeup and support expression of new protein products.

Standard 6:
Students will understand that the stability in an ecosystem is a balance between competing effects. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- that biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
- of how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
- of how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- of how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
- that a vital part of an ecosystem is the stability of its producers and decomposers.
- that at each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat, and this can be represented in a food pyramid.

- of 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.

Standard 7:

Students will understand that the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- of why natural selection acts on the phenotype rather than the genotype of an organism.
- of why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus be maintained in a gene pool.
- that new mutations are constantly being generated in a gene pool.
- that variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- of the conditions for Hardy-Weinberg equilibrium in a population, and why these conditions are not met in nature.
- of how to solve the Hardy-Weinberg equation to determine the predicted frequency of genotypes in a population, given the frequency of phenotypes.

Standard 8:

Students will understand that evolution is the result of genetic changes that occur in constantly changing environments. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

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

Standard 9:

Students will understand that as a result of coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeosttic), despite changes in the outside environment. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge of:

- how the complimentary activity of major body systems provides cells with oxygen and nutrients, and removes toxic waste products such as carbon dioxide.

- how the nervous system mediates communication between different parts of the body and interactions with the environment.
- how feedback loops in the nervous system and endocrine systems refulate conditions within the body.
- the functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
- roles of sensory neurons, interneurons, and motor neurons in sensations, thought, and response.
- the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- the homeostatic tole of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
- the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca+2, and ATP.
- how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

Standard 10:
Students will understand that organisms have a variety of mechanisms to combat disease. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- of the role of the skin in providing nonspecific defenses against infection.
- of the role of antibodies in the body's response to infection.
- of how vaccination protects an individual from infectious diseases.
- that there are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause.
- as to why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections and microorganisms that are usually benign.
- of the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

Course Objectives by Essential Agriculture Core Standards

Standard 1.1 Agriculture & Society

Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.

Examples of types of work students should be able to do to meet the standard.

1.1.1 List the five agricultural commodities exported from California and the U.S. and explain the economic importance of each.

1.1.2 List five agricultural commodities imported to California and the U.S. and explain the economic importance of each.

1.1.3 Identify and explain the importance of five agricultural commodities produced in their county, in California, and in the U.S.

1.1.4 Explain the relationship of the development of agriculture to the development of civilization and modern society in the U.S. (i.e. diversification of labor, development of trade, mechanization, and land use.)

Standard 1.2 Agriculture and the Environment

Students will understand the interrelationship of modern agriculture and the environment, focusing on water, land, and other natural resources in California. Students will explain how natural resource availability affects agriculture.

Examples of types of work students should be able to do to meet the standard.

1.2.1 Describe the environmental impacts of agriculture on water, soil, and air.
1.2.2 Describe the environmental challenges of urban sprawl, decline in water quality, and concerns over chemical use for agriculture.
1.2.3 Explain the importance of agriculturists as stewards of our natural resources.

Standard 1.3 Agriculture Business and Technology

Students will understand the importance of agriculture firms and technology with regard to the production, processing, servicing, purchasing, and marketing of agriculture products.

Examples of types of work students should be able to do to meet the standard.

1.3.1 Explain the flow of an agricultural commodity from the producer to the consumer.
1.3.2 Explain the effect technology has had on agriculture (i.e. labor, production efficiency, product diversity and availability, mechanization, and communication.)
1.3.3 Explain the functions of production, processing, servicing, and marketing in agriculture.

Standard 1.4 Record Keeping

Students will understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book, which pertains to their Supervised Occupational Experience (SOE) Program.

Examples of types of work students should be able to do to meet the standard.

1.4.1 Explain reasons for keeping accurate records and consequences of inaccurate records
1.4.2 Develop a budget and a business agreement for a project.
1.4.3 Complete journal entries for two enterprises and carry entries forward to the to the next month.
1.4.4 Prepare a financial statement and a net income summary.
1.4.5 Complete non-depreciable and depreciable property inventories.
1.4.6 Use the straight-line method for determining depreciation.

Standard 1.5 Computer Literacy

Students will understand the importance of computer literacy as it pertains to agriculture.

Examples of types of work students should be able to do to meet the standard.

1.5.1 Describe three examples of computer applications in agriculture.

Standard 1.6 Interpersonal Leadership Development

Students will develop a basic understanding of the FFA, recognize the traits of effective leaders and participate in leadership training activities associated with the FFA, which may include public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

Examples of types of work students should be able to do to meet the standard.

1.6.1 Explain the benefits of FFA membership
1.6.2 Describe and explain leadership skill developed by participating in FFA.
1.6.3 Demonstrate the use of five parliamentary procedure skills
1.6.4 Demonstrate the ability to cooperate and collaborate by serving on a committee.
1.6.5 Make an oral presentation
1.6.6 Demonstrate the process of solving a problem by identifying the problem, proposing solutions, gathering information, testing and evaluating solutions.

Standard 1.7 Projects

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture. Students will actively engage in and manage a SOE, which enables them to develop occupational skills.

Examples of types of work students should be able to do to meet the standard.

1.7.1 Develop an agricultural SOE plan (student data sheet).
1.7.2 Demonstrate responsibility, commitment, and time management skills by conducting and maintaining and SOE.

Standard 1.8 Careers and Employability in Agriculture

Students will be aware of existing and future employment opportunities in the field of agriculture and will develop an understanding of how to conduct a job search, write a resume, and interview for a job.

Examples of types of work students should be able to do to meet the standard:

1.8.1 Describe the six agriculture career clusters and give examples of entry, technical, and professional careers in each cluster.
1.8.2 Develop a resume and participate in a mock job interview.
1.8.3 Utilize resources to learn about an agriculture occupation of their choice.

Standard 1.9 Measurement

Students will be able to read and use measuring equipment, and perform calculations for problem solving.

Examples of types of work students should be able to do to meet the standard.

1.9.1 Measure within $1/16^{th}$ of an inch.
1.9.2 Calculate area and volume when given dimensions.

Standard 1.10 Tool Use and Safety

Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.

Examples of types of work students should be able to do to meet the standard.

1.10.1 Indntify commonly used tools
1.10.2 Select and justify the tools appropriate for a given project.
1.10.3 Explain safety procedures in the use of hand and power tools.

Standard 1.11 Domestic Animals and Society

Students will understand the importance of animals, their domestication, and role in modern society. Students will explain the care and uses of domesticated livestock in society.

Examples of types of work students should be able to do to meet the standard.

1.11.1 Explain the difference between domesticated and non-domesticated animals.
1.11.2 Describe proper care of domesticated animals to insure their welfare and productivity.
1.11.3 Compare and contrast the evolution and uses of domestic animals.

Standard 1.12 Major Body Systems

Students will understand the anatomy of the major body systems. Students will explain the major functions of the digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

Examples of types of work students should be able to do to meet the standard.

1.12.1 Compare and contrast the basic parts and functions of monogastric and ruminant digestive systems.
1.12.2 Label the basic parts and describe the functions of male and female reproductive systems.
1.12.3 Identify the major body systems that compose the vertebrate: digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine.
1.12.4 Give examples of the major components of each system.
1.12.5 Compare and contrast the structures of plant and animal cells.
1.12.6 Compare and contrast the major external body parts of a bovine, porcine, and avian animal.

Standard 1.13 Animal Genetics

Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, an the processes of meiosis and mitosis. Students will explain and/or diagram these concepts and processes.

Examples of types of work students should be able to do to meet the standard.

1.13.1 Describe the difference between genotype and phenotype and dominant and recessive genes with the assistance of the Punnett Square.
1.13.2 Describe the process of fertilization.
1.13.3 Diagram and label the process of meiosis to form perm and ova, and the process of mitosis.

Standard 1.14 Animal Nutrition

Students will understand factors influencing animal nutrition and feeding. Students will identify common feed ingredients and will explain the uses of different feeds for particular animal species.

Examples of types of work students should be able to do to meet the standard.

1.14.1 List six classes of nutrients and their functions.
1.14.2 Choose and justify the type of feeds suitable for the digestive system of ruminant, monogastric and avian species.

Standard 1.16 Soil Science and Principles

Students will understand the role of soil, water and fertilizer in plant production.

Examples of types of work students should be able to do to meet the standard.

1.16.1 Describe the major components of soil (air, water, organic material and minerals).

1.16.2 Explain the relationship of soil characteristics to plant growth (soil texture, structure, pH and salinity).

Standard 1.17 Plant Physiology and Functions

Students will understand the requirements for plant growth and development. Students will identify and explain the functions of plant systems and structures.

Examples of types of work students should be able to do to meet the standard.

1.17.1 Identify the major components for plant growth (air, water, heat, light, soil).

1.17.2 Explain the functions of the root, leaf, stem, fruit and flower.

1.17.3 Explain the process of photosynthesis and its importance to life.

1.17.4 Describe the life cycles of annual, biannual, and perennial plants.

1.17.5 Compare and contrast the structures of plant and animal cells.

Standard 1.18 Pest Management in Plant Production

Students will understand the importance of pest management in plant production. Students will explain the major principles of integrated pest management.

Examples of types of work students should be able to do to meet the standard.

1.18.1 Explain how insects, weeds, disease and vertebrate pests affect plant production.

Standard 1.19 Natural Resources

Students will be aware of the major natural resources used in agriculture. Students will discuss major issues related to the use of these natural resources.

Examples of types of work students should be able to do to meet the standard.

1.19.1 Describe how natural resources are used in agriculture.

1.19.2 Describe major issues related to water sources and water quality.

1.19.3 Compare and contrast practices for conserving renewable and non-renewable resources.

Outline of Course

Units 1-3/Chapters 1-9:

- Biology: The study of Life, Principles of Ecology, Comminutes and Biomes, Population Biology, Biological Diversity and Conservation, The Chemistry of Life, A View of the Cell, Cellular Transport and the Cell Cycle, Energy in a Cell

Units 4-5/Chapters 10-17:

- Mendal and Meiosis, DNA and Genes, Patterns of Heredity and Human Genetics, Genetic Technology, The History of Life, The Theory of Evolution, Primate Evolution, Organizing Life's Diversity

Units 6-9/Chapters 18-32:

- Viruses and Bacteria, Protists, Fungi, What Is a Plant?, The Diversity of Plants, Plant Structure and Function, Reproduction in Plants, What Is an Animal?, Sponges, Cnidarians, Flatworms, and Roundworms, Mollusks and Segmented Worms, Arthropods, Echinoderms and Invertebrate Chordates, Fishes and Amphibians, Reptiles and Birds, Mammals, Animal Behavior, Animal Science, Plant Science.

Methods of Instruction

- Lecture
- Laboratory Investigations
- Group/Individual Activities
- Discussion
- Critical Reading Assignments
- Audio Visual Materials
- Guest Speakers
- Writing Assignment including
    - Outlining and summarizing information from class lecture notes or presentations
    - Essay test questions, which demonstrate knowledge and mastery of skills in each major unit
    - Reports and papers that demonstrate appropriate format, style, usage, spelling, punctuation and vocabulary
    - Lab report writing which accurately discusses lab process and results
- Agriculture Internships

Assessment methods and/or tools

Assessment methods include formative assessment, which will promote learning throughout the course or summative assessments, such as final exams, which document student progress toward meeting standards. These methods include:

- Multiple-choice, true/false, matching, and short answer fill-in items, which can appear on single topic quizzes, unit, midterm and final exams
- Performance, e.g. student projects, lab performances and reports, debates, oral and written presentations, homework, class participation, essays and written reports, problem-solving sets
- FFA Leadership Participation
- FFA Vocational Record Book

Morgan Hill Unified School District
Course Outline
Course Title: Ag Metals and Machinery
Course Length: One Year
Grades: 9-12
Course Goals

- To practice good, safe work habits and understanding and understand their benefit in terms of a safe working condition.
- To understand terminology common to the machining areas.
- To become more adept with the operation and use of machining tools.
- The students will analyze and compare the uses of various machines and metal working methods which best suit the needs of his/her projects.

Texts and Sup0plemental Instructional Materials

• **Text:** Agricultural Mechanics Fundamentals and Applications, Ray V. Herren, 6th Edition 2010

• **Supplementary Text:** NA

• **Supplementary Material:** Audio-visual materials, transparencies, VCR tapes, computer software, supplementary worksheets, newspaper articles and magazines, Arc welders, Oxy-acetylene tanks, Mills, Lathe, Foundry, and forge.

Course Objectives by Essential Standards
Standard 1:

The machine and forming technology pathway provides students with an understanding of manufacturing processes and systems common to careers in machine tool and materials forming industries. Representative topics include the interpretation layout of machined and formed part prints; the cutting, shaping, fastening, and finishing of machine tools; and casting, forging, molding, cold forming, and shearing processes.

C1.0 Students understand the planning and layout operations used in machine tool and materials forming processes:

C1.1 Interpret scaled machine tool and materials forming prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products that meet the standards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.

C1.2 Understand the design parameters across machine tool and materials-forming organizational levels.

C1.3 Use current information technology ideation and design process systems in the manufacturing of machined and formed parts and products.

C2.0 Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls:

C2.1 Understand the qualities of various raw and industrial materials and how these qualities affect the ability of the materials to be processed in the manufacturing of machined and formed parts and products.

C2.2 Use machine tools, such as machine lathes, milling machines, drilling machines, power hacksaws, and band saws, and forming equipment, such as presses, brakes, ironworkers, and stake benches, to cut, shape, combine, and form manufactured parts or products that meet the standards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.

C3.0 Students understand various types of machine and forming assembly processes, such as flow, pressure, cold, and adhesive bonding, and mechanical fasteners:

C3.1 Use various methods for the assembly of machined and formed parts and products in manufacturing, such as thread cutting and bonding agents.

C3.2 Select and use the tools, such as taps and dies, wrenches, and spot welders, and the assembly process appropriate to the design criteria of a specific machined and formed product.

C4.0 Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machined and formed parts and products:

C4.1 Understand and use processes such as pickling, dipping, plating, spraying, and flow coating to finish machined and formed materials.

C4.2 Select and use appropriate machined- and formed-part finishing processes, such as coating, plating, and anodizing, to meet specific product design criteria.

C5.0 Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes:

C5.1 Know the reasons for inspection and quality control in the manufacture of machined and formed parts.

C5.2 Know how to perform a continuous online quality control inspection of machined and formed parts.

C5.3 Know how to troubleshoot performance problems of machining and forming systems.

C6.0 Students understand various machining and forming manufacturing systems that require standard hand and machine tools:

C6.1 Understand the characteristics of various machining and forming systems used in conventional manufacturing industries, such as open dies, smith forging, blow molding, stamping, drawing, shearing, chip removal, milling, turning, and electrical discharge systems.

C6.2 Select and use appropriate machining and forming tools, equipment, and inspection devices to manufacture parts or products.

C7.0 Students understand various machining and forming automated manufacturing systems, tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning:

C7.1 Understand materials and processes in relation to machining and forming manufacturing systems.

C7.2 Understand the processes involved in the following machining and forming manufacturing systems: "just in time," tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning.

C7.3 Use computers to design and produce machined and formed products, write numerical control programs, and control robots.

C8.0 Students understand the development of emerging machining and forming technology systems:

C8.1 Manufacture parts or products from industrial materials by using machining and forming systems, such as electrical discharge, laser cutting, chemical machining, and chemical bonding processes.

C8.2 Understand the importance of maintaining documentation for machining and forming systems.

C9.0 Students understand the operation and functions of machine tools in production and prototype work:

C9.1 Use various machine tools, such as lathes, mills, drills, and saws, to produce parts and products.

C9.2 Select appropriate machining processes and equipment to produce prototypes or production parts or products.

C10.0 Students understand industrial forming processes and their application to specific types of materials:

C10.1 Use various forming tools and equipment, such as rolls, brakes, dies, and presses, to manufacture parts and products.

C10.2 Select appropriate tools, processes, and equipment to successfully produce formed parts or products.

C11.0 Students understand how a manufacturing company is organized and the elements of a machining and forming production management system:

C11.1 Understand corporate structures that affect machining and forming production.

C11.2 Understand that a machining and forming production management system includes planning, engineering, organizing, and controlling resources and manufacturing processes.

C11.3 Know how scheduling, quality control, accident prevention, and inventory control are used efficiently and appropriately in a machining and forming production management system.

Course Objectives by Essential Agriculture Core Standards

Standard 1.1 Agriculture & Society

Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.

Examples of types of work students should be able to do to meet the standard.

1.1.1 List the five agricultural commodities exported from California and the U.S. and explain the economic importance of each.

1.1.2 List five agricultural commodities imported to California and the U.S. and explain the economic importance of each.

1.1.3 Identify and explain the importance of five agricultural commodities produced in their county, in California, and in the U.S.

1.1.4 Explain the relationship of the development of agriculture to the development of civilization and modern society in the U.S. (i.e. diversification of labor, development of trade, mechanization, and land use.)

Standard 1.2 Agriculture and the Environment

Students will understand the interrelationship of modern agriculture and the environment, focusing on water, land, and other natural resources in California. Students will explain how natural resource availability affects agriculture.

Examples of types of work students should be able to do to meet the standard.

1.2.1 Describe the environmental impacts of agriculture on water, soil, and air.

1.2.2 Describe the environmental challenges of urban sprawl, decline in water quality, and concerns over chemical use for agriculture.

1.2.3 Explain the importance of agriculturists as stewards of our natural resources.

Standard 1.3 Agriculture Business and Technology

Students will understand the importance of agriculture firms and technology with regard to the production, processing, servicing, purchasing, and marketing of agriculture

products.
Examples of types of work students should be able to do to meet the standard.
1.3.1 Explain the flow of an agricultural commodity from the producer to the consumer.
1.3.2 Explain the effect technology has had on agriculture (i.e. labor, production efficiency, product diversity and availability, mechanization, and communication.)
1.3.3 Explain the functions of production, processing, servicing, and marketing in agriculture.

Standard 1.4 Record Keeping

Students will understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book, which pertains to their Supervised Occupational Experience (SOE) Program.
Examples of types of work students should be able to do to meet the standard.
1.4.1 Explain reasons for keeping accurate records and consequences of inaccurate records
1.4.2 Develop a budget and a business agreement for a project.
1.4.3 Complete journal entries for two enterprises and carry entries forward to the to the next month.
1.4.4 Prepare a financial statement and a net income summary.
1.4.5 Complete non-depreciable and depreciable property inventories.
1.4.6 Use the straight- line method for determining depreciation.

Standard 1.5 Computer Literacy

Students will understand the importance of computer literacy as it pertains to agriculture.
Examples of types of work students should be able to do to meet the standard.
1.5.1 Describe three examples of computer applications in agriculture.

Standard 1.6 Interpersonal Leadership Development

Students will develop a basic understanding of the FFA, recognize the traits of effective leaders and participate in leadership training activities associated with the FFA, which may include public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.
Examples of types of work students should be able to do to meet the standard.
1.6.1 Explain the benefits of FFA membership
1.6.2 Describe and explain leadership skill developed by participating in FFA.
1.6.3 Demonstrate the use of five parliamentary procedure skills
1.6.4 Demonstrate the ability to cooperate and collaborate by serving on a committee.
1.6.5 Make an oral presentation
1.6.6 Demonstrate the process of solving a problem by identifying the problem, proposing solutions, gathering information, testing and evaluating solutions.

Standard 1.7 Projects

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture. Students will actively engage in and manage a SOE, which enables them to develop occupational skills.
Examples of types of work students should be able to do to meet the standard.
1.7.1 Develop an agricultural SOE plan (student data sheet).
1.7.2 Demonstrate responsibility, commitment, and time management skills by

conducting and maintaining and SOE.

Standard 1.8 Careers and Employability in Agriculture

Students will be aware of existing and future employment opportunities in the field of agriculture and will develop an understanding of how to conduct a job search, write a resume, and interview for a job.

Examples of types of work students should be able to do to meet the standard:

1.8.1 Describe the six agriculture career clusters and give examples of entry, technical, and professional careers in each cluster.

1.8.2 Develop a resume and participate in a mock job interview.

1.8.3 Utilize resources to learn about an agriculture occupation of their choice.

Standard 1.9 Measurement

Students will be able to read and use measuring equipment, and perform calculations for problem solving.

Examples of types of work students should be able to do to meet the standard.

1.9.1 Measure within 1/16th of an inch.

1.9.2 Calculate area and volume when given dimensions.

Standard 1.10 Tool Use and Safety

Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.

Examples of types of work students should be able to do to meet the standard.

1.10.1 Indntify commonly used tools

1.10.2 Select and justify the tools appropriate for a given project.

1.10.3 Explain safety procedures in the use of hand and power tools.

Standard 1.11 Domestic Animals and Society

Students will understand the importance of animals, their domestication, and role in modern society. Students will explain the care and uses of domesticated livestock in society.

Examples of types of work students should be able to do to meet the standard.

1.11.1 Explain the difference between domesticated and non-domesticated animals.

1.11.2 Describe proper care of domesticated animals to insure their welfare and productivity.

1.11.3 Compare and contrast the evolution and uses of domestic animals.

Standard 1.12 Major Body Systems

Students will understand the anatomy of the major body systems. Students will explain the major functions of the digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

Examples of types of work students should be able to do to meet the standard.

1.12.1 Compare and contrast the basic parts and functions of monogastric and ruminant digestive systems.

1.12.2 Label the basic parts and describe the functions of male and female reproductive systems.

1.12.3 Identify the major body systems that compose the vertebrate: digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine.

1.12.4 Give examples of the major components of each system.

1.12.5 Compare and contrast the structures of plant and animal cells.

1.12.6 Compare and contrast the major external body parts of a bovine, porcine, and

avian animal.

Standard 1.13 Animal Genetics

Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, an the processes of meiosis and mitosis. Students will explain and/or diagram these concepts and processes.

Examples of types of work students should be able to do to meet the standard.

1.13.1 Describe the difference between genotype and phenotype and dominant and recessive genes with the assistance of the Punnett Square.

1.13.2 Describe the process of fertilization.

1.13.3 Diagram and label the process of meiosis to form perm and ova, and the process of mitosis.

Standard 1.14 Animal Nutrition

Students will understand factors influencing animal nutrition and feeding. Students will identify common feed ingredients and will explain the uses of different feeds for particular animal species.

Examples of types of work students should be able to do to meet the standard.

1.14.1 List six classes of nutrients and their functions.

1.14.2 Choose and justify the type of feeds suitable for the digestive system of ruminant, monogastric and avian species.

Standard 1.16 Soil Science and Principles

Students will understand the role of soil, water and fertilizer in plant production.

Examples of types of work students should be able to do to meet the standard.

1.16.1 Describe the major components of soil (air, water, organic material and minerals).

1.16.2 Explain the relationship of soil characteristics to plant growth (soil texture, structure, pH and salinity).

Standard 1.17 Plant Physiology and Functions

Students will understand the requirements for plant growth and development. Students will identify and explain the functions of plant systems and structures.

Examples of types of work students should be able to do to meet the standard.

1.17.1 Identify the major components for plant growth (air, water, heat, light, soil).

1.17.2 Explain the functions of the root, leaf, stem, fruit and flower.

1.17.3 Explain the process of photosynthesis and its importance to life.

1.17.4 Describe the life cycles of annual, biannual, and perennial plants.

1.17.5 Compare and contrast the structures of plant and animal cells.

Standard 1.18 Pest Management in Plant Production

Students will understand the importance of pest management in plant production. Students will explain the major principles of integrated pest management.

Examples of types of work students should be able to do to meet the standard.

1.18.1 Explain how insects, weeds, disease and vertebrate pests affect plant production.

Standard 1.19 Natural Resources

Students will be aware of the major natural resources used in agriculture. Students will discuss major issues related to the use of these natural resources.

Examples of types of work students should be able to do to meet the standard.

1.19.1 Describe how natural resources are used in agriculture.

1.19.2 Describe major issues related to water sources and water quality.

1.19.3 Compare and contrast practices for conserving renewable and non-renewable

resources.

Outline of Course

I. First Semester:

♦Week 1	Introduction, Course Syllabus, class and shop orientation
♦Week 2	Introduction to the FFA and California agriculture
♦Week 3	Shop Safety, Intro to machine operation
♦Week 4	Shop safety and safety test.
♦Week 5	Introduction to tool ID and uses
♦Week 6	Tap and Die introduction (making nuts and bolts)
♦Week 7	Introduction to measurement and plan reading
♦Week 8	Plan reading
♦Week 9	Sheet metal (dust pan/ Tool box)
♦Week 10	Continue sheet metal (dust pan/ Tool box)
♦Week 11	Forging safety and fundamentals
♦Week 12	Sand casting and fundamentals
♦Week 13	Students make chisel and sand cast
♦Week 14	Students continue chisel and sand casting
♦Week 15	Introduction to robotics, mass production, CNC
♦Week 16	Robotics, mass production, CNC
♦Week 17	Finish up projects and clean up shop
♦Week 18	Review, Written Semester Final, Practical Semester Final

II. Second Semester:

♦Week 1	Intro to Record Keeping / FFA Recordbook.
♦Week 2	Lathes safety and operation
♦Week 3	students operation of lathe
♦Week 4	Milling safety and operation
♦Week 5	Students operation of mills
♦Week 6	Group projects
♦Week 7	Finish group projects and project quality inspection
♦Week 8	Individual projects using machine and forming technology
♦Week 9	Continue individual projects using machine and forming technology
♦Week 10	Continue individual projects using machine and forming technology
♦Week 11	Continue individual projects using machine and forming technology
♦Week 12	Careers in the metal and machine industries
♦Week 13	Oxy-acetylene welding and cutting.
♦Week 14	Oxy-acetylene welding and cutting.
♦Week 15	Arc welding and advanced machining operation
♦Week 16	Arc Welding and advanced machining operation
♦Week 17	Arc Welding and advanced machining operation
♦Week 18	Individual welding project
♦Week 19	Individual welding project
♦Week 20	Shop Clean-up, check out of lockers

♦Week 21 Final exams

Methods of Instruction

- Lecture
- Laboratory
- Group/Individual Activities
- Discussion
- Critical Reading Assignments
- Audio Visual Materials
- Guest Speakers
- Writing Assignment including

o Outlining and summarizing information from class lecture notes or presentations

o Essay test questions, which demonstrate knowledge and mastery of skills in each major unit

o Reports and papers that demonstrate appropriate format, style, usage, spelling, punctuation and vocabulary

o Lab report writing which accurately discusses lab process and results

- Agriculture Internships

Assessment methods and/or tools

Assessment methods include formative assessment, which will promote learning throughout the
course or summative assessments, such as final exams, which document student progress toward
meeting standards. These methods include:

- Multiple-choice, true/false, matching, and short answer fill- in items, which can appear on single topic quizzes, unit, midterm and final exams
- Performance, e.g. student projects, lab performances and reports, debates, oral and written presentations, homework, class participation, essays and written reports, problem-solving sets
- FFA Leadership Participation
- FFA Vocational Record Book

1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

AGRICULTURE LEADERSHIP

2. CBEDS TITLE

Agriculture: Business Management and Marketing

3. CBEDS NUMBER

4098

4. JOB TITLES

O*NET	TITLE
45-2011.00	Agri-business Agent / Inspectors
19-4011.01	Agricultural Technician/Aide
097.221.010	Agricultural Instructor
23-1011.00	Agricultural Lawyer
11-2021.00	Agricultural Marketing and Sales
41-4011.00	Sales Rep. Wholesale/Manufacturing Scientific Product
41-9022.00	Real Estate Agents, Agriculture
11-1011.00	Agricultural Services Director

5. Course Description

The purpose of this course is to accent agriculture education and the Future Farmers of America (FFA) organization in developing young people to be premier leaders with a vision. Critical thinking and evaluation skills will be an important aspect of the curriculum. Just as important will be the incorporation of articulation skills, both written and verbal. Students will develop and enhance their leadership skills through self-enhancement, goal setting, cooperative learning, speech proficiency, parliamentary procedure, book reviews, and presentations. To maximize critical thinking skills, current events in agriculture will be brought in by students and used in a decision-making forum. This process will incorporate both verbal and written skills.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	120
Future Farmers of America - FFA	100
TOTAL HOURS	400

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult. One year of agriculture required or approval from teacher
Recommended	None

8. DATE WRITTEN August 20, 2004
UPDATED October 2009

9. COURSE OUTLINE

A. Career Preparation Skills

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	• **Personal Skills** 1. Demonstrate an understanding of classroom policies and procedures 2. Discuss the importance of the following personal skills in a business environments a. Positive attitude b. Self-confidence c. Honesty d. Perseverance e. Self-management/worth ethic f. Pride in product/work g. Dependability h. Identify acceptable work attire i. Establish goals for self-improvement and further education/training j. Prioritize tasks and meet deadlines k. Understand the importance of initiative and leadership l. Understand the importance of lifelong learning in a world of constantly changing technology	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities

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

Sources:
CPS - *Career Preparation Standards*. California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000.*
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills

Class Hours	CVE Hours	FFA	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
30	10	10	**I. Technology Skills**	* See attached pages that follow			
			A. Student will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. 1. Demonstrate ability to use personal computers for loading/retrieving data, information gathering, measurements, and writing. 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry. 3. Understand the importance of lifelong learning in adapting to changing technology.	4.1 4.2 4.3 4.5 4.6 5.1 11.0	T		
	10	10	**II. Communication Skills**				

			A. Student will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following/giving directions, requesting/giving information, and asking questions. 1. Use communication concepts in application of skills, techniques, and operations a. Prepare written material b. Analyze written material 2. Understand and implement written instructions, from technical manuals, written communications, and reference books 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication 4. Demonstrate active listening through oral and written feedback 5. Give and receive feedback 6. Demonstrate assertive communications (oral/written) 7. Demonstrate writing/editing skills as follows: a. Use correct grammar, punctuation, capitalization, vocabulary, and spelling b. Select and use appropriate forms of technology for communication 8. Exhibit a proficiency in the use of reference books 9. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology	2.0 2.2 2.3 2.4	M T M T	1.1 1.2 1.3 1.5 2.3 2.5 2.6 1.1 1.2 1.3 1.1 1.7 2.2 2.3 1.8 1.14 2.4	T

Career Technical Skills

Class Hours	CVE Hours	FFA	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
15	15	10	**III. Thinking and Problem-Solving Skills**				
			A. Student will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure, identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions. 1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed 2. Read, write, and give directions 3. Exhibit critical and creative thinking skills, logical reasoning skills, and employ these skills for problem solving a. Work as a team member in solving problems b. Diagnose the problem, its urgency, and its causes c. Identify alternatives and their consequences d. Explore possibly solutions e. Compare/contrast the advantages and disadvantages of alternatives f. Determine appropriate action(s) g. Implement action(s) h. Evaluate results of action(s) taken	5.0	M R T R	5.1 5.2 5.3	T

Career Technical Skills							
Class Hours	CVE Hours	FFA	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
10	10	10	**IV. Leadership and Teamwork**				
			A. Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution. 1.Identify and discuss behaviors of an effective team 2.Explain the central importance of mutual respect in workplace relations 3.Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment 4.Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations 5.Work cooperatively, share responsibilities, accept supervision, and assume leadership roles 6.Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups	9.0	R T	9.1 9.2 9.3 9.4 9.5 9.6	T
20	20	10	**V. Importance of Ethics**				
			Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 1. Discuss social and ethical responsibilities in the industry 2. Demonstrate ethical choices in workplace situations	8.0	M T M	8.1 8.2 8.3 8.4	T

25	10	10	**II. Agriculture Marketing** B. Student will demonstrate an understanding of the functions of purchasing and marketing in agriculture business including: 1. Basic principles of marketing 2. Advertising 3. Promotion 4. Public Relations 5. Marketing agriculture products	R(2.3) 8.3 A1(10.0) A1(12.0) A1(13.0) A1(15.0) 11.0	M T M T	A1.6 A7.1 A7.2 A7.3 A7.4 A7.5 A7.6	T
20	20	10	**VII. Record Keeping of Student Projects** **(each student will have a project record book)** Students will maintain financial records including: 3. Introduction/SOEP 4. Calendars 5. Business agreements 6. Budgets 7. Journals 8. Loan payments 9. Property inventory 10. Financial statements 11. Income summaries Accounts Receivable/Payable	R(2.3) 5.1 5.2 5.3 A1(10.0)	M T M	A4.1 A4.2 A4.3 A4.4 A4.5 A4.6	T
10	0	10	**VIII. Parliamentary Procedure**				
			A. Student will research and debate current agriculture industry and FFA topics, use parliamentary procedure, and debate in a logical and informed manner including: 1. Origins 2. Handling of motions 3. Subsidiary motions I 4. Subsidiary motions II 5. Incidental motions 6. Unclassified motions 7. Application of parliamentary procedure	5.1 5.3 8.3 9.1-9.6 11.0	T		

C. Expected Student Proficiencies	
PERSONAL SKILLS Positive Attitudes Self-confidence Honesty Responsibility Initiative Self-discipline Personal hygiene Time management Lifelong learning **EMPLOYMENT LITERACY** Resumes Application forms Cover Letters Sources of employment information Interviewing Portfolio **COMMUNICATION SKILLS** Oral and written communication Listening Skills Following and giving directions, asking direction	**THINKING & PROBLEM-SOLVING SKILLS** Calculating Estimating Measuring Locate and organize information Interpret and follow directions from manuals, labels Analyze and evaluate information and solutions **INTERPERSONAL SKILLS** Work cooperatively Accept supervision Assume Leadership Show respect for others Sexual harassment laws Cultural diversity **TECHNOLOGY LITERACY** Role of technology Adapting to new technology

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other – n/a**

ARTICULATION	None
UC APPROVAL	None
INDUSTRY CERTIFICATION	

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Cooperative Group Learning
- Critical comparison
- Readings
- Multi-media aides
- Project-based learning
- Work-based learning
- Job Applications
- Career Preparation Portfolios
- Employability Skills
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Demonstration
- Modeling
- Peer learning
- FFA Leadership Activities
- Resume Writing
- Agriculture Projects
- Evaluation of Agriculture Issues and Events

D. Instructional Materials:

- Lecture notes, handouts, videos and field trips
- Publications:
  1. AgriScience - Cooper, Elmer; Delmar Publishers; 1990
  2. Agricultural Mechanics; Cooper; Elmer; Delmar Publishers, 1987
  3. Leadership; Ricketts; Cliff; Delmar Publishers; 1997
  4. Landscaping; Ingels; Jack; Delmar Publishers; 1987
  5. Western Garden Book; Sunset; Sunset Publishing; 1992
  6. Floral Design; Hunter; Norah; Delmar Publishers; 1994
  7. Stockman=s Handbook; Ensminger, M.E.; the Interstate Publishers; 1980
  8. Official FFA Manual; National FFA Organization; 1996
  1. Exploring Farmer Cooperative; AG Council of CA; 1996

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

Specific applications of Algebra I standards (grades eight through twelve):
(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):
(12.2) Students analyze the elements of America's market economy in a global setting.
(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
(12.2.6) Describe the effect of price controls on buyers and sellers.
(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
(12.4) Students analyze the elements of the U.S. labor market in a global setting.
(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
(2.3) Generate relevant questions about readings on issues that can be researched.
of the text to defend and clarify interpretations.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
(2.2) Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.3) Apply appropriate interviewing techniques:
a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.
Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
(1.8) Use effective and interesting language, including:
a. Informal expressions for effect

b. Standard American English for clarity
c. Technical language for specificity
(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
(2.4) Deliver multimedia presentations:
a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand geographic information systems (G.I.S.).
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 PROBLEM SOLVING & 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:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Understand how to locate important information on a material safety data sheet.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.
6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work

demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
A1.5 Analyze physical production relationships to determine optimum use levels.
A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural Production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
A2.2 Know basic agricultural economic terminology.
A2.3 Understand the law of supply and demand as it effects price determination.
A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
A2.5 Differentiate between elastic and inelastic supply and demand.
A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and longterm credit).
A3.2 Know the criteria lenders use to evaluate repayment capacity.
A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

A4.1 Understand the differences between cash and accrual accounting systems.
A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
A4.5 Understand how to determine property values and how to complete a depreciation schedule.
A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

A5.1 Understand environmental responsibility and its impact on agribusiness.
A5.2 Understand the concept of liability and the economic impact of being held liable.
A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

A7.1 Understand how marketing functions in a free market society.
A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Understand how the law of comparative advantage affects agricultural production.
A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and

services.
A7.5 Understand how promotion trends for agricultural products influence individuals.
A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
A9.2 Know how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Understand how biotechnology affects trade and global economies.
A9.5 Understand how different cultural values affect agricultural production and marketing.
A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

B2.1 Know how to identify common wood products, lumber types, and sizes.
B2.2 Know how to calculate board feet, lumber volume, and square feet.
B2.3 Know how to identify, select, and implement basic fastening systems.
B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
B3.5 Interpret basic agricultural electrical plans.

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.

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.

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 byproducts, 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 byproducts) 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.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

G1.1 Understand how to classify and identify plants by order, family, genus, and species.
G1.2 Understand how to identify plants by using a dichotomous key.
G1.3 Understand how common plant parts are used to classify the plants.
G1.4 Understand the differences between and uses of native and nonnative plants.
G1.5 Understand the differences between monocots and dicots.
G1.6 Understand the differences between plants under production and weeds.

G5.0 Students understand pest problems and management:

G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
G6.3 Understand soil biology and diagram the soil food chain.
G6.4 Understand how soil biology affects the environment and natural resources.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.
Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:
R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

Mathematics:
NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability & Statistics
C Calculus

Science:
PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:
WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:
APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced
CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced
CRP: Connections, Relationships, Proficient
CRA: Connections, Relationships, Advanced

ELA: English-Language Arts with in VPA
ELA- LRA: Literary Response and Analysis
ELA-WSA: Writing Strategies & Applications
ELA-WOELC: Written & Oral English Language Conventions

Sectors
AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development & Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Agricultural Construction and Maintenance – Agricultural Mechanics / Agriculture and Natural Resources

2. CBEDS TITLE

Mechanics and Engineering Technology

3. CBEDS NUMBER

4030

4. JOB TITLES

O*NET	TITLE
79021	Farm Equipment Operator/Machine Tender
79999D	Farmer – General
85321	Farm Equipment Mechanic Apprentice
93105	Farm Machinery Assembler

5. COURSE DESCRIPTION

The program is geared to job-entry development of a variety of skills utilized by farming and ranching industries. The student will gain knowledge and perfect existing skills in the areas of welding, carpentry, and metalworking. Specifically, they will be able to make minor repairs on farm machinery and construct small tools and appliances frequently needed at the place of employment.

6. HOURS

Classroom Theory/Applied	255
Community Classroom/Coop Voc Ed	90
TOTAL HOURS	345

7. RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended None

8. DATE WRITTEN **July 2005**
UPDATED September 2007

9. COURSE OUTLINE

A. Career Preparation Skills

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	• **Attitude and Work Habits** 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities
		• **Job Employment Skills** 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning.	CPS: Employment Literacy

Sources:
CPS - *Career Preparation Standards.* California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000.*
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught - T
100	**50**	**I. CONSTRUCTION**	* See attached pages that follow			
20	5	**A. Personal and Group Safety** Students will know and demonstrate personal and group safety including: 1. Policy and procedures regarding health & safety in the workplace 2. Power tool safety rules 3. Hand tool safety rules 4. Personal protective gear 5. Storing/cleaning and maintaining equipment and supplies.	HS 6.1 HS 6.2 HS 6.3 HS 6.4 HS 6.5 HS 6.6 9.0 10.0	T T T T T T T T	B1.1 B1.2 B1.3	T T T
20	5	**A. Agricultural construction measurements** – Students will be able to complete mathematical computations necessary in agricultural construction such as, perimeter, area & volume	AI 13.0 AI 10.0 G 8.0 G11.0 G 12.0	R R R R	B 2.2 B6.1	R R
20	5	**B. Types of Drawing** – Students will prepare a working drawing to scale and read simple blueprints	AI 13.0 AI 10.0	R R	B 2.4 B 3.5 B 12.2 B 4.4 B 5.5 B 9.7 B 12.6	T T T R R R R
20	0	**C. Materials** - Students will order materials taking into consideration needs and available funds, and complete a project using agricultural construction materials including 1. Wood 2. Metal 3. Concrete 4. Concrete blocks	5.1 5.2 5.3 7.6	R R R R	B 6.3	T
40	25	**D. Students will practice proper construction techniques including:** 1. Layout and cutting a. Metal and wood saw b. Oxyacetylene 2. Assembly a. Bolting, nailgun and using screws b. Welding c. Riveting 3. Finishing-painting of Projects a. Hardware b. Wood c. Concrete d. Steel	G 8.0 G 11.0 2.1 5.1 5.2 5.3 7.1 7.6 8.2 11.0 3.1	R R R R R R R R T R	B 2.1 B 2.2 B 5.1 B 5.3 B 5.4 B 7.1 B 7.2 B 2.3 B 7.3 B 7.4 B 7.5 B 8.3 B 5.2 B 8.1 B 8.2 B 8.4 B 6.2 B 6.3 B 9.7 B 9.5	T R T T T T T T T T T T T T T T T R R R

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
40	15	**E. Electrician Helper –** Students will demonstrate proper techniques and procedures used in electrical wiring lay out and installation including: 1. Basics of electricity both AC and DC 2. Electrical terms 3. Wiring materials 4. Types of wiring: conduit and romex 5. Amperage and voltage drop: wire size, material and length 6. Voltages: 110 and 220 volt 7. Importance of ground wire 8. Fuses/ circuit breakers 9. Wiring/wiring diagrams 10. Safety and precautions	4.1 4.3 4.5 4.6 5.3 3.1 6.1 2.1 5.1 5.2 5.3 7.1 7.6 8.2 11.0	M M M R R M R R R R R R R T R	B 3.1 B 3.2 B 3.3 B 3.4 B 3.5	T T T T R
35	**10**	**II. UTILITIES - PLANNING AND INSTALLATION**				
		A. Plumbing – Students will demonstrate knowledge of: 1. Types and sizes of pipes 2. Cutting, threading, measuring, fitting of pipe 3. Installation techniques 4. Planning, determining costs 5. Drain pipe and tile 6. Sprinkler system 7. Mist system	4.6 5.3 2.1 5.1 5.2 5.3 7.1 7.6 8.2 6.1 11.0 3.1	R R R R R R R R T R R M	B 4.1 B 4.2 B 4.3 B 4.4	T T T R

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS SPECIALIZATION	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught - T
100	50	**III. STRUCTURES - CARPENTRY, FENCING**				
40	10	**A. Building Parts and Design** – Students will demonstrate skills in 1. Foundations a. Frame building b. Concrete block building 2. Floors a. Woods b. Concrete 3. Walls a. Frame b. Block 4. Roofs and Ceiling a. Rafters b. Coverings	AI 10.0 AI 12.0 AI 13.0 AI 15.0 G 8.0 G 11.0 G 12.0 2.1 5.1 5.2 5.3 7.1 7.6 8.2 6.1 11.0 3.1	R R R R R R R R R R R R R T R R M	B 6.2 B 12.5 B 2.1 B 2.2 B 2.3 B 2.4 B 6.1 B 12.6	T T R R R R R R
40	10	**B. Construction Skills** – Students will demonstrate skills in 1. Concrete Work a. Laying out a building b. Forms and forming c. Foundations and floors d. Mix, place and finish concrete 2. Framing Structures a. Subfloors and floors b. Walls and partitions c. Roof and ceilings 3. Surfacing a. Flooring b. Walls c. Roofing	AI 10.0 AI 12.0 AI 13.0 AI 15.0 G 8.0 G 11.0 G 12.0 2.1 5.1 5.2 5.3 7.1 7.6 8.2 6.1 11.0 3.1	R R R R R R R R R R R R R T R R M	B 6.1 B 6.2 B 6.3 B 12.6	R R R T

B. Career Technical Skills						
Class Hours	**CC/CVE Hours**	**CONTENT AREA SKILLS**	**Foundation Standards**	**Mention - M Reinforced – R Taught - T**	**CTE Pathway Standards**	**Mention - M Reinforced – R Taught – T**
33	10	**Fencing** – Students will demonstrate knowledge of			B 12.6	R
			AI 10.0	R		
		1. Types	AI 12.0	R	B 5.5	R
		a. Selection	AI 13.0 AI 15.0	R R		
		b. Materials	G 8.0 G 11.0	R R		
		c. Costs	G 12.0	R		
		2. Planning and Layout				
		a. Location of gates, braces and stretch posts	2.1	R		
		b. Measurements				
		3. Construction	7.1 7.6	R R		
		a. Set fence posts and braces				
		(1) Wire-field, hog, barbed, etc.	8.2	T		
		(2) Wood-corral				
		(3) Ornamental				
			6.1 3.1	R M	B 11.0	T
			11.0	R		
288	90	**Total Hours**				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS
Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS
Identifies appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job

CONSTRUCTION
Safely uses common hand and power tools
Figures costs of a list of materials
Prepares working drawings and reads blueprints

Demonstrates proper techniques and procedures used in fence construction
Able to do basic framing structures
Demonstrates proper techniques and procedures used in plumbing layout and installation
Demonstrates electrical wiring layout and installation
Demonstrates proper use of paints and equipment

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other**

	ARTICULATION	None
	UC APPROVAL	None
X	**INDUSTRY CERTIFICATION**	NOCTI

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Peer learning
- NOCTI External Assessment

D. **Instructional Materials:**

- Cooper, Elmer L.; Herren, Ray V. Agriculture Mechanics: Fundamentals & Applications 4th Edition. (Albany, NY: Delmar Publishers, 2004).
- Worksheets, Lab Manual, Agriculture Core Curriculum, FFA Student Manual, Videos, FFA Record Book

SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties

1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

The Art & History of Floral Design/Floriculture – Ornamental Floriculture / Agriculture and Natural Resources/Arts Media and Entertainment

2. CBEDS TITLE

Horticulture and the Environment

3. CBEDS NUMBER

4050

4. JOB TITLES

O*NET	TITLE
34038F	Floral Designer
	Nursery and Greenhouse Manager
	Florist

5. COURSE DESCRIPTION

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two-dimensional or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	100
TOTAL HOURS	280

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	Successful completion of Integrated Agricultural Biology or Biology

8. DATE REVISED June 2004

UPDATED July 2008

9. COURSE OUTLINE

A. Career Preparation Skills

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	• **Attitude and Work Habits** 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities
		• **Job Employment Skills** 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning.	CPS: Employment Literacy

Sources:
CPS - *Career Preparation Standards.* California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000.*
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
50	35	**I. Historical & Cultural Context**	* See attached pages that follow			
		A. Students will be able to: 1. Explain the history of floral design. The students will identify cultural floral designs, Monet's Garden, and Design Practicum. 2. Explain the cultural diversity and implications of different floral designs. 3. Explain the arrangement styles and techniques of modern floral design and create Two-Dimensional and Three-Dimensional arrangements reflecting their origination: Oriental, Contemporary, Art Deco, Art Nouveau, Freeform Expression, Geometric Mass, and Design Practicum. 4. Explain, evaluate, and design Seasonal, Holiday, and Occasional layouts and arrangements through elements and principle of design: Seasonal Themes, Cultural Themes, and Design Practicum. 5. Demonstrate historical arrangements: basic cultural and thematic designs, correct usage, selection of flowers, and incorporation of accessories. 6. Demonstrate construction and explain the cultural differences of Wedding work, Sympathy work, and Alternative arrangements. 7. Explain the different uses of containers during historical periods.	Ag: G(8-12) 11.0 R(9-10) 2.2 R(9-10) 2.3 W(9-10) 1.1 W(9-10) 1.2 W(9-10) 1.3 W(9-10) 2.3 W(9-10) 2.5 W(11- 12) 1.3 W(11- 12) 1.6 W(11- 12) 1.8 W(11- 12) 2.6 WOC(11 -12) 1.1 WOC(11 -12) 1.2 LS(9-10) 1.1 LS(9-10) 1.7 LS(9-10) 2.2 LS(11- 12) 2.4 3.5 4.1 4.2 5. 6.1 6.2 6.4 6.5 7.2 7.6 8.4 9.1 9.5 9.6 10.2 10.3 VPA: MG (7) 1.2	T R R T R R R T R R R T R R M R R R R T T R T T T T T T M R R R R R R R R R T T T R R R T T T	AVP: 4.1 4.3 4.4 4.5 4.6 CRP: 5.2 5.3 5.4 APP: 1.1 1.3 1.5 1.6 HCCP: 3.1 3.2 3.3 HCCA: 3.1 3.2 CEP/A: 2.2 2.3 2.4 2.5 2.6 F11.1 F11.2 F11.3 F11.4	T T T T T T T T T T T T T T T R R T R R R R R T T R

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
		7. Explain the different uses of containers during historical periods. (continued)	Hist Interp (9-12) 1 Hist Interp (9-12) 2 Hist Interp (9-12) 3 VSH(11) 11.8.8 5.2 5.3 4.4 10.1 10.2 10.3 10.6 10.7 10.8 10.12	R T		
85	45	**II. Elements and principles of design**				
		A. Students will be able to: 1. Explain, identify, and evaluate the elements and principles of design: a) Textures ▪ Visual and Tactile Components ▪ Container and Material Components ▪ Flower and Foliage Components	AG: R(9-10) 2.3 W(9-10) 1.1 W(9-10) 1.5 W(9-10) 2.6 W(11-12) 1.3 W(11-12) 1.8 W(11-12) 2.6 WOC(11-12) 1.1 WOC(11-12) 1.2 3.1 3.5 4.2 5.1 5.3	R R R T R T T T T T T T T T	CEP: 2.3 2.6 AVP: 4.1 4.3 APP: 1.1 1.3 1.4 1.5 1.6	R R T T R R R T M

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
		b) Colors ▪ Color Phenomenon ▪ Color Properties ▪ Physiological Effects c) Shapes/Forms ▪ Triangular Designs ▪ Circular Designs ▪ Vertical Designs ▪ Horizontal Designs d) Balance ▪ Symmetrical ▪ Asymmetrical e) Proportion f) Scale ▪ Flower to Materials ▪ Flower to Flower ▪ Flower to Foliage ▪ Arrangement to Surrounding g) Focal Points ▪ Location and Emphasis ▪ Size and Isolation ▪ Line Direction and Directional Facing ▪ Framing and Isolation h) Rhythm ▪ Radiating Line, Repetition and Transitions i) Lines ▪ Actual, Implied and Psychic ▪ Vertical, Horizontal and Diagonal j) Depth ▪ Angling of Stems and Overlapping ▪ Size, Color and Value k) Design Practicum ▪ Create Two-Dimensional layouts Incorporating Elements and Principles ▪ Create Three-Dimensional Arrangements Incorporating Elements and Principles	VPA: Hist. Interp(9-12) 3 Hist. Interp(9-12) 4 VPA Advanced(9-12) 5.2 VPA Advanced(9-12) 5.3 W(11-12) 1.5 WOC(11-12) 1.1 WOC(11-12) 1.2 10.2 10.3 10.6 10.7	R R R T T R R T T T T	F9.1 F9.2 F9.3 F10.1 F10.2 F11.1 F11.2 F11.3 F11.4	T T T T M T T T R

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
15	20	2. Demonstrate floral arrangements, styles, and techniques. 3. Demonstrate the use and incorporation of fresh and dry cut flowers, foliage, and artificial products into arrangements. a) Demonstrate the use and selection of containers. b) Demonstrate the selection of arrangement style and use. **III. Flowers and Foliage Forms**				
		A. Students will be able to: 1. Identify annual, perennial, bulbs, potted/flowering plants and tools used in floral industry. 2. Propagate plants by separation and division 3. Explain use of growth stimulants, retardants, and rooting hormones. 4. Explain the environmental conditions required for potted/flowering plants. 5. Explain techniques used in grading, bunching and shipping cut flowers. 6. Select flowers at optimum stages of maturity. 7. Select marketable, healthy potted plants. 8. Practice procedures for extending the life of cut flowers and foliage. 9. Demonstrate the ability of drying flowers.	AG: A1(8-12) 15.0 I&E(9-12) 1.m ECON(12) 12.2.5 ECON(12) 12.2.6 R(9-10) 2.3 W(9-10) 2.6 W(11-12) 1.8 WOC (11-12) 1.1 WOC (11-12) 1.2 LS(9-10) 1.7 3.1 3.2 5.1 5.3 6.1 6.2 6.4	T R R R R R T R R R T T R T T T T T T T T R T R R R	F1.1 F1.2 F1.3 F1.5 F2.1 F2.2 F2.3 F2.4 F2.6 F8.3 F8.4 F11.1 F11.2 F11.3 F11.4	T M M R M M M M R T T R T T R

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
		9. Demonstrate the ability of drying flowers. (continued)	7.3 9.1 10.4 VPA: MG(7) 1.1 A1(8- 12) 24.2 I&E(9- 12) 1.c I&E(9- 12) 1.1 R(9-10) 2.3 R(11- 12) 2.3 W(11- 12) 1.1 W(11- 12) 1.5 WOC(1 1-12) 1.1 WOC(1 1-12) 1.2 3.1 4.1 4.2 4.3 4.7 5.1 6.1 6.2 10.6 10.12	R M M M R R R M M R R R T R		

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
15	0	**IV. Mechanics and Materials**				
		A. Students will be able to: 1. Identify plant growing structures. 2. Demonstrate appropriate uses of different media according to theme. 3. Identify different media used in floral design. 4. Identify mechanics and materials used in floral design.	AG: A1(8-12) 15.0 R(9-10) 2.1 W(11-12) 2.6 LS(9-10) 1.7 4.2 5.1 VPA: R(9-10) 2.3 WOC(11-12) 1.1 WOC(11-12) 1.2 4.2	T R T T R T R R R R	F2.6 F5.1 F5.5 F8.4 F9.1 F9.2 F9.3 F10.5	R T R T T T R T
15	0	**V. Alternative Arrangements**				
		A. Students will be able to: 1. Explain, evaluate, and design alternative arrangements using Weaving and Tying techniques. 2. Create Two-Dimensional and Three-Dimensional arrangements using Weaving and Tying techniques	AG: I&E(9-12) 1.d R(9-10) 2.1 W(11-12) 2.6 LS(9-10) 1.7 4.2 4.5 5.1 VPA: R(9-10) 2.3 WOC(11-12) 1.1 WOC(11-12) 1.2 4.2	R R T T R T T M M M M	CEP/A: 2.1 2.3 2.6 HCCP: 3.1 3.3 AVP: 4.1 4.3 4.4 4.6 F11.3	T R R R T M M M M T
180	**100**	**Total Hours**				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS
Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS
Identify appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job
Describes career opportunities in the floriculture industry

HISTORICAL & CULTURAL CONTEXT
Explains the history of floral design
Explains the cultural differences of wedding work, sympathy work, and alternative arrangements.

ELEMENTS AND PRINCIPLES OF DESIGN
Demonstrates principles and elements of design
Practices design procedures to increase life span of floral materials
Demonstrates arrangements with use of principles of design
Demonstrates two-dimensional layout and three-dimensional design
Demonstrates the proper techniques used in oriental, wedding, sympathy, and contemporary designs

FLOWERS AND FOLIAGE FORMS
Recognizes plant scientific names and select healthy potted plants, cut flowers and foliage
Demonstrates how to care for plants and cut flowers
Demonstrates the proper care and handling of cut flowers

MECHANICS AND MATERIALS
Recognizes and demonstrates use of commonly used tools and supplies

ALTERNATIVE ARRANGEMENTS
Explains, evaluates, and designs alternative arrangements using Weaving and Tying techniques.

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other – n/a**

	ARTICULATION	None
	UC APPROVAL	None
X	**INDUSTRY CERTIFICATION**	NOCTI

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Peer learning

D. **Instructional Materials:**

- Art Talk, by Rosalind Ragans: pub Glencoe & McGraw-Hill
- Art Fundamentals, by Otto Ocvirk; pub McGraw-Hill.
- Discovering Art History, by Gerald F. Bromer; pub Davis
- The Visual Experience; pub Delmar
- Exploring Visual Design: The Element and Principles; pub Davis
- The Natural Way to Draw, by Kimon Nicolaides
- *Visual and Performing Arts Framework*, California Department of Education, 2005.
- *The Art of Floral Design*, by Norah T. Hunter; Delmar Publishing 2000.
- *The California State Vo-Ag Record Book.*

1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Environmental Horticulture – Plant and Soil Science / Agriculture and Natural Resources

2. CBEDS TITLE

Horticulture and the Environment

3. CBEDS NUMBER

4050

4. JOB TITLES

O*NET	TITLE
19-1020.01	Biologist
19-1013.00	Botanist
11-9012.00	Farmer (fruit & vegetable)
37-3011.00	Grounds keeper
41-2031.00	Salesperson and Nursery Products
17-1012.00	Landscape
37-3011.00	Landscapers
67008	Pest Controller

5. COURSE DESCRIPTION

Environmental Horticulture provides a unique learning experience through studies, class projects and individual projects, which may involve landscaping, growing bedding plants, plant propagation and growing holiday crops. Students will become familiar with various environmental systems and tools used in the horticultural field.

Students will learn the basics of sowing seeds, studying growth schedules, flower development, soil analysis, flower arranging, pest management, and fertilizer formulations and applications. Students are expected to keep financial and production records for their individual needs and class projects. General knowledge of the FFA organization is taught, and students are encouraged to participate in leadership activities as an integral part of the learning. Students learn how to work together and complete a project from conception to completion and analysis. Students are expected to invest time outside of class to gain a fuller "real life" experience in horticulture. Opportunities for involvement range from providing plant treatments on marketable crops to exciting and creative garden displays at local county fairs. Students learn valuable planning, budgeting, and marketing skills as each is expected to participate by producing horticultural products.

6. HOURS

Classroom Theory/Applied	290
Community Classroom/Coop Voc Ed	145
TOTAL HOURS	435

7. RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended None

8. DATE REVISED April 8, 2005

UPDATED August 18, 2008

9. COURSE OUTLINE

A. Career Preparation Skills			
Class Hours	**CC/CVE Hours**	**GENERAL WORKPLACE SKILLS**	**Standards**
30	Integrated throughout the course	• **Attitude and Work Habits** 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities
		• **Job Employment Skills** 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning.	CPS: Employment Literacy

Sources:
CPS - *Career Preparation Standards.* California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000.*
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
12	0	**I. Communication Skills**	* See attached pages that follow			
		Students will be able to: 1. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and /or work site. 2. Practice professional verbal skills for resolving a conflict. 3. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions. 4. Listen for and process information and directions. 5. Read and interpret written information and directions. 6. Practice positive body language skills. 7. Practice various forms of written communication appropriate to the occupation.	R(9-10)2.1 2.2 2.3 2.7 (11-12) 2.3 W(9-10) 1.1 1.3 2.3 2.5 2.6 (11-12) 2.5 2.6 WOC(11-12) 1.1 1.2 1.3 LS(9-10) 1.1 1.7 2.2 2.3 (11-12) 1.8 2.4 3.1 3.2 3.3 3.6 5.1 5.3 7.1 7.3 7.4 9.1 9.4 9.5 9.6	R R R R R R R R R R R R R R R R R R R R R R R R R R R R R R R R R R	F10.1 F10.2 F10.3 F4.1	T T T T
12	0	**II. Interpersonal Skills**				
		A. Students will be able to: 1. Demonstrate positive teamwork skills by contributing to the group effort 2. Practice participation skills 3. Identify different personality types and strategies for working effectively with each type. 4. Practice business and social etiquette skills appropriate to the occupation.	WOC1.1 LS(9-10) 1.1 1.7 2.2 2.3 (11-12) 1.8 2.4 5.1 5.2 5.3 7.1	R R R R R R R M M M M		

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
		5. Discuss the role of business and personal ethics in the decision making process. 6. Evaluate various job-related scenarios and justify decisions based on ethics. 7. Demonstrate flexibility and adaptability in working with others. 8. Discuss the importance of diversity awareness and sensitivity in the work place 9. Demonstrate the use of time management skills. 10. Define sexual harassment in the work place and identify the employee's role and responsibility.	7.2 7.3 7.4 7.5 8.2 8.3 8.4 9.1 9.3 9.4 9.5 9.6	M M M M R T M R R R R R		
12	10	**III. Personal and Occupational Safety**				
		A. Students will be able to: 1. Apply personal safety practices to and from the job 2. Recognize good housekeeping as a safety issue 3. Identify safety hazards commonly found in the workplace environment. 4. Describe the procedures for reporting a work related injury 5. Discuss ways to report a potential safety hazard to a supervisor 6. Explain the importance of CAL-OSHA. 7. Define and discuss ergonomics in relation to the working environment. 8. Discuss the hazards of working with electrical equipment. 9. Recognize the effects of substance abuse in the workplace 10. Demonstrate procedures to be followed in case of emergency	HSS 12.2.2 W(9-10) 1.3 2.3 2.6 W(11-12) 1.6 2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4 5.1 5.2 5.3 6.1 6.2 6.3 6.4 6.5 6.6	 R R R T R R R R R R R R R R R R R R R R R R		

Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught - T
24	25	**IV. Plant Identification**				
		A. Students will be able to: 1. Identify 75 to 100 different plants including ground covers, weeds, shrubs, trees, turf, vegetables, and fruit trees.	I&E1.a	R	F1.1 F1.2 F1.3 F1.4 F1.5	T T T T T
32	10	**V. Plant Growth and Development**				
		A. Student will be able to: 1. Match parts of plants to their correct descriptions. 2. Label primary parts of plants 3. Compare and contrast monocot and dicot vascular systems. 4. Label parts of monocot and dicot vascular systems. 5. Match parts of flowers to their descriptions 6. Label all parts of the flower 7. Diagram the process of respiration 8. Diagnose plant environmental problems and recommended solutions. 9. Diagram the process of photosynthesis. 10. Explain and diagram the process of transpiration. 11. Compare plant growth in different media mixes	A1.10.0 15.0 I&E1.c 1.d 1.1 R(9-10) 2.3 W(9-10) 1.2 WOC 1.1 1.2 LS(9-10) 1.7 2.2 (11-12) 2.4 5.1 5.2 5.3	R R R R R R R R R R R R T R R	F2.1 F2.2 F2.3 F2.4 F2.5 F2.6 F3.1 F3.2	T T T T T T T T

Career Technical Skills						
Class Hours	**CC/CVE Hours**	**CONTENT AREA SKILLS**	**Foundation Standards**	**Mention - M Reinforced – R Taught - T**	**CTE Pathway Standards**	**Mention - M Reinforced – R Taught – T**
30	5	**VI. Environmental Factors Affecting Plant Growth**				
		A. Students will be able to: 1. Explain the effects of temperature, moisture, wind and sunlight on plant growth. 2. Explain the effects of temperature, moisture, pH factor and soil composition on root development. 3. Name the components of soil composition 4. Research and write a summary of the effects of air pollution on the plant of choice. 5. Read and interpret a pH scale. 6. Explain the difference between acidic and alkaline soils. 7. Calculate the correct proportions of nutrients for proper plant health using media (such as liquids, slow-release, spray)	A1 10.0 13.0 15.0 I&E1.c W(9-10) 1.2 1.3 1.5 2.3 2.5 (11-12) 1.3 2.5 2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4	 R R R T R R R R R R T R R R R R R R R	F2.4 F2.3 F3.3 F5.1 F5.2 F5.3 F5.4 F5.5	T T T T T T T T
30	5	**VII. Horticultural Plant Health**				
		A. Students will be able to: 1. Explain water quality and its effects on plants 2. Explain the role of proper irrigation practices 3. Diagnose and treat plants with bacterial, viral and fungus disease. 4. Identify at least ten common insects that are both harmful and beneficial to plant health. 5. Identify & use a variety of resources to gain information (i.e. industry publications)	AI10.0 12.0 13.0 15.0 GE11.0 R(9-10) 2.1 WOC 1.1 1.2 4.2 5.1 5.3	R R R R R R R R R R R	F4.1 F4.2 F4.3 F4.4 F5.1 F5.2 F5.3 F5.4	T T T T T T T T
40	10	**VIII. Landscape Design and Installation – AutoCAD**				
		A. Students will be able to: 1. Design a basic diagram of the landscape and show all buildings, plant materials and elevations. 2. Test and calculate proper nutrients for soil composition. 3. Describe the drainage system for the design.	AI10.0 13.0 W(9-10) 1.2 (11-12) 1.6 2.6 WOC 1.1 1.2	R R R T R R R	F10.1 F10.2 F10.3 F10.4 F10.5 F9.3 F7.1 F7.2	T T T T T T T T

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
		4. Lay out and measure walks, and other hardscape structures. 5. Use leveling and grading tools in establishing a landscape area. 6. Select and plant proper trees, flowers and other plant material in the landscape. 7. Estimate and present a cost analysis for the following components: a) Labor b) Material c) Alternatives for cost effectiveness	LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4 3.1 4.1 4.2 5.1 5.2	 R R T R T R T R R R		
23	5	**IX. Irrigation**				
		A. Students will be able to: 1. Identify water sources and their capabilities through measurements and mathematic calculations. 2. List conditions that affect the irrigation system and its ability to function properly. 3. Measure and calculate evapotranspiration rates using meters and measuring devices. 4. Determine, calculate and measure the correct amount of irrigation needed for specific plants. 5. Measure P.S.I. (pounds per square inch) and GPM (gallons per minute) 6. Determine meter size 7. Design and install proper irrigation and drainage systems for the landscape. 8. Calculate the flow rate from main source	AI10.0 12.0 13.0 G11.0 8.0 IE1.C R(9-10) 2.3 W(9-10) 1.2 (11-12) 1.3 1.6 1.8 2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.2 1.7 (11-12) 1.8 2.4 5.1 5.2	R R R R R R R R R R R T R R R R R R T R R	F5.1 F5.2 F5.3 F5.4 F5.5 F9.4	T T T T T T
30	15	**X. Maintaining Landscaping**				
		A. Students will be able to: 1. Explain the difference between weekly, monthly, seasonal, and annual maintenance cycles. 2. Explain when and why pruning takes place and demonstrate how to prune using diagrams and natural materials.	AI10.0 R(9-10) 2.3 W(9-10) 1.2 1.3 2.3 (11-12) 1.3 1.6	R R R R T R R	F1.4 F6.1 F6.2 F6.3 F6.4 F9.3 F10.3 F10.4 F9.2	T T T T T T T T T

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught - T
		3. Explain the basic pruning criteria for fruit trees, roses, bonsai and ornamental trees. 4. Describe methods of preventative maintenance such as fertilizing and feeding plants. 5. Describe and explain the uses of basic maintenance machinery such as reel and rotary mowers, blowers, edgers, trimmers and sweepers.	2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4 4.2 4.6 5.1 5.2 6.5 10.2 10.4	T R R R R R R R R R R R R R R		
25	5	**XI. Weed and Pest Control and Pesticides:**				
		A. Students will be able to: 1. Explain licenses and certificates required for pesticide application. 2. State the use of the MSDS document, and its location. 3. Read and understand the contents of a pesticide label including content, signal words and symbols, storage and disposal directions, application, ratio, antidote and emergency procedures and numbers. 4. Demonstrate proper safety procedures when using application techniques, such as spraying, granular, foggers, and irrigation injection. 5. List the personal protection equipment necessary by reading a label. 6. List benefits and hazards (environmental Impact) of pesticides uses from a label. 7. Define herbicides, fungicides, rodenticides, insecticides. 8. Explain the types of pesticides such as systemic, contact, granular, and dust and how they function. 9. Calculate the rate of application using the pesticide label directions. Identify six categories of herbicides and their application.	AI10.0 12.0 13.0 HSS12.2 12.2.5 12.2.7 R(9-10) 2.1 2.3 2.6 W(9-10) 1.1 1.2 1.3 2.3 2.5 2.6 (11-12) 1.3 1.6 2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4 3.1 3.3 3.4 3.5 4.1 4.2	R R R R R R R R R R R R R T T R R T R R R R T R R R R R R R R	F4.4 F4.2 F4.3 F4.4 F5.1 G5.1 G5.2 G5.3 G5.4 G5.5 F8.1 F8.2	T T T T T T T T T T T T

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught - T
		10. Explain the nine chemical groups of insecticides and their uses. 11. Describe the use of integrated pest management and sustainable and organic weed control methods.	4.3 4.6 5.1 5.2 6.1 6.2 6.3 6.4 6.5 6.6 8.1 8.4 10.4	R R R R R R R R R R R R T		
10	0	**XII. Exploration of Careers in Landscape and Horticulture**				
		A. Students will be able to: 1. Explore and Identify ten careers in the Horticulture and Landscaping industry and their educational requirements including forestry and nursery 2. Name and explain the technical requirements for careers identified. 3. List entry-level compensation, benefits and possible growth potential for the careers researched according to education level. 4. Identify and differentiate the positive and negative aspects of the careers chosen and the work place environments for each.	R(9-10) 2.1 2.6 (11-12) 2.3 W(9-10) 1.2 1.3 2.5 2.6 (11-12) 2.5 2.6 WOC 1.1 1.2 LS(9-10) 1.7 2.2 2.3 (11-12) 1.8 2.4 3.1 3.2 3.3 3.4 3.5 3.6 5.1 5.2 7.1 7.2 7.3 7.4 7.5 7.6 11.0	 R R R R R T T T T R R R R T T T R R R R R R R R R R R R R R R	F10.5 F11.4	T T

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught - T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
10	0	**XIII. Future Farmers of America**				
		Students will be able to: 1. Develop a Supervised Agriculture Experience Project 2. Complete a California FFA Record Book 3. Demonstrate Leadership skills through the FFA Organization	AI10.0 R(9-10) 2.6 2.7 2.8 (11-12) 2.1 2.3 W(9-10) 1.2 2.3 2.4 2.5 (11-12) 2.5 2.6 WOC 1.1 1.2 1.3 LS(9-10) 1.1 1.7 2.2 2.3 (11-12) 1.8 1.14 2.4 3.1 3.2 3.3 3.4 3.5 3.6 7.1 7.2 7.3 7.4 7.5 7.6 9.1 9.2 9.3 9.4 9.5 9.6 10.1 10.2 10.3 11.0	R R R R R R R R T T T T R R R R R T T R R T T T T T T T R R R R R R T T T T T T T T T R		
315	**90**	**Total Hours**				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS
Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS
Identifies appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job

CAREER TECHNICAL SKILLS
Identifies plants, trees, weeds, flowers, etc.
Understands the processes of respiration, transpiration, and photosynthesis
Understands environmental factors affecting plant growth
Diagnoses causes of plant health
Designs landscaping including walks, drainage and proper plant placement and selection
Uses AutoCad to design landscaping
Understands importance of and implements irrigation methods
Maintains landscaping including pruning, feeding and trimming
Understands uses, benefits and hazards of various pesticides

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other**

ARTICULATION	None
UC APPROVAL	None
INDUSTRY CERTIFICATION	None

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Field trips
- Videos
- Internet research
- Peer learning
- FFA Project
- Leadership opportunities

D. **Instructional Materials:**

"Introductory Horticulture" 6th edition Delmar

SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
NORTH & SOUTH
Serving Santa Clara and San Benito Counties

1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Veterinary Science – Animal Science/Agriculture and Natural Resources Industry

2. CBEDS TITLE

Animal Science

3. CBEDS NUMBER

4020

4. JOB TITLES

O*NET	TITLE
39-2021.00	Animal Caretaker/Animal Groomer (nonfarm)
45-2021.00	Animal Breeder
39-2011.00	Animal Trainer
	Kennel Assistant
39-2011.00	Lab Animal Caretaker
41-2031.00	Pet Store Sales Person
45-1011.08	Ranch Manager
31-9096.00	Vet Assistant
19-1023.00	Wildlife Biologist

5. COURSE DESCRIPTION

Veterinary Science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project-based learning, community classroom, and coop.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	180
TOTAL HOURS	360

7. RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended Successful completion of one year of High School Biology.

8. DATE WRITTEN **February 10, 2004**
UPDATED July 17, 2008

9. COURSE OUTLINE

A. Career Preparation Skills

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	• **Attitude and Work Habits** 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities
		• **Job Employment Skills** 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning.	CPS: Employment Literacy

Sources:
CPS - *Career Preparation Standards.* California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000.*
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
9	11	**I. Introduction to Veterinary Science**	* See attached pages that follow			
		A. Animal types & uses	S1.m	R	D1.1	T
		B. Normal animal behavior	HSS12.2.2	R	D1.2	T
		C. Animal welfare & control	R(11-12)2.3	T	D1.3	T
		D. Careers in animal health	W2.3	R	D1.4	T
		E. Safe handling of animals	W1.6	T	D9.1	T
			W(9-10)2.6	T	D9.2	T
			W(11-12)2,6	R	D9.3	R
			LS1.1	T	D9.4	R
			LS1.7	R	D8.1	T
			LS2.2B	T	D8.2	
			LS1.8C	R	D8.3	
			3.2	T		
			4.6	R		
			5.1	R		
			6.1	R		
			6.2	T		
			6.5	T		
			6.6	T		
			7.4	T		
			8.3	T		
			8.4	T		
			9.2	T		
			9.6	R		
			10.2	R		
			10.3	T		
			11.0	T		
6	6	**II. Cells and Tissue Types**				
		A. Cells of the animal body	I&E1.a		D5.5	T
		B. Cell make-up, structure and function	I&E1.1			
		C. Mitosis and cancer				
		1. LAB: Identify animal cells by tissue type				
		2. LAB: Identify mitosis stages				

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
45	25	**III. Anatomy & Physiology**				
		A. Skeletal/Muscle Systems 1. Musculoskeletal system functions 2. Bone structure, growth and remodeling 3. Joint types and movements 4. Axial and appendicular skeletons a. LAB: Dissection of chicken thigh b. LAB: Observation of muscle tissue and bone cells B. Circulatory System C. Blood components and functions D. Mammalian heart structures E. Blood vessels and blood flow F. Heart sounds and blood pressure 1. LAB: Heart dissection 2. LAB: Taking blood pressure in dogs and cats 3. LAB: Separate chemical compounds of blood G. Respiratory System H. Respiratory tract I. Mechanisms of breathing 1. LAB: Pulse and breathing rate J. Renal System K. Renal system structure and functions L. Kidney structure and urine formation M. Urine and blood evaluation 1. LAB: Urinalysis – chemistry and morphology	I&E1.a 1.m R(9-10) 2.2 2.3 W(9-10) 1.3 2.3 2.5 W(11-12) 1.3 2.5 2.6 WOC (11-12) 1.1 1.2 LS(9-10) 1.1 1.7 2.2 3.1 3.6 4.1	T T R R R R T R T R R R R R R T	D2.2 D2.3 D2.4 D3.1 D3.2 D4.1 D4.2 D4.3 D4.4 D4.5 D6.1	T

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
		N. Digestive System O. Digestive system structure P. Monogastric digestion Q. Ruminant digestion 1. LAB: Chemical mechanism of digestion 2. LAB: Digestive tract dissection R. Reproductive Systems S. Male and female anatomy hormonal function T. Pregnancy and parturition U. Genetics 1. LAB: Artificial insemination V. Nervous System W. Structures and functions of the nervous system 1. LAB: Eyeball dissection				
15	20	**IV. Nutrition**				
		A. Basic nutrients B. Species comparison C. Animal nutrition D. Pet food labels E. Monogastric nutrition F. Ruminant nutrition 1. LAB: Evaluation of nutritional values of a meal	AI 10.0 R(11-12)2.3 W2.3 W(9-10)2.6 LS1.7 5.3 7.4	R R R R T	D2.2 D2.3 D2.4 D10.1 D11.1 D11.2	T
30	15	**V. Common Diseases and Disorders**				
		A. Principles of infectious diseases B. Living agents (Pathogens) C. Spread of disease D. Poisons E. Classification of diseases F. Parasites G. Diagnosis of disease 1. LAB: Fecal analysis for parasites and bacteria 2. LAB: Microscopic examination of fleas, ticks, roundworms & flatworms 3. LAB: Bacterial culture and antibiotic treatments	I&E1.a 1.c 1.d 1.j LS1.7 6.2	R T T T R T	D6.1 D6.2 D6.3 D6.4 D6.5 D6.6 D6.7 D9.1 D11.2	T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
20	30	**VI. Disease Prevention**				
		A. Environmental and stress B. Vaccines C. Preventative care	I&E 1c I&E 1d W 1.1	T T R	D1.1 D1.2 D1.3 D1.4	T
20	10	**VII. Principles of Surgery**				
		A. Standard procedures B. Laceration healing	6.4 6.6	R		
15	10	**VIII. Pharmacology**				
		A. Classification and chemistry of common drugs B. Determination amount and correctly measure prescribes medication using medical math, calculation, conversions C. Drug laws, dispensing and record keeping	6.2 6.1 6.3 AI 10.0	R	D6.4 D6.5	T
10	15	**IX. Radiology**				
		A. Darkroom procedures and radiation safety B. Biologic changes with radiation 1. LAB: Anatomical positioning	6.2 6.1 4.1	R R T		
10	38	**X. Professional Career Opportunities**				
		A. College education and career planning B. Work ethics and employability skills C. Resume writing D. Interview techniques E. Developing a professional portfolio F. Work Experience in vet clinics G. Observe treatment of disease and/or trauma H. Administer care to animals	W (9-10) 2.5 W(11-12)2.5 W(11-12)2.6 LS(9-10)2.3 3.1 3.2 9.1 9.2 9.3 9.4 9.5 9.6 7.1-7.6	T R	D6.1 D6.2 D6.3 D6.5	T
180	**180**	**Total Hours**				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS
Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems, thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

INTRO TO VETERINARY SCIENCE
Safely handle different types of animals

CELLS AND TISSUE TYPES
Identify animal cells by tissue type
Identify mitosis stages

ANATOMY & PHYSIOLOGY
Use procedures that are safe to dissect a vertebrate
Measure and record vital signs using proper technology
Separate chemical compounds of blood
Understand functions of different body systems

NUTRITION
Understand various aspects of animal nutrition

COMMON DISEASES AND DISORDERS
Determine illness or disease bases on observation of animal
Safely conduct fecal and urine analysis
Use proper tools to gather data on specimens

PHARMACOLOGY
Explain side effects of medications down to cellular level
Solve conversion problems; record information on a database

PROFESSIONAL CAREER OPPORTUNITIES
Use internet as a resource for research on veterinary career opportunities
Compile a portfolio showing background, experience and knowledge gained

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** This course receives 10 units of high school science credit

B. **Other – n/a**

	ARTICULATION	None
X	**UC APPROVAL**	"g" elective credit
	INDUSTRY CERTIFICATION	None

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Peer learning
- Role-play
- Simulation

D. Instructional Materials:
Introduction to Veterinary Science, James B Lawhead and Meecee Baker Thomson Delmar Learning 2005

11. FOUNDATION STANDARDS ALIGNED

* CAHSEE Test Items

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Math – Algebra I

* 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

Science

1.A Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

1.C Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

1.D Formulate explanations by using logic and evidence.

1.J Recognize the issues of statistical variability and the need for controlled tests.

1.L Analyze situations and solve problems that require combining and applying concepts from more than one are of science.

1.M Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. (grades 9-10)

(2.3) Generate relevant questions about readings on issues that can be researched. (grades 9-10)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (grades 11-12)

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Writing

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (grades 9-10)

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately. (grades 9-10)

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. (grades 9-10)
(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). (grades 11-12)
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. (grades 11-12)
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly. (grades 11-12)

Written & Oral English Language Conventions

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
(2.2) Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.3) Apply appropriate interviewing techniques:
a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview (grades 9-10)
(1.8) Use effective and interesting language, including:
c. Technical language for specificity. (grades 11-12

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand geographic information systems (G.I.S.).
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 PROBLEM SOLVING & 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:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Understand how to locate important information on a material safety data sheet.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.
6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. ANIMAL SCIENCE PATHWAY STANDARDS

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.
D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:
D7.1 Understand the role of rangeland use in an effective animal production program.
D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 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 byproducts, 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 byproducts) 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.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.
Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:
R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

Mathematics:
NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability & Statistics
C Calculus

Science:
PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:
WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:
APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced
CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced
CRP: Connections, Relationships, Proficient
CRA: Connections, Relationships, Advanced

ELA: English-Language Arts with in VPA
ELA- LRA: Literary Response and Analysis
ELA-WSA: Writing Strategies & Applications
ELA-WOELC: Written & Oral English Language Conventions

Sectors
AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development & Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM-SOUTH
Serving Santa Clara and San Benito Counties

1. COURSE TITLE

AG Sales and Services

2. CBEDS TITLE

Agriculture: Business Management and Marketing

3. CBEDS NUMBER

4040

4. JOB TITLES

O*NET	TITLE
22308	Landscaper
49008	Food Products Sales
49011	Agricultural Sales
49011	Salesperson, Flowers
49011	Horticultural Salesperson and Nursery Products
49023A	Cashier (Auction Clerk)
49032A	Demonstrators and Promoters
55347	General Office Clerk (Auction Assistant)
79002A	Forest and conservation Workers
79041	Gardeners and Groundskeepers
79999B	Irrigation Workers
79999D	Farmer
79999K	Agricultural Crop Farm Managers

5. COURSE DESCRIPTION

The Agriculture Sales and Services course is designed to give students highly individualized instruction in various areas of the agriculture industry relevant to sales, services and production. Classroom instruction will enable students to: (1) become knowledgeable of the many career opportunities available in agriculture; (2) become proficient in employability skills; (3) understand the agriculture business, marketing functions and government regulations offering agriculture business management; (4) become knowledgeable of the variety of records necessary in operating an agriculture business and (5) develop leadership skills through participation in the FFA. A supervised occupational experience program is required; and (6) work experience (community classroom) is available for students who qualify.

6. HOURS

Classroom Theory/Applied	180
FFA	100
Community Classroom/Coop Voc Ed	120
TOTAL HOURS	**400**

7. PREREQUISITES

- One year of agriculture required or approval from teacher

8. REVISION DATE August 20, 2004

9. COURSE OUTLINE

A. Career Preparation Skills

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
Integrated throughout the course			
		• **Attitude and Work Habits**	CPS: Personal Skills; Interpersonal Skills
		1. Works both independently and collaboratively	
		2. Attends regularly and on time	SCANS: Personal Qualities; Interpersonal Qualities
		3. Practices good safety procedures	
		4. Solves problems thinks critically and makes good decisions	
		5. Plans work and takes initiative	
		6. Demonstrates leadership and the willingness to help train others	
		• **Career Preparation Skills**	CPS: Employment Literacy
5		1. Identifies appropriate careers and resources for training	
5		2. Identifies job resources	
10		3. Demonstrates interview skills	
10		4. Demonstrates knowledge of techniques for getting a job	

Sources:
CPS - *Career Preparation Standards.* California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000.*
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.

B. Career Technical Skills

Class Hours	CC/CVE Hours	FFA	CONTENT AREA SKILLS	
25	10	10	• **Technology Skills** – Student will demonstrate entering data in an appropriate format utilizing: 1. Keyboarding skills 2. The Internet 3. Word processing software 4. Data Base software 5. A computerized accounting system (FFA)	
20	10	10	• **Agriculture Marketing** – Student will demonstrate an understanding of the functions of purchasing and marketing in agriculture business including: 1. Basic principles of marketing 2. Advertising 3. Promotion 4. Public Relations 5. Marketing agriculture products	
15	5	10	• **California and Global Agriculture** – Student will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels including: 1. Economy of California agriculture 2. Agriculture and society 3. Agriculture and California resources 4. California and local production 5. California and national agriculture economy 6. California agriculture and the global economy 7. Agriculture trends 8. Agencies for agriculture 9. Agricultural resources 10. Agricultural and the environment 11. Energy and agriculture	
10	15	10	• **Cooperative Marketing** – Student will demonstrate an insight into the importance of agriculture; show where new opportunities for employment and careers exist, and demonstrate an understanding of business structures and management techniques within cooperatives including: 1. The American private enterprise system 2. Agriculture cooperatives in America 3. Operating an agriculture cooperative 4. Cooperative principles 5. Decision-makers in a cooperative 6. Laws affecting agriculture cooperatives 7. Cooperatives and taxes 8. Agencies that serve agriculture cooperatives	

10	10	10	• **Safety** – Student will use equipment properly for maximum performance and safety 1. Farm safety/regulations 2. Animal safety/handling 3. Farm maintenance	
10	10	10	• **Basic Agriculture Mechanism** – Student will determine how mechanical skills, concepts, and principles are used in agriculture, related occupations and as they relate to Agriculture Sales and Services including: 1. Hand tools, fasteners, and hardware 2. Shop orientation/procedures 3. Rope work 4. Sketching and drawing projects 5. Figuring a bill of materials 6. Electricity 7. Wood projects 8. Hammers and nails 9. Personal safety in agriculture mechanics 10. Mechanics in the world of agriculture 11. Shop organization 12. Layout tool/procedures	
20	20	10	• **Record Keeping of Student Projects (each student will have a project record book)** – Students will maintain financial records including: 1. Introduction/SOEP 2. Calendars 3. Business agreements 4. Budgets 5. Journals 6. Loan payments 7. Property inventory 8. Financial statements 9. Income summaries 10. Accounts Receivable/Payable	
10	0	10	• **Parliamentary Procedure** – Student will research and debate current agriculture industry and FFA topics, use parliamentary procedure, and debate in a logical and informed manner including: 1. Origins 2. Handling of motions 3. Subsidiary motions I 4. Subsidiary motions II 5. Incidental motions 6. Unclassified motions 7. Application of parliamentary procedure	
15	20	10	• **Animal Science** – Student will demonstrate knowledge of	

			species of animals and more specific areas of animal production including: 1. Domestic animals 2. Animal behavior and biology 3. Major mammal body systems 4. Genetics and breeding 5. Nutrition and feeds 6. Animal health 7. Livestock evaluation and selection 8. Meat grading 9. Sales and services	
15	20	10	• **Plant Science** – Student will define the basic parts of a plant and more specific areas of plant production including: 1. Basic botany 2. Soils 3. Plant nutrition 4. Irrigation 5. Pest management 6. Measurement in plant science 7. Hydroponics 8. Sales and services	

Sources:

C. Expected Student Proficiencies:

CURRENT TECHNOLOGY SKILLS Word Processing Database PowerPoint Utilize Internet Computerized accounting system Time management **DEVELOP, PROMOTE, AND ADVERTISE AGRICULTURE PRODUCTS** **INTERRELATIONSHIPS OF CALIFORNIA AGRICULTURE** Economy of CA Agriculture Agriculture trends Agencies for agriculture Resources **COOPERATIVE MARKETING** Classes Organization Operations Laws	**AGRICULTURAL MECHANICS** Hand tools, fasteners and hardware Shop orientation and organization Sketching and drawing projects Bill of Materials Layout tools/procedures California Agricultural Record Book Parliamentary Procedure **ANIMAL SCIENCE/ANIMAL PRODUCTION** Animal Species Genetics and breeding Nutrition and feeds Animal Health Evaluation and selection **PLANT SCIENCE/PLANT PRODUCTION** Plant nutrition Irrigation Pest management

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. Articulation:

B. Academic credit:

C. Instructional Strategies:

Lectures	Projects
Group discussions	Tests
Readings	FFA
Meetings	

D. Instructional Materials:

- Lecture notes, handouts, videos and field trips
- Publications:
  1. AgriScience - Cooper, Elmer; Delmar Publishers; 1990
  2. Agricultural Mechanics; Cooper; Elmer; Delmar Publishers, 1987
  3. Leadership; Ricketts; Cliff; Delmar Publishers; 1997
  4. Landscaping; Ingels; Jack; Delmar Publishers; 1987
  5. Western Garden Book; Sunset; Sunset Publishing; 1992
  6. Floral Design; Hunter; Norah; Delmar Publishers; 1994
  7. Stockman=s Handbook; Ensminger, M.E.; the Interstate Publishers; 1980
  8. Official FFA Manual; National FFA Organization; 1996
  9. Exploring Farmer Cooperative; AG Council of CA; 1996

E. Certificates other than for ROP:

COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Food Science I/II - Agriculture and Natural Resources

CBEDS TITLE

Other Agriculture Course

CBEDS NUMBER

4098

JOB TITLES

O*NETTITLE

Entry Level

45-2011.00 Production Worker
Crop Certification Inspector
Dairy Products Inspector
Fish and Fish Products Inspector
Fruit and Vegetable Inspector
Grain Inspector
Livestock Inspector
Poultry Inspector
Butcher
Meat Cutter
Food Service Assistant

Technical Level

19-4011.00 Research Technician
Food Science Technician
Product Development Technologist
Quality Assurance Technician
Product Development Technician
Food Retail and Wholesale Buyer
Applied Chemical Technician
Marketing Assistant
Food Service Supervisor

Professional Level

19-1012.00 Food Engineer
Nutrition Scientist
Food Chemist
Food Microbiologist
Sensory Scientist
Product Development Scientist
Food Marketing Director

COURSE DESCRIPTION

FOOD SCIENCE applies fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of food products. This applied, laboratory-based course, which focuses on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing and engineering.

Course instruction
This course will explore the role of food in respect to its historical, nutritional, social, environmental and industrial contexts. It will investigate the management of food quality and safety, explore the processes involved in food production, encompassing processes at the farm level and during primary production and the science and physics of food production. The study of Food Science includes all types of foods, such as fruits and vegetables, meat and poultry, dairy products, and further processed foods that you find in the grocery store and restaurants.

Key instructional methods include direct supervision via lectures and PowerPoint presentations, discussion, cooperative learning, project-based learning, career development portfolio, and numerous processing labs.

The structure of the course includes students attending class daily for one period.

Leadership skills are developed through FFA (Future Farmers of America).

HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	100
TOTAL HOURS	280

RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended Successful completion of Integrated Agricultural Biology or Biology

DATE REVISED
UPDATED

COURSE OUTLINE

Career Preparation Skills

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	**Attitude and Work Habits** Works both independently and collaboratively Attends regularly and on time Practices good safety procedures Solves problems thinks critically and makes good decisions Plans work and takes initiative Demonstrates leadership and the willingness to help train others **Job Employment Skills** Develop a plan to achieve career goals Complete a career portfolio Use effective job search strategies Perform employment research Complete job application and resume Develop effective interviewing and follow-up skills. Demonstrate an awareness of importance of lifelong learning.	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities CPS: Employment Literacy

Sources:
CPS - *Career Preparation Standards*. California Department of Education and WestEd
SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

	B. Career Technical Skills						
Class Hours Yr. 1	ClassHours Yr. 2	C/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Taught	CTE Pathway Standards	Taught
8	8		I. Orientation	* See attached pages that follow			

			Required Paperwork Complete and explain the purpose of the following ROP paperwork Socrates Enrollment Registration Permit	English/L.A.: Grades 9-10 Reading Comprehension 2.3, 2.6 Grades 11-12 Reading Comprehension 2.3	R M R	CTE/Health and Safety 6.1,6.2,6.3	T
			Classroom Procedures Demonstrate a clear understanding of attendance, and grading.				
			Safety OSHA: explain the purpose and function of OSHA in the workplace. Labor Laws for Teens: identify and explain the labor laws that govern teens in the workplace. Accident Prevention: describe accident prevention techniques and provide methods to prevent accidents in the workplace. Emergency Procedures: explain and implement procedures to be followed in the event of an emergency or accident in the workplace or classroom. Lab Safety	English/L.A.: Grades 9-10 Reading Comprehension 2.3, 2.6 Grades 11-12 Reading Comprehension 2.3	M R M	CTE/Health and Safety 6.1,6.2,6.3	T
			Sexual Harassment Identify instances of sexual harassment and provide appropriate solutions to deal with such workplace issues.	English/L.A.: Grades 9-10 Reading Comprehension 2.3, 2.6 Grades 11-12 Reading Comprehension 2.3		CTE/ Ethics and Legal Responsibilities 8.1, 8.2	T
			Work Ethics Identify, describe, and demonstrate positive work ethics in the workplace			CTE/ Ethics and Legal Responsibilities 8.3, 8.4	T

	B. Career Technical Skills

Class Hours Yr 1	Class Hours Yr. 2	CC/ CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Taught – T	CTE Pathway Standards	Taught – T
4	4		**II. Career Development:**				
			Agriculture Industry Opportunities Explore, research, and describe the levels of career opportunities available to individuals in the agriculture food science industry.	English/L.A.: Grade 9-10: Reading Comprehension 2.5 a-d	R	CTE/Ag Business A 2.0	T
			Self-Assessment Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.	Grade 11-12: Reading Comprehension 2.3	M	CTE/ Food Science A 2.0	T
			Occupational Goal-Setting Develop a personal occupational plan that outlines specific career goals, and an action plan to achieve these outcomes.				

B. Career Technical Skills

Class Hours Yr. 1	Class Hours Yr. 2	CC/ CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Taught – T	CTE Pathway Standards	Taught – T
15	15		**III. Employability:**				

			Employability Portfolio Complete an employability portfolio containing the following: Table of Contents Resume Cover Letter Master Application Form Letter of Recommendation Employability Skills Evaluation Work Sample and caption. **Portfolio Presentation/Interviewing Skills** Participate in an interview situation that includes the presentation of the Employability Portfolio.	English/L.A.: Grade 9-10: Writing Applications 2.5 a-d Grade 9-10: Written & Oral English Language Conventions 1.2, 1.3 Grade 11-12: Writing Strategies 1.8 Grade 11-12: Writing Applications 2.5 a-d Grade 11-12: Written & Oral English Language Conventions 1.1, 1.2 Grade 9-10: Listening & Speaking 1.7 Grade 9-10: Speaking Applications 2.3-a, 2.3-c, 2.3-d, 2.3-e, 2.3-g	R R M M M R	CTE/ Leadership and Teamwork 9.2, 9.3 CTE/Career Planning and Management 3.6	T T

	B. Career Technical Skills							
Class Hours Yr. 1	Class Hours Yr. 2	CC/CV E Hours	CONTENT AREA SKILLS	Foundation Standards	Taught	CTE Pathway Standards	Taught	
5	5		**IV. Business/Professional Communication:**					

			Interpersonal Communication Effective communication: demonstrate the ability to communicate effectively with co-workers, supervisors, teachers, customers, and classmates. Human Relations: demonstrate effective human relation skills while working with others. **Written Communication** Business Correspondence: identify and create business appropriate memos and letters related to common industry practices. Writing Sample/Research Paper: create a writing sample or research paper that demonstrates effective writing and communication skills used in the workplace. **Oral Communication** Present Agriculture Research project to an audience determined by ROP instructor.	English/LA: Grades 9-10: Reading Comprehension 2.3 Grades 9-10: Writing Applications 2.5 a-d Grades 9-10: Speaking Application 2.3 a-g Grades 9-10: Speaking & Listening 1.7	R R R R	CDE/Ag Business A8.0, A8.1, A8.2 CTE/Leadership and Teamwork 9.0, 9.6 CTE/ Communications 2.2 Write Business Letters (2.5) CTE/ Communications 2.4 Listening and Speaking(2.2)	T T T T
4	4		**V. Leadership:**				

			Service Learning Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community. **Student Organization** Actively participate in the applicable course student organization. **Personal Growth and Development Through the Student Organization of FFA** 1. Review and practice FFA policies from handbook. List and describe FFA awards available to members Identify FFA contest in which vocational –agriculture students may participate. List the requirements for earning the Chapter FFA Degree, State FFA Degree, and American FFA Degree Complete the FFA student data Sheet **Critical Thinking/Problem Solving** 1. List five characteristics of a critical thinker. List criteria used to identify when a problem exists. Identify the nature and specifies of a particular problem. Define and describe the scientific method of problem solving. Identify the information needed to solve the problem Identify how to locate specific information related to the problem List possible solutions to a problem Evaluate the consequences of alternative solutions Determine the best solution among the alternatives Define discussion, disagreement, argument, inference, counterexample, and propaganda	English/LA: Grade 9-10: Speaking Applications 2.5d Grade 9-10: Listening & Speaking 1.3, 1.4,1.7, 1.9 Grade 9-10: Speaking Applications 2.6a, 2.6b2.6c English/LA: Grade 9-10: Reading Comprehension 2.3	R R R R	CTE/Leadership and Teamwork 9.0 CTE/ Leadership and Teamwork 9.2 CTE/ Leadership and Teamwork 9.2 CTE/ Leadership and Teamwork 9.4	T T T T

5	5		**VI. Agricultural Research Project**				
			Written Project and Presentation in Agriculture Complete a research project related to the food science industry that includes the following: written report presentation visuals oral report Identify an Agricultural Commodity Research the history, harvesting, grow seasons, manufacturing, marketing of chosen commodity List possible recipes and end products of commodity. Present recipes, researched information, and engage other students in activity pertaining to commodity chosen. To create a visual, informational, exciting display to accompany the cuisine at each team's station in International Food Day. Displays will include nutritional information, popular ingredients in each cuisine, and other important facts about the food in each area.	**English/LA:** Grade 9-10: Written & Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.5 Grade 9-10: Reading Comprehension 2.5, 2.2 Grade 9-10: Writing Applications 2.3 Grade 9-10: Writing Strategies 1.9 Grade 9-10: Speaking Applications 1.2-b, 2.2-c, 2.2-d, 2.2-e, 2.2-f, 2.3-c, 2.3-d, 2.3-e, 2.3-f Grade 9-10: Listening and Speaking 1.3, 1.4, 1.7, 1.9 Grade 11-12: Written & Oral English Language Conventions 1.1, 1.2, 1.3 Grade 11-12: Writing Applications 2.6 Grade 11-12: Writing Strategies 2.6 Grade 11-12: Reading Comprehension 2.3 Grade 11-12: Speaking Applications 2.4	R R R R R R M M M	CTE/Communications 2.2 CTE/Communications 2.2 CTE/Communications 2.2	T

2	2		**VII. Scholarship/Higher Education**				
			College/University Application Identify college and university application deadline dates. Identify the components of the college/university application process. **Entrance Requirements** Identity entrance requirements for CA community colleges, CSU and UC's. **Financial Aid** Research and identify financial aid resources, deadlines, and application process. **Trade Institutions** Identity different trade institutions, application requirements, and cost of tuition.	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3 Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3 Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3 Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M R M R M R		
3	3		**VIII. Food Science Careers**				
			Career Development List the basic skills and knowledge needed for successful employment and job advancement. Describe the thinking skills needed for the workplace of today. Identify the traits of an entrepreneur. List occupational areas of the food industry. Identify the careers that require a science background.	**English/LA:** Grade 9-10: Reading Comprehension 2.5 a-d Grade 11-12: Reading Comprehension 2.3	R M	CDE/Food Science: A1.0, A.1, A.2	T

10	10		**IX. Industry Exploration**				
			Field trip Exploration Attend a field trip to research various sectors within the agriculture industry which could include one or more of the following industry areas: Dairy Science Water Science Environmental Science Livestock Management Agribusiness Food Processing Farmers Market Complete a reflection paper to summarize knowledge learned at the field trip exploration. Who are we visiting? Who is our Tour Guide? What is their Job Title? What is the company they known for? How does it pertain to what we have learned thus far in our course? What are three things you learned today you didn't previously know? What are two things you would like to explore more, either in class or on your own time?	**English/LA:** Grade 9-10: <u>Listening & Speaking</u> 1.7 **English/LA:** Grade 9-10: <u>Writing Strategies</u> 1.1, 1.2 Grade 9-10: <u>Writing Applications</u> 2.6 a-d	R R R		
10	10		**X. Personal Financial Management**				
			Record Keeping Explain the main reasons for keeping records. Identify and demonstrate the guidelines for completing a record book. Identify the components of the California Agricultural Record Book. Demonstrate how to record data into the record book. Understand the reconciliation of record book accounts. Implement the record book for related award applications.	**English/LA:** Grade 9-10: <u>Listening & Speaking</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 **Mathematics:** <u>Algebra Functions</u> G7-1.5	R M R	CTE/ Technical Knowledge and Skills 10.2, 10.3, 11.0	T

15	15		**XI. Safety and Learning the Procedures and Policies of Working in the Laboratory**				
			Tools and Layout Identify the tools used in the kitchen. Describe the layout of the kitchen. **Safety Measures** <u>Accident Prevention</u>: Describe accident prevention techniques and provide methods to prevent accidents in the kitchen. <u>Emergency Procedures:</u> Explain and implement procedures to be followed in the event of an emergency or accident in the kitchen or classroom. Identify sources of safety information. **Weights and Measures** Demonstrate conversions of measurements used in the kitchen. Properly measure liquids and solids. Read a scale and thermometer. Demonstrate how to read a recipe to complete a project. **Lab Organization** Demonstrate how to organize your work stations.	**English/L.A.:** Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3	R M	**CDE/Food Science:** A3.0, A3.2, A3.3, A8.3, A8.4, A8.5 **CDE/Math** 1.3	T T
4	4		**XII. Overview of Food Science**				
			Food Industry Organization Name the four parts of the food industry. Divide the food industry by major product lines. Explain international aspects of the Food Industry. **Food Industry Trends** Compare US food expenditures to other countries. List four consumption trends. Explain trends in meal purchases. Identify allied industries.	**English/LA:** Grade 9-10: <u>Reading Comprehension</u> 2.5 a-d Grade 11-12: <u>Reading Comprehension</u> 2.3	R M	**CDE/Food Science:** A1.0, A1.1, A1.2, A1.3, A4.0, A4.4, A5.0, A5.1, A5.2, A5.3, A5.5, A6.3	T

10	10		XIII. Nutrition and Digestion				
			Nutritional Values Identify nutritional needs using RDA or DRI. Discuss the functions of energy, carbohydrates, fats, and proteins in the body. Provide the calorie content of proteins, carbohydrates, and fats. List the essential amino acids. Name two protein-deficiency diseases. Describe protein quality. Name an essential fatty acid List the water and fat soluble vitamins and their functions. List six minerals required by the body. **Digestion** Describe the process of digestion. Identify the organs involved in digestion. Discuss the relationship of diet to health.	English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	CDE/Food Science A4.0, A4.1, A4.4 CDE/Health 1.2a-d CDE/Math 1.1, 1.3, 1.6, 1.5, 2.1 CDE/Biology 1h, 9f CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10, a, 10,c, 10e	T T T T T
4	4		XIV. Chemistry of Foods				

			Chemical Properties Describe the chemical properties of an element. Name the three elements most important to life. Explain how covalent, hydrogen, and ionic bonds are formed. Define a molecule. Identify symbols for hydroxyl, amino, ammonia, methyl, and carboxyl. Discuss oxidation-reduction reactions. Describe the two divisions of metabolism. **Carbohydrates** Classify carbohydrates. Compare the sweetness of various sugars. Name the three uses of carbohydrates in foods. **Proteins** Describe the chemical makeup of proteins. Discuss the use and function of proteins in foods. **Fats** Classify lipids. Discuss the use of lipids or fats in foods. Identify saturated and unsaturated fats. List the fat and water soluble vitamins. **Minerals** Name ten minerals important in nutrition. **Water Essentials** List two functions of water in the body. **Miscellaneous Chemicals** Identify biotin, choline, and phytochemicals.	English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	CDE/Food Science A4.0, A4.1, A8.0, A8.1, A8.2, A8.4 CDE/Biology 1h, 9f CDE/Health 1.2a-d CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10a, 10c, 10e CDE/Physics 3a, 3b, 3c, 3d	T T T T T
5	5		XV. Operations in Food Processing				
			Material Handling Describe material handling aspects in the food industry. Miscellaneous Operations Name three methods of reducing the size of a food product. Identify two general types of pumps. Name three methods for separating food products. Describe four factors that affect mixing. Describe five factors influencing heat transfer. Identify five unit processes that include heat transfer. Discuss the uses of three common methods of drying. List two examples of formed food. Describe the purposes of concentration. Identify two reasons for packaging food products. Discuss why some unit operations overlap.	English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	CDE/Food Science A8.0, A8.1, A8.2, A8.3, A10.0, A10.1 CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d	T T
3	3		XVI. Packaging				

			Packaging Concepts Identify three types of food packaging. Name and describe the use of four basic packaging materials. List ten features or requirements of packaging materials. Describe tests that measure the properties of packaging material. Identify packages with special features. Discuss how packaging addresses environmental concerns. Identify and describe a packaging innovation Peanut Butter & Jelly Packaging project. Students will research best ways to package a peanut butter and Jelly sandwich, using the least amount of materials, saving the packager money and time. Then the packaged PB&J will then be ran through a series of tests to see which package was most durable.	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	**CDE/Food Science** A10.0, A10.1, A10.2, A10.3, A10.4, A10.5 **CDE/Health** 9.1b.1-9.1b.7 **CDE/Ag Business** A8.1	T T T
10	10		**XVII. Dairy Processing**				

			Dairy Processes Define the term "milk". Describe quality control during the production of milk and milk products. Explain pasteurization and homogenization. Identify three methods of pasteurization. Describe the "solids" composition of milk. List four beverages of milk products. **Butter** Describe the process of separating butterfat. Describe butterfat uses. LAB- Make butter, and taste test homemade butter vs. store bought vs. margarine **Dairy Products** Name five concentrated or dried dairy products. Identify three bacteria used to produce dairy products. Name five fermented dairy products. LAB- Make cheese, and taste test different flavors of cheeses, for example; Cheddar, Swiss Cheese, Provolone, etc. **Ice Cream** Describe the five steps in processing ice cream. LAB- Ice Cream in a bag lab, and making ice cream with our traditional ice cream maker. **USDA Grades** Describe three USDA quality grade shields LAB- Meats grading activities. Videos and photos, possible field trip to meat market/ or butcher guest speaker.	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	**CDE/Food Science:** A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 **CDE/AG Agriscience:** C4.0, C4.3	T T
12	12		**XVIII. Meat Poultry and Eggs**				
			Meat and Poultry Describe the production of meat from cattle, pigs, and poultry. Identify meat products from cattle, pigs, and poultry. Discuss the general composition of meat and meat products. List five factors affecting meat tenderness. Describe the cooking process of meat. Discuss the production of meat substitutes. Identify quality grading of meat. **Eggs** Describe egg production. Identify factors affecting egg quality. Discuss factors related to the grading of eggs.	**English/ELA** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	**CDE/Food Science:** A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 **CDE/AG Agriscience:** C4.0, C4.3 **CDE/Animal Science:** D12.0-D12.6	T T T
10	10		**XIX. Fruits and Vegetables**				

			Structure and Physiology Identify the parts of a plant considered a vegetable or a fruit. Describe the nutrient composition of a fresh fruit or vegetable. Discuss the structure of a plant cell. Describe the plant tissues and their functions. Explain climactic and non-climactic with examples. Name one pigment in fruits or vegetables and describe how it responds to heat or Ph. List four factors affecting the texture of fruits or vegetables. **Grading** Describe how quality grade determines the use of a fruit or vegetable. **Storage** List five factors considered during storage. **Processing** Describe the processing of fruits. Describe the processing of vegetables Guest Speaker- Fruit/Vegetable Farmer and an In-the-Field Quality Assurance LAB- 1. Composition and Structure of Fruit Group Project 2. Making Jam 3. Vegetable Appetizers 4. Vegetable Bread/Cake recipes	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	**CDE/Food Science:** A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 **CDE/Ag Plant & Soil Science:** G3.0-G3.6, G9.0, G9.2, G10.0-G10.3, G11.0-G11.5	T T
5	5		**XIX. Cereal Grains, Legumes and Oilseed**				

			Grains Diagram the general structure of a grain. Name three cereal grains. Describe the general composition of grains. **Starches** Identify three properties of starch. List four factors that must be controlled when cooking with starch. **Flour** Discuss the milling of grain to flour. Identify five types of wheat flour. Explain the classes of wheat and grades of flour. Identify the type of flours other than wheat flour. **Corn** List the steps in corn refining. Name four products derived from corn. **Oilseeds** Describe the general composition of oilseed. List four oilseeds and indicate the use of their products. **Legumes** Describe the general composition of legumes. Discuss the general uses of legumes. **Soy Beans** Name four general categories of products from soybean extraction. Identify five food products of soybean extraction. **Baking Processes** Explain the various processes that occur during baking relevant to grains, legumes, and oils.	**English/ELA** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	**CDE/Food Science:** A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 **CDE/Ag Plant & Soil Science:** G3.0-G3.6, G9.0 G9.2, G10.0-G10.3, G11.0-G11.5	T T
10	10		**XXI. Food Safety**				

			Sanitation List three categories of food safety. Discuss the role of sanitation and cleaning during food safety processing. Identify the correct order of sanitizing or cleaning a food contact surface. Identify the microorganisms that provide an index of food sanitation. Explain the two types of sanitation. **Food-Borne Illness** Name four factors contributing to the development of a food-borne disease. Identify four types of microorganisms that can cause food-borne illness. Explain the five factors affecting microbial growth. Name three types of food soils. **Regulations** Identify the various agencies and their specific purpose involved in food safety regulations. Describe the role of HAACP in food safety. Describe measures being formulated in the area of Food Security and Food Defense.	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3	R M	**CDE/Food Science:** A3.0, A3.2, A3.3, A9.0, A9.2, A9.5	T
3	3		**XXII. Regulation and Labeling**				
			Agencies and Regulations Identify the agencies and the laws that regulate foods and labeling. Describe the functions of a quality assurance department. Identify issues related to Ethical Treatment of Animals. **Labeling** Discuss the history of food labels. List five features of new labels. Name two general categories of food exempt from food labels. **Nutritional Identification** List six components found on the nutritional panel. Describe the format of the nutritional panel. Discuss the use of the DRVs. Identify when these words can be used: Free, low, high, less, light and more. List two health claim relationships that can be listed on a food package.	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3x	R M	**CDE/Food Science** A3.0, A3.2, A3.3, A4.0, A4.1 **CDE/Health:** 9.1b.1-9.1b.7 **CDE/Ag Business:** A8.0, A8.1	T T T
3	3		**XXIII. Fats and Oils**				

			Composition and Processes Explain saturated and unsaturated, cis, and tams, in terms and fatty acids. Describe fatty acids. Discuss melting point and the structure of fatty acids. Identify six sources of fats and oils. List eight functions fats and oils serve in food. Compare the extraction of fats or oils from animals to that of plants. Describe the processes in the refining and modifying of oils or fats after extraction. Discuss monoglycerides and diglycerides and their uses. Identify substances that may substitute for fat. Describe two tests conducted on fats and oils.	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3x	R M	**CDE/Food Science:** A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 **CDE/Health:** 9.1d, 1.2a-d **CDE/AG Agriscience:** C4.0, C4.3	T T T
3	3		**XXIV. Candy and Confectionery**				
			Types of Candies Identity three crystalline and three non-crystalline candies. **Components of Candies and Confectionaries** Explain the common components of candies and confectionaries. **Candy-making Processes** Describe the relationship between sugar concentration and boiling point. Identify two ways to invert sugar. Explain carmelization in candy-making. Name four sugar-based sweetners developed by cornstarch. Describe uses of high fructose corn starch. List four sugar alcohols and four high intensity sweetners. Define Cocoa. Explain the process of conching. **Labeling** Discuss labeling requirements for candy. LAB-Baklava, Brownie, Candy with Durfee, Graham Cracker and Saltine Toffee, Peanut Butter Cup Brownies	**English/LA:** Grade 9-10: Reading Comprehension 2.3, 2.6 Grade 11-12: Reading Comprehension 2.3x	R M	**CDE/Food Science:** A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 **CDE/Health:** 1.2a-d, 9.1d	T T
Total Yr. 1 180	Total Yr. 2 180	Total CC/CVE N/A					

C. Expected Student Proficiencies

Upon successful completion of the course the student will have:

Common to all Programs:
Demonstrated awareness of employment opportunities in careers related to the industry.
Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
Demonstrated safe work habits and attitudes.
Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

Common to this ROP Course/ Industry:
Understanding of the four parts of the food industry.
Identified the chemistry of foods.
Understanding of the nutrition and digestion of foods.
Identified various foods in a food composition table and described their nutritional value.
Described the factors of quality in foods.
An understanding of the unit operations in food processing.
Discussed the reasons for dehydrating.
Identified and described types and uses of packing.
An understanding of the process of milk processing.
Described the production of meat from cattle, sheep, hogs, and poultry.
Described the general composition of grains, legumes, and oilseeds.
Identified the parts of a plant considered a vegetable or a fruit.
Listed the categories of food safety.
Identified the agencies and laws that regulate foods and labeling.

ASSESSMENT OF STUDENT PERFORMANCE
Assessment of student performance will include but is not limited to:
Employability Skills Evaluation with a rubric that will be used for peer, teacher, and external expert feedback.
Employability Portfolio and presentation
Safety awareness in the classroom and/or community classroom setting
Individual or group Project-Based Learning assignment
Timely and complete required assignments
Tests and quizzes given per unit with cumulative final at the conclusion of each semester.
Classroom participation, punctuality, and attendance
Presentations/Exhibitions

ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

Academic credit: One year or 10 units

Other – n/a

	ARTICULATION	Modesto Junior College has a food and nutrition course which will be explored for possible articulation.
	UC APPROVAL	Under consideration
X	**INDUSTRY CERTIFICATION**	NOCTI

Instructional Strategies:

Direct instruction and discussion	Investigations and research
Teacher developed materials	Business and/or community partnerships
Operation of equipment	Student exhibitions and presentations
Group and/or independent Project-Based Learning assignment(s)	Work-based learning opportunities
Cooperative learning	Service Learning
Portfolio development	Business, school, and/or community surveys
Audiovisual	Guest speakers
Computer applications, software, simulations	Business interviews
Reading and writing assignments	Field trips
	Labs

Instructional Materials:

This includes, but is not limited to, computer resources, textbooks, video/audiovisual, websites, trade publications, laboratory materials, and specialized equipment.

A. Computer Software
Microsoft Office Suite

B. Student Reading Selection
Introduction to Food Science by Rick Parker, Delmar Learning 2003

C. Instructor Reference Materials **(*common to all program areas)**
* Curriculum Handbook
* California Department of Education Business Education Career Path and Model Curriculum Standards
* English-Language Arts Content Standards for California Public Schools
* Mathematics Content Standards for California Public Schools
* Labor Market Information/Websites
Discovering Food
Guide to Good Food
Nutrition Curriculum Activities Kit
Discovering Nutrition
Nutrition Education Today
The World of Food
Lessons on Meat Processing
Food Science Lab Activities

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics
Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

Specific applications of Algebra I standards (grades eight through twelve):
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

Specific applications of Geometry standards (grades eight through twelve):
(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):
(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):
(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
(12.2.6) Describe the effect of price controls on buyers and sellers.
(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 Visual and Performing Arts
Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
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 the material 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.
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.
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.
(3.3) 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 purpose of art in selected contemporary cultures.
Aesthetic Valuing
(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.
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).

2.0 Communications
Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
(2.3) Generate relevant questions about readings on issues that can be researched.
Specific applications of Reading Comprehension standards (grades eleven and twelve):
(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
(2.3) Write expository compositions, including analytical essays and research reports:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.
Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
(2.2) Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.3) Apply appropriate interviewing techniques:
a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.
Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
(1.8) Use effective and interesting language, including:
a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity
(2.4) Deliver multimedia presentations:
a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

PROBLEM SOLVING & 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:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.3 Use critical thinking skills to make informed decisions and solve problems.

HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.

RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.
F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

Food Science Course Outline 2012-2013
Sobrato High School – Ms. Silveira

Bold = Primary Subject Units
Italics = Secondary (Ongoing) Subject Units
GS = Guest Speaker
FT = Field Trip
** Order of instruction subject to change. Topics may overlap at times.

1st Semester:

UNIT	MONTH/ TIME FRAME	TOPICS / ACTIVITIES
Introduction/ Classroom and Lab(s) Orientation	Aug (2-3 days)	Welcome, Syllabus, Course Outline; Tour school farm, gardens, greenhouse, other classrooms
1. California Agriculture	Aug (1½ wks)	Cal Ag Commodity Posters, Food Production in CA, Importance and significance of Ag in CA
2. Palate Education	Sept (1 wk)	The Sense of Taste, Flavors & Flavorings, The 5 Tastes Taste-Test
3. Food Safety	Sept (2 wk)	Lab Safety Test, Current Event in Food Safety, Germ Swab Lab, Food Safety Rap GS – Fire Chief, domo kitchen fires/safety
4. Vegetables and Fruits	Sept-Oct (4 wks)	Vegetable ID, Fruit ID, Exotics Taste Test, Apples Taste Test, Knife Skills practice; Cooking Fruit - Jam, Juice, pastry, etc; Cooking vegetables
5. Herbs and Spices	Oct-Nov (2 wks)	Herb ID, Spice ID, History of Spices, Spice Marketing Flier
6. Dairy Products	Nov-Dec (4 wks)	Dairy Products Overview; Cheese ID, Cheese tasting, Cheese making, Butter Lab, Ice Cream lab, Dairy Products Evaluation
History of Food	*Ongoing*	*Timeline*
Global Food Market	*Ongoing*	*Hungry Planet, Magazine Reviews,* *National Food Supply*
Local Food Market	*Ongoing*	*Field trip(s) to local farmers market (interviews)*
Supply and Equipment ID	*Ongoing*	*Smallwares ID, Knife ID, Equipment ID*
Knife Skills	*Ongoing*	*Knife Safety and Use, Knife Cuts*
Propagation of Food	*Ongoing*	*Work in greenhouse, Winter and Spring Vegetable crop planting, Proper care/ maintenance, SAE Projects* *FT - local restaurant garden*
Food Appreciation/ Professional Observation	*Ongoing*	*Food Network Observations* *Industry Tours in Morgan Hill & Guest Speakers*
FFA / SAE	*Ongoing*	*Human history timeline, FFA official dress paper dolls, Emblem, Colors, Motto, Creed, O/C ceremonies contest, SAE Planning/brainstorming, Proficiency awards*
CROP REPORT (1st Sem. Term Paper)	Jan	Fruit or vegetable commodity report

2nd Semester:

UNIT	MONTH/ TIME FRAME	TOPICS / ACTIVITIES
Supervised Ag Experience	Ongoing Jan-June	Record FFA Books, Work on projects/Work experience, Proficiency applications
7. Weights, Measures, and Culinary Math	Jan (1 wk)	Conversions, Dry vs. liquid measure, recipe cost analysis
8. Rice, Beans, Legumes and Lentils	Jan- Feb (4 wks)	ID Rice, beans, legumes, lentils; Prepare group recipes, Rice production in CA
9. Meats (Beef, Pork, Lamb, Poultry, Fish)	Mar (4 wks)	Beef, Pork, Veal, and Lamb Production in the US, Cooking methods of meat (dry vs. moist), Cuts of meat, US Meat Inspection/Grading, Meats marketing brochures, Carne Asada taco lab, Hamburger Lab GS – Sausage making GS – Meat Curing - Lars Kronmark, CIA Poultry Production in the US, Cooking chicken, Cooking methods of chicken(dry vs. moist), Egg ID US/World Fish Production, Fish and Seafood ID FT –Fish restaurant
10. Nutrition	Apr (1 wk)	Vits, Mins, Fat, Protein, Carbs; Health benefits of foods
11. Grains	Apr-May (4 wks)	Wheat, flour, and other grains; Pasta ID, Fresh pasta labs, Tortilla labs, polenta lab, crepes, Baking and pastry basics, Making breads, Frying dough – Apple fritter lab FT – Model Bakery
11. Sugar and Cocoa	May-June (2 weeks)	History of Chocolate, Cooking with Sugar, Candy basics, Honey GS – Candy chef, CIA
Chemistry of Food	*Ongoing*	*Ingredient substitutions, Active ingredients/Leavening agents, yeasts in foods, microorganisms, active cultures*
Professionalism and Service	*Ongoing*	*Industry Interviews* *Guest Speakers throughout year*
Career/Further Education Exploration	*Ongoing*	*Job search, Industry interviews and reports, Further education options;* *GS – California Culinary Academy Rep.* *GS – Johnson & Wales University Rep.* *FT – CIA Cooking School*
International Foods	*Ongoing*	*International foods research & exploration, International Foods Day collaboration*
THE HISTORY OF… REPORT (2nd Sem. Term Project)	May-June	Pick your favorite food and research its history, origin, and current availability. Create a timeline project.

Home

Local Consortium

Calendar

Workshops

Career Pathways

2+2+2 Articulation

Student Corner

Who Are We?

2009 CCPC Conference

Industrial Technology Resources

CTEOnestop.com

Contact Us

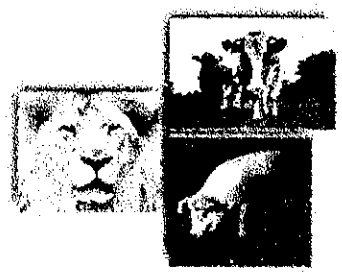
Agriculture

skilled technicians and graduates in the six career cluster areas of agriculture is ıanding. Many of tomorrow's jobs in agriculture have not been imagined. It is an exciting, dynamic career field.

PLANT & SOIL SCIENCE

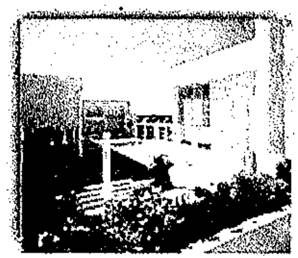
Agriculture is California's most important economic industry. There is a strong demand for well-trained, environmentally sensitive individuals to provide the state, nation, and the world with food and fiber and a healthy environment that is functional and aesthetically pleasing to the community. Projections show that there will be more jobs than applicants in the areas of marketing, biochemistry, soil science, irrigation development and water quality.

ANIMAL SCIENCE



Animal production for food, fiber, recreation and companionship is one of the leading areas of the agricultural economy in California. Careers in this pathway require the knowledge and skills needed to service, manage, and improve economic, social, environmental, and biological aspects of this industry. Courses in managing animals, economic and environmental resources prepare students for technical and professional level positions in the animal industry.

ORNAMENTAL HORTICULTURE



Ornamental Horticulture is a diversified profession experiencing rapid growth and change. These conditions have been spurred by changing life-styles and technology, demographic changes in population, growth in the housing market, recognition of urban and rural environmental concerns, and emphasis on aesthetics. These concerns have created a need for careful planning of the interaction between people and their natural surroundings. Based on these concerns, the projected outlook for employment in Floriculture, Landscape Design and Nursery Production is good.

NATURAL RESOURCES AND FORESTRY

This exciting industry provides job opportunities in the development, operation and maintenance of outdoor recreation enterprises. Job titles include park rangers, ski resort managers, guides, grounds workers, public relation agents, salespeople for horticultural supplies and campground managers. Employment in the field of Forestry requires course work in forest production, fire protection, cruising and scaling, harvesting and forest engineering. Jobs are available through governmental agencies and private enterprises.

AGRICULTURAL MECHANICS

Today's agricultural engineering and power equipment industry is a multifaceted technology that matches hydraulic power to electronic controls and powerful engines to an efficient transmission of power. This industry has become very specialized and requires technicians who can diagnose, test, analyze, and repair equipment. Persons interested in equipment design and construction, land leveling, or layout and design of irrigation systems would find employment in this pathway.

AGRI-BUSINESS

Agricultural Business students will find many job opportunities in the managerial and financial ranks. Demand will be greatest for environmental program managers, landscape managers, retail food service managers, and import/export managers. Agri-Business ties together all the disciplines of agriculture: agricultural production, and processing. Rapid technological advances, new markets, foreign competition, and other factors have combined to change agri-business irreversibly. These changes have brought about a new, exciting, and complex decision making environment. This all results in a need for stronger leaders, more creative scientists, international business understanding, and an increased sensitivity towards consumers and our environment.

Almost ten percent of today's professional jobs in agriculture go unfilled. As the demand increases for agricultural products, so does the demand for qualified individuals in the agricultural industry. Rapid changes in agriculture will require employees to have more advanced training than ever before. A college education is needed for nearly all preferable positions.

| More About This Career Pathway | Other Brochures | Other Career Pathways
| Take Me To The Student Corner | Homepage |

Home
Local Consortium
Calendar
Workshops
Career Pathways
2+2+2 Articulation
Student Corner
Who Are We?
2009 CCPC Conference
Industrial Technology Resources
CTEOnestop.com
Contact Us

griculture

agr griculture has long been a mainstay of the nation's economy, successfully eding and clothing people in the nation as well as exporting agricultural ɔods around the world. This industry was once a labor intensive industry, ·oviding jobs for at least 12% of the workforce as late as 1950. Because of echanization and other technological improvements, agricultural output has ore than doubled in the past 50 years, even though there has been a ɔcrease in the number of farm-related jobs. In addition, plant and animal ˈsearch continues to grow to keep up with global competition. Exports of the ;ontinue to be in high demand, and agricultural production remains one of ndustries.

Sel ations with information on job growth, percent growth, and earnings potential (listed by percent of job growth):

Occupation	Employment Levels in 1996	Projected Employment Levels in 2006	Job Growth	Percent of Job Growth	Entry Level Hourly Wage	Entry Level Weekly Wage (based on 40 hr week)	Entry Level Monthly (based on 168 hrs)	Estimated Average Annual Wage
Lawn Service Managers	3,210	4,750	1,540	48%	$8.04	$321.60	$1,351	$28,670
Floral and Plant Designers	18,150	25,620	7,470	41%	$8.92	$356.80	$1,499	$38,940
Organic Chemist	10,310	14,470	4,160	40%	$14.14	$565.60	$2,376	$48,590
Sprayers, Applicators	890	1,220	330	37%	$6.92	$276.80	$1,163	$22,120
Plant Breeders	7,330	9,890	2,560	35%	$16.66	$666.40	$2,799	$53,840
Landscaping/Groundskeepers	79,190	103,980	24,790	31%	$6.60	$264.00	$1,109	$20,570
Pruners	3,220	4,200	980	30%	$7.51	$300.40	$1,262	$23,560
Pest Controllers and Assistants	6,320	8,190	1,870	30%	$9.30	$372.00	$1,562	$26,640
Veterinary Assistants	4,540	5,790	1,250	28%	$6.92	$276.80	$1,163	$18,850
Veterinarians	2,880	3,660	780	27%	$17,89	$715.60	$3,006	$64,050
Veterinary Technicians	2,770	3,510	740	27%	$7.80	$312.00	$1,310	$22,920
Agriculture Managers & Executives	361,510	445,640	84,130	23%	$16.94	$677.60	$2,845	$72,740
Purchasing Agents and Buyers-Farm Products	4,510	5,510	1,000	22%	$9.54	$381.60	$1,603	$36,950
Biological or Agricultural Food Technicians	4,460	5,280	820	18%	$9.70	$388.00	$1,630	$34,990
Forestry Fire Inspectors	1,210	1,430	220	18%	$11.94	$477.60	$2,006	$39,500
Fish and Game Wardens	450	530	80	18%	$17.32	$692.80	$2,910	$43,890
Animal Caretakers-Except Farm	10,080	11,760	1,680	17%	$6.25	$250.00	$1,050	$17,320
Horticulturist	760	890	130	17%	$11.56	$462.40	$1,942	$43,090
Farm Equipment Operators	290	330	40	14%	$6.56	$262.40	$1,102	$17,620
Park Rangers	22,690	25,550	2,860	13%	$12.69	$507.60	$2,132	$42,340
Graders, Sorters-Agricultural Products	9,890	10,940	1,050	11%	$5.97	$238.80	$1,003	$14,130
Enologist/Winemakers	25,820	28,400	2,580	10%	$17,94	$717.60	$3,014	$61,430
Farm Equipment Mechanics	2,000	2,130	130	6%	$8.60	$344.00	$1,445	$27,180
Forest Conservation Workers	6,610	6,710	100	2%	$6.44	$257.60	$1,082	$20,950

Agriculture Occupations and Education Levels:

HIGH SCHOOL DIPLOMA	1-2 YEARS POST-SECONDARY	4-YEARS OR MORE POST-SECONDARY
• Ag Equipment Operator • Crop Inspector • Exterminator • Fish Hatchery Worker • Forestry Aide • Gardener • Greenskeeper • Livestock Rancher • Plant Care Worker	• Ag Sales Representative • Animal Health Technician • Biological Aide • Farm Equipment Mechanic • Nursery Manager • Tree Surgeon • Feed Research Aide	• Ag Business Owner • Animal Breeder • Fire Ranger • Horticulturist • Landscape Architect • Landscape Contractor • Plant Geneticist • Veterinarian • Water Control Supervisor • Horse Trainer

Information source: State of California, Employment Development Department, Labor Market Information Division, Information Services Group.

| More About This Career Pathway | Other Occupation Information | Other Career Pathways
| Take Me To The Student Corner | Homepage |

Program Completion Standards

A Program Completer is one that:

1. Completes three consecutive Agriculture Education classes.
2. Completes the Proficiency Standards for each area
   a) see section L

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to graduate, the Morgan Hill Unified School District requires students to pass the California State High School Exit Exam and successfully complete 220 subject area credits. A letter grade of D or higher earns credit toward graduation. When a student fails a required course, he/she must re-take the course in summer school, adult school, community college, or fit it into the 4-year plan. The subject area credits have changed this past year. On the following pages are the requirements by subject areas.

Student Classification

Student classification is based upon the number of units completed, **not the number of years attended**. Below is the criteria for classification:

Grade 9: 0 to 39 credits
Grade 10: 40 to 99 credits
Grade 11: 100 to 159 credits
Grade 12: 160 to completion

California High School Exit Examination

In addition to the subject area and unit requirements, students must pass the California High School Exit Examination to receive a high school diploma in the State of California. Students must pass both the language arts (including an essay) and the mathematics sections of the examination. Students will take the exam for the first time during the spring semester of the sophomore year. Once they pass a section of the exam, they will not take it again. Those students not passing the exam (or a section of the exam) will have additional opportunities to take the test during their junior and senior years. For more information for the California High School Exit Exam visit www.cde.ca.gov.

Morgan Hill Unified School District
High School Graduation Requirements

Subject Areas	Years Required		MHUSD Courses
Social Studies	**30 credits *(3 years)***		**10th World History /CP/AP** **11th US History /CP/AP** **12th – Civics CP/Economics CP *(semester courses)***
English	**40 credits *(4 years)***		**English 9 /CP/Adv** **English 10 /CP/Adv** **American Literature /CP/Honors** **British Literature /CP/AP** **ELD III, ELD V CP**
Math	**30 credits *(3 years)*** ****including Alg 1***		**Algebra 1 CP** **Geometry CP** **Algebra 2 CP** **Pre-Calc/Trigonometry CP** **Statistics AP** **Statistics CP** **Calculus AP** **Calculus BC-AP**
Science	**20 credits *(2 years)*** **Physical Science** **Biological Science** ***(* must have 1 year of each science)***		**Biological Science** **Biology Basic/Ag-CP/AP** **Environmental Science CP/AG** **Anatomy/Physiology CP** **Biotechnology CP** **Physical Science** **Geology CP/Ag** **Chemistry CP/AP** **Physics CP/AP**
Physical Education	**20 credits *(2 years)***		****9th grade PE is a state requirement***
World Language **Visual/Performing Art** **Applied Art**	**World Languages**	**20 Credits** ***Choose 2 of the 3 Categories***	**Spanish; French 1CP** **Spanish; French 2 CP** **Spanish; French 3 CP /H** **Spanish; French Lang AP**
	Visual/ Performing Art		**Studio Art CP** **Ceramics CP** **Choir CP** **Band CP** ***Digital Photo CP** **Drama CP** **Advanced Dance CP** ***Fashion Design CP** ***Advanced Multimedia CP** ***Advanced Photo CP**
	Applied Art		**Journalism/Adv CP** **Yearbook** **Beg Foods/Inter Foods** ***Fashion Design CP** ***Advanced Photo CP** ***Advanced Multimedia CP** **All ROP Classes** **Welding/ROP** **Metals & Mach Tools** **Tech Exploration** ***Digital Photo CP** **Vet Science CP** **Horticulture CP** **Sports Medicine CP** *** The Art and History of Floral Design** ****meet the UC/CSU Visual and Performing Art requirement***
Electives	**60 Credits**		**Any course taken after fulfilling the minimum graduation requirements counts as an elective credit course**
TOTAL	**220 CREDITS**		

Competencies Required for High School Graduation

The following minimum standards of competency are established for graduation from comprehensive high school;

Reading

1. The student can read and understand; (a) factual material (recall, sequence, main idea, cause-effect); and (b) inferential material (propaganda, fact versus opinion, prediction of outcome, context clues, persuasion and main idea implied).
2. The student can interpret and use signs and symbols (including safety vocabulary), maps. graphs, charts, schedules, and driver-related materials.
3. The student can extract information from standard forms (including but not limited to insurance, social security, voting registration, credit applications, leases, time tables, income tax forms, traffic citations, job applications, and accident forms).
4. The student can read labels, menus, catalogs, directions, and warnings.
5. The student can use reference materials (telephone book, dictionary, want ads, cookbooks, tables of contents, indices, and library resource materials).

Mathematics

1. The student can use addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percent.
2. The student can solve consumer problems involving personal money transactions, including but not limited to development of a budget, interest, and bank transactions.
3. The student can solve problems in distance, area, volume, proportion, and temperature, by measurements and computation using appropriate tools.
4. The student can interpret information presented in graphs and tables.

Written Language

1. The student can write legibly.
2. The student can write for purpose, sequence, and unity.
3. The student can insert information in standard forms (including but not limited to insurance, social security, voting registration, credit applications, leases, income tax forms, traffic citations, job applications, and accident forms).
4. The student can accurately describe an incident or scene.
5. The student can state and support an opinion.
6. The student can spell and apply the rules of capitalization and punctuation.
7. The student can compose forms of letters including addressing an envelope.

Graduation/Exit Competencies for Pupils Enrolled in Special Education

Pupils enrolled in special education programs wilt be provided with a continuum of options as specified in their I.E.P.'s to include: 1) passing the regular high school graduation competency tests, or 2) passing these tests with an alternative test mode and test situation, or 3) passing the same competencies with differential performance indicators and test items.

All pupils enrolled in special education not obtaining a high school diploma may exit their school programs with a letter of recommendation and a transcript of credits which will document their level of achievement in critical survival competencies. Further these pupils shall be eligible to participate in graduation ceremonies.

ADOPTED: June 26, 1978
REVISED: August 7, 1978
REVISED: June 1, 1981
REVIEWED: February 6, 1984
REVISED: August 17, 1987
REVIEWED: May 20, 1991

High School Graduation Requirements -- (Beginning with the Class of 2009)

The Governing Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

Credit Requirements (Beginning with the Class of 2009)

Comprehensive High School

Beginning with the class of 2009, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits in grades 9-12:

- 40 English credits
- 30 Social Studies credits including:
  - 10 World History
  - 10 United States History
  - 5 Civics
  - 5 Economics
- 30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.)
  (Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
  - 10 Physical Science
  - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

Continuation High School

Beginning with the class of 2009 to obtain a diploma of graduation from a continuation high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
  - 10 World History
  - 10 United States History
  - 5 Civics
  - 5 Economics

30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.) (Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)

- 20 Science Credits including:
  - 10 Physical Science
  - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Student Class Designation

Students earn 5 units of credit per semester course passed. Students' class designation will be based upon earned credits:

- 0-39 earned credits – Freshman
- 40-99 earned credits – Sophomore
- 100-159 earned credits – Junior
- 160-completion (220 required to graduate) – Senior

Course Load

All 9th, 10th, and 11th grade students at the comprehensive high schools are required to take 6 classes each semester. All 12th grade students at the comprehensive high schools are required to take a minimum of 5 classes each semester.

Conditions for Meeting Graduation Requirements

Courses taken in summer school may apply toward meeting course requirements.

Enrollment in physical education is required in grade 9. An additional 10 units is required in grades 10-12. Additional physical education courses may be taken for elective credit in grades 10-12.

220 units represent a minimum requirement. Students are encouraged to earn at least 240 units of credit prior to receiving a diploma.

Supplemental Methods of Earning Credit for Graduation

In addition to credits earned through attendance at district schools, full credit may be accepted (with principal approval) for comparable work successfully completed through the following:

- Courses offered by other public high schools;
- Portable Assisted Study Sequence (PASS) Program;
- Courses offered by accredited private high schools;
- Concurrent enrollment in community college or accredited college or university as provided for in the Education Code (Dual credit may be awarded);
- Courses offered by regional occupational centers or programs;
- University of California high school correspondence courses;
- Courses offered by an accredited adult school; and/or
- Courses offered through the district's Independent Study program.

The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 51760 credit in an amount not to exceed a total of 40 semester credits made up of one or a combination of two or more of the following types:

(a) For Exploratory Work Experience Education: Ten (10) credits for each semester, with a maximum of twenty (20) credits earned in two semesters.

(b) For General Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

(c) For Vocational Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

Alternative Means of Meeting Course Requirements

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Issuance of Diplomas

Students will receive a diploma from the district school in which they were last regularly enrolled and attending classes.

Students must complete all graduation requirements in order to participate in graduation exercises or receive a diploma. Students who do not meet all requirements after eight full semesters (grades 9-12) may complete their high school graduation requirements and receive a diploma from the last regular school of attendance by:

- Enrollment in summer school immediately following the student's eighth semester, provided no more than 10 units are required for graduation;
- Enrollment as a fifth-year student if less than 18 years of age at the time of enrollment, or if enrollment is in the semester which follows the student's eighth semester; or
- Completion of course work equivalent to that not completed at the high school by enrolling in and receiving credits from:
  - a community college,

- an accredited adult school,
- an accredited private school,
- another public high school, and/or
- University of California high school correspondence or online courses.

Exit Exam Beginning with the Class of 2006

Beginning in the 2005-2006 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (See Board Policies 6162.52 –Instruction - High School Exit Examination and 6179 –Instruction - Supplemental Instructions.)

Legal Reference:

Education Code

37252	Supplemental instructional programs
48430	Continuation education schools and classes
48980	Notification of parent/guardian
51224	Skills and knowledge required for adult life
51224.5	Algebra instruction
51225.3	Requirements for graduation
51225.5	Honorary diplomas; foreign exchange students
51228	Graduation requirements
51230	American government and civics
51241-51246	Exemptions from requirements
51410-51412	Diplomas
51420-51427	High school equivalency certificates
51450-51455	Golden State Seal Merit Diploma
60850-60859	High school exit exam
66204	Certification of high school courses as meeting university admissions criteria

Code Of Regulations, Title 5

1600-1651	Graduation of pupils from grade 12 and credit toward graduation

Adopted: June 6, 2005
Revised: September 25, 2007

High School Graduation Requirements

The Governing Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

In April 2012, the Morgan Hill Unified Board of Trustees took action calling for the class of 2017 to meet all UC/CSU A-G requirements. This would mean that entering 9th graders in 2013 will have course work in place for them to meet this goal.

To qualify for a diploma of graduation, a student must satisfactorily complete 220 credits in grades 9-12. While all students will follow the program shown, the principal or his/her designee has the prerogative of adjusting individual student programs to meet specific personal and educational need. English learner students, special education students and those who can demonstrate academic need may qualify to request exemption status from the A-G graduation requirements.

Credit Requirements

Comprehensive High School (beginning with the class of 2017)

Beginning with the class of 2017, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits in grades 9-12:

- 40 English credits
- 30 Social Studies credits including:
  - 10 World History
  - 10 United States History
  - 5 Civics
  - 5 Economics
- 30 Mathematics credits

  (At least one mathematics course shall meet or exceed state academic content standards for Algebra I. Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
  - 10 Physical Science
  - 10 Life Science
- 20 Physical Education Credits
- 20 credits that are taken in World Language (up to 10 credits required in World language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement)

- 10 credits taken in Visual and Performing Arts
- 10 credits taken in Career and Technical Education
- 40 additional A-G or applied arts electives of the students choice

Comprehensive High School (from the class of 2009 through the class of 2016)

Beginning with the class of 2009 through the class of 2016, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
    - 10 World History
    - 10 United States History
    - 5 Civics
    - 5 Economics
- 30 Mathematics credits

    (At least one mathematics course shall meet or exceed state academic content standards for Algebra I. Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
    - 10 Physical Science
    - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Continuation High School

Beginning with the class of 2009 to obtain a diploma of graduation from a continuation high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
  - 10 World History
  - 10 United States History
  - 5 Civics
  - 5 Economics
- 30 Mathematics credits

  (At least one mathematics course shall meet or exceed state academic content standards for Algebra I. Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
  - 10 Physical Science
  - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Student Class Designation

Students earn 5 units of credit per semester course passed. Students' class designation will be based upon earned credits:

- 0-39 earned credits – Freshman
- 40-99 earned credits – Sophomore
- 100-159 earned credits – Junior
- 160-completion (220 required to graduate) – Senior

Course Load

All 9th, 10th, and 11th grade students at the comprehensive high schools are required to take 6 classes each semester. All 12th grade students at the comprehensive high schools are required to take a minimum of 5 classes each semester.

Conditions for Meeting Graduation Requirements

Courses taken in summer school may apply toward meeting course requirements.

Enrollment in physical education is required in grade 9. An additional 10 units is required in grades 10-12. Additional physical education courses may be taken for elective credit in grades 10-12.

220 units represent a minimum requirement. Students are encouraged to earn at least 240 units of credit prior to receiving a diploma.

Supplemental Methods of Earning Credit for Graduation
In addition to credits earned through attendance at district schools, full credit may be accepted (with principal approval) for comparable work successfully completed through the following:

- Courses offered by other public high schools;
- Portable Assisted Study Sequence (PASS) Program;
- Courses offered by accredited private high schools;
- Concurrent enrollment in community college or accredited college or university as provided for in the Education Code (Dual credit may be awarded);
- Courses offered by regional occupational centers or programs;
- University of California high school correspondence courses;
- Courses offered by an accredited adult school; and/or
- Courses offered through the district's Independent Study program.

The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 51760 credit in an amount not to exceed a total of 40 semester credits made up of one or a combination of two or more of the following types:

(a) For Exploratory Work Experience Education: Ten (10) credits for each semester, with a maximum of twenty (20) credits earned in two semesters.

(b) For General Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

(c) For Vocational Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

Alternative Means of Meeting Course Requirements
Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Issuance of Diplomas
Students will receive a diploma from the district school in which they were last regularly enrolled and attending classes.

Students must complete all graduation requirements in order to participate in graduation exercises or receive a diploma. Students who do not meet all requirements after eight full semesters (grades 9-12) may complete their high school graduation requirements and receive a diploma from the last regular school of attendance by:

- Enrollment in summer school immediately following the student's eighth semester, provided no more than 10 units are required for graduation;
- Enrollment as a fifth-year student if less than 18 years of age at the time of enrollment, or if enrollment is in the semester which follows the student's eighth semester; or
- Completion of course work equivalent to that not completed at the high school by enrolling in and receiving credits from:
    - a community college,
    - an accredited adult school,
    - an accredited private school,
    - another public high school, and/or
    - University of California high school correspondence or online courses.

<u>**Exit Exam Beginning with the Class of 2006**</u>

Beginning in the 2005-2006 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (See Board Policies 6162.52 –Instruction - High School Exit Examination and 6179 –Instruction - Supplemental Instructions.)

Legal Reference:

<u>Education Code</u>

37252	Supplemental instructional programs
48430	Continuation education schools and classes
48980	Notification of parent/guardian
51224	Skills and knowledge required for adult life
51224.5	Algebra instruction
51225.3	Requirements for graduation
51225.5	Honorary diplomas; foreign exchange students
51228	Graduation requirements
51230	American government and civics
51241-51246	Exemptions from requirements
51410-51412	Diplomas
51420-51427	High school equivalency certificates
51450-51455	Golden State Seal Merit Diploma
60850-60859	High school exit exam
66204	Certification of high school courses as meeting university admissions criteria

<u>Code Of Regulations, Title 5</u>

1600-1651	Graduation of pupils from grade 12 and credit toward graduation

Adopted: June 6, 2005
Revised: September 25, 2007
Revised: Approved by Board April 3, 2012

University of California and California State University Admissions Requirements

Subject Area Requirements: For admission into a UC or CSU campus, all students must meet the following a-g subject area requirements. Students must have a "C" or better in each course in order for the course to count for admissions. If a student receives a grade lower than a "C", he/she must retake the course. If a student receives a "C" or better in a course, they may not repeat the course for a higher grade.

Subject Areas	Years Required	Morgan Hill Unified School District Approved Courses
a- Social Science/History	2 years	World History CP World History AP US History CP US History AP Civics CP (semester course)
b-English	4 years	English 9 CP Advanced English 9 CP English 10 CP Advanced English 10 CP American Lit. CP Honors American Lit. CP British Lit. CP British Lit. AP ELD V (CP Pending)
c-Mathematics	3 years required (through Algebra 2) 4 years recommended	Algebra 1 CP Algebra 2 CP Geometry CP Statistics AP Pre-Calculus/Trigonometry CP Calculus AP Calculus BC AP
d-Laboratory Science	2 years required 3 years recommended	Biology CP Biology CP/Agr Biology AP Env Sci/AG CP Chemistry CP Chemistry AP Physics CP Physics AP Geology CP Anatomy and Physiology CP Biotechnology CP
e-Language Other Than English	2 years of the same language required 3 years of the same language recom.	Spanish 1 CP French1 CP Spanish 2 CP French 2 CP Spanish 3 Honors 3 CP French 3 Honors CP Spanish Lang. AP French Lang. AP
f-Visual and Performing Arts	1 year	Advanced Band CP Advanced Choir CP Studio Art 1 CP Advanced Studio Art CP Studio Art AP Ceramics 1 CP Advanced Ceramics CP Advanced Dance CP Drama I CP Advanced Drama CP Digital Photo CP Adv. Multimedia ROP Fashion Design CP Adv. Photo CP Graphic Design & Printmaking The Art and History of Floral Design
g-College Prep Elective	1 year	All a-g coursed listed above plus: Journalism CP World Geography CP Psychology CP (semester) Sociology CP (semester) Economics CP (semester) Athletic Training/Sports Medicine CP/ROP Veterinary Science CP/ROP Technical Writing and Journalism CP Environmental Horticulture CP

Admission to a four-year university usually requires a college admission test such as the SAT or the ACT. Most, but not all, colleges accept either test.

The **SAT** has two parts, the **Reasoning Test** (formerly the SAT 1) and the **Subject Tests** (formerly the SAT II). The Reasoning Test assesses students in three areas: critical reading, math (through Algebra II) and writing. Some colleges, such as the University of California, require students to take two Subject Tests in addition to the Reasoning Test. It is recommended that students take a Subject Test as soon as appropriate after the completion of the coursework as possible.

Invaluable practice for the SAT is the **PSAT** (Preliminary SAT) which is given every October at Sobrato. We recommend that all students planning to go to college take this test. Juniors taking the PSAT may also qualify for a National Merit Scholarship.

For more information on the SAT Reasoning Test, Subject Tests, and the PSAT, visit the College Board website at www.collegeboard.com.

The ACT is a different type of test; it measures achievement in a number of areas such as math, science, social studies, and English. For more information on the ACT, visit their website at www.act.org.

College Admission Offices

Local Community Colleges
Cabrillo College, Aptos – (831) 479-6201
De Anza College, Cupertino – (408) 864-5678
Evergreen Valley College, San Jose – (408) 274-7900
Foothill College, Los Altos Hills – (415) 949-7777
Gavilan College, Morgan Hill – (408) 782-2873
Hartnell College, Salinas – (831) 755-6711
Modesto College, Modesto – (209) 575-6853
Mission College, Santa Clara – (408) 998-2200
Ohlone College, Fremont – (510) 659-6000
San Jose City College, San Jose – (408) 298-2181
West Valley College, Saratoga – (408) 867-2200

Local 4-year Colleges
Monterey Bay State University, Monterey – (831) 582-3738
San Francisco State University, San Francisco – (415) 338-6486
San Jose State University, San Jose - (408) 283-7500
Santa Clara University, Santa Clara – (408) 554-4700
Stanford University, Stanford – (650) 723-2091
UC Berkley, Berkley – (510) 642-3175
UC Davis, Davis – (530) 752-2971
UC Santa Cruz, Santa Cruz – (831) 459-2131

Description of Facilities

Rooms E-114 and E-111 are Agriscience Classrooms and are a 25' by 30' science laboratory classroom with 10 sinks and 8 lab tables. Between the Classrooms are two 5' by 15' stock rooms which holds portions of science and agriculture equipment. In between these stock rooms is our Agriculture Office, which measures out the other side door of rooms E-114 and E-111 are computer labs shared between 4 teachers. Room E-113 is the FFA office which measures approx. 20'x 20'.

The Agricultural Farm Laboratory is an eight-acre piece of land located across from the sports fields on our campus. Currently three acres of that land are fenced in which houses our livestock barn; show arena, greenhouses, storage container, pasture, and a shade house.

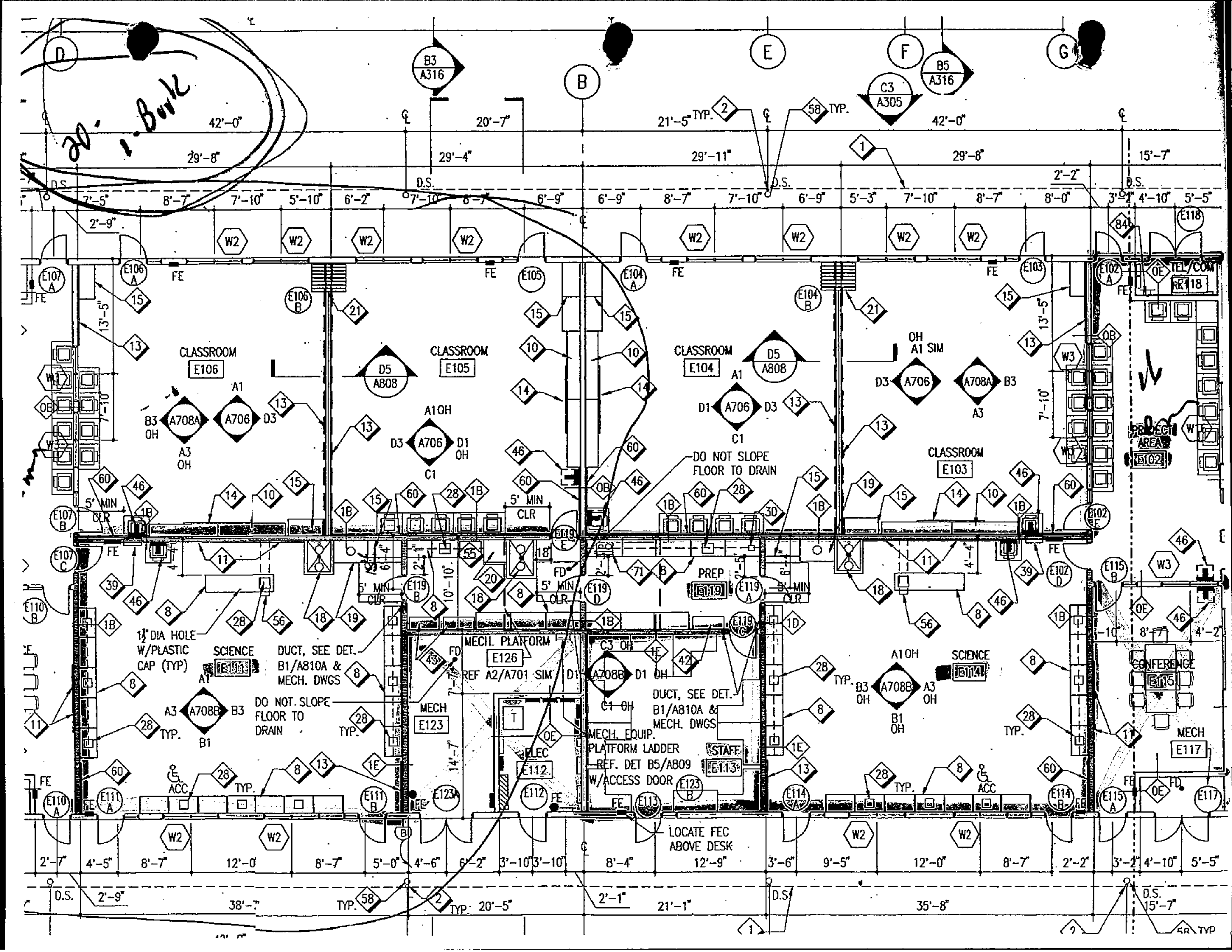
All vehicles are "District Vehicles" which means we share them with the other Ag program in our district. The mini van purchased through incentive grant funds is the responsibility of our site (this includes maintenance and repairs). The Expedition and F250 were purchased through the Morgan Hill Agriculture Foundation Grant, donations, and Sobrato FFA fundraisers. These too are the full responsibility of our site.

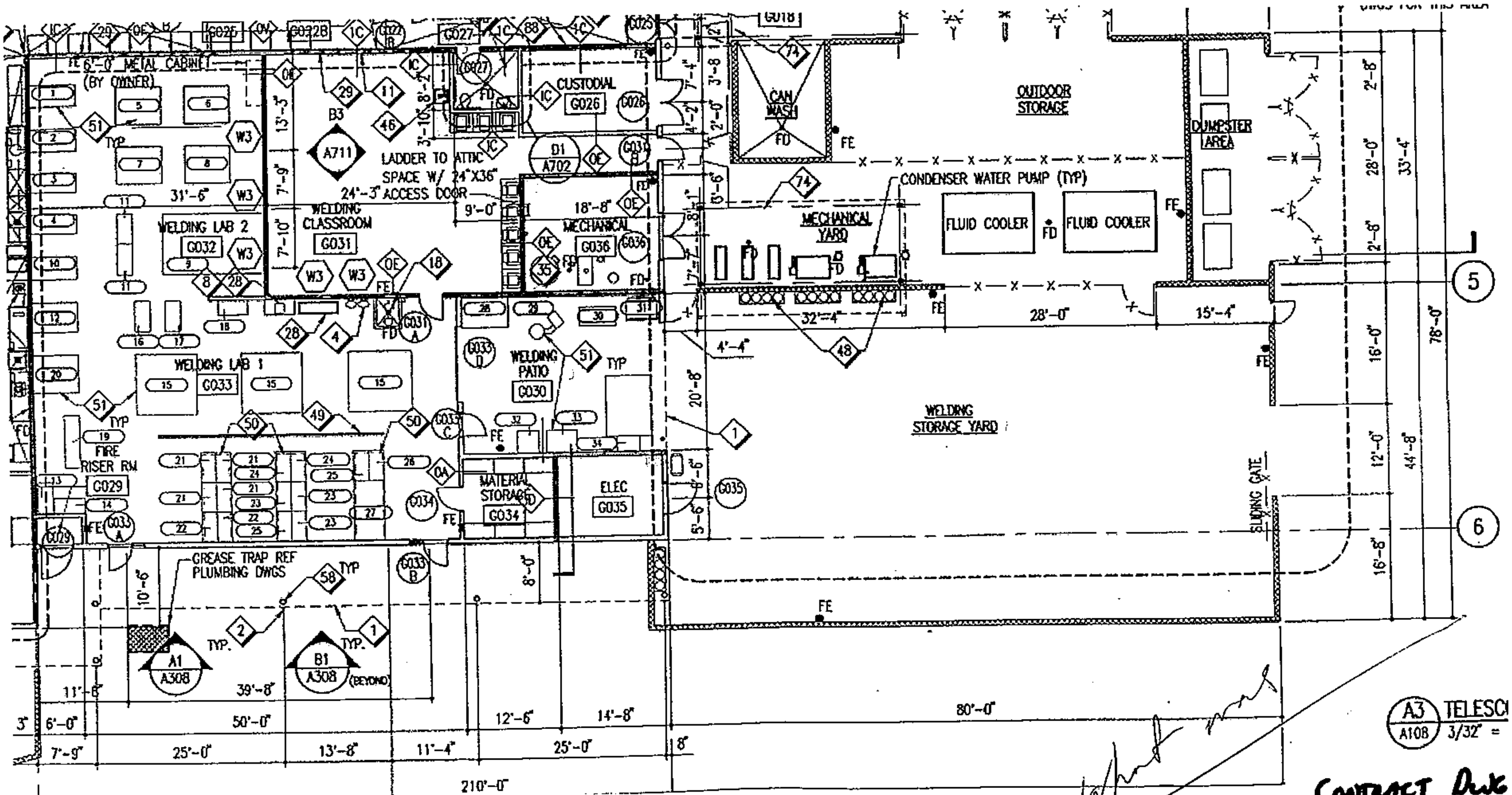
Room B-026 is the metals and welding shop. The Shop includes a classroom and a shop working area indoors as well as outdoors. The shop became an Ag facility in the 2009-2010 school year

Room C-012 is the Food Science room that measures 32' x 45'. The room includes 9 stove/ovens and 7 microwave stations, 8 sinks, and a lab display mirror. The middle portion is the "classroom instructional" space. There is an office, which is shared with another teacher and a storeroom that houses freezers, refrigerators, and supplies.

Major Equipment

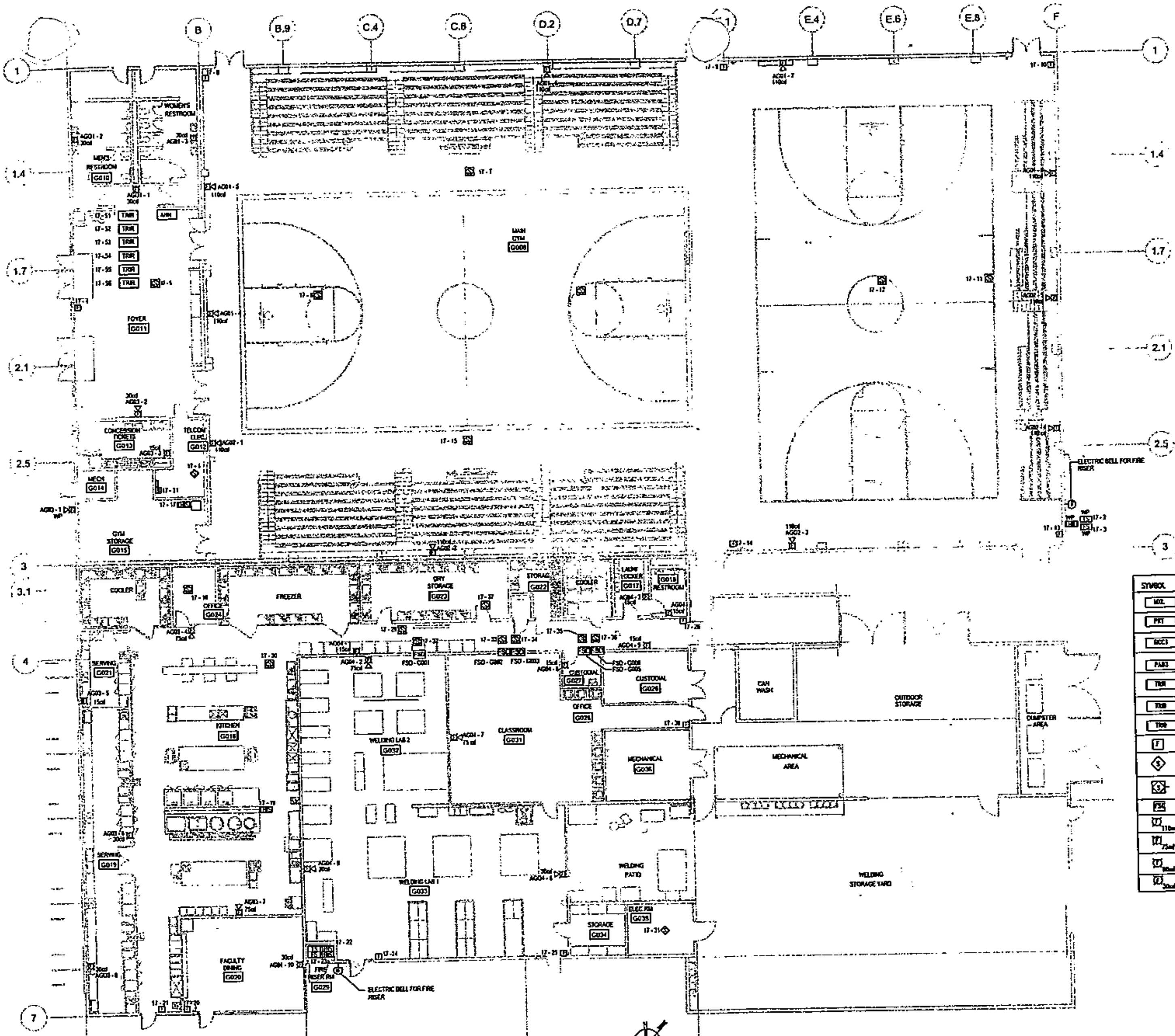
-A Three door floral cooler is located in the project room just out the side door of E-114.
-(6) Dell desktop computers
-(2) HP Laptops
-HP 1600 printer
-(5) HP 1022 printers
-(2) QOMO tablets
-(3) ELMO Document Cameras
-Scanner
-Quizdom Remote Set
-(2) Smart boards
-(3) LCD Projectors
-(3) Food Refrigerator
-(1) Standing freezer
-(2) Dishwashers
-Livestock Scale
-Ctrain Storage Container
-(2) Livestock Trailers
-Tractor
-Time punch clock
-Lamb walker
-20'X12' Greenhouse
-30'X48' Greenhouse
-20'x 30' Shade house
-Plasma Cam
-(2) Metal Arc Welders
-Foot Shear
-DeWalt Cordless Adjustable Clutch Driver/Drill
-DeWalt Ban Saw
-Ace Professional Socket Wrench set
-Miscellaneous small tool set


CLASSROOM E106
CLASSROOM E105
CLASSROOM E104
CLASSROOM E103
SCIENCE E111
SCIENCE E114
MECH. PLATFORM E126
REF A2/A701 SIM
MECH E123
ELEC E112
STAFF E113
PREP E119
CONFERENCE E115
MECH E117
PROJECT AREA E102
TEL/COM RK118
DO NOT SLOPE FLOOR TO DRAIN
DUCT, SEE DET. B1/A810A & MECH. DWGS
1½" DIA HOLE W/PLASTIC CAP (TYP)
MECH. EQUIP. PLATFORM LADDER REF. DET B5/A809 W/ACCESS DOOR
LOCATE FEC ABOVE DESK
5' MIN CLR
42'-0"
29'-8"
29'-4"
20'-7"
29'-11"
21'-5" TYP.
15'-7"
38'-7"
20'-5"
21'-1"
35'-8"
20', 1-Bulk



CONTRACT DWG.

A208

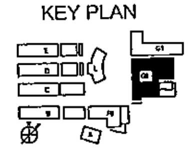


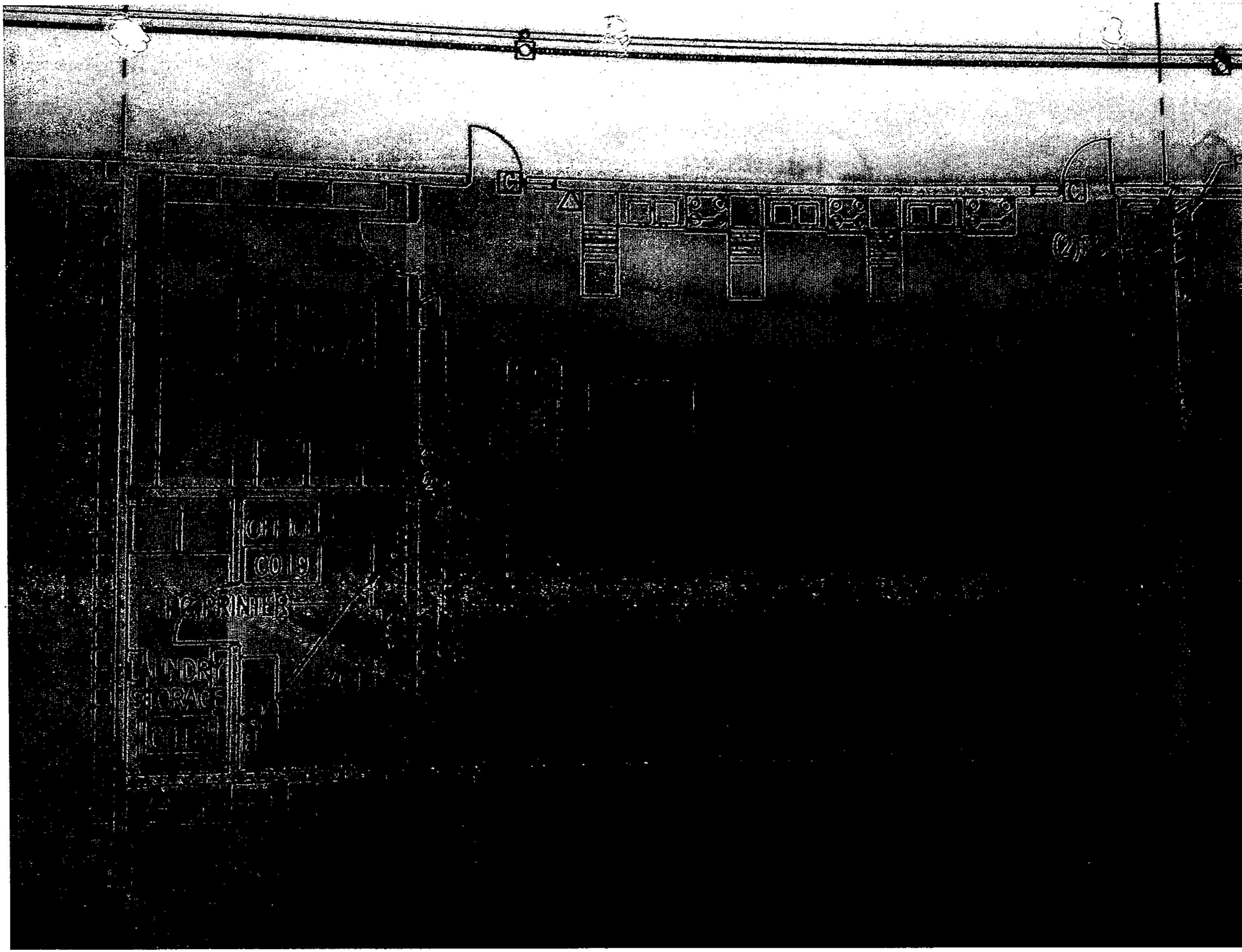
BUILDING G0 FIRE ALARM ZONE MAP
NTS

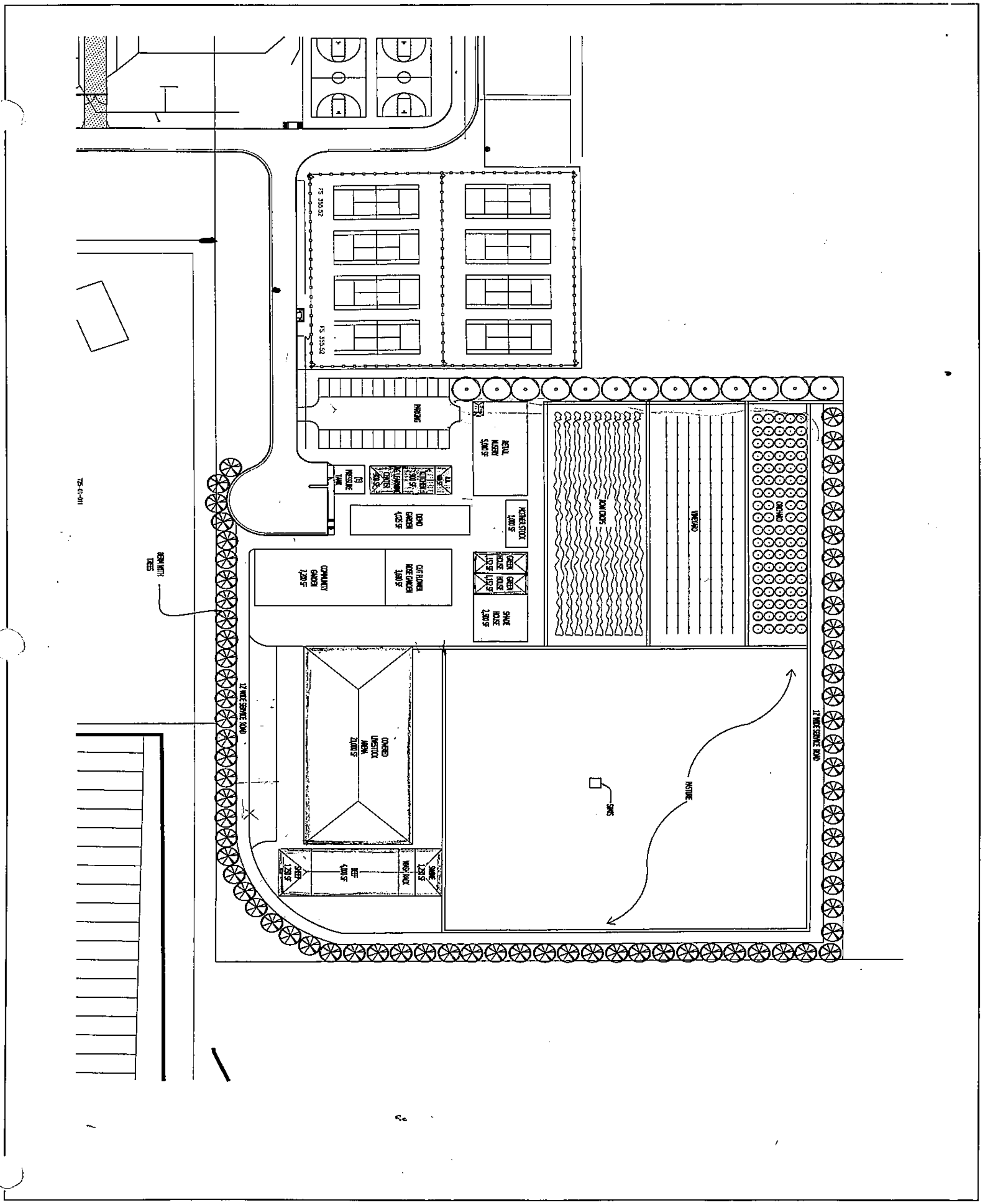
FIRE ALARM LEGEND

SYMBOL	ITEM DESCRIPTION	SYMBOL	ITEM DESCRIPTION
FACP	FIRE ALARM CONTROL PANEL	30cd	VISUAL DEVICE 30cd
PRT	PRINTER	15cd	VISUAL DEVICE 15cd
FCC1	FIRE COMMAND CENTER / ANNUNCIATOR	15cd	AUDIO/VISUAL DEVICE 15cd
PAN1	REMOTE PANEL EXTENDER	30cd	AUDIO/VISUAL DEVICE 30cd
TRM	INTELLIGENT INTERFACE MODULE	75cd	AUDIO/VISUAL DEVICE 75cd
TRB	INTELLIGENT INTERFACE MODULE	110cd	AUDIO/VISUAL DEVICE 110cd
TRO	INTELLIGENT INTERFACE MODULE	75cd WP	AUDIO/VISUAL DEVICE 75cd WP
F	MANUAL PULL STATION	WP	AUDIO DEVICE WP
S	PHOTOELECTRIC SMOKE DETECTOR	EOL	END OF THE LINE DEVICE
S	DUCT TYPE SMOKE DETECTOR	FS	FLOW SWITCH
FSD	FIRE / SMOKE DAMPER	TS	TAMPER SWITCH
110cd	VISUAL DEVICE 110cd	PIV	POST INDICATING VALVE
75cd	VISUAL DEVICE 75cd	FATC	FIRE ALARM TERMINATION CABINET
90cd	VISUAL DEVICE 90cd	ANN	8 ZONE ANNUNCIATOR
30cd	VISUAL DEVICE 30cd	B	FIRE SPRINKLER BOX (120VAC)

KEY PLAN




OFFICE
C019
LAUNDRY
STORAGE



DATE	SCALE	DRAWN	JOB SOBRATO HIGH SCHOOL	1

SOBRATO HIGH SCHOOL AGRICULTURAL CENTER

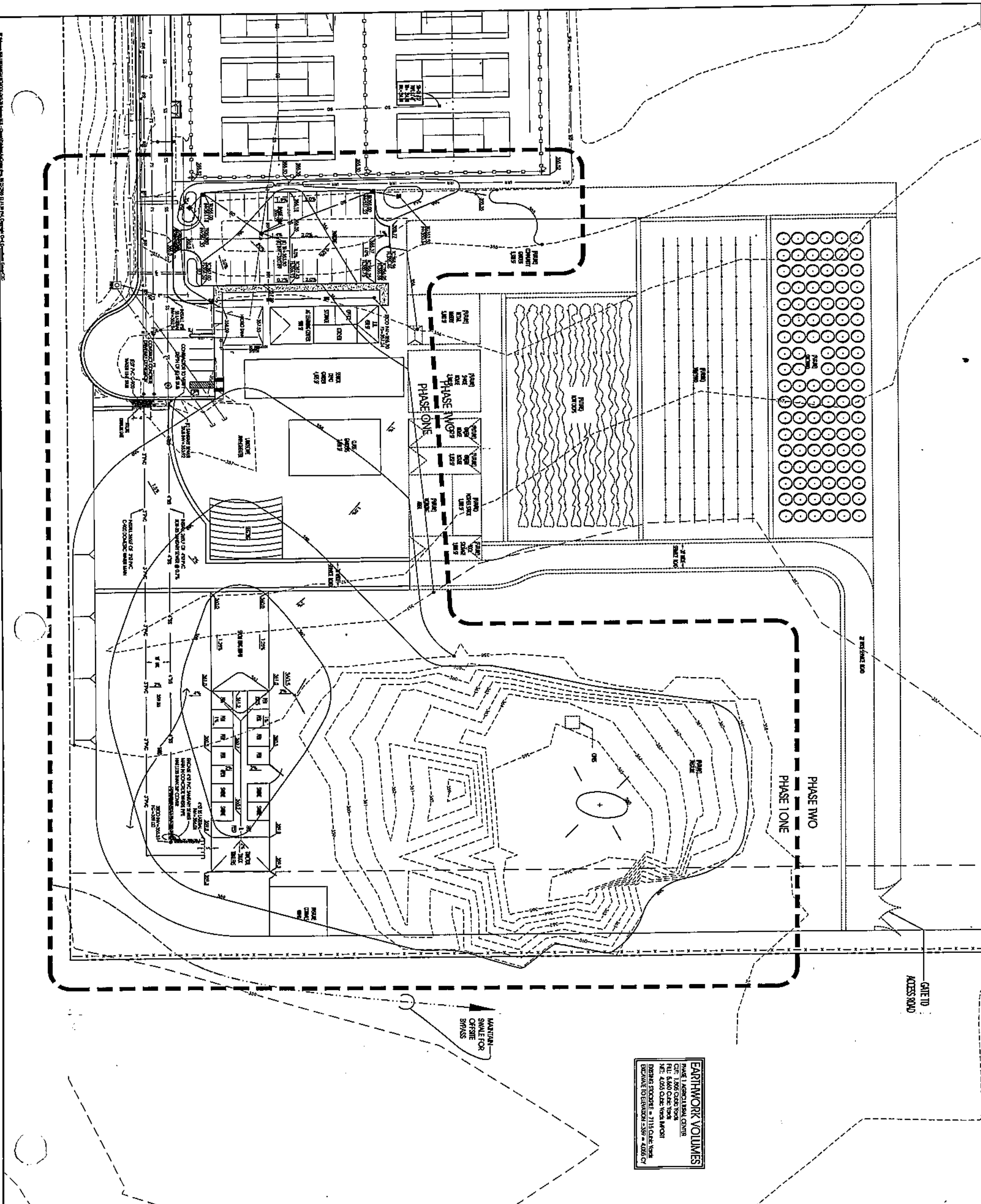
401 BURNETT AVE, MORGAN HILL, CA.

Preliminary Design Study

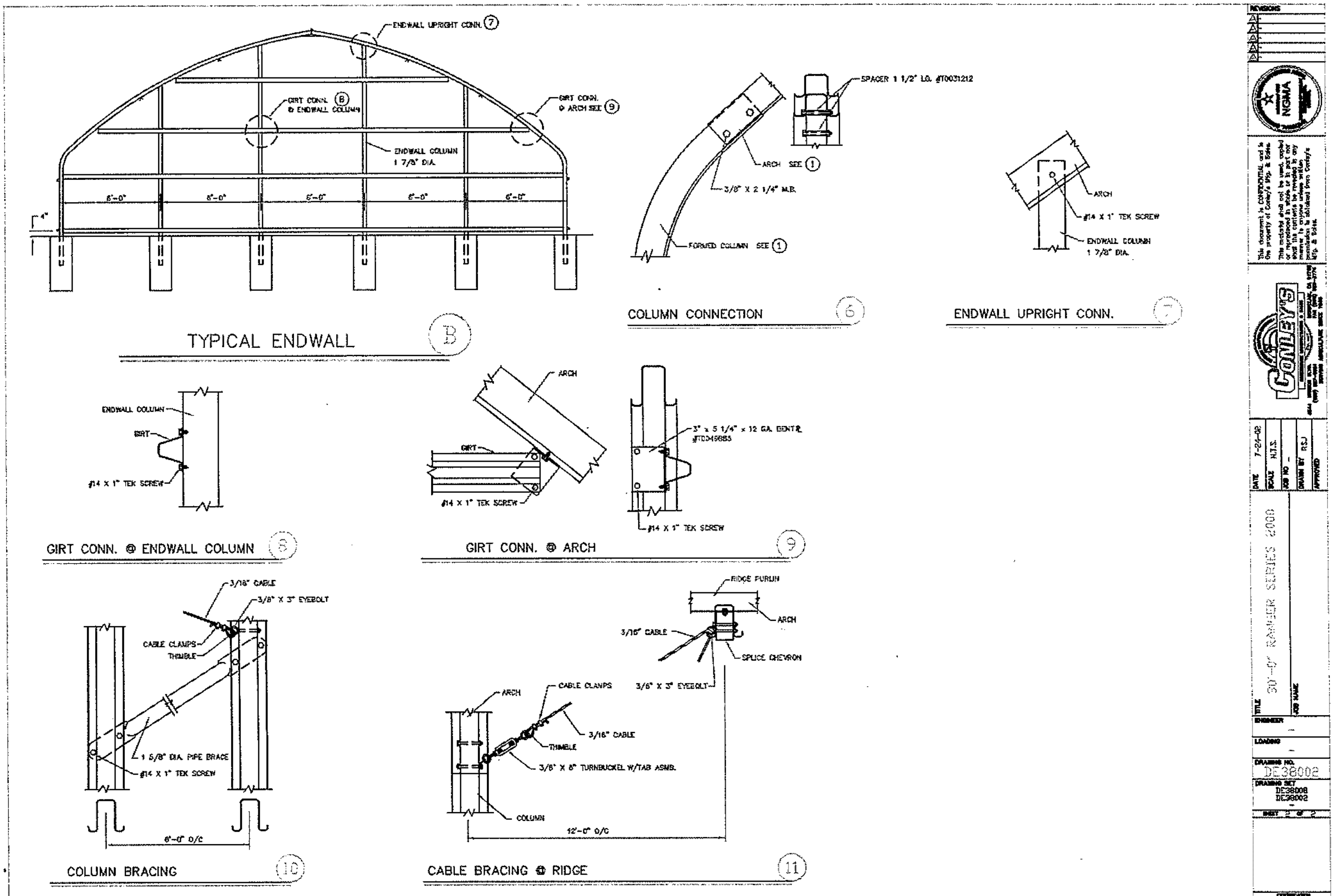
AITKEN ASSOCIATES
LANDSCAPE ARCHITECTS

8262 Rancho Real, Gilroy, CA 95020
Calif. Reg. #2239 (408) 842-0245

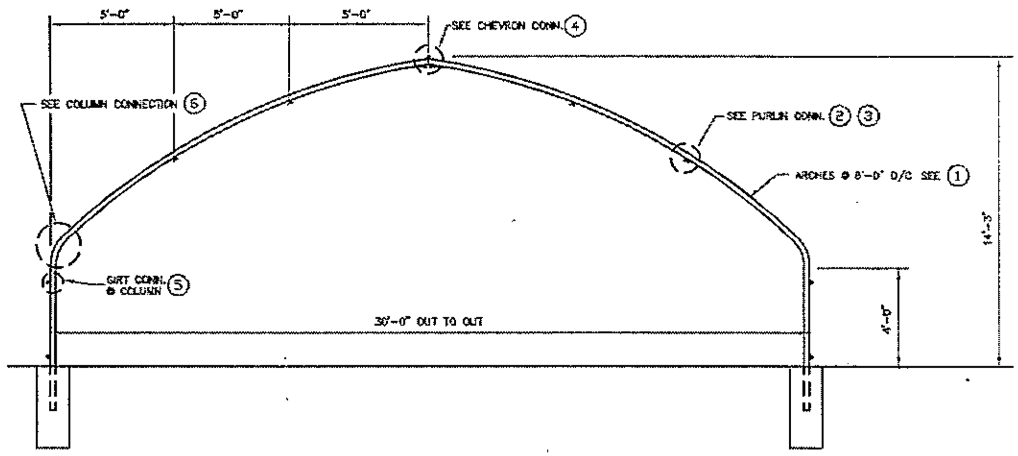
REVISIONS	BY



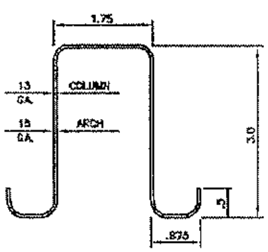
Date: 25AUG05	SOBRATO HIGH SCHOOL AGRICULTURAL CENTER 401 BURNETT AVENUE MORGAN HILL, CALIFORNIA	C2G/Civil Consultants Group, Inc. Engineers/Planners 4444 Scotts Valley Drive / Suite 6 Scotts Valley, CA 95066-4529 (831) 438-4420	PHASE ONE GRADING AND DRAINGE PLAN	REVISIONS	BY
Scale: 1"=30'					
Drawn: JG					
Job: 257-40					
Sheet C.1 of 1 Sheets					



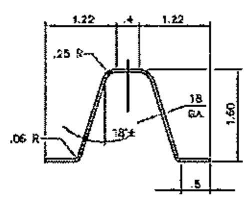
ENDWALL UPRIGHT CONN. 7
GIRT CONN. B @ ENDWALL COLUMN
GIRT CONN. @ ARCH SEE 9
ENDWALL COLUMN 1 7/8" DIA.
6'-0"
6'-0"
6'-0"
6'-0"
6'-0"
4"
TYPICAL ENDWALL
B
SPACER 1 1/2" LG. #T0031212
ARCH SEE 1
3/8" X 2 1/4" M.B.
FORMED COLUMN SEE 1
COLUMN CONNECTION
6
ARCH
#14 X 1" TEK SCREW
ENDWALL COLUMN 1 7/8" DIA.
ENDWALL UPRIGHT CONN.
7
ENDWALL COLUMN
GIRT
#14 X 1" TEK SCREW
GIRT CONN. @ ENDWALL COLUMN
8
ARCH
GIRT
#14 X 1" TEK SCREW
3" x 5 1/4" x 12 GA. BENT PL #T0045685
#14 X 1" TEK SCREW
GIRT CONN. @ ARCH
9
3/16" CABLE
3/8" X 3" EYEBOLT
CABLE CLAMPS
THIMBLE
1 5/8" DIA. PIPE BRACE
#14 X 1" TEK SCREW
6'-0" O/C
COLUMN BRACING
10
RIDGE PURLIN
ARCH
3/16" CABLE
SPLICE CHEVRON
3/8" X 3" EYEBOLT
ARCH
CABLE CLAMPS
3/16" CABLE
THIMBLE
3/8" X 8" TURNBUCKEL W/TAB ASMB.
COLUMN
12'-0" O/C
CABLE BRACING @ RIDGE
11
REVISIONS
NGMA
This document is CONFIDENTIAL and is the property of Conley's Mfg. & Sales.
This material shall not be used, copied or reproduced in whole or in part nor shall the contents be revealed in any manner to anyone unless written permission is obtained from Conley's Mfg. & Sales.
CONLEY'S
DATE 7-24-02
SCALE N.T.S.
JOB NO. -
DRAWN BY RSJ
APPROVED
TITLE 30'-0" RANGER SERIES 2000
JOB NAME
ENGINEER -
LOADING -
DRAWING NO. DE38002
DRAWING SET DE38008 DE38002
SHEET 2 OF 2
CERTIFICATION



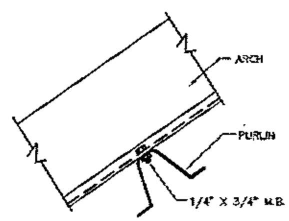
TYPICAL FULL SECTION (A)



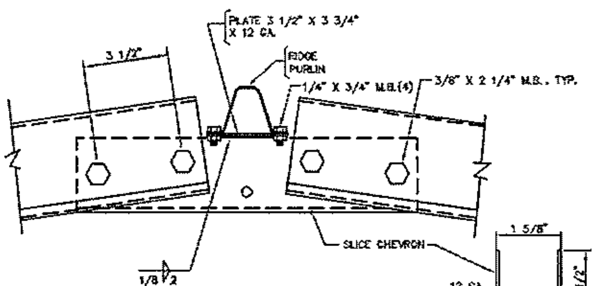
ARCH/COLUMN (1)



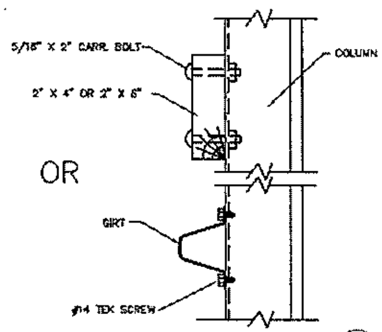
PURLIN/GIRT (2)



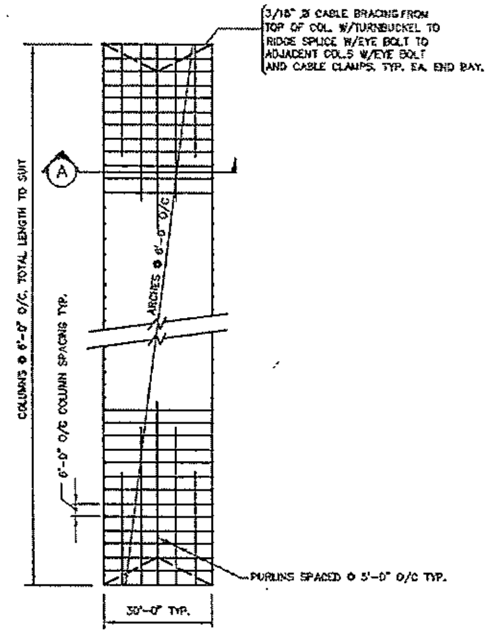
PURLIN TO ARCH CONNECTION (3)



CHEVRON CONNECTION (4)



GIRT @ COLUMN (5)



TYPICAL ROOF PLAN

GENERAL NOTES

1. ALL WORK SHALL CONFORM TO THE UNIFORM BUILDING CODE.
2. ALL FOOTINGS SHALL BEAR AGAINST FIRM NATURAL UNDISTURBED SOIL OR CERTIFIED COMPACTED FILL.
3. CONCRETE SHALL HAVE A MINIMUM 28 DAY COMPRESSIVE STRENGTH OF 2500 PSI.
4. LIGHT GAGE – COLD FORMED STRUCTURAL STEEL MEMBERS SHALL CONFORM TO A.S.T.M. SPEC. A-446 GRADE "D" (Fy=55 KSI), UNLESS NOTED OTHERWISE.
5. ALL STRUCTURAL STEEL MEMBERS SHALL BE GALVANIZED.
6. PIPE COLUMNS, WHEN USED, SHALL CONFORM TO A.S.T.M. SPEC. A-446 GRADE "D" (Fy=55 KSI).
7. BOLTS SHALL CONFORM TO A.S.T.M. SPEC A-307 AND SHALL BE CADMIUM PLATED.
8. DESIGN LOADS: 10 P.S.F. ROOF LIVE LOAD & 70 MPH EXP. "B" WIND LOAD PER THE UNIFORM BUILDING CODE.
9. FIBERGLASS ATTATCHEMENT USE #10 NEOPRENE WASHERERED "TEK" SCREWS @ 5" O/C TO GUTTERS & 7 1/2" O/C TO GIRTS.
10. CABLES SHOWN SHALL HAVE A MINIMUM BREAKING STRENGTH OF 4200 LBS.

REVISIONS

NGMA

This document is CONFIDENTIAL and is the property of Conley's Mfg. & Sales. This material shall not be used, copied or reproduced in whole or in part nor shall the contents be revealed in any manner to anyone unless written permission is obtained from Conley's Mfg. & Sales.

CONLEY'S

DATE	3/19/2001
SCALE	N.T.S.
JOB NO	E3443
DRAWN BY	RSJ
APPROVED	

TITLE 30'-0" RANGER SERIES 2000

JOB NAME

ENGINEER 13450-01

LOADING 10-70-B

DRAWING NO. DE38008

DRAWING SET DE38008 DE38002

SHEET 1 OF 2

CERTIFICATION

TABLE of Contents (G)

Appendix Z

EDUCATION CODE

School Farm Lab Facilities Exempt from Field Act

California Education Code

17287. For the purposes of this article and Article 6 (commencing with Section 17365), "school building" does not include (a) any building of a school district or county superintendent of schools which is used solely for classes or programs in outdoor science, conservation, and forestry in accordance with Article 5 (commencing with Section 8760) of Chapter 4 of Part 6 and which does not occupy, in whole or in part, the same parcel of land upon which there is situated any school maintained by the district or county superintendent, or (b) agricultural education laboratory facilities used primarily for plant and animal production or the storage of materials, equipment, and supplies involved in this production.

81130.5.

(d) For the purposes of this article and Article 8 (commencing with Section 81160), "school building" does not include any of the following:

(1) Any building of a community college district that is used solely for classes or programs in outdoor science, conservation, and forestry and that does not occupy, in whole or in part, the same parcel of land upon which there is situated any school maintained by the district.

(2) Agricultural facilities that were not built for classroom purposes and that are used primarily for plant and animal production or the storage of materials, equipment, and supplies involved in that production.

(3) Animal kennels and facilities used to house animals as part of an animal health instruction program.

(e) "Construction or alteration," as used in this article, includes any construction, reconstruction, or alteration of, or addition to, any school building.

Five Year Plan of Facility and Equipment Acquisition
Sobrato Ag Department

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Irrigation in Horticulture outside areas	Community Gardens	Suburban	Stock Trailer 2 (obtained 2011)	Vehicle storage
Landscape by Greenhouses	Steer Pens	Cover steer pens		Front end loader
Pull Behind BBQ	Portable steer chute (obtained 2012)	Landscape Orchards	Walk-In or Additional Floral Cooler	Manure spreader
Landscape front of farm	Storage freezer		Bleachers for Arena	

Staff Responsibilities
Ann Sobrato High School
Agriculture Department
2012-2013

	Myndi	Joe	Tanya	Nicole	
ROLE	Dept. Head	Lead FFA Advisor	FFA Advisor	FFA Advisor	
CURRICULUM					
Agriculture Biology	x				
Agriculture Geology			x		
ROP Environmental Horticulture			x		
ROP Lansdcape Construction Design			x		Not current this school year, but is
ROP Veterinary Science		x			in our district curriculum.
Agriculture Environmental Science			x		Not current this school year, but is
Agriculture Mechanics		x			in our district curriculum.
ROP Art & History of Floral Design	x				
Leadership		x			
ROP Food Science				x	
NEW CURRICULUM					
Advanced Ag Mechanics		x			Not current this school year
Agriculture Economics & Government	x				Not current this school year
Agriculture Leadership	x				Is current this school year
Agriculture Chemistry	x				Not current this school year
ROP Food Science					Is current this school year
VEHICLES & EQUIPMENT					
Ford Freestar Van		x			Joe will track vehice logs and
Livestock Scale		x			communicate with transportation

Livestock Trailer				x		
Livestock Trailer 2-Horse				x		All will use vehilce logs when traveling
Livestock Equipment				x		
Ford Expedition				x		
F250				x		
Tractor				x		
FACILITIES						
Classrooms		x	x	x	x	Each responsible for own classroom
Greenhouse				x		
Farm			x			
Shop			x			
Ag Office				x		
Sicence Storeroom		x				
Kitchen Storerooms					x	
DEPARTMENT						
Dept./Staff Meetings		x				Meet on Mondays at lunch
R-2 Report to State		x				
Student Data Sheets		x	x	x	x	Complete in each Ag class
Ag Boosters					x	
FFA Advisor			x			
FFA Roster		x				
CATA Section Meetings		x				Register department for mtgs
CATA Region Meetings		x				
CATA Summer Conference		x				
Program of Activities					x	
Program Plan		x				
Incentive Grant & Budget		x				
FFA ASB Account		x				
Expenditure Report		x				

Ag Advisory Committee				x		Each responsible for one industry person
Recruitment		x	x			
Project Competition Coordinator		x				
Parli Pro Contest Coordintor					x	
BIG/CO-OP Coordinator				x		
SAE-PROJECTS						
Beef			x			
Sheep				x		
Swine			x			
Horse		x				
Dairy			x			
Goats				x		
Meat Birds					x	
Meat Rabbits					x	
Work Experience		x	x	x	x	Industry Specific for Advisor
Floriculture		x				
Ag Mechanics			x			
Horticulture				x		
Food Science					x	
JUDGING TEAMS						
B.I.G.		x				
Opening/Closing			x			
Creed			x			
Impromptu					x	
Prepared					x	
Extemporaneous				x		
Job Interview				x		
Co-op Marketing				x		
Parli-Pro			x			

Field Days Registration				x		
Livestock Judging			x			
Dairy Products					x	
Soil Judging					x	
Welding			x			
Floriculture		x				
Horticulture				x		
FAIRS & SHOWS						
Santa Cruz			x			
Santa Clara				x		
King City			x			
SCCF Livestock Mtgs			x			
SCCF Carcass Contest			x			
BANQUETS						
FFA Banquet Chairman		x				
FFA Banquet Awards				x		
FFA Banquet Facilities			x			
FFA Banquet Food					x	
Greenhand				x		
Project Competition		x				
State Degree/Prof. Banquet		x				
FFA ACTIVITIES						
Greenhand Initiation		x				
Chapter FFA Degree					x	
State FFA Degree				x		
American FFA Degree		x				
Proficiency Awards		x	x	x	x	Divided by SAE Advisor

FFA ACTIVITIES Continued						
FFA Week			x			
Project Competition					x	
State Convention		x				
FFA Meetings			x			
FFA Officers			x			
Greenhand Conference		x				
MFE Conference		x				
ALA Conference		x				
COLC				x		
National Convention		x				
FFA Region Meeting		x				
FFA Section Meeting		x				
Science Class Recruitment		x				
8th Grade Preview Night					x	
Returning Student Night					x	
Taste of Morgan Hill			x	x		
FFA ACTIVITIES						
Ag Fndtn Spring Auction Fundraiser			x	x		Auction Gift Basket
Cattlemen's Banquet			x		x	Basket and Kids
Drive Thru BBQ					x	
Drive Thru BBQ Tix Sales					x	
Farm Work Days					x	
Region Officer Screening					x	
Section Officer Screening		x				
Officer Meetings			x			
Chapter Officer Applications				x		

* All four advisors will attend all ceremonies, conferences, meetings when required or are able to.

MORGAN HILL UNIFIED SCHOOL DISTRICT

RIGHTS AND RESPONSIBILITIES HANDBOOK FOR PARENTS & STUDENTS

2012-2013

Introduction

Dear parents and guardians:

Welcome to a new school year! The information contained in this booklet is important for the success of your student in school. Some of the information will be important for you to know right now. Other policies and laws in this publication could have more meaning for you at a later date.

This booklet is provided to you and your student. Please read it together and impress upon your student the importance of being familiar with school rules and responsibilities. It would be a good idea to begin by glancing through the *Table of Contents.* Make mental notes of sections that you'd like to explore in more depth at a later time. Skim read the Handbook in its entirety. Read for detail any sections that you feel might have some immediate impact on your child. Discuss these sections with your son or daughter.

A safe, secure learning environment for all of our students and staff is a priority for us. School rules and behavior standards are important for maintaining a school environment that is safe and conducive to learning. Your support and expectations for your student to have regular attendance and to be aware of and follow school rules can go a long way to ensuring his/her academic success. I strongly encourage you to pay particular attention to pages 99-101regarding attendance policies, and pages 47-69 regarding student discipline / suspension and expulsion.

The following form (on Page 120) must be signed and returned to your student's school as part of the registration process:

1) Receipt of *Rights and Responsibilities Handbook* (required)

Optional forms for your signature can be found on Pages 116-119:

2) Withhold Authorization to Film/Photograph Minors for Publication
3) No Child Left Behind Act (NCLB) Parents' Right to Know Professional Qualifications of Classroom Teachers/Paraprofessionals
4) Animals in the Classroom (BP 6153.2)
5) Parent/Guardian Notice Release of Directory Information

This publication is a valuable tool and resource for you and your student(s). Please save it for future reference.

We look forward to working with you during this school year.

Wesley

Dr. Wesley Smith
Superintendent

TABLE OF CONTENTS

Nondiscrimination Statement

Nondiscrimination (Board Policy 0410)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES BP 0410

The Governing Board of the Morgan Hill Unified School District is committed to equal opportunity for all individuals in education. Morgan Hill Unified School District programs and activities do not discriminate on the basis of gender, gender identity, age, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

ADOPTED: January 22, 1990
REVISED: September 23, 1996
REVISED: September 26, 2005
REVISED: April 11, 2006 (Replacing BP 1710)

Parent Rights and Responsibilities (Board Policy 5020)
The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school.

The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians to determine appropriate roles and responsibilities of parents/guardians, school, staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school. The parents' primary responsibility shall be to serve as active partners in the educational process and to help provide the intellectual, physical, emotional well-being of their students at the school site.

The District shall adopt administrative regulations in consultation with parents and guardians of students outlining specific parental rights and responsibilities that are intended to support these goals.

ADOPTED: January 24, 2000

Supporting Regulation:
The rights of parents/guardian of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any intradistrict or interdistrict pupil attendance policies or programs..

   Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parent/guardians, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations.

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal of the school in which their child is enrolled.

3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

4. To be notified on a timely basis if their child is absent from school without permission.

5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized tests and statewide tests.

6. To request a particular school for their child and to receive a response from the district.

7. To have a school environment for their child that is safe and supportive of learning.

8. To examine the curriculum materials of the class(es) in which their child is enrolled.

   Parents/guardian may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes, and software.

   The curriculum, including titles, descriptions, and instructional aims of every course shall be compiled at least once annually in a prospectus. Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course.

   The school may charge an amount not to exceed the cost of duplication.

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.

10. To have access to the school records of their child.

11. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.

12. To be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.

13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

14. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality of character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan.

15. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.

16. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

The Superintendent or designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.

All students shall have the right to obtain confidential medical care of confidential counseling related to the diagnosis or treatment of a drug-or alcohol-related problem, or mental health treatment or counseling, without the consent of his/her parent/guardian.

The Superintendent or designee shall ensure that district staff understands the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

In addition, the Superintendent or designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school in which their child is enrolled.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse.

Parent Responsibilities
Parents/guardians may support the learning environment of their children by:

1. Monitoring attendance of their children.
2. Ensuring that homework is completed and turned in on time.
3. Encouraging their children to participate in extracurricular and co-curricular activities.
4. Monitoring and regulating the television viewed by their children.
5. Working with their children at home in learning activities that extend the classroom learning.
6. Volunteering in their children's classroom(s) or for other school activities.

7. Participating in decisions related to the education of their own children or the total school program as appropriate.

REVIEWED: January 24, 2000

Notice of Rights of Parents and Children Regarding Special Education

Overview:
Parents have several protections under Procedural Safeguards. The notice of Parental Rights and Procedural Safeguards will be given to parents upon: 1) initial referral for evaluation of their child for special education service, 2) each notification of an IEP meeting, 3) reevaluation of their child, and 4) registration of a complaint or request for a due process hearing. This document will be provided upon the initial referral, upon the registration of a complaint or a request for a due process hearing, and at any time a parent requests one. Parents can obtain assistance in understanding their rights and procedural safeguards from the Special Education Director of their child's district of attendance, the SELPA Director at 408-453-6566, or the California Department of Education in Sacramento.

Local education agencies (LEA) and other public agencies have an obligation to seek out children with disabilities between birth and age 21. A child with a disability is one who has been identified by an individualized education program (IEP) team as having one of thirteen disabling conditions which are defined in federal regulation, who because of the disability needs special education and related services to benefit from education and who meets state eligibility criteria. A child with a disability has a right to participate in a free, appropriate public education. Children with disabilities are offered programs that provide for maximum interaction with children who are not disabled in a manner that is appropriate to the needs of both. When a child no longer requires special education services to benefit from education, an assessment and IEP team meeting will be conducted prior to discontinuing special education services.

No child is required to participate in special education and related services unless the parent is first informed in writing of the facts making participation necessary or desirable and of the contents of the individualized education program (IEP) and gives written approval for all or part of the IEP.

Parent Consent:
Written parental consent is required before the child is assessed, placed in a special education program, and for the implementation of all or part of the individualized education program (IEP). A LEA may not require parental consent as a condition of any benefit to the parent or child except for the service or activity for which consent is required. The LEA can file for a due process hearing to override a parent's refusal to consent to the assessment or placement of their child for special education and related service.

Individualized Education Program (IEP):
The public education agency initiates and conducts meetings for the purpose of developing, reviewing, and revising the individualized education program of each child with a disability. The IEP documents the child's eligibility for special education services and parents receive a copy of each IEP for their child. These meetings are conducted by the Individualized Education Program (IEP) team.

Disciplinary Action:
The parents have the right to be notified on the day that the decision to take disciplinary action is made of that disciplinary action if it involves a change of placement for more than ten (10) days. The school district ensures that special education and disciplinary records of the child are transmitted to the person(s) making the final decision about the disciplinary action. The school district will report any crime committed by a child with a disability tot he appropriate authorities and transmit copies of special education and disciplinary records to such authorities.

Suspension:
Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities. A child with a disability can be suspended for not more than ten (10) consecutive days for violation of school conduct codes using the same procedures as a child without a disability. For a suspension of ten (10) days or under, educational services do not need to be provided. If the suspension is for more than ten (10) days in a school year, certain procedural safeguards must be followed. They include a meeting of the IEP team not later than ten (10) days after deciding to take disciplinary action to review the child's behavior intervention plan; if there is none, complete a functional assessment and develop a behavioral intervention plan; determine if the misconduct is a manifestation of the disability; determine appropriate action based on the outcome of the manifestation determination. For suspensions over ten (10) days, the setting can be appropriate interim educational setting or another setting.

Expulsion:
A child with a disability can be expelled for violation of school conduct codes only when certain procedural safeguards are followed. Within ten (10) days of the school's decision to propose a specific disciplinary action that includes a change in placement of more than ten (10) days, the IEP team must meet to review the behavior intervention plan if there is one; determine if the misconduct is a manifestation of the disability; determine an appropriate interim alternative setting for the child's educational placement; develop a functional behavioral assessment plan if no behavioral intervention plan exists; consider a need for change, by the end of the planned placement in alternative educational setting, from the placement the child was in at the time of the misconduct. If the parents disagree with the IEP team's findings that the expulsion process can precede because the behavior subject to the disciplinary action was not a manifestation of the child's disability, they can file for a

due process hearing. Even if the district can and does expel the child, they must provide a free, appropriate public education during the time of expulsion. Additionally, the pupil is entitled to a hearing by the school board. If the school board agrees with the decision to expel the pupil, the pupil or parent or guardian may file an appeal with the county board of education.

Payment for Education of Children Enrolled in Private Schools Without Consent or Referral by the School District:

1. Students enrolled in private school where a free, appropriate public education (FAPE) is not at issue:

   School districts have the responsibility to offer a free, appropriate public education to students with disabilities whose parents have chosen to enroll them in private schools, but that responsibility is significantly limited. Federal law limits the amount that school districts may spend for these services to a proportionate share of federal Individuals With Disability Education Act (IDEA) funds. The school district must seek input from representatives of private school students, but the school district determines which services will be provided.

   A child with a disability enrolled in a private school does not have an individual right to receive some or all of the special education and related services that he/she would receive if enrolled in a public school.

   Due process procedures are unavailable to private school parents for resolving concerns about services provided. Parents may, however, file a complaint.

2. Students enrolled in private school where the provision of FAPE is at issue:
   Parents may be entitled to reimbursement for costs associated with having unilaterally withdrawn their child from the public school and placed them in a private school only if a court or hearing officer determines that the public agency had not made a free, appropriate public education (FAPE) available to the child.

   Parents seeking reimbursement for unilaterally paced private school students based on the allegation that the public school failed to provide free, appropriate public education may have those reimbursements reduced or denied if they do not provide the school district at the most recent IEP meeting with information describing the nature of their concerns relating to the public placement and a proposed resolution to the problem; their intent to reject the public school placement and enroll their child in a private school at public expense. Parents must be written notice to the school district containing the above information at least the (10) business days prior to the child's removal from public school placement; they must make their child available if the LEA notifies of their intent to evaluate the student. Reimbursement for private school placement by a parent may also be denied or reduced if a judge finds the parent's actions unreasonable.

Exceptions to this are: 1) parent cannot write English; 2) compliance is likely to result in physical or serious emotional harm to the child; 3) the school district prevented the parent from providing such notice; and 4) the parents did not receive the notice informing them of the required contents of the parent's notice to the school district; namely, the name and residence of the child, the name of the school the child is attending, a description of the nature of the problem relating to the proposed initiation or change, including facts relating to such problems, and the proposed resolution of the problem to the extent known and available to the parents at the time.

Award of Attorney Fees:
If either party to a due process hearing intends to be represented by an attorney, a notice of that intent shall be given to the other party at least 10 days prior to the hearing. Failure to notify the other party may delay the start of the hearing until the agency can obtain an attorney.

Attorney fees are not allowed to parents if they are related to an IEP meeting unless the meeting is convened as a result of any administrative hearing, or judicial action, or at the discretion of the State Attorney fees may be reduced if the parents' attorney fails to give the district notice of the nature of the problem and proposed solutions.

In any action or proceeding brought under Part B of the Individuals with Disabilities Education Act, the court may award reasonable attorney fees to the parents or guardians of a child with disabilities who is the prevailing party.
No attorney fees may be awarded and related costs may not be reimbursed subsequent to the time of a written offer of settlement is made to a parent if offer is made more than ten (10) days prior to start of the proceedings; if the offer is not accepted within ten (10) days; and if the court hearing officer finds that relief obtained by parents is not more favorable than the offer. Attorney fees and related costs may be awarded to parents who prevail and substantially justified in rejecting settlement offer.

Attorney fees will be reduced if the parent unreasonably protracted final resolution during the course of the action or proceeding; if fees unreasonable exceed prevailing hourly rate in the community; the time spent and legal services were excessive; and the parent's attorney did not provide the school district the appropriate information (name and address of the child, name of the school the child attends, a description of the nature of the problem, including facts related to the problem, and a proposed resolution of the problem to the extent known and available to the parents at the time). Attorney fees will not be reduced if the state or local educational agency unreasonably protracted the resolution or proceeding or violated due process procedures.

Complaints:
Any individual, LEA, or organization may file a written complaint with the superintendent of a local education agency or with the State Superintendent of Public Instruction alleging a

violation of federal, or state law, or regulation governing special education, or related services for an individual student.

To file a state complaint, contact the California Department of Education, Special Education Division, Procedural Safeguards Referral Service, 515 L Street, Suite 270, Sacramento, CA 95814.

An immediate decision upon receipt will be made by the state superintendent of Public Instruction whether the state or the local agency has jurisdiction over the complaint.

If the state has jurisdiction, an investigation and written decision will be completed within sixty (60) calendar days of the receipt of the complaint and both parties will receive a copy of the decision shortly thereafter.

If the local educational agency has jurisdiction, the superintendent of that agency shall: (1) Investigate the complaint and prepare a written report. (2) Provide the complainant with a copy of the report.

Parents may appeal the local decision to the State Superintendent with fifteen (15) calendars days of the receipt of the local decision; while waiting for the State Department reconsideration, the local decision remains in effect.

The State Superintendent of Public Instruction/designee will review and write reasoned findings of any state decision appealed by the parent or LEA within thirty (30) calendar days. Both parties will receive copies of the review shortly thereafter.

To obtain more information about dispute resolution, including how to file a complaint, contact your director of special education, your district superintendent of schools, the California State Department of Public Instruction, or the California Department of Education - Special Education Division Procedural Safeguards Referral Service (800-926-0648) or FAX 916-327-3704 or contact the department's web site at http://www/cde/ca/gov/spbranch/sed.

<u>Uniform Complaint Procedures</u> (Board Policy 1312.3)

The Governing Board recognizes that the district shall have the primary responsibility to insure compliance with applicable state and federal laws and regulations governing educational programs (T5CCR 4620). The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (T5CCR 4610, 4620, and 4621)

Upon receipt of a written complaint from an individual, public agency or organization, uniform complaint procedures shall be initiated. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against

any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender identity, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (GC 11135, EC 200 EC 220, T5CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (T5CCR 4610)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate (T5CCR 4621) and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination (T5CCR 4621). Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

REVISED: April 11, 2006 (Renumbered replacing BP 1502)
May 8, 2007
March 6, 2012

Supporting Regulation:
Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law (T5CCR 4621):

Gender Equity or Harassment:

Assistant Superintendent (or designee) for Human Resources, Development, Planning and Research, and Communications: Morgan Hill Unified School District, 15600 Concord Circle, Morgan Hill, CA 95037 (408) 201-6015

Child Development, Special Education, Safe School; and Drug, Alcohol, and Tobacco Education; Categorical Programs, all other programs, and Williams Settlement issues concerning textbooks and instructional materials:

Assistant Superintendent (or designee) for Educational Services: Morgan Hill Unified School District, 15600 Concord Circle, Morgan Hill, CA 95037 (408) 201-6070

Business, Facilities, and Williams Settlement issues concerning emergency or urgent facilities conditions:

Deputy Superintendent (or designee) for Business Services: Morgan Hill Unified School District, 15600 Concord Circle, Morgan Hill, CA 95037 (408) 201-6050

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible (T5CCR 4621). Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (T5CCR 4622)

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable (T5CCR 4622)
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
   a. The district is primarily responsible for compliance with state and federal laws and regulations
   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
   c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination (T5CCR 4630
   d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
   e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

<u>Step 1: Filing of Complaint</u>

Any individual, public agency, or organization may file a written complain of alleged noncompliance by the district. (5 CCR 4630)

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful

discrimination or by a person who believes that an individual or any specific class of individuals has been subject to unlawful discrimination. (5 CCR 4630)
The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (T5CCR 4631)

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (T5CCR 4631)

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (T5CCR 4631)

Step 3: Response

The district shall issue a statement that the complaint will be investigated and a written report issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

The report will contain the following elements (T5CCR 4631):
1. The findings of fact based on the evidence gathered.
2. Conclusion of law.
3. Disposition of the complaint.
4. The rationale for such a disposition.

5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the LEA's Decision to CDE.
7. Procedures to be followed for initiating an appeal to CDE.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decisions shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 4: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)
The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on the evidence gathered (5 CCR 4631)
2. The conclusion(s) of law (5 CCR 4631)
3. Disposition of the complaint (5 CCR 4631)
4. Rationale for such disposition (5 CCR 4631)
5. Corrective actions, if any are warranted (5 CCR 4631)
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal (5 CCR 4631)
7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy

of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures

7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists; including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

APPROVED: January 10, 2000
REVISED: May 23, 2005
REVISED: April 11, 2006 (Renumbered replacing AR 1502)
REVISED: March 6, 2012

MORGAN HILL UNIFIED SCHOOL DISTRICT
15600 Concord Circle
Morgan Hill, CA 95037
(408) 201-6023

UNIFORM COMPLAINT FORM

Form to be used regarding complaints of discrimination and/or failure to comply with state or federal law regarding adult education, consolidated categorical programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.)

Today's Date: ______________________

Check Type(s) of Discrimination Alleged: Age ____, Physical or mental Disability ____,

National Origin ____, Race/Ethnicity ____, Religion ____, Gender Identity ____,

Sexual (actual or perceived) ____, Sexual Orientation (actual or perceived) ____.

Name of person filing complaint: ______________________________________

Address: ____

____

Phone Number/Cell Number: ______________________________________

Email Address: ____

Person(s)Against Whom Complaint is filed: ______________________________

____

Date and Time of Incident (if applicable): ______________________________

Description of Complaint: (Please use back side of form if necessary.)

____

____

____

Proposed Resolution(s): ______________________________________

____

____

For Office Use Only

Date Received: ______________ Date of Employee Conference: ______________

Date of Response to Complainant: ______________

Revised: 05/07/07 (Renumbered replacing 1502A – English)

NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504, THE REHABILITATION ACT OF 1973

General Rights:

- Eligibility
- The right to be informed of all rights under Section 504. (This notice will serve to advise all interested parties concerning these rights.
- The right to an appropriate education designed to meet the student's educational needs as adequately as the needs of non-disabled students are met.
- The right to placement in the least restrictive environment.
- The right to be notified in writing of all District decisions concerning identification, evaluation, or educational placement.
- The right for the parent, guardian or a qualified handicapped student to review relevant records at the school site or at the District Office.
- For students who are served in special education programs in the school district, their procedural rights fall within the Individuals with Disabilities Education Act (IDEA). As such, the Section 504 rights do not apply to those students served under IDEA.

Appeal and Due Process Rights:

- If parents are dissatisfied with the district's written response to their complaint, within 30 days they may request in writing a hearing on the matter.
- The right for the district to select an impartial hearing officer within 15 days of their request for a hearing.
- The right to a hearing within 20 days of receipt of a complaint and waiving of informal resolution.
- The right for the district to conduct the hearing within 45 days by the hearing officer.
- The right to have the appeal heard by an impartial hearing officer.
- The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of students who are qualified with the meaning of Section 504.
- The right to present evidence, documentation and testimony.

- The right to question and cross-examine witnesses.
- The right to written findings of fact, conclusions of law and decisions prepared by the hearing officer 40 calendar days after the hearing.
- The right to continued appeal through a court of competent jurisdiction.

Definition of Section 504 of the Rehabilitation Act of 1973: Any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

If you have any questions or wish to file an appeal, contact the Director of Student Services, 15600 Concord Circle, Morgan Hill, CA 95037.

<u>Sexual Harassment</u> **(Board Policy 5750)**
The Morgan Hill Unified School District is committed to providing students with an educational environment that is free of sexual harassment, including harassment based on gender and sexual orientation. It is the policy of the District that sexual harassment of any student--by another student, employee, or agent with whom the District has a business or service relationship, or other individual--is unacceptable conduct and will not be tolerated. The District shall strive to maintain a school environment in which students are treated with dignity and respect at all times.

The Board considers sexual harassment of a student to be a major offense. Sexual harassment in violation of this policy constitutes cause for disciplinary action, up to and including dismissal for employees and suspension or expulsion for students. This policy is intended to supplement, and not replace, state and federal laws prohibiting sexual harassment. Complaints under those laws shall be processed through the procedures established by appropriate state and/or federal agencies.

The Superintendent shall adopt, and may periodically revise, administrative regulations necessary to implement and enforce this policy. The regulations shall ensure adequate communication of this policy to all students, parents and employees; provide appropriate complaint and resolution procedures; and establish due process for persons accused of student sexual harassment.

ADOPTED: October 11, 1993
REVISED: March 26, 2001

Supporting Regulation:

I. Definition

For purposes of this policy, "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following circumstances:

- Submission to the conduct is explicitly or implicitly made a term or a condition of a student's academic status or progress
- Submission to or rejection of the conduct by a student is used as the basis for educational or academic decisions affecting the student
- Such conduct substantially or unreasonably interferes with a student's academic performance or creates an intimidating, hostile, or offensive educational environment
- Even if the conduct or language is not sexual in nature, harassment based on the victim's sex may create a sexually discriminatory working or learning environment
- Sexual harassment also includes any act of retaliation against a student for reporting violations of the District's policy or for participating in the investigation of a sexual harassment complaint

Sexual harassment can occur in a variety of circumstances.

(1) The victim as well as the harasser may be a woman or a man, a girl or a boy; the victim does not have to be of the opposite sex.

(2) A student can be the victim of sexual harassment by another student or any agent or employee of the school district.

(3) Sexual harassment can include but is not limited to the following conduct when it is unwelcome:

- o Physical – leering, winking, throwing kisses, sexual gestures, rape, assault, intercourse, pinching, patting, intentional rubbing or brushing against another individual's body, grabbing, fondling, kissing, touching another individual's body, or blocking a person's way or other physical interference with normal movement.
- o Verbal – sexual demands, sexual propositions, sexual slurs, sexual jokes, catcalls or whistles. Derogatory comments; too familiar remarks about an individual's body parts; repeated, unwanted requests for dates; requests for sexual activity; remarks or rumors about an individual's sexual activities; unwelcome compliments; telling about sexual fantasies.
- o Visual – sexually explicit posters, graphics, cartoons, drawings, objects. Sexual gestures, suggestive looks, leers or gawking.
- o Written – notes or letters of sexual content or proposition, displays of sexually explicit literature, posters or poems.

Additional examples of specific types of prohibited harassment are listed below.

Racial and Color Harassment

- o Racial or color harassment can include unwelcome verbal, written or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner or speaking, and negative references to racial customs.

National Origin Harassment

- o Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics or a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Sexual Orientation Harassment

- o Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation, such as negative name calling and imitating mannerisms.

Disability Harassment

- o Disability harassment includes harassment based on a person's disability mental or physical condition and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. Rather, it refers to behavior that is unwelcome, offensive, humiliating or demoralizing.

Any expression of sexual interest by District personnel toward students, regardless of whether the interest is mutual, is inappropriate and shall subject the employee to discipline under the Education Code and/or District policies, including but not limited to, Board Policy 4121 (Personnel: Harassment). Students may also be subject to discipline under Board Policy 5130 (Suspension and Expulsion).

II. Communication of Policy and Administrative Regulation

It is the District's intent that the Sexual Harassment Board Policy and Administrative Regulation be known and understood by all employees, parents, and students. This will be accomplished by:

(1) Inserting this policy in district policy manuals.
(2) Providing copies of this policy to all employees.

(3) Providing copies of this policy, with appropriate instruction, to all administrators, supervisors, and student counselors in the District.
(4) Providing notification of this policy to students and parents. The Superintendent's office will provide a copy of this policy to any student or parent upon request. The term parent is deemed to include a student's legal guardian.
(5) Educating and Training all District employees and students regarding the substantive provisions and complaint procedures set forth in this policy and administrative regulation.

III. Reporting and Complaint Procedures

Sexual harassment is expressly prohibited under District policies, rules, and regulations, the Education Code and other state and federal laws. Any student who believes he or she has been the victim of sexual harassment, or has knowledge or belief of conduct which may constitute sexual harassment should report the alleged acts to a teacher, counselor, principal or District Designated Compliance Officer. The report may be verbal or written. The use of a formal reporting form is not required. If a student wants to use a form, one is available from the school office. These individuals can provide information on the procedures for filing a complaint as outlined in this policy below. The District encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly.

Any District employee who obtains knowledge of the alleged harassment of a student, and who fails to report and/or take remedial action to stop such conduct in accordance with this policy, may be subject to discipline under the Education Code and District policies, rules, and regulations, up to and including dismissal.

Step One - Informal Level: Any student who feels aggrieved because of unwelcome conduct they believe constitutes unlawful sexual harassment is encouraged, but not required, to directly inform the person engaging in such conduct that such conduct is unwelcome, offensive and must stop. An aggrieved student is not required to complain to his or her teacher or other District employee if that employee is the person who is harassing the student. If the aggrieved student does not feel comfortable or is unable to directly confront the alleged harasser, he or she should proceed directly to Step Two below.

Step Two - Formal Level: If the offensive behavior does not stop or if the complainant chooses to proceed directly to Step Two, the aggrieved student and/or the student's parent/guardian should: (a) report the facts of the incident(s); (b) the name of the individual(s) involved using the District's Sexual Harassment Incident Report Form (see attached) to a school counselor, assistant principal, principal, or other certificated staff member at the school site within 10 days of the incident; (c) identify

any law, board policy, rule or regulation alleged to be violated; and (d) indicate the specific relief requested.

If the alleged harassment is reported to a school counselor, assistant principal or other certificated staff member, he or she shall promptly refer the complaint to the principal or principal's designee. Failure of such personnel to report student allegations of sexual harassment to the principal within three (3) school days is a violation of this policy and may subject the employee to discipline.

The principal or designee shall promptly investigate the complaint, including interviews with the aggrieved student, the alleged harasser and any witnesses. Following the investigation, the principal shall file with the Assistant Superintendent of Educational Services a written report stating the nature of the alleged incident(s) of harassment, the findings of the investigation, and the corrective action recommended.

Where investigation confirms the allegation(s), the principal shall take prompt corrective action after consultation with the Assistant Superintendent of Educational Services.

Step Three - Superintendent Level: A student who is dissatisfied with the investigation findings and/or corrective action taken by the principal after completion of Step Two may, through his or her parent or guardian, file a written appeal with the Office of the Superintendent within ten (10) days from the date the investigation report was filed.

The Superintendent or designee shall hear the appeal within ten (10) school days after receipt of the written complaint and shall render a decision in writing within ten (10) working days after such hearing.

The complaining student and his or her parents or guardian and the accused shall be afforded full and fair opportunity to present evidence relevant to the facts and issues raised by the complaint. The complainant and the accused may be represented by a representative of his/her choosing at the hearing of the complaint by the Superintendent or designee. Technical rules of evidence shall not apply.

The parents or guardian of the complaining student shall be furnished with a copy of the decision of the Superintendent or designee.

The decision of the Superintendent or designee shall be final within the District. However, if the complainant is dissatisfied with the decision, he or she may file a complaint with the appropriate state and/or federal agencies as outlined in this policy.

Step Four – State Department of Education Level: A complaining student who is dissatisfied with the decision of the Superintendent or designee may appeal his/her decision in writing to the State Department of Education within fifteen (15) days of the decision.

The appeal shall: (1) specify the reasons for appealing the Superintendent or designee's decision; (2) include a copy of the complaint filed with the District and a copy of the Superintendent's decision.

Failure to Observe Time Limits

In the event that the Complainant fails to exhaust his/her remedies under the complaint procedure provided above or to abide by the time limits with respect to each step, the complaint shall be presumed to be abandoned and shall be settled in accordance with the last action on the matter. In the event the Administrator fails to give his/her answer to any step within the time limits prescribed, the complainant shall have the right to proceed immediately to the next step. Except as otherwise provided by law, the timelines specified in the above mentioned procedures may be extended by the District.

IV. Confidentiality

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is made as much as possible, consistent with the District's legal obligations and the need to investigate allegations of sexual harassment and take remedial and corrective action when the conduct has occurred.

V. Retaliation

The District prohibits retaliatory behavior against any complainant or participant in the complaint process. Each reported complaint of sexual harassment will be promptly investigated in a way that respects that privacy of all parties involved.

The reporting or filing of a complaint of sexual harassment will not adversely affect the reporting individual or any witnesses, nor will it affect any of the terms or conditions of employment of such persons, or in the case of students, their grades or any other matter regarding their educational program. It shall be a violation of this policy to retaliate against such persons for exercising their rights and obligations under the policy.

An allegation of retaliation shall be treated as a separate incident from the underlying act(s) of alleged sexual harassment. Acts of alleged retaliation shall be investigated and shall subject District employees and students to disciplinary action as defined in this policy.

VI. Disciplinary Action

When an allegation of sexual harassment is supported by the investigation, the Superintendent or his/her designee shall determine what corrective action, including appropriate discipline, is appropriate.

Employees who violate this policy may be subject to discipline, up to and including dismissal. Such discipline shall be imposed in accordance with applicable laws, policies and/or the terms of the collective bargaining agreements.

Agents of the District or other non-employee individuals having a business or service relationship with the District who violate this policy may be subject to any penalties and sanctions available to the District, including, but not limited to, termination of the relationship or contract.

Students who violate this policy may be subject to discipline, up to and including suspension or expulsion. Such disciplinary action shall be taken in accordance with the Education Code and District policies, including Board Policy 5130 (Student Suspension and Expulsion).

VII. General Matters

Sexual harassment as defined above violates applicable laws, including Title IX of the 1972 Education Act Amendments, the California Education Code, and School District Policies, rules and regulations.

Complainants may be entitled to civil law remedies including but not limited to injunctions, restraining orders, or other orders.

The District encourages all employees, students and other individuals to immediately report any incidents of sexual harassment prohibited by this policy so that complaints may be resolved in a fair and expedient manner.

Violation of this policy by District employees or students shall constitute just and reasonable cause for discipline.

IMPLEMENTATION:	June 22, 1998
Revised:	March 26, 2001
Revised:	July 2010

MORGAN HILL UNIFIED SCHOOL DISTRICT
SEXUAL HARASSMENT INCIDENT REPORT FORM

The District is committed to providing a workplace and educational environment free of sexual harassment (including harassment based on gender, sexual orientation, pregnancy, childbirth or related medical conditions). It is the policy of the District that sexual harassment by or of any employee, student, applicant, or other individual is unacceptable conduct and will not be tolerated. District policy and applicable law prohibits retaliation against any employee, student or other person for reporting an incident of sexual harassment, filing a sexual harassment complaint or participating in an investigation, hearing, or other legal proceeding. The District will use the information provided below to investigate your allegation(s), determine what occurred and, if warranted, take steps intended to end any unlawful sexual harassment and prevent similar future conduct. The information provided herein, and all subsequent information obtained by the District, shall be kept confidential to the greatest extent possible during the investigation process.

Name of Complainant: ______________________________

Relationship to the District (Circle one): Employee Student Volunteer Other(Specify):

If Student: Grade:___ Age:___ Parent's Names: ______________________________

Department/School: ______________________________

Home Address: ______________________________

Address: ______________________________

Home Phone: ______________ Work Phone: ______________

Date(s) of Alleged Incident(s): ______________________________

Basis for Harassment (Circle all that apply): Sex Race National Origin Disability Other (Specify): ______________

____

Name(s) of the person(s) you believe harassed you: ______________________________

Relationship of harasser to the District (Circle one): Employee Student Volunteer Other (Specify): ______________

____

If you are unsure of the person's name, to the best of your ability provide a detailed description of the person:

____

Provide the names or physical description of any witnesses and/or other individuals who were present at the scene(s) of the incident(s). (Attach additional pages if necessary): ______________________________

____

Provide the date and location(s) where the incident(s) occurred: ______________________________

____

Provide a detailed narrative of the incident(s). Describe the incident(s) as completely as possible, including information such as: (1) any verbal statements (i.e., threats, requests, demands, etc.); (2) any conduct or physical contact (including whether you were touched, how many times and for what period of time); (3) your response to the harasser's statements or conduct; (4) any documents regarding the harassment (notes, letters, etc. from harasser); (5) any other individuals to whom you mentioned the alleged harassment (e.g., parents, friends); and (6) all the facts regarding who, what, when, where, how, and why. ______________

____

____

I hereby certify under penalty of perjury under the laws of the State of California that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

____
Complainant's Name and Signature Date

____
Parent's Signature [If Complainant is a Minor] Date

____
Complaint Received By [Name & Title or Position] Date

Sexual Orientation/Gender Identity Harassment (Board Policy 5751)

The Morgan Hill Unified School District is committed to maintaining a safe and supportive school environment in which all members of the school community are treated with dignity and respect. It is the policy of this District that harassment and discrimination based on sexual orientation and gender identity, including perceptions of a person's identity, appearance or behavior, is expressly prohibited.

The Board considers harassment and discrimination based on sexual orientation and gender identity to be a major offense. The District shall investigate all complaints of discrimination and harassment, and take appropriate action against any student or employee who is found to have violated this policy.

Harassment of a student by another student in violation of this policy constitutes cause for disciplinary action. Students shall be advised that harassment and discrimination based on sexual orientation and gender identity are unacceptable conduct and will not be tolerated. Students shall be informed that they should contact the school principal or designee if they experience such harassment or discrimination.

Harassment by an employee in violation of this policy constitutes cause for disciplinary action, up to and including dismissal.

The Superintendent shall adopt, and may periodically revise, administrative regulations necessary to implement and enforce this policy. The regulations shall provide an adequate description of this policy to parents, students and employees, provide appropriate complaint and resolution procedures, and establish due process for persons accused of harassment or discrimination based on sexual orientation and gender identity. The Superintendent shall ensure that students receive age-appropriate information and education related to sexual orientation and gender identity. In addition, the Superintendent shall designate qualified individuals to provide appropriate training and educational programs on the issue of harassment and discrimination based on sexual orientation and gender identity.

This policy is intended to supplement, and not replace, state and federal laws prohibiting sexual harassment. Complaints under those laws shall be processed through the procedures established by appropriate state and/or federal agencies.

ORIGINAL ADOPTION: December 20, 2004

Supporting regulation:

The Morgan Hill Unified School District is committed to maintaining a safe and supportive school environment in which all members of the school community are treated with dignity and respect. It is the policy of this District that harassment and discrimination based on sexual orientation and gender identity, including perceptions of a person's identity, appearance or behavior, is expressly prohibited.

The Board considers harassment and discrimination based on sexual orientation and gender identity to be a major offense. The District shall investigate all complaints of discrimination and harassment, and take appropriate action against any student or employee who is found to have violated this policy.

Definitions
Sexual orientation describes whether a person is attracted to members of the same sex (gay or lesbian), to members of the opposite sex (heterosexuals), or to members of both sexes (bisexual).

Gender: is defined as "a person's sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." 5 CCR Section 4910(k).

Gender characteristics include traits such as facial hair or vocal pitch. Gender expression refers to the way in which a person expresses his or her gender, through gestures, movement, dress, and grooming. Gender nonconformity refers to gender characteristics or identity that does not conform to others' expectations.

Gender Identity means a person's identity, expression, or physical characteristics, whether or not traditionally associated with one's biological sex or one's sex assigned at birth.

Transgendered describes people whose gender identity, characteristics, or expression do not conform to the identity, characteristics, or expression traditionally associated with their sex at birth, and includes transsexuals, cross-dressers, intersex people and other gender nonconforming individuals.

Harassment means verbal or physical conduct based on the student's actual or perceived sexual orientation or gender identity, or on the basis of association with others identified by these categories, that (1) substantially interferes with or will substantially interfere with a student's educational benefits, opportunities, or performance; or a student's physical or psychological well-being; or (2) creates an intimidating or hostile environment.

Examples
Examples of Sexual Orientation/Gender Identity harassment *may* include, but are not limited to, the following:

1. Slurs, epithets, threats, verbal abuse, or derogatory comments based on sexual orientation or gender identity.
2. Jokes, stories, obscene letters, drawings, pictures or gestures based on sexual orientation or gender identity.
3. Spreading rumors regarding another's sexual orientation or gender identity.
4. Inappropriate touching or physical assault of another known or perceived to be gay, lesbian, bisexual or transgender.

5. Limiting a student's access to educational tools based on the student's actual or perceived sexual orientation or gender identity.

The District takes seriously the importance of ending harassment based upon sexual orientation or gender identity, and acknowledges the importance of addressing the underlying biases that result in violence.

Notifications
A copy of the District's Policy on Sexual Orientation and Gender Identity shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year and given to new students/parents and employees upon entering the district.
2. Be displayed in a prominent location along with the name of the site Compliance Coordinator.
3. Appear in any school or District publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct.
4. Be provided to employees and employee organizations.

The Superintendent or designee shall take appropriate actions to reinforce the District's Policy on Sexual Orientation and Gender Identity. As needed, these actions may include, but are not limited to, the following:

1. Removal of vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying appropriate agency, i.e., child protective services, social services, law enforcement.
4. Notifying parents/guardians.
5. Taking appropriate disciplinary action.

Compliance Coordinators
Each district school shall have at least one designated Compliance Coordinator, who will be familiar with:

1. How to investigate and handle allegations of sexual orientation discrimination or harassment;
2. How to track, record, and report such incidents or complaints;
3. How to advise or work with other staff concerning incidents or harassment or discrimination.

The Compliance Coordinator will have ultimate responsibility at each school site for the receipt and investigation of complaints of sexual orientation/gender identity-based harassment or discrimination and for taking corrective action where necessary. The Compliance Coordinator will notify the site administrator or designee upon receipt of a complaint. The Compliance Coordinator will independently investigate and respond to all

complaints of such harassment to determine whether school rules or district policies were violated, regardless of whether police are also conducting an investigation and regardless of the outcome of any such police investigation. Upon receipt of a written request by a police agency that is conducting its own investigation of an incident, the Compliance Coordinator may delay the school's investigation of and response to the incident until the police agency has completed its investigation.

The existence, role, and identity of the Compliance Coordinators shall be posted in at least one prominent location accessible to both students and staff in each district school.

The District web site and all school web sites shall describe the existence and role of the Compliance Coordinators and shall instruct students and parents that they should consult with principals or other administrators at their schools to learn the identity of site-specific Compliance Coordinators.

Disciplinary Action
Students who act in violation of this policy or the law are subject to discipline up to and including suspension or expulsion. Such disciplinary action shall be in accordance with District policy and, where appropriate, federal and state law.

Employees who act in violation of this policy and/or the law are subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and/or collective bargaining agreements.

Complaint Procedures
The Compliance Coordinator shall investigate all complaints of sexual orientation or gender identity discrimination or harassment in accordance with Board Policy and regulation. The Compliance Coordinator shall document all investigations and shall inform the complainant, as well as the alleged violator, of the decision regarding any complaint. Confidentiality shall be maintained to the highest degree possible.

Before a formal complaint is filed, an aggrieved student may discuss with the Compliance Coordinator whether the alleged conduct might constitute a violation of the District's policy and what options, besides filing a formal complaint, are available to the aggrieved individual. The Compliance Coordinator will assist the aggrieved student, or refer the student to another appropriate resource, to determine what action should be taken. Documentation of this meeting will be maintained by the Compliance Coordinator.

While complaints are encouraged to be in writing, any complaint received, whether or not anonymous or whether or not in writing, shall be accepted and investigated to the extent possible and appropriate.

An aggrieved student need not be someone who has been the specific target of harassment or discrimination. It might be any student who has been a target of retaliation as a result of a complaint or someone who has observed a violation or retaliation.

If the Compliance Coordinator is not of the same gender of the aggrieved student, the Compliance Coordinator shall inform the complainant that a Compliance Coordinator of the same gender may assist in taking the complaint, and shall assist the complainant in contacting a Compliance Coordinator of the same gender.

If the Compliance Coordinator is the alleged violator, the aggrieved student may report the alleged violation to any teacher or other staff member or file the complaint with another Compliance Coordinator or with the Assistant Superintendent for Human Resources.

In the event a student informs a teacher or other district employee about conduct which could constitute a violation of this policy, the teacher or other district employee is responsible for bringing the issue to the appropriate administrator. Documentation of this incident will be maintained by the Compliance Coordinator. Retaliation against a teacher or staff member who takes such action is strictly prohibited.

Retaliation for raising a complaint or for participating in the investigation of a complaint is strictly prohibited. If it is determined that retaliation has occurred, appropriate disciplinary action will be taken in accordance with the guidelines below.

Persons found to have knowingly made false allegations under the Policy on Sexual Orientation and Gender Identity shall be subject to disciplinary action. Persons submitting an unsubstantiated good faith complaint or report under the policy shall not be subject to disciplinary action.

Investigation

1. **Review and Disclosure of Complaint**
   The Compliance Coordinator shall review the complaint and notify the superintendent's office or designee of the complaint. As soon as reasonably possible after receipt of the complaint, the student, employee, or other person who is accused of a policy violation shall be informed of the complaint. To the extent possible, and when appropriate, the identity of the complainant will not be revealed. The Compliance Coordinator shall confer with the parties within five (5) working days of receipt of the complaint.

2. **Complaints Against Students**
   Upon completion of the investigation of a complaint filed against a student, the Compliance Coordinator shall determine whether a policy violation has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or the initiation of other disciplinary procedures against the student.

3. **Complaints Against Employees**
   Upon completion of the investigation of a complaint filed against an employee, the Compliance Coordinator shall determine whether a policy violation has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or the initiation of other disciplinary procedures against the employee in

accordance with the relevant collective bargaining agreement and/or applicable state and/or federal law.

4. Safety

The Compliance Coordinator shall also be responsible for taking any appropriate actions, when indicated, to ensure the safety of all parties during the investigation process. The assessment and determination of such actions shall include, but not be limited to physical safety concerns, protection of confidentiality, and any other potential retaliation.

5. Incident Report

The Compliance Coordinator shall prepare a written record (hereafter referred to as an "Incident report") of the following verbal or written complaints of harassment of or discrimination against students on the basis of actual or perceived sexual orientation or gender identity: (a) each and every complaint of physical harassment reported by a student or by another person who witnessed or learned of such harassment; (b) each and every complaint of verbal harassment or discrimination reported by a student complainant; (c) two or more incidents or verbal harassment or discrimination reported by witnesses or persons who learned of such harassment at second hand. Each Incident Report shall include:

I. The name of the person making the allegation and, if different, the name of the alleged victim;
II. The nature of the allegation and the date of the alleged incident;
III. The names of all persons alleged to have committed violations, if known;
IV. The names of all persons believed to have relevant information about the alleged incident;
V. The statements of the complainant, the victim (if different from the complainant), the alleged perpetrator (if known), and any witnesses;
VI. The outcome of the investigation;
VII. Any action taken by Morgan Hill Unified School District;
VIII. Attached copies of any documents supplied to the district or created during the investigation or complaint process.

The Compliance Coordinator shall complete the Incident Report no later than fifteen (15) school days after the date upon which the complaint is first made.

Confidentiality

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is made as much as possible, consistent with the District's legal obligations and the need to investigate allegation of sexual orientation/gender identity harassment and take remedial and corrective action when the conduct has occurred.

Appeal and Disciplinary Procedures

All decisions made under this procedure may be appealed by the aggrieved student to the Superintendent or designee and thereafter, to the Governing Board.

If the complaint is against a student, the complainant, before appealing to the Superintendent, should appeal to the Assistant Superintendent for Human Resources.

If the complaint is against an employee, the complainant, before appealing to the Superintendent, should appeal to the Assistant Superintendent for Human Resources. If the employee is a site employee and the Compliance Coordinator of the site has not heard the complaint, the complainant should appeal to the Compliance Coordinator before appealing to the Assistant Superintendent for Human Resources.

Established statutory and District procedures shall be used in the event the administrative review results in a decision that disciplinary action is necessary.

Since established personnel disciplinary procedures provide for Board-level review or decision-making, the Board of Education will take no action on any complaint until it has been acted upon in accordance with this policy. In this way, employees shall be assured of their due process rights.

Within fifteen (15) school days of receiving the complaint, the District shall prepare and send to the complainant a written report summarizing the findings and disposition of the complaint, including corrective actions, if any, the rationale for such disposition, notice of the complainant's right to appeal such decision to the Morgan Hill Unified School District Board of Education within fifteen (15) school days. The report will also include the requirement that an appeal to the State Department of Education must be made within fifteen (15) school days of the receipt of the final report.

If the complainant is dissatisfied with the District's written response, he/she may file within fifteen (15) school days of receipt of the written report his/her complaint with the Board of Education in writing. The Board of Education will consider the matter at its next regularly scheduled Board meeting or at a special meeting convened as soon thereafter as possible but no later than forty-five (45) calendar days after receipt of the complaint. If the Board decides not to hear the complaint, the District's decision shall be final. If the Board hears the complaint, the Assistant Superintendent for Human Resources shall send the Board's decision to the complainant within seven (7) calendar days of the Board meeting, unless the complainant agrees in writing to extend the seven (7) calendar day deadline.

If a complainant is dissatisfied with the resolution of his/her complaint by the Governing Board, he/she may appeal to the State Department of Education within fifteen (15) school days of complainant's receipt of the District's final written report.

Time Limits

A complaint shall be submitted as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated in a manner as confidential as possible, given the specific circumstances surrounding the complaint. The investigation shall be completed within fifteen (15) school days. A written report summarizing the findings and disposition of the complaint will be provided to the complainant within fifteen (15) school days from receipt of the complaint. If it is not possible to provide a written report within the required time limits, the Compliance Coordinator shall provide a written indication of this fact to the complainant. In the event that school is not in session, causing a delay in meeting the time limits established in the regulation, the Compliance Coordinator shall notify the complainant of this fact.

Record Keeping

The Superintendent or Assistant Superintendent for Human Resources shall assure a record of any complaint and investigation of discrimination or harassment as well as the disposition of the complaint and any disciplinary or remedial action taken is maintained by the District in a confidential file. The investigator shall create and maintain a written record, including copies of interview notes and all written submissions by the parties and witnesses.

The Compliance Coordinator shall assure that the complainant is notified whether allegations of discrimination or harassment were found to be valid, whether a violation of the policy occurred, and whether action was taken as a result.

Legal References

California Constitution, Article 1, § 28(c)
California Fair Employment and Housing Act
California Labor Code Sections 1101 & 1102
Title VII of the Civil Rights Act of 1964 and 1991
Title IX of the Education Amendments of 1972
California Education Code Sections 200, 212.6, 48900.2, and 48980

ORIGINAL IMPLEMENTATION: December 20, 2004
REVISED: October 26, 2005

MORGAN HILL UNIFIED SCHOOL DISTRICT
SEXUAL ORIENTATION/GENDER IDENTITY HARASSMENT
INCIDENT REPORT FORM
(To be completed by Compliance Coordinator within 15 days of oral or written complaint)

The Morgan Hill Unified School District is committed to providing a workplace and educational environment free of sexual orientation/gender identity harassment. It is the policy of the District that sexual orientation/gender identity harassment by or of any employee, student, applicant, or other individual is unacceptable conduct and will not be tolerated. District policy and applicable law prohibits retaliation against any employee, student or other person for reporting an incident of sexual orientation/gender identity harassment, filing a sexual orientation/gender identity harassment complaint or participating in an investigation, hearing, or other legal proceeding. The District will use the information provided below to investigate allegations, determine what occurred and, if warranted, take steps intended to end any unlawful sexual orientation harassment and prevent similar future conduct. The information provided herein, and all subsequent information obtained by the District, shall be kept confidential to the greatest extent possible during the investigation process.

Name of Complainant: ____________________

Relationship to the District (Circle one): Employee Student Volunteer Other (Specify):

If Student: Grade:___ Age:___ Parent's Names: ____________________

Department/School: ____________________

Home Address: ____________________

____

Home Phone: ____________________ Work Phone: ____________________

Date(s) of alleged incident(s): ____________ Location(s) of alleged incident(s): ____________

Nature of the allegation:

Name(s) of the person(s) who were harassed (if different from complainant): ____________________

Name(s) of the person(s) alleged to have harassed the victim: ____________________

Relationship of harasser to the District (Circle one): Employee Student Volunteer Other (Specify): ____________

Provide the names or physical description of any witnesses and/or other individuals who were present at the scene(s) of the incident(s). (Attach additional pages if necessary):

Statements: Using the space provided or additional pages, the Compliance Coordinator is to provide a detailed narrative of the incident(s). Describe the incident(s) as completely as possible, including information such as: (1) any verbal statements (i.e., threats, requests, demands, etc.); (2) any conduct or physical contact (3) victim's response to the harasser's statements or conduct; (4) any documents regarding the harassment (notes, letters, etc. from harasser); (5) any other individuals who have knowledge of the alleged harassment; (6) all the facts regarding who, what, when, where, how, and why; and (7) victim's statement of proposed resolution to the complaint (What would resolve this complaint to the victim's satisfaction?).

Statement of Complainant:

I hereby certify that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

____

Complainant's Name and Signature Date

Statement of alleged perpetrator (if known):

I hereby certify that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

____

Alleged perpetrator Name and Signature Date

Witness statement(s):

I hereby certify that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

____

Witness Name and Signature Date

____

Complaint Received By [Name & Title or Position] Date

Outcome of investigation:

Signature of Compliance Coordinator______________________ Date ________

Action taken by Morgan Hill Unified School District:

Compliance Coordinator's Initials: ______

Attach copies of any documents supplied to the district or created during the investigation or complaint process.

Conduct (Board Policy 5131)

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline.

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to sex, sexual orientation, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision or any other basis protected by federal, state or local law, ordinance or regulation to the extent protected by law.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

The Governing Board further recognizes that all segments of the school community assume responsibility for establishing and maintaining a suitable code of conduct.

The student is responsible for:

1. Respecting the authority of teachers, administrators and other personnel to enforce district policies and school rules regarding student conduct.
2. Behaving in classrooms, on school campuses and at all school functions in a manner that maximizes his/her educational opportunities and does not interfere with the rights and opportunities of other students and staff.
3. Abiding by the standards of conduct and rules established by the school and district.
4. Completing assignments and attending classes daily and punctually.

The parent is responsible for:

1. Accepting and respecting the right of the district to require standards of conduct for all students and non-students while on school campuses and at all school activities.
2. Setting an example of appropriate conduct for students.
3. Reviewing district policy and school rules with family members to ensure that all are familiar with and understand the standards of conduct on school campuses and at school activities.
4. Cooperating with school personnel in carrying out appropriate discipline measures when such action is necessary.
5. Utilizing, with the advice and guidance of school and district personnel, appropriate community agencies for assistance in correcting and/or preventing misbehavior of the students.

The teacher is responsible for:

1. Reviewing with students at the start of each year, district policy and school rules regarding student conduct.
2. Consistently and fairly enforcing district policy and school rules regarding conduct.
3. Establishing an atmosphere of appropriate behavior and setting a proper example in the classroom, on school campuses and at school activities.
4. Utilizing those instructional and management strategies which encourage appropriate conduct.
5. Communicating behavioral problems promptly with students and their parents.
6. Reporting promptly any severe and/or continuing student misbehavior to appropriate school personnel.

The principal is responsible for:

1. Developing school rules utilizing parental, staff and student input consistent with district policy and state statutes.
2. Consistently and fairly enforcing district policy and school rules and state statues regarding conduct.
3. Communicating with parents, staff and students the established district policies and school rules and state statutes regarding conduct.
4. Assisting students, parents and staff in the early identification of behavior problems and in seeking solutions or remedies.
5. Maintaining a school climate which is conducive to good behavior.

The community is responsible for:

1. Acknowledging the right and responsibility of the Board of Education and district personnel to carry out district policy and school rules.

2. Providing appropriate resources (programs, facilities, etc.) and support to reduce or eliminate the causes of student misconduct at school and throughout the community.
3. Providing services for students with behavior problems.

The Board of Education is responsible for:

1. Setting standards of conduct for students.
2. Assigning to district personnel the responsibility of carrying out this policy and school rules.
3. Enforcing this policy within existing city, state and federal laws.
4. Supporting school and district personnel in carrying out this policy.
5. Providing appropriate educational services and/or programs for students with behavioral problems.
6. Providing that parents and students are notified of school rules regarding conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "Bullying/Cyberbullying" below.

   Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or anywireless communication device.

   Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Damage to or theft of property belonging to students, staff, or the district
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

   Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work tests
8. Inappropriate attire

9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Possession /Use of Cellular Phones and Other Mobile Communications Devices

(see BP 5525 – Students: Use of Electronic Communication Devices

Bullying/Cyberbulling

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific_facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Disciplinary Action:

Violation of district policy or school rules may result in one or more of the following:

- Conferencing with students and parents
- Individualized instruction
- Counseling
- Referral to community agencies
- Reassignment to another class, program or school
- Modification of schedule or instructional program
- Referral to School Attendance Review Board (SARB)
- Referral to Student Study Team (SST)
- Saturday School
- Removal from the classroom or activity
- Detention
- Loss of privileges
- Suspension (BP 5130)
- Exclusion (BP 5140)
- Expulsion (BP 5130)
- Exemption
- Civil action
- Referral for criminal prosecution
- Other appropriate consequences

ORIGINAL ADOPTION: November 19, 1979
REVISED: July 14, 1997
REVISED/RENUMBERED: August 23, 2011 (replacing BP 5510)

Supporting Regulation:

Rules for student discipline shall be developed at each school site and filed with the District Office. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. The rules shall be consistent with

law, Governing Board policy, the Morgan Hill Unified School District School Rules and Behavior Standards, and district regulations; they shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years.

All avenues of discipline provided in policy, regulation and law may be used in developing site-level rules. These include but are not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to district property.

Community Service

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during nonschool hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs.

Recess Restriction

Certificated staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior.

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of detention.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after school

Students may be detained for up to one hour after the close of the maximum school day under the following conditions:

1. A student who is transported by school bus shall be detained only until the time when the bus departs unless the parent/guardian has been contacted and has approved the detention. Otherwise the parent/guardian shall be given at least 24 hour notice of the day and time that the detention will be served.
2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been contacted and has approved the detention. Otherwise the parent/guardian shall be given at least 24 hour notice of the day and time that the detention will be served.
3. In all cases, the student shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school, if such a program is provided.

Notice to Parents/Guardians and Students

The principal of each school shall ensure the students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be advised upon enrollment.

The notice shall state that these rules and regulations are available on request at the principal's office in all district schools.

MOST RECENT REVISION: July 14, 1997
RENUMBERED: August 23, 2011 (replacing AR 5510)

SCHOOL RULES AND BEHAVIOR STANDARDS
The following Rules and Behavior standards apply to all school campuses:

I. General Behavior Standards
- Students may not interfere with a teacher's responsibility to teach and a student's right to learn.
- Failure of students to report safety issues shall be considered as defiance. Willful defiance of school authority and disruptive behavior will not be tolerated.
- Students are to work, play and conduct themselves on the school grounds and in the classrooms in a harmonious manner with other students. Fighting, pushing, "horseplay", biting, shoving, kicking, or throwing of objects, at any time are considered poor behavior and will not be tolerated.

- Students must treat other students with courtesy and respect. Name-calling and slurs (i.e., racial, ethnic, or personally demeaning comments) will not be tolerated.
- It is the student's responsibility to arrive to class on time, to be in the appropriate attire for the class or activity, to have appropriate books and/or materials, and to be ready to work.
- Students are allowed in the building only under appropriate adult supervision. There is to be no loitering or loud noises in the halls, corridors, courtyards, or cafeterias. Students are only allowed in designated areas.
- Food items may be consumed only at brunch or lunch, in designated areas. Eating food or drinking beverages is not allowed in the classrooms or buildings.
- Students should observe traffic laws to and from school and at bus stops. Students should cross streets at marked crosswalks, remain in designated bus stop areas and respect the property of others. If the school allows students to ride bikes to school, students must walk their bikes while on campus.
- Students should wait to be picked up in designated areas and not cross in front of or between school buses or waiting vehicles.

II. School and Personal Property

- Students must treat school property and the personal property of others with respect. Students/parents will be held responsible for any necessary financial reimbursement.
- Students are responsible for all textbooks and materials assigned to them. Lost, damaged, or stolen items must be paid for, and students/parents will be billed for the replacement cost.
- Personal belongings not related to classroom activities (e.g., radios, tape players, cameras, toys, pets, etc.) may not be brought to school unless specific permission from a staff member has been given.
- Clothing, accessories, insignia (such as bandanas/handkerchiefs, earrings, hair designs), or actions which indicate gang affiliation, create a safety hazard, or disrupt school activities will not be tolerated. Such actions or the wearing and/or possession of these items may be cause for suspension.
- Hats, T-shirts, belt buckles, or other insignia items which advertise or promote tobacco, alcohol or drug use, which include profanity, or which promote any other inappropriate behavior are prohibited.
- The sale of any items on campus is prohibited without the specific approval of the school administration.

III. Prohibited Items

- Possession or use of a firearm on the school grounds, or on the way to and from school, is prohibited and will result in expulsion.
- Possession or use of knives or weapons of any kind on the school grounds, or on the way to and from school, is prohibited and is cause for suspension or expulsion.
- Possession or use of firecrackers, caps, matches, or other types of explosive material is not permitted on the school grounds and is cause for suspension or expulsion.

- Dangerous, potentially harmful, or disruptive objects (e.g., skateboards, pocket knives) are not permitted. This rule also applies to objects, which mimic dangerous items (e.g., switchblade combs, toy syringes, etc.).
- Possession, use, sale, buying or arranging to buy or sell drugs, alcohol, and other controlled substances (or items represented to be a controlled substance) is prohibited and will result in suspension or expulsion.
- Possession, use, sale, buying or arranging to buy or sell tobacco is prohibited and is cause for suspension.
- State law prohibits students from bringing any electronic signaling devices (beepers) on to the school campus. If brought to school, these devices will be confiscated.

IV. Prohibited Activities

- The school is a closed campus. Once students arrive at school they may not leave until they have been officially dismissed or they have received specific permission.
- Students are allowed in the building only under appropriate adult supervision. There is to be no loitering or loud noises in the halls, courtyard area and cafeteria. Students are only allowed in designated areas.
- Any actions or words, which may be defined or interpreted as sexual harassment will not be tolerated.
- Profane; vulgar or obscene language or action will not be tolerated.
- Gambling of any sort will not be tolerated and may result in suspension.
- Extortion, arson and theft will not be tolerated and may result in suspension and/or expulsion.
- Cyber bullying/cyber harassment shall be subject to discipline by school authorities.

<u>Use of Electronic Communication Devices</u> **(Board Policy 5525)**

Wireless communication devices provide the ability to send and receive information utilizing radio frequencies. Such devices include, but are not limited to, cell phones, pagers, personal data assistants (PDA), laptop computers with cellular/phone capability and two-way radios.

What is allowed at school: Cell phones are allowed at school subject to the following rules and regulations. The Morgan Hill Unified School District prohibits the use of all communication devices, which in its opinion, have limited or no educational value or their use creates learner distraction and disruption. Devices not allowed on campus or at school-sponsored activities include, but are not limited to, two-way radios and pagers, as well as PDA's and laptops with two-way messaging capabilities. The Morgan Hill Unified School District reserves the right to define the educational value of any new electronic wireless communication devices that may become available to the general public in the future and to prohibit their use if they have little or no educational value or if such use creates learner distraction or disruption.

Possession of electronic communication devices:
Students may carry a cell phone to school and at school-sponsored activities.

Use of devices on school grounds:
Students may use cell phones on a high school campus before school or after school, during lunch, brunch and passing times as long as they do not create a disturbance or distraction. Middle & elementary school students may not turn on or use cell phones until the end of the school day unless an emergency situation, as defined by district staff, exists.

Use of devices on buses:
Cell phone usage by students while riding to and from school on the bus, or on the bus during school-sponsored activities is at the discretion of the bus driver. Distracting behavior that creates an unsafe environment will not be tolerated.

Parents must request permission for other uses:
If a student wishes to use cell phone at an unauthorized time, his/her parent or guardian must submit a written request for permission to the school principal.

Disciplinary action:
It is students' responsibility to ensure that their cell phones are turned off and out of sight during unauthorized times. Students who violate the above restrictions shall be deemed to have created a disruption to the instructional environment and are subject to disciplinary action including suspension as well as confiscation and return of the phone to the students' parents or guardians.

Students shall be personally and solely responsible for the security of their cell phones. The Morgan Hill Unified School District shall not assume responsibility for theft, loss, or damage of a cell phone.

APPROVED: December 9, 2002

Pupil Discipline: Suspension and Expulsion **(Board Policy 5130)**

A. Introduction

1. This policy shall be interpreted consistent with current law; any part of this policy which is not consistent with current law shall be void.

2. As required by Education Code section 48916.1, an expelled pupil will be ensured of an education program during the period of expulsion to the extent required by law.

3. In this policy the term "principal" shall refer to the building principal, the principal's designee, or the superintendent. The term "superintendent" shall refer to the superintendent or the superintendent's designee.

B. Permissive Grounds for Suspension or Expulsion. This Section restates the grounds in Ed. Code Sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7.

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the subdivisions (a) to (r), inclusive:

1. Permissive grounds (a) to (r):

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property [Ed. Code (u) definition of school property:

As used in this section, "school property" includes, but is not limited to, electronic files and databases]

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm," means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or

preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Some common definitions and examples of hazing are:

HAZING:

Actions that violate the Morgan Hill Unified School District School Code of Conduct. This may be directed toward an act which ridicules, humiliates or embarrasses. [Ed. Code §48900 (q), definition of Hazing: engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.]

EXAMPLES SUCH AS:

- Identifying students by demeaning names
- Intentional isolation
- Scaring students with what may happen at initiation.
- Requiring students to wear ridiculous costumes or perform ridiculous activities.
- Stunt or skit nights/events with demeaning and/or crude skits and/or poems.
- Requiring students to perform personal service to students such as carrying books, running errands, performing maid duties, etc.
- Forced alcohol consumption
- Forced ingestion of vile substances
- Gang initiation
- Assault including paddling, beating
- Birthday Bashing

48900(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

48900.2 A pupil may be suspended from school or recommended for expulsion if the Superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

48900.3 A pupil in any of grades 4-12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in, an act of hate violence as defined in subdivision (e) of Section 233

48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against District personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or that pupils by creating an intimidating or hostile educational environment.

48900.7 In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal or the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

C. Requirement That Misconduct Be Related to School Activity or School Attendance (Ed Code §48900 (s):

1. A pupil shall not be suspended or expelled for any of the acts enumerated above unless that act is related to school activity or school attendance. The act may occur within a school under the jurisdiction of the superintendent or principal, or occur within any other school district. A pupil may be suspended or expelled for any of the acts enumerated above and related to school activity or attendance, and that occur at any time, including, but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period whether on or off the campus.
d. During, or while going to or coming from, a school-sponsored activity.

2. Acts for which a pupil may be suspended or expelled include acts committed at a school other than the pupil's own school of attendance.

3. Alternatives to suspension or expulsion should be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

D. Alternative to Suspension, Ed Code § 48900 (v) & (w)

E. Mandatory Suspensions

A pupil shall be suspended for the following conduct committed at school or at a school activity off school grounds:

1. Possessing, selling or furnishing a firearm if possession is verified by a school employee and the pupil did not have permission from a certificated employee for the possession with such permission being concurred in by the principal or designee.

2. Brandishing a knife as defined in Education Code section 48915 (g) at another person.

3. Unlawful selling of a controlled substance (listed in Health and Safety Code sections 11053, et seq.)

4. Attempting or committing sexual assault or committing sexual battery.

5. Possession of an explosive (Ed. Code § 48915 © (5).).

F. Limitations on Suspension

1. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, may be suspended for any of the reasons enumerated in this policy upon a first offense, if the principal or superintendent determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of 48900, or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instruction process (Ed Code § 48900.5).

2. The superintendent, principal, or principal's designee may suspend a pupil for no more than five consecutive school days for any single offense (Ed. Code § 48911.)

3. Except as provided in F. 4. below, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment a pupil enrolls in, or is transferred to, another regular school, an opportunity school or class, or the continuation school, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. (Ed. Code § 48903).

4. In a case where expulsion from school or suspension for the balance of the semester from continuation school is being processed by the Board of Education, the superintendent or other person designated by the superintendent in writing may extend the suspension until such time as the Board of Education has rendered a decision in the action. However, an extension may be granted only if the superintendent or the superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension, the purpose of the meeting shall be to decide upon the extension of the suspension order, in conjunction with the initial meeting on the merits of the suspension. (Ed Code § 48911 (g).).

5. The Board of Education may suspend a pupil enrolled in a continuation school or class for a period not longer than the remainder of the semester for any of the acts enumerated in 48900. The suspension shall meet the requirements of E.C. Section 48915 (Ed. Code § 48912.5)

G. Alternatives to Suspension

1. The superintendent, principal or principal's designee, or the Board of Education may require a pupil to perform community service on school grounds during nonschool hours in lieu of suspension. Community service includes but is not limited to work performed on school grounds relating to outdoor beautification, campus betterment, and teacher or peer assistance programs. Community service is not authorized for conduct for which suspension or expulsion is required. Section does not apply if pupil has been suspended, pending expulsion. (Ed. Code § 48911.1 (a).)

2. A pupil suspended from a school for any of the reasons enumerated in sections 48900 and 48900.2, may be assigned, by the principal to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension in a separate classroom, building, or site for pupils under suspension. (Ed. Code § 48911.1 (b).)

Each pupil is responsible for contacting his/her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork. (Ed Code § 48911.1 (c)(4).)

At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian. (Ed Code § 48911.1 (d))

This section does not place any limitation on a school district's ability to transfer a pupil to an opportunity school or class or a continuation education school or class. (Ed Code § 48911.1 (e))

H. Procedures for Suspension by Principal or Superintendent (Ed Code § 48911)

1. A suspension of a pupil may be imposed by a principal or the superintendent. A principal may designate in writing one or more administrators at the school site to assist with disciplinary matters.

2. Suspension by the principal shall be preceded by an informal conference conducted with the pupil and, whenever practicable, the teacher or supervisor or other school employee who referred the pupil. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the pupil and shall be given the opportunity to present the pupil's version and evidence in the pupil's defense. (Ed Code § 48911 (b))

3. A principal, the principal's designee or the superintendent may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal's designee or the superintendent determines that an emergency

situation exists. "Emergency situation" means a situation determined by the principal, the principal's designee or the superintendent to constitute a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent or guardian and the pupil shall be notified of the pupil's right to a conference, and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference. (Ed Code § 48911 (c))

4. At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension. (Ed Code § 48911 (d))

5. Within three school days of the beginning of a suspension, the principal/designee shall mail a notice to the parent of the suspended pupil. The notice shall be, insofar as practicable, in the primary language of the pupil's parent. The notice shall contain each of the following:

   a. the reason for suspension (as specified in BP 5130);
   b. a statement of the facts leading to the decision to suspend;
   c. the date and time when the pupil will be allowed to return to school;
   d. a statement of the right of the pupil or parent to request a meeting with the superintendent or the superintendent's designee;
   e. a statement of the parent's or the pupil's right to have access to the pupil's record; and;
   f. a request that the parents attend a conference with school officials regarding the pupil's behavior, including notice that state law requires parents to respond to such request without delay.

6. The parent or guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding the child's behavior. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference. (Ed Code § 48911 (f))

7. If suspension is ordered by a principal, the pupil or the pupil's parent or guardian shall have the right to request a meeting with the superintendent or the superintendent's designee to discuss the causes, the duration, the school policy

involved, and other matters pertinent to the suspension. The meeting shall be held within a reasonable time after receipt of the request.

8. Prior to suspension of a pupil for any act that may violate Penal Code 245 (assault with a deadly weapon, assault upon another person with a deadly weapon or instrument other than a firearm, or by any means of force likely to produce great bodily injury) or suspension of a pupil who possesses, sells, or otherwise furnishes a firearm at school or at a school event, the principal must notify the appropriate law enforcement authorities of the pupil's acts.
   Within one school day after the suspension of a pupil for violation of section Ed Code § 48900 (c) or (d), the principal shall notify the appropriate law enforcement authorities of the pupil's acts

   The principal shall notify the appropriate law enforcement authorities of any acts by a pupil which may involve possession or sale of narcotics or controlled substances or a violation of Penal Code section 626.9 (firearms on school grounds) or 626.10 (weapons on school grounds). (Ed Code § 48902)

9. The school employee shall report the suspension of the pupil, including the cause therefor, to the superintendent. The superintendent shall report all suspensions during a school year to the Board of Education at least three times during the school year.

I. Suspension by a Teacher

1. A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Ed. Code 48900 (for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal in writing and send the pupil to the principal for appropriate action. The teacher shall provide the principal with a written statement of reasons for the suspension. If the suspension requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision. (Ed Code § 48910 (a))

2. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. The principal shall attend the conference, and whenever practicable, a school counselor or a school psychologist shall attend the conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her. The pupil shall be given the opportunity to present his/her version and evidence in his/her defense. (Ed Code § 48910 (a))

3. During the period of the suspension, the pupil shall not be returned to the class from which the pupil was suspended, without the concurrence of the teacher of the class and the principal.

4. The teacher may require the pupil to complete any assignments and tests missed during the suspension. (Ed Code § 48913)

5. During the period of the suspension, a pupil shall not be placed in another class scheduled at the same time as the class from which the pupil was suspended. (Ed Code § 48910 (b))

6. A teacher may also refer a pupil, for any of the acts enumerated in Section 48900 , to the principal or designee for consideration of a suspension from school. (Ed Code § 48910 (c))

7. A teacher may require that a suspended pupil's parent or guardian attend a portion of a school day in his or her child's or ward's classroom if the pupil has been suspended for violation of sections i and/or k of Section 48900. (Ed Code § 48900.1)

   If the parent of a pupil is to be required to attend school with the pupil, the principal shall:

   a. send a written notice to the parent or guardian stating that attendance in class by the parent or guardian is required by law and specifying the date and time the parent is requested to attend class (attendance required only by a parent who is actually living with the pupil);
   b. ensure that the parent or guardian attending class meets with a school administrator after completion of the classroom visit and before the parent leaves the school site; and
   c. contact parents or guardians who do not respond to the written request to attend the class.

   Reasonable factors that may prevent attendance shall be taken into account.

J. Suspension by the Board of Education (Ed. Code § 48912.)

1. The Board of Education may suspend a pupil from school for any of the acts enumerated in part B above for up to 20 school days, subject to the maximum days of suspension per year for a pupil (as described in E.3. above).

2. The Board of Education shall, unless a request has been made to the contrary, hold a closed session to consider the Board's suspension of, disciplinary action

against, or any other action, except expulsion, against any pupil, if a public hearing upon that question would lead to the giving out of information concerning a pupil which would be in violation of current law.

3. Before calling a closed session to consider a suspension by the Board, the Board of Education shall, in writing, by registered or certified mail or by personal service, notify the pupil and the pupil's parent or guardian, or the pupil if the pupil is an adult, of the intent of the Board of Education to call and hold a closed session. Unless the pupil or the pupil's parent or guardian shall, in writing, within 48 hours after receipt of the written notice of the Board of Education's intention, request that the hearing be held as a public meeting, the hearing to consider these matters shall be conducted by the Board of Education in closed session. In the event that a written request is served upon the secretary of the Board of Education, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any pupil other than the pupil requesting the public meeting, shall be in closed session.

K. Recommending Expulsions Under Particular Circumstances (Ed. Code § 48915.)

1. (Mandatory) (Ed. Code § 48915 (c)) The principal or the superintendent shall recommend a pupil's expulsion for the following conduct committed at school or at a school activity off school grounds:

   a. Possessing, selling or furnishing a firearm if possession is verified by a school employee and the pupil did not have permission from a certificated employee for the possession with such permission being concurred in by the principal.
   b. Brandishing a knife as defined in Education Code section 48915 (g) at another person.
   c. Unlawful selling of a controlled substance (listed in Health and Safety Code sections 11053, et seq.)
   d. Attempting or committing sexual assault or committing sexual battery.
   e. Possession of an explosive.

2. (Quasi-Mandatory) (Ed. Code § 48915 (a))The principal or the superintendent shall recommend a pupil's expulsion for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstances:

   a. Causing serious physical injury to another person, except in self-defense.
   b. Possession of any knife (as defined in Education Code section 48915 (g)), or other dangerous object of no reasonable use to the pupil.

c. Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
d. Robbery or extortion.
e. Assault or battery on a school employee.

L. Additional Findings of Fact Required as Grounds for Expulsion Dual Finding Requirements
Prior to ordering a pupil expelled for all permissive grounds listed in part B and for all quasi-mandatory grounds listed in 48915, the Board of Education must also find either of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code § 48915)

M. Expulsion Hearing Procedures and Timelines

1. The principal shall notify the superintendent in writing that an expulsion is being recommended. The following information is to be provided in the notification:

a. Pupil's name and birth date;
b. Parents' name, address, phone (home/work);
c. Reason for expulsion (Education Code/Board Policy references); and
d. Date and brief description of incident.

2. If the principal believes that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process, the principal may request an extension of the suspension until the Board makes its decision. Documentation must be provided to support this request, and the extension may be granted by the superintendent or the superintendent's designee in accord with the provisions of section G.4 above. (Ed. Code § 48911 (g))

3. The superintendent or the superintendent's designee shall appoint an impartial administrative hearing panel of three or more certificated persons, none of whom shall be members of the Board of Education or employees on the staff of the school in which the pupil is enrolled. (Ed. Code § 48918 (d))

4. The principal shall prepare the following information for the hearing:

a. a detailed account of the incident which led to the expulsion recommendation;
b. an abstract of the incident, if appropriate;
c. documentation of law enforcement intervention, citations, etc., if applicable.;
d. the pupil's behavior record with documentation of what has been done to assist the pupil;
e. the pupil's attendance record with documentation as to reasons for absence, e.g. excused, not excused, truant;
f. a copy of the pupil's grades/transcript; and
g. a copy of the current teacher report(s), if appropriate.

5. The superintendent or the superintendent's designee shall mail a written notice of hearing to the pupil or the pupil's parent(s) at least ten calendar days prior to the date of the hearing.-(Ed. Code § 48918 (b).) Such notice shall include:

a. date, time and place of the hearing;
b. a statement of the specific facts and charges upon which the expulsion recommendation is based;
c. a copy of the disciplinary rules of the district that relate to the alleged violation;
d. notice of the legal obligation of the parent, guardian, or pupil to inform any receiving school district of the pupil's status with the prior school district if the pupil is expelled from that district; and
e. notice of the opportunity for the pupil or the pupil's parent or guardian (Ed. Code § 48915 (b)(5)) :
   - to appear in person or employ and be represented by legal counsel or non-attorney advisor (The parents shall advise the district 72 hours prior to the hearing if they elect to be represented by counsel.);
   - to inspect and obtain copies of all documents to be used at the hearing;
   - to confront and question all witnesses who testify at the hearing;
   - to question all other evidence presented; and
   - to present oral and documentary evidence on the pupil's behalf, including witnesses.

6. The hearing shall be held within 30 school days of the date the principal or Superintendent determines that the student engaged in behavior that is enumerated in Section 48900 of the Ed. Code. The pupil shall be entitled to at least one postponement for a period of not more than 30 calendar days. Thereafter, any additional postponement may be granted at the discretion of the Board of Education. In the event that compliance by the Board of Education with the time requirements for the conducting of an expulsion hearing is impracticable, the superintendent or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five

school days. Reasons for the extension of the time for the hearing shall be included as part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay. (Ed. Code § 48918 (a))

7. A record of the administrative hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made. (Ed. Code § 48918 (g))

8. The administrative panel may, upon finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declaration which shall be examined only by the administrative panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness, shall be made available to the pupil. (Ed. Code § 48918 (f))

9. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. (Ed. Code § 48918 (h))

10. Either party in the expulsion hearing may have appropriate representation including legal representation.

11. The administrative panel shall exclude from the hearing, during the examination of witnesses, any or all other witnesses in the matter being investigated except as otherwise required by law.

12. Within three school days following the hearing, the panel shall determine whether to recommend the expulsion of the pupil to the Board of Education. If the administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil shall be immediately reinstated and permitted to return to a classroom instruction program, any other instruction program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent or the superintendent's designee after consultation with school district personnel, including the principal and the pupil's teachers, and the pupil's parent or guardian. The decision not to recommend expulsion shall be final. The findings of fact to

support this decision shall be submitted to the Board of Education. (Ed. Code § 48918 (e))

If the administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Board of Education. All findings of fact and recommendations shall be based solely on substantial evidence presented at the hearing. (Ed. Code § 48918 (f))

13. The superintendent or the superintendent's designee shall notify the family, in writing, within 3 days of the panel's findings when the panel has recommended expulsion and the date on which the Board of Education will consider final action.

14. The Board of Education may meet in closed session for the purpose of deliberation and determining if the pupil should be expelled. If the Board of Education admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil shall also be allowed to attend the closed deliberations. (Ed. Code § 48918 (c))

15. The Board of Education may exclude from any such private or public meeting, during the examination of witnesses, any or all other witnesses in the matter being investigated.

16. If the Board of Education accepts the recommendation for expulsion, such acceptance shall be based upon a review of the findings of fact submitted by the administrative hearing panel. , No evidence to expel shall be based solely upon hearsay evidence. A decision of the Board of Education to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in this policy. (Ed. Code § 48918 (f))

17. Final action to expel a pupil shall be taken only by the Board of Education in a public session. A decision of the Board of Education to expel a pupil shall be made within 40 school days after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or superintendent, unless the pupil requests in writing that the decision be postponed. (Ed. Code § 48918 (a) & (j))

18. Written notice shall be sent to the pupil or the pupil's parent or guardian of: (a) any decision to expel or to suspend the enforcement of an expulsion order during a period of probation; (b) the right to appeal the expulsion to the County Board of Education; (c) the obligation under law of the parent, guardian, or pupil, to inform any new school district of the pupil's expulsion; and (d) the educational alternative placement during the student's expulsion. (Ed. Code § 48918 (j))

19. The pupil or the pupil's parent may appeal in writing to the County Board of Education within 30 calendar days following the decision to expel by the Board of Education. (Ed. Code § 48919)

20. The District will maintain records of the following information for expulsions: the total number of students recommended for expulsion disaggregated by cause of action, grade, gender, and ethnicity and the total number of students actually expelled by the Board of Education disaggregated by cause of action, grade, gender, and ethnicity. These records shall be compiled and reported to the Board of Education on an annual basis. (Ed. Code § 48918 (k))

21. If the Board of Education rejects expulsion, the pupil shall be immediately reinstated and permitted to return to a classroom instruction program, any other instruction program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent or the superintendent's designee after consultation with school district personnel, including the principal and the pupil's teachers, and the pupil's parent or guardian. (Ed. Code § 48918 (e))

22. Either the student's representative or the District's representative may request that the District governing Board issue a subpoena requiring the attendance at the expulsion hearing of an individual who has relevant information. If the requesting party is aware of the need to subpoena the witness, the requesting party must request the subpoena at least four days (96 hours) before a regularly scheduled Board meeting. Board meetings are typically held at 6:00 p.m. on the second and fourth Tuesdays of each month, except for holidays or other extenuating circumstances. (see BB 9320) The request for a subpoena must be received by the District Director of Student Services before 5:00 p.m. at least four days before the Board hearing. (Ed. Code § 48918 (i))

    The party that did not request the subpoena may object to the subpoena being issued. The Governing Board can consider any such objections in closed session or in an open session if the pupil so requests before the hearing. The Governing Board's decision as to the issuance of the subpoena shall be final and binding.

    Should the requesting part not be able to comply with this deadline, the party can request that the administrative hearing panel issue a subpoena after the panel hearing has begun. If the panel determines that such a witness is necessary, the panel can issue the subpoena.

    All subpoenas issued by either the Governing Board or the administrative hearing panel will be issued in accordance with California law. The subpoena may

require a witness to bring books, documents or other things under the witness' control. When the requesting part wishes to require a witness to bring any books, documents, or other things, the requesting party must provide a sworn statement specifying the good reason for requiring the production of the items described in the subpoena, specifying the exact items to be produced, specifying in detail the materiality of the items to the issues involved in the case, and stating that the witness has the desired items in his/her possession or under his/her control. The board or panel shall issue a subpoena that has been signed but is otherwise blank to a requesting party who must fill it in before it is served on the witness. An attorney who is the attorney of record in the expulsion proceeding may sign and issue a subpoena to require attendance before the board or panel which is hearing the expulsion and may also sign and issue a subpoena to require production of documents or other items described in the subpoena.

Any witness who is subpoenaed may agree with the requesting party to appear at a time other than that specified on the subpoena or appear upon such notice as may be agreed upon between the subpoenaing party and the witness. The failure to appear based on the agreement may be punished as contempt.

The subpoena must contain the following notice in a type-face designed to call attention to the notice:

> "Contact the attorney or party requesting this subpoena, listed above, before the date on which you are required to appear before the governing board or administrative hearing panel, if you have any question about the time or date for you to appear, or if you want to be certain that your presence at the hearing before the governing board or administrative hearing panel is required."

The Student Discipline Administrator can be telephoned at the Morgan Hill Unified School District Office, address and telephone number listed in the public directory, to obtain additional information on requesting a subpoena.

The requesting party is responsible for serving the subpoena on the witness in compliance with C.C.P. § 19879. Service of the subpoena is accomplished by delivering a copy to the witness personally and giving or offering to the witness at the same time, if demanded by the witness, the fees to which the witness is entitled for mileage and one day's attendance. The service must be made so as to allow the witness a reasonable time for preparation and travel to the place of attendance. The service may be made by any person. When service is to be made on a minor, service must be made on the minor's parent or guardian, or if one of them cannot be located with reasonable diligence, then service must be made on any person having the care or control of the minor or with whom the minor

resides or by whom the minor is employed, and on the minor if the minor is twelve years of age or older.

To require the attendance of the student against whom expulsion is being sought or to require the attendance of the district's management employee, a subpoena is not required if written notice requesting the witness attend is served on the attorney of that party. This notice must be served at least ten days before the time required for attendance unless the governing board or administrative hearing panel specifies a shorter time. If demanded, such a witness must be paid witness fees and mileage before being required to testify. The giving of such notice has the same effect as serving a subpoena on the witness. If this notice is served at least twenty days before the time required for attendance, or within such shorter time as the governing board or administrative hearing panel may order, the notice may request that the party bring books, documents or other things. The notice must specify the exact materials or things desired and that the part has them in his or her possession or under his or her control. Within five days thereafter or such other period as the board or hearing panel may allow, the party upon whom the request is made may serve written objections to the request with a statement of the reasons for the objections. Upon the requesting party noticing a motion and showing good cause and the materiality of the items to the issues, the governing board or the administrative hearing panel may order the production of the items unless the objecting party establishes good cause for nonproduction or production under limits or conditions.

Should the Board or panel hearing the subpoena request determine that requiring the witness to testify at the hearing would subject the witness to an unreasonable risk of physical or psychological harm, the Board or panel can determine to issue a subpoena requiring that the witness provide a written statement. The witness' name and identity information shall be deleted from the copy of the written statement given to the pupil for whom expulsion is being considered.

The party requesting the subpoena must pay a witness fee and mileage to the subpoenaed witness unless the witness is a party. Public officers or employees who are subpoenaed receive mileage but not the witness fee. The witness fee and mileage fee are set by law and subject to change. As of the adoption of this policy, the witness fee is $35.00 a day and the mileage fee is $.20 per mile.

N. Suspension of Order to Expel

1. The Board of Education, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program which is deemed appropriate for the rehabilitation of

the pupil. During the period of the suspension of the expulsion order, the pupil shall be deemed to be on probationary status. The suspension of an expulsion order under this section may be revoked by the Board of Education if the pupil commits any of the acts enumerated in this policy or for any violation of the district's rules and regulations governing pupil conduct. Upon revocation of the suspension of an expulsion order a pupil may be expelled under the terms of the original expulsion order. (Ed. Code § 48917)

2. Upon satisfactory completion of the rehabilitation assignment of a pupil, the pupil shall be reinstated by the Board of Education. Upon reinstatement, the Board of Education may also order the expungement of any or all records of the expulsion proceedings.

3. A decision of the Board of Education to suspend an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. Any appeal shall be filed within 30 days of the original vote of the Governing Board. (Ed. Code § 48919)

O. Length of Term of Expulsion Order; Readmission of Pupil

1. An expulsion order shall remain in effect until such time as the Board of Education may order the readmission of a pupil. At the time an expulsion is ordered, for an act other than those in § 48915 (c), the Board of Education shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred. For a pupil who has been expelled pursuant to (48915 (c), the Board of Education shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District, except that the Board may set an earlier date for readmission on a case-by-case basis.

2. At the time of the expulsion order, the Board of Education shall recommend a plan of rehabilitation for the pupil, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

3. Requests for readmission shall be filed with the superintendent or the superintendent's designee. Such requests for readmission shall be submitted sixty days before the beginning of the semester for which readmission is sought shall state the reasons for readmission, and shall document successful compliance with the plan of rehabilitation. The superintendent or the superintendent's designee will submit recommendations to the Board within thirty days thereafter, shall

investigate requests for readmission and report to the Board of Education within thirty days of receipt of the request for readmission and the Board will act on the requests within fifteen days thereafter. A pupil who is expelled shall be notified of this readmission procedure. If good cause is established, the Board in its discretion can hear a readmission request that does not adhere to these established timelines. Upon completion of the readmission process, the Board of Education must readmit the pupil unless the Board finds the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. (Ed. Code § 48916 (c))

4. If the Board of Education denies readmission, the Board must determine either to continue the pupil's placement in the initial alternative education program or to place the student in another program. (Ed. Code § 48916 (d))

5. The Board of Education must provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance, and the determination of the education program. (Ed. Code § 48916 (e))

P. Denial of Enrollment to a Pupil Who Has Been Expelled from Another School District During the Remainder of the Expulsion Period

1. The Board of Education cannot enroll an individual who has been expelled from another school district for the mandatory and quasi-mandatory offenses described in Ed. Code Section 48915 (a) and (c) , during the period of expulsion. After the individual has completed the period of expulsion and after a hearing in which the Board determines that the individual expelled for an act in 48915(a) or (c) does not pose a danger to pupils or employees, the Board may permit enrollment if the individual has established legal residence in the district or is enrolled pursuant to an interdistrict agreement. (Ed. Code § 48915.2 (a) & (b))
2. The Board of Education may determine to deny enrollment to an individual who has been expelled from another school district for acts other than those described in Ed. Code 48915(a) and (c). The Board of Education may determine to deny enrollment to such individual only if:

   a. A hearing is held pursuant to the relevant procedures in to determine whether the individual poses a continuing danger to the pupils or employees of the district;
   b. The hearing and notice of hearing are pursuant to the relevant procedures in Section 48918; and
   c. Any denial of enrollment continues only for the remainder of the expulsion period established by the other school district.

3. The Board of Education, when making its determination, may deny the enrollment, permit the enrollment, or permit conditional enrollment in a regular school program or another education program.

4. The Board of Education shall permit enrollment to an individual who has been expelled from another school district for acts other than those described in Ed. Code 48915(a) and (c), if:

   a. The individual, subsequent to the expulsion, either has established legal residence in the district pursuant to Education Code section 48200 or has enrolled in the district pursuant to an interdistrict agreement; and
   b. A determination has been made through the hearing pursuant to the relevant procedures in part L of this policy that the individual does not pose a continuing danger either to the pupils or employees of the district.

Q. Referral of Expelled Pupil to Community Day School or Other Alternative Program

1. At the time a pupil is expelled, the Board of Education will ensure that an education program is provided to the pupil for the period of the expulsion to the extent required by applicable law. This education program may be operated by the district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools. This education program must not be within or on the grounds of the school from which the pupil was expelled. Programs for expelled pupils in grades K-6 cannot be combined with education programs offered to pupils. Independent study may be offered for pupils in grades 7-12. The Board of Education or the Board's designee will maintain outcome data and other data required by the Education Code. (Ed. Code § 48915 (f) & 48915.01)

2. An expelled pupil must be referred to a program of study that meets all of the following conditions (Ed. Code § 48915 (d)):

   a. Is appropriately prepared to accommodate pupils who exhibit discipline problems;
   b. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school;
   c. Is not housed at the school site attended by the pupil at the time of suspension.

3. For pupils expelled pursuant to Ed. Code § § 48915 (b) or (e), the pupil may be referred to a program of study provided at a comprehensive middle, junior, or senior high school, or at an elementary school if the county superintendent certifies that an alternative program is not available at a site away from a

comprehensive school or elementary school and that the only option is at another comprehensive school or elementary school. (Ed. Code § 48915 (f)):

Original Adoption: February 5, 1979
Revised: January 25, 1999
Revised: September 27, 1999
Revised: April 23, 2001
Revised: July 19, 2004
Revised: January 31, 2012

<u>Exclusion</u> (Board Policy 5140)

I. Grounds for Exclusion

The Governing Board of the Morgan Hill Unified School District may exclude a student from school attendance for any of the following reasons:

(1) Filthy or vicious habits;

(2) Sufferance from a contagious or infectious disease;

(3) Failure to obtain proper immunization for contagious or infectious diseases pursuant to Health and Safety Code section 120325 *et seq.* and/or failure to present evidence of such immunization; provided, however, that a student shall not be excluded for this reason if he or she is exempt from the immunization requirement for religious or medical reasons pursuant to Health and Safety Code section 120365 or 120370;

(4) The student resides in an area where a contagious, infectious or communicable disease exists or has recently existed, and that area is subject to strict isolation or quarantine of contacts; provided, however, that such students may attend school with the written permission of the authorized health officer;

(5) Physical or mental disability which causes his or her attendance to be inimical to the welfare of other students; or

(6) The student is under the legal age of attendance, except as otherwise provided by the law (E.C. 48210).

II. Due Process

When a student has a contagious or infectious disease or other health condition which would cause his/her attendance to be inimical to the welfare of other students, and prior to recommending exclusion to the Governing Board, the Superintendent shall appoint an Attendance Review Committee (ARC) to determine the most appropriate educational setting for the student based on his/her particular needs.

Except in cases of emergency as provided by law, the parent or guardian of a child whose exclusion is recommended by the Superintendent shall receive prior written notice and an opportunity to meet with the Governing Board to discuss the proposed exclusion. The decision to exclude a student from school shall be subject to periodic review in accordance with the procedures set forth in Administrative Regulation 5140.

III. Confidentiality

In all proceedings and communications pertaining to a student's exclusion, District personnel shall strictly observe state and federal laws regarding confidentiality of student records and the student's right to privacy.

MOST RECENT REVISION: September 28, 1998

Supporting Regulation:
Exclusion

I. Grounds for Exclusion and Duration

The Governing Board of the Morgan Hill Unified School District may properly exclude a student from school for any of the reasons stated in Board Policy 5140. Once this decision is made, the student shall be sent home immediately and shall not be permitted to return to school and/or attend regular classes unless and until the District is satisfied, upon review of its decision, that the circumstances justifying the initial exclusion no longer exist.

II. Due Process

A. Notice

Prior to excluding a student for filthy or vicious habits or because the student has a contagious or infectious disease, the Superintendent or designee shall send a written notice to the student's parent or guardian which shall contain the following information:

(1) A statement of the facts leading to a decision to propose exclusion of the child.

(2) A statement that the parent of the child has a right to meet with the Governing Board to discuss the proposed exclusion.

(3) A statement that at any meeting with the Governing Board held to discuss such proposed exclusion, the parent or guardian shall have an opportunity to inspect all documents that the Governing Board relied on in its decision to propose exclusion of the child; to challenge any evidence, to confront and question any witness presented by the Governing Board, and to present oral and documentary evidence on the child's behalf, including witnesses. The statement shall also include notice that the parent or guardian may designate one or more representatives to be present with the parent or guardian at the meeting.

(4) A statement that the decision to exclude the child is subject to periodic review, and a statement of the procedures established by the District for such periodic review as set forth in section III below.

B. Emergency Exclusion

The Superintendent or designee need not send prior notice to exclusion to the child's parent or guardian if the principal or principal's designee of the school attended by the child makes any of the following determinations:

(1) The student resides in an area where a contagious, infectious or communicable disease exists or has existed and which is subject to strict isolation or quarantine. (Health & Safety Code, §120230)
(2) There is good reason to believe that the student is suffering from a recognized contagious or infectious disease (Ed. Code § 49451); or
(3) The continued presence of the child would constitute a clear and present danger to the life, safety, or health of pupils or school personnel (Ed. Code §48213, subd. (d).

If a student is excluded without prior notice based on any of the above determinations by the principal or designee, the Superintendent or designee shall send a written notice to the student's parent or guardian as described in Section II. A above as soon as reasonably possible after the exclusion.

C. Attendance Review Committee

If it is determined that a student is subject to exclusion because he or she has a contagious or infectious disease, the Director of Special Services shall convene an Attendance Review Committee (ARC) which consists of, but is not limited to:

- the student's parents,
- the student's family physician,
- the school nurse,
- a consulting physician who is an expert in the diagnosis and treatment of AIDS,
- a school administrator.

The ARC shall determine the most appropriate, least restrictive alternative educational environment for the student in light of current medical knowledge and the following factors:

- the age, behavior, neurological deficits, and physical condition of the student;
- the expected type of interaction between the student and others in the school setting(s); the anticipated impact on both the infected student and others in that setting;
- the concerns and needs of the student's parents and guardian;

- any applicable guidelines regarding the student's disease issued by the National Centers for Disease Control.

III. Review of Decision

A. Request for Review:

Not less than six (6) months after the Governing Board takes action to exclude a student, unless the Governing Board establishes a shorter length of time when the initial action is taken, the student or his/her parent or guardian may request a review of the exclusion by submitting a written request to the Superintendent.

B. Attendance Review Panel

Upon receipt of a request for review of a student's exclusion, the Superintendent shall appoint an Attendance Review Panel (ARP) to meet with the student and his/her parent or guardian to discuss the exclusion and grounds for review thereof. The Director of Special Services will act as Chair of the ARP. Other members of the ARP may include, but are not limited to, a District nurse, consulting physician, parents, a principal and a school psychologist as needed.

Within (14) calendar days after the date of the meeting, the ARP shall render a decision whether to maintain or revoke the student's exclusion. A decision of the ARP to revoke a student's exclusion and to return him or her to school shall be made only upon a finding that the circumstances justifying the student's initial exclusion no longer exist.

C. Governing Board

If the ARP determines that the student shall remain excluded, the student or his/her parent may request a review of the exclusion by the Governing Board. Review by the Governing Board shall be conducted in accordance with the procedures set forth in section IIA above.

Upon a finding that present circumstances no longer warrant the student's exclusion, the student shall be returned to school as soon as practicable. The student will attend the school determined by the Superintendent or his designee.

In addition to the above individual rights of review, the Governing Board shall review all exclusion cases at the end of each school year.

MOST RECENT REVISION: September 28, 1998

Grades/Evaluation of Student Achievement (Board Policy 5121)

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/ guardians and students have the right to receive course grades that represent an accurate evaluation of their student's achievement.

Teachers shall evaluate a student's work in relation to the content standards of the course. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and standards. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

The Board recognizes that the developmental levels of young children vary a great deal. In order to give parents/guardians more information and also promote students' self-esteem and experiences of success, students in grades K-6 shall receive a standards based report card. Students in grades K-3 are evaluated in each subject area based on their performance of grade-level standards; students in grades 4-6 are evaluated using letter grades in addition to subject area performance of grade-level standards.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

Unexcused Absences (Grades 9-12 only)

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, which he/she missed, the teacher may lower the student's grade for nonperformance.

Students with excessive unexcused absences (eight absences per semester grading period) may be given a failing grade and not receive credit for the course(s). Teachers may, in their best professional judgment, assign a failing grade to a student with excessive unexcused absences. The student or the student's parent or guardian shall be provided with an opportunity to explain the absences. The District shall notify the student's parent or guardian of this unexcused absence policy through an annual notice or through the teacher.

Original adoption: June 19, 2003
Revised: October 11, 2004
Reviewed: June 26, 2007 (Renumbered replacing BP 6155)
Revised: September 13, 2011

Supporting Regulation:

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Achievement K-6

In grades K-6, teachers shall use content standards based report cards to indicate the student's level of achievement. Report cards are issued each trimester to indicate the student's level of achievement.

In grades 4-6 criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness
2. Contribution to classroom discussions
3. Demonstrated understanding of concepts in tests and other assessments

4. Application of skills and principles to new situations
5. Organization and presentation of written and oral reports
6. Originality and reasoning ability when working through problems

Academic achievement in grades 4-6 shall be reported each trimester and shall reflect achievement of the grade level content standards.

A	(90-100%)	Outstanding achievement of standards 4.0 grade points
B	(80-89%)	Proficient achievement of standards 3.0 grade points
C	(70-79%)	Satisfactory achievement of standards 2.0 grade points
N	(69% or below)	Minimal to non-achievement of standards 0 grade points

Grades for Achievement 7-12

Grades 7-8

In grades 7- 8, report cards are issued each semester to indicate the student's level of achievement.

In grades 7-8 criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness
2. Contribution to classroom discussions
3. Demonstrated understanding of concepts in tests and other assessments
4. Application of skills and principles to new situations
5. Organization and presentation of written and oral reports
6. Originality and reasoning ability when working through problems

Academic achievement in grades 7- 8 shall be reported each semester and shall reflect course content standards.

A	(90-100%)	Outstanding achievement of standards 4.0 grade points
B	(80-89%)	Proficient achievement of standards 3.0 grade points
C	(70-79%)	Satisfactory achievement of standards 2.0 grade points
D	(60-69%)	Minimal achievement of standards 1.0 grade points
F	(0-59%)	Non-achievement of standards 0 grade points
I	Incomplete 0	

Grades 9-12

Academic achievement in grades 9-12 shall be reported each semester and shall reflect students' demonstration of course content standards achievement. Teachers in grades 9-12 may, in their best professional judgment, assign plus and minus signs to grades.

A	(90-100%)	Outstanding achievement of standards 4.0 grade points
B	(80-89%)	Proficient achievement of standards 3.0 grade points
C	(70-79%)	Satisfactory achievement of standards 2.0 grade points
D	(60-69%)	Minimal achievement of standards 1.0 grade points
F	(59 and below)	Non-achievement of standards 0 grade points
I	Incomplete	0 grade points
NC	No credit	
NCA	No credit due to excessive absences	
NM	No mark	
NR	No record	
P	Pass	
W	Withdrawn	
W/F	Withdraw/Fail	

Whenever it becomes evident to a teacher that a student is in danger of failing a course, a conference shall be arranged with the student's parent/guardian or a written report will be sent to the parent/guardian by U.S. mail. (Education Code 49067)

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete will become an *F*.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

A teacher may, in his or her best professional judgment, assign grades which reflect, not completion of course work, but the student's demonstration of achievement of course content standards. Teachers are encouraged to allow for trends in the quality of student work. For example, when a student finishes a grading period doing high quality work, which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

<u>Participation in Extra/Co-Curricular Activities (Grades 7-12)</u>
Students in grades 7 through 12 must earn at least a 2.0 or C grade point average in the previous grading period in order to participate in extra/co-curricular activities. See Board Policy 6145. (Education Code 35160.5)

To encourage and support academic excellence, the Board requires students in grades 7-8 to earn a minimum of a 2.0 grade point average on a 4.0 scale in order to participate in extra/co-curricular activities. To encourage and support academic excellence, the Board requires students in grades 9-12 to earn a minimum of a 2.0 or *C* grade point average on a 4.0 scale and maintain satisfactory progress toward graduation in order to participate in extra/co-curricular activities. See Board Policy 6145.

<u>Honor Roll (Grades 7-12)</u>
Each secondary school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.5 or better.

<u>Advanced Placement/Honors Courses (Grades 9-12)</u>
The district wishes to encourage students to take advanced placement (AP) and honors courses. AP courses are developed by the College Board and approved by the University of California system. Honors courses are developed by the district and approved by the University of California. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on a weighted scale. All students who take an advanced placement

(AP) course are expected to take the related College Board Advanced Placement Exam to receive the weighted grade point. The advanced placement course will be noted on the student's transcript.

Following is the weighted scale for honors courses and advanced placement courses for which a student takes the related advanced placement exam:

A = 5 grade points
B = 4 grade points
C = 3 grade points
D = 1 grade point
F = 0 grade points

<u>Pass/Fail Grading (Grades 9-12)</u>
With parental approval, a student may elect to earn a *Pass* or *Fail* grade instead of an A-F grade in the following courses:

1. All courses taken in the Special Education Program
2. Students shall be graded Pass/Fail for classes in which they serve as student aides.

Students who receive a *Pass* grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or grade point average and co-curricular eligibility. Students who receive a *Fail* grade will not receive credit for taking the course.

<u>Repeated Classes (Grades 9-12)</u>
With the prior approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once.

Both grades received will be entered on the student's transcript with the highest grade receiving the credit. It should be noted that the University of California/California State University system will not accept repeat course grades if the student initially received a C or better. (California Code of Regulations Title V, section 58161)

<u>Withdrawal from Classes (Grades 9-12)</u>
A student who submits a *Request for Withdrawal Form* during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first two weeks of the semester shall receive a W/F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

<u>Unexcused Absences (Grades 9-12)</u>

The student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education Code 49067)

If the absence is not verified as excusable within three days, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.

Students with excessive unexcused absences (eight absences per semester grading period) may be given a failing grade and not receive credit for the course(s). Teachers may, in their best professional judgment, assign a failing grade to a student with excessive unexcused absences. The student or the student's parent or guardian shall be provided with an opportunity to explain the absences. The District shall notify the student's parent or guardian of this unexcused absence policy through an annual notice or through the teacher.

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school

2. A verified court appearance or related court-ordered activity

Original Adoption: June 19, 2003
Revised: October 11, 2004
Revised: June 26, 2007 (Renumbered replacing BP 6155)
Revised: September 13, 2011

<u>Promotion, Acceleration and Retention</u> (Board Policy 5123)
The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria.

Students shall be identified on the basis of the student's ability to pass the subjects and electives necessary to earn the required number of credits and the student's ability to meet the minimum levels of proficiency recommended by the State Board of Education and set by the Board.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy, and shall provide opportunities for remedial/supplemental instruction to assist in overcoming his/her academic deficiencies.

MOST RECENT REVISION: March 13, 2007

Supporting Regulation:
<u>Promotion</u>
Students are expected to progress through the grade levels by demonstrating growth in learning and meeting state and district grade-level standards of expected student achievement.

<u>Acceleration to First Grade</u>
A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work. *(Education Code 48011)* Admission shall be subject to the following minimum criteria: (5 CCR 200)

(1) The student is at least five years of age.
(2) The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
(3) The student is in the upper five percent of his/her age group in terms of general mental ability.
(4) The physical development and social maturity of the student are consistent with his/her advanced mental ability.
(5) The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

<u>Acceleration to Other Grade Levels</u>
When the acceleration of a student is indicated, the teacher and/or school counselor shall immediately direct the case to the principal's attention. The principal shall convene a

meeting with the parent, teacher and school counselor (if applicable), to discuss the relative merits and problems of acceleration. Consideration of alternatives will be explored. Whenever a decision is made to accelerate a student, the principal shall secure an agreement, signed by the parent/guardian, stating the conditions of the acceleration and the rationale for the decision. The principal shall assume responsibility for completing and filing a summary of all recommendations and actions taken relating to the decision to accelerate in the pupil's permanent record.

Retention at the Kindergarten Level

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. *(Education Code 48011)*

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. *(Education Code 46300)*

Retention at Other Grade Levels

Students may be retained at any grade level if, based upon test scores, grades, or other academic indicators, his or her teacher recommends retention. The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: *(Education Code 48070.5)*

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading; proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5; between intermediate and middle school grades, and between middle school grades and high school grades using the following criteria: *(Education Code 48070.5)*

Second to Third Grade (Reading only)

A student must meet at least one of the following applicable reading standards; otherwise, he or she shall be considered for retention in the second grade:

1. Running Record Level 18 or
2. Below Basic on the California Standards Test (CST) in English/language arts, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Third to Fourth Grade (Reading only)

A student must meet at least one of the following applicable reading standards; otherwise, he or she shall be considered for retention in the third grade:

1. Running Record Level 24, or
2. 25th percentile on CAT 6 Reading Comprehension Sub Test, or
3. Below Basic on the California Standards Test (CST) in English/language arts, or
4. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
5. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Fourth to Fifth Grade (Reading, Language Arts, and Mathematics)

A student must meet at least one of the following applicable standards in each of the three specified content areas of reading, language arts, and mathematics; otherwise, he or she shall be considered for retention in the fourth grade:

Reading

1. Running Record Level 26, or
2. Below Basic on the California Standards Test (CST) in English/language arts, or
3. A grade of C- or better in reading based on students meeting at least 60 % of the standards, or
4. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
5. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Language Arts

1. Below Basic on the California Standards Tests (CST) in English/language arts, or

2. A grade of C- or better in language based on students meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Mathematics

1. Below Basic on the California Standards Test (CST) in English/language arts, or
2. A grade of C- or better in mathematics based on student meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Sixth to Seventh Grade (Reading, Language Arts, and Mathematics)

A student must meet at least one of the following applicable standards in each of the three specified content areas of reading, language arts, and mathematics; otherwise, he or she shall be considered for retention in the sixth grade:

Reading

1. Running Record Level 30, or
2. Below Basic on the California Standards Test (CST) in English/language arts, or
3. A grade of C- or better in reading based on student meeting at least 60 % of the standards, or
4. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
5. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Language Arts

1. Below Basic on the California Standards Test (CST) in English/language arts, or
2. A grade of C- or better in language based on student meeting at least 60 % of the standards, or .

3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Mathematics

1. Below Basic on the California Standards Test (CST) in Mathematics, or
2. A grade of C- or better based on student meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Eighth to Ninth Grade (Reading, Language Arts, and Mathematics)

A student must meet at least one of the following applicable standards in each of the three specified content areas of reading, language arts, and mathematics; otherwise, he or she shall be considered for retention in the eighth grade:

Reading

1. Below Basic on the California Standards Test (CST) in English/language arts, or
2. A grade of C- or better based on student meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Language Arts

1. Below Basic on the California Standards Test (CST) in English/language arts, or
2. A grade of C- or better based on students meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Mathematics

1. Below Basic on the California Standards Test (CST) in mathematics, or
2. A grade of C- or better based on students meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Right of Teacher to Waive Criteria

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. *(Education Code 48070.5)*

Similarly, if the student is determined to have met one or more of the promotion criteria the student shall be promoted to the next grade level unless the student's regular classroom teacher determines, in writing, that promotion is not warranted.

Conditional Promotion

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parent/guardian and the principal before any final determination of retention or promotion. *(Education code 48070.5)*

Designation of Responsible Teacher

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. *(Education Code 48070.5)*

Parent Notification

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. Whenever possible, this notification shall occur at the elementary level no later than the fall parent/teacher conferences or the end of the first trimester reporting period. At the

secondary level, this notification shall occur by the end of the first semester. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. *(Education Code 48070.5)*

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that his/her child is at risk of retention.

Parent/Guardian Appeal Process

The teacher's decision to promote or retain a student may be appealed consistent with Governing Board policy, administrative regulation and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. *(Education Code 48070.5)*

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 15 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 10 school days. Within 30 calendar days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Governing Board, the Board may also meet with the appealing party, the teacher and the Superintendent/ designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Supplemental Instructional Programs

With the consent of the parent/guardian, the Superintendent or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs shall be offered during the summer, after school, on Saturdays and/or during intersessions. Services

shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum.

These services shall be provided to students in the following priority order:

1. Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to Education Code 48070.5.
2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the test administered under the STAR program.
3. Other students.

This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

ORIGINAL ADOPTION: January 11, 1982
MOST RECENT REVISION: March 13, 2007

High School Exit Exam Advisory

California High School Exit Exam

Seniors in the class of 2006 will be the first California public school students who must pass a California High School Exit Examination (CAHSEE) to receive a high school diploma. Authorized by state law (Senate Bill 2X, O'Connell) passed in 1999, the purpose of the new graduation requirement is to:

- Help improve student achievement in high school
- Make sure that graduates can demonstrate competency in state content standards for reading, writing, and mathematics.

In spring of their tenth grade year students will be required to take the exam. Students will have two opportunities each year to retake the test or the part of the exam not passed. Students missing a testing date must wait until the next testing date to take the exam. Supplemental instruction will be provided to any student failing the exam or who "does not demonstrate sufficient progress toward passing the exit exam." Summer school programs, including summer school for seniors who do not pass the exam, will also be provided.

Prior to testing each year, parents/guardians need to talk to their students about the CAHSEE and encourage them to do their best. Parents/guardians should also:

- Make sure class assignments and homework are completed throughout the year.
- Review what students are doing in school.
- Make sure that students are in school every day unless they are ill.

- Review sample test materials provided by the school with their student before testing begins.

This is a major addition to the district's requirements for high school graduation. Morgan Hill Unified School District staff is committed to working closely with students and parents to help implement this change. Please look for notices from your student's school announcing parent information evenings regarding the CAHSEE.

High School Graduation Requirements (Board Policy 6146.1)

The Governing Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

Credit Requirements

Comprehensive High School

Beginning with the class of 2009, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits in grades 9-12:

- 40 English credits
- 30 Social Studies credits including:
  - 10 World History
  - 10 United States History
  - 5 Civics
  - 5 Economics

- 30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.)
  (Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
  - 10 Physical Science
  - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas - Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

Continuation High School

Beginning with the class of 2009 to obtain a diploma of graduation from a continuation high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
  - 10 World History
  - 10 United States History
  - 5 Civics
  - 5 Economics
- 30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.)
  (Up to 10 of the 30 credits required in math may be met by taking Algebra 1 and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
  - 10 Physical Science
  - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas - Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Student Class Designation

Students earn 5 units of credit per semester course passed. Students' class designation will be based upon earned credits:

- 0-39 earned credits – Freshman
- 40-99 earned credits – Sophomore
- 100-159 earned credits – Junior
- 160-completion (220 required to graduate) – Senior

Course Load

All 9th, 10th, and 11th grade students at the comprehensive high schools are required to take 6 classes each semester. All 12th grade students at the comprehensive high schools are required to take a minimum of 5 classes each semester.

Conditions for Meeting Graduation Requirements

Courses taken in summer school may apply toward meeting course requirements.

Enrollment in physical education is required in grade 9. An additional 10 units is required in grades 10-12. Additional physical education courses may be taken for elective credit in grades 10-12.

220 units represent a minimum requirement. Students are encouraged to earn at least 240 units of credit prior to receiving a diploma.

Supplemental Methods of Earning Credit for Graduation

In addition to credits earned through attendance at district schools, full credit may be accepted (with principal approval) for comparable work successfully completed through the following:

- Courses offered by other public high schools;
- Portable Assisted Study Sequence (PASS) Program
- Courses offered by accredited private high schools;
- Concurrent enrollment in community college or accredited college or university as provided for in the Education Code (Dual credit may be awarded);
- Courses offered by regional occupational centers or programs;
- University of California high school correspondence courses;
- Courses offered by an accredited adult school; and/or
- Courses offered through the district's Independent Study program.

The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 51760 credit in an amount not to exceed a total of 40 semester credits made up of one or a combination of two or more of the following types:

(a) For Exploratory Work Experience Education: Ten (10) credits for each semester, with a maximum of twenty (20) credits earned in two semesters.

(b) For General Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

(c) For Vocational Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

Alternative Means of Meeting Course Requirements

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Issuance of Diplomas

Students will receive a diploma from the district school in which they were last regularly enrolled and attending classes.

Students must complete all graduation requirements in order to participate in graduation exercises or receive a diploma. Students who do not meet all requirements after eight full semesters (grades 9-12) may complete their high school graduation requirements and receive a diploma from the last regular school of attendance by:

- Enrollment in summer school immediately following the student's eighth semester, provided no more than 10 units are required for graduation;
- Enrollment as a fifth-year student if less than 18 years of age at the time of enrollment, or if enrollment is in the semester which follows the student's eighth semester; or
- Completion of course work equivalent to that not completed at the high school by enrolling in and receiving credits from:
  - a community college,
  - an accredited adult school,
  - an accredited private school,
  - another public high school, and/or
  - University of California high school correspondence or online courses.

Exit Exam Beginning with the Class of 2006

Beginning in the 2005-2006 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (See Board Policies 6162.52 –Instruction - High School Exit Examination and 6179 –Instruction - Supplemental Instructions.)

Cross Reference:
BP/AR 5351.1 Students: Competencies Required for High School Graduation (which will expire after the Class of 2007)

Supporting Regulation:
High School Graduation Requirements – Effective with Class of 2008 - AR 6146.1
Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians and the public.

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation.

Foreign exchange students may receive honorary diplomas pursuant to Education Code 51225.5.

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma form the school the student last attended pursuant to Education Code 48645.5

The Governing Board may retroactively grant a high school diploma to a former student whose education in the district was interrupted due to his/her interment during World War II and did not receive a diploma because of the interment.

Exit Examination for the Classes of 2006 and Later

At the beginning of each school year or at the time a student transfers into the district, the Board shall provide written notification to all students in grades 9 through 12 and to their parents/guardians that, starting in the 2005-2006 school year and each year thereafter, each student completing the 12th grade shall be required to successfully pass the state's high school exit examination as a condition of graduation. The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination.

The examination shall be administered in accordance with law, Board policy and administrative regulation.

Supplemental Instruction

When students do not demonstrate sufficient progress toward passing the exit examination, supplemental instruction offered by the district shall be designed to assist students to succeed on the exit examination and shall reflect statewide and district academic standards.

Supplemental instruction shall include summer school instructional programs for students in grades 7-12 who do not demonstrate sufficient progress toward passing the exit examination.

Additional Instructional Time
Students who have not passed the California High School Exit Examination by the end of grade twelve shall have the opportunity to receive up to two additional years of intensive instruction and services in order to pass the CAHSEE and obtain a high school diploma pursuant to Education Code 37254.

ORIGINAL ADOPTION: June 6, 2005
(Effective with Class of 2008)
(Replaces AR 5351.1 which will expire after the Class of 2007)
REVISED: December 17, 2007

Graduation and Competency Standards for Students with Disabilities (Board Policy 6146.4)
The federal Individuals with Disabilities Education Act (20 USC 1412(a)) and its implementing regulations (34 CFR 300.320) require each student's IEP to contain statements of measurable annual goals that would enable the student to progress in the general curriculum. The IEP must also contain an explanation as to the extent, if any, to which the student will participate in the administration of state and district assessments (e.g., the STAR exam and the high school exit exam).

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations that may be required for students with disabilities.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities. (Education Code 35160.5)

High School Diploma and Certificate of Completion

A student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study, which is aligned to the district graduation requirements and specified in his/her IEP, and upon successful completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law and Board policy. (Education Code 48980, 60850)

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Governing Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP

2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP

3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

ORIGINAL APPROVAL: May 19, 2009

Intradistrict Open and Choice Enrollment (Board Policy 5116.1)
The Board of Education desires to provide options that meet the diverse needs and interests of the District's students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, board policy and administrative regulations.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district.

Enrollment Priorities
1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school.
2. If while on school grounds a student becomes a victim of a violent criminal offense, he/she shall be provided an option to transfer to another district school or charter school.
3. If a student attends a school as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school.

For all other applications for enrollment outside a school's attendance area, the

Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission request that are in excess of the school's capacity.

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students.

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area.

Other considerations: (In no particular order)

- Students of employees
- Siblings of a current student
- Special circumstances that may be harmful or dangerous to a student
- Walking distance-based upon distances identified in BP 3540.1, Transportation Routes & Services
- Interest in specialized programs or particular course offerings

Except as required for transfers out of Title I Program Improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

Once enrolled under a choice placement a student shall not have to apply for readmission. The school of choice becomes the student's home school until completion of the highest grade offered at the school (6th grade for elementary school and 8th grade for middle school) or graduation.

ORIGINAL ADOPTION: April 16, 1979
REVISED: May 18, 1998
REVISED: March 27, 2000
REVIEWED: December 10, 2001
REVIEWED: July 22, 2002
REVIEWED: August 11, 2003
REVISED: December 15, 2003
REVIEWED: July 19, 2004
REVISED/RENUMBERED: August 24, 2010 (Replaced BP 5162)

Supporting Regulation:
Notifications:
Notifications concerning open and choice enrollment shall be sent to parents/guardians describing all current statutory and local attendance options according to the following

timeline:

1. At the beginning of the school year, parents or guardians and employees will be notified of all options for meeting residency requirements for school attendance, a description of any special program options available, and a description of the procedure for requesting an alternative attendance area.

2. By the first Thursday of school attendance for second semester, parents or guardians and employees will receive a letter indicating the application process for both open and choice enrollment. Application packets will be available at all schools and the District Office.

Other Requirements:

1. No student currently residing within a school's attendance area shall be displaced by another student.
2. Once a student enrolls in a District school under this policy, he/she shall not have to apply for readmission.
3. Once a student enrolls in a school under this policy he/she is deemed to be a resident of that school and would need to apply to return to the school in his/her home attendance area. When a student moves from one level to another level (e.g., elementary school to middle school), he/she shall attend the school in his/her home attendance area.

Criteria for Application:
The criteria for application will consider the following factors: children of employees, siblings of current students, walking distance to school per Board Policy 3710 regarding distance limitations, special circumstances that may be harmful or dangerous to a student, interest in specialized programs or particular course offerings.

Selection Procedures (Open enrollment for <u>schools with available capacity</u>):

1. The Superintendent or designee shall identify schools that may have space available for additional students for the incoming school year.
2. Parents will be notified of schools with available capacity for open enrollment transfers during the open enrollment period (first Thursday of attendance in January through January 31).
3. Open enrollment applications shall be available at all schools and the District Office.
4. All completed applications shall be submitted to the District Office.
5. Parents who submit applications to the District during the open enrollment period shall be eligible to participate in the selection process for their school of choice.
6. If the number of requests received during open enrollment for transfer to a given school exceeds that school's capacity, per Education Code 35160.5, the order of selection shall be determined by lot.

7. The Superintendent or designee shall inform applicants by mail for open enrollment by mail by March 1 as to whether their requests have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
8. Applicants who receive approval to attend a school outside the attendance area of the school of residency must confirm their enrollment within one week of notification.
9. Applications may continue to be submitted to the District Office after the open enrollment period. Such applications will be date stamped and forwarded to the Educational Services Division as part of the choice enrollment process described below.

Selection Procedures (Choice enrollment for schools <u>at capacity</u>):

1. Applications for schools at capacity may be submitted during the open enrollment period, and may continue to be submitted after that time as part of the choice enrollment process.
2. Choice enrollment applications shall be available at all schools and the District Office. Completed choice enrollment applications must be submitted to the District Office.
3. All applications will be date stamped and forwarded to the Educational Services Division.
4. When an opening becomes available, the principal of the school requested will notify the parent and the home school.
5. All openings will be filled on a date stamp priority basis except for situations judged by the principals of both the home and receiving schools to be a student support priority.
6. Notification of openings will be made as soon as possible.

Application Expiration Date:
All applications submitted in a given calendar year expire on December 21 of that same year. Parents who have not received notification of available space from the school of choice by December 21 must submit a new application during the next official open enrollment period in January or at any time thereafter.

Transportation:
A parent/guardian who wishes to take advantage of the open or choice enrollment opportunity must provide transportation to and from school.

Appeals:
All complaints and appeals must be filed in writing with the Assistant Superintendent of Educational Services.

REVISED: October 22, 2007
RENUMBERED: August 24, 2010 (replaced AR 5162)

Date and Time Received

MORGAN HILL UNIFIED SCHOOL DISTRICT
15600 Concord Circle, Morgan Hill, CA 95037
Phone (408) 201-6030 Fax (408) 201-6038
APPLICATION FOR OPEN ENROLLMENT/CHOICE PLACEMENT
Completed forms are to be delivered to the District Office – Enrollment Center
SOLICITUD PARA HACER CAMBIO DE ESCUELA DE RESIDENCIA
Formas debidamente llenadas favor de entregarlas en la oficina del Distrito – Centro de Inscripciones

Application for School Year: ____________ MHUSD District Employee? ________
Año escolar solicitado

Student Name ____________ Birthdate ________ Current Grade: ______ Grade Entering ______
Nombre del estudiante *Fecha de nacimiento* *Grado actual* *Grado entrante*

Address, City & Zip Code: ____________
Domicilio (incluya cuidad y código postal)

Mailing Address (if different from above) ____________ Previous School ____________
Domicilio postal (si difiere) *Escuela anterior*

Parent Name(s) ____________ Home Phone ____________
Nombre de los padres *Teléfono de casa*

Work Phone (Father) ____________ Work Phone (Mother) ____________
Teléfono del trabajo del padre *Teléfono del trabajo de la madre*

School of Residence ____________ School Requested ____________
Escuela de residencia *Escuela solicitada*

Receiving Special Ed/*Recibe educación especial:* Yes/*Sí* ____ No/*No* ____ Type/*De qué tipo?:* ____________

Reason for Request, if applicable (*Motivo de la petición*) ____________

Applications for open enrollment/choice placement may be submitted during the official open enrollment period in January or at any time thereafter. The selection process shall be random and unbiased using a lottery system. The District retains the authority to maintain appropriate balances among schools. All applications expire on December 21 of the year in which they are submitted. You will receive notification from the school of choice if and when space becomes available for your student. Please note: The District does not provide transportation outside of a school's established attendance area. This placement will be renewed automatically each year. Once a student enrolls in a school under this policy he/she is deemed to be a resident of that school and would need to apply to return to the school in his/her home attendance area or to another school in the district. When a student moves from one level to another level (e.g. from elementary school to middle school), he/she shall attend the school in his/her attendance area. Any complaints or appeals must be filed with the Assistant Superintendent of Educational Services.

Las solicitudes para hacer cambio de escuela de residencia se recibirán a partir de cuando inicie el periodo oficial en Enero. El proceso de selección será aleatorio y desprejuiciado. El Distrito retiene la autoridad para mantener balances étnicos/raciales apropiados entre las escuelas. El plazo vence el día 21 de Diciembre del mismo año, después de esa fecha no se aceptarán más solicitudes. Usted recibirá notificación de la escuela solicitada siempre y cuando haya espacio disponible para su estudiante. Por favor tenga en cuenta que el Distrito no proveerá transportación fuera del área establecida. Esta solicitud se renovará de manera automática cada año. Cuando un estudiante se registra en la escuela solicitada bajo las condiciones de ésta póliza, entonces el estudiante se considera como residente de esa escuela. Si el estudiante desea hacer otro cambio de escuela, entonces tendrá que llenar una nueva solicitud. Cuando el estudiante cambia de nivel (por ejemplo. pasa de primaria a secundaria), el estudiante asistirá a la escuela que le corresponde basado en la ubicación de su domicilio de residencia. Las quejas o apelaciones derivadas por este proceso, deberán ser dirigidas al Superintendente Auxiliar de Servicios Educacionales.

____________ ________
Parent/Guardian Signature (*Firma del padre o madre*) Date (*Fecha*)

SUBMIT ALL COPIES OF FORM! ***PROCESAR TODAS LAS COPIAS DE ESTA FORMA!***

For School Use Only!
[ ] Approved ____________ ________ [ ] Parent Declines Placement
Date: ________ Time: ______

For District Office Use Only!
Date sent to Receiving School ________
Student # ________

Open Enrollment: Parent/Guardian confirmation of denial must be within two weeks of approval.
Distribution of copies: District - White; Parent - Yellow; School of Residence - Pink; School of Choice - Goldenrod

Revised: 03/27/09

Attendance Policies and Procedures

Attendance is critical to the academic success of all students. Appointments should be made for after school hours, whenever possible. If a student is absent, it is his/her responsibility to contact the Attendance Office to clear the absence and to contact teachers for class work missed.

Clearing Absences

All absences should be cleared the day of the absences or upon return to school. Absences can be cleared in the following manner:

- Parent phone call to Attendance Office
- Parent note to Attendance Office

*Please include the following information when clearing absences:

- First and last name of student
- Date(s) of absence
- Reason for absence
- Signature or Identification of parent and relation to student
- Doctor's note (if appropriate)

Excused Absences

Education Code 48980 (h) Article 6 California School Information Services – Pupil Attendance Options and Transfer Forms

The notification shall advise the parent or guardian of all existing statutory attendance options and local attendance options available in the school district. This notification component shall include all options for meeting residency requirements for school attendance, programmatic options offered within the local attendance areas, and any special programmatic options available on both an interdistrict and intradistrict basis. This notification component also shall include a description of all options, a description of the procedure for application for alternative attendance areas or programs, an application form from the district for requesting a change of attendance, and a description of the appeals process available, if any, for a parent or guardian denied a change of attendance. The notification component also shall include an explanation of the existing statutory attendance options including, but not limited to, those available under Section 35160.5, Chapter 5 (commencing with Section 46600) of Part 26, and subdivision (b) of Section 48204. The department shall produce this portion of the notification and shall distribute it to all school districts.

Education Code 48980 (j) Article 6 California School Information Services – No Grade Reduction Due to Excused Absences

The notification shall advise the parent or guardian that a pupil shall not have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to

Section 48205 if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and shall include the full text of Section 48205.

Education Code 48205 – Excused Absences

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to his or her illness.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to illness or medical appointment during school hours of a child of whom The pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in Court, attendance at a funeral service, observance of a holiday or ceremony of His or her religion, attendance at religious retreats, attendance at an Employment conference, or attendance at an educational conference on the Legislative or judicial process offered by a non profit organization when the Pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving a member of a precinct board for an election Pursuant to Section 12302 of the Elections Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Unexcused Absences
Absences for reasons other than those listed above are considered Unexcused.
After 3 days, absences for reasons unknown to our Attendance Office are considered Unexcused.

In addition, the Governing Board has determined that upon written request from parent or guardian and approval of the principal or designee, student's absence may be excused for justifiable personal reasons including, but not limited to:

- Court appearance
- Religious holiday or ceremony
- Religious retreat not to exceed four hours per semester
- Employment interview or conference
- Appearance at Student Attendance Review Board or Student Attendance Review meetings
- Appearance at a funeral of someone other than a member of the immediate family

Leaving Campus
In order for a student to leave campus during the school day a student must check out through the Attendance Office by having a parent call or bringing a note from a parent upon return to school, the student must check in at the Attendance Office, and bring the note signed by the medical provider (if the student was at a medical appointment) or parent.

Family Trips, Personal Appointments and Business
Although strongly discouraged, missing school for a family trip is sometimes unavoidable. These absences are considered Unexcused according to the State Education Code. Students missing school should contact his/her teachers as soon as possible to request make-up work.

STUDENTS (Board Policy 5110)
Admission
The Governing Board believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Superintendent or designee shall maintain procedures which provide for the verification of all entrance requirements specified in law and in Board policies and regulations.

ORIGINAL ADOPTION: August 23, 2001

Supporting regulation
Admission
A. Residents
A student shall be eligible for enrollment and attendance in the schools of the District when he/she is a resident of the District and of such age and having such qualifications as set forth by lawful rules and regulations.

A child shall be admitted to kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth birthday on or before December 2 of that school year. Students not of age by December 2 may not be enrolled for early entry into kindergarten. A child who will have reached the age of six years on or before December 2 of the school year shall be eligible for enrollment in first grade. The method of proof of age may be in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, in any other appropriate means of proving the age of the child.

The District shall admit only those students who provide proof of district residency. Such proof shall be required prior to enrollment.

- Student must be a California resident.
- Minors must attend school in the district in which they and their parents, guardians, or caregivers reside.
- Leaving a residence for a temporary purpose does not change the residency status.
- Pupils may establish residency separate from that of their parents, guardians, or caregivers when any of the following occurs:
  - Court placement in licensed children's facility, state hospital, or licensed foster home within district boundaries
  - Emancipated (by marriage, military, or superior court order) and lives within district boundaries
  - Adult (over age 18)
  - Hospitalized within district boundaries for temporary disability or illness
- A student not residing within the district shall be deemed a district resident if an interdistrict attendance agreement is in effect or if the student is confined to a district area hospital or residential care facility for treatment of a temporary disability.
- District residency may also be granted to an elementary grade student not residing in the district if the student's parent/guardian works within the district boundaries. Proof of

such employment shall be required prior to enrollment and may be required subsequently at regular intervals determined by the Superintendent or designee.

- Before admission is granted, the Board or designee shall review each proposed enrollment and determine whether it would result in additional costs to the district in excess of state funds. If the Board determines that excess costs would be incurred by the district, the student may be denied admission. Any proposed enrollment which would adversely affect the existing desegregation plan of either the current or proposed district may also be grounds for denial of admission.
- Unless approved by the student's current district of attendance, no student shall be admitted into the district on the basis of a parent/guardian place of employment in excess of the limits imposed by law for such transfers.
- The superintendent or designee shall notify the district of residence of all children requesting admittance into the district on the basis of parent/guardian place of employment.
- The student's parent/guardian shall be notified in writing of the Board's decision to deny admission. The notice shall include specific reasons for the denial.

Verification of residency:
Upon enrollment at a school within the district, the school registrar will require one of the following to verify residency:

- PG & E bill
- Water bill
- Lease document
- Rental agreement
- Escrow papers
- Driver's license

B. <u>Non-residents</u>

- A student not residing within the district shall be deemed a district resident if an interdistrict attendance agreement is in effect or if the student is confined to a district area hospital or residential care facility for treatment of a temporary disability.

C. <u>Interdistrict Agreements</u>

- District residency may also be granted to an elementary grade student not residing in the district if the student's parent/guardian works within the district boundaries. Proof of such employment shall be required prior to enrollment and may be required subsequently at regular intervals determined by the Superintendent or designee.
- Before admission is granted, the Board or designee shall review each proposed enrollment and determine whether it would result in additional costs to the district in excess of state funds. If the Board determines that excess costs would be incurred by the district, the student may be denied admission. Any proposed enrollment which

would adversely affect the existing desegregation plan of either the current or proposed district may also be grounds for denial of admission.

- Unless approved by the student's current district of attendance, no student shall be admitted into the district on the basis of a parent/guardian place of employment in excess of the limits imposed by law for such transfers.
- The superintendent or designee shall notify the district of residence of all children requesting admittance into the district on the basis of parent/guardian place of employment.
- The student's parent/guardian shall be notified in writing of the Board's decision to deny admission. The notice shall include specific reasons for the denial.

REVISED: April 7, 2003

<u>Caregiver's Authorization Affidavit</u>
Caregiver's Authorization Affidavit constitutes a sufficient basis for determination of residency of a minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.

The school district may require additional reasonable evidence of the caregiver's residence address.

ADOPTED: August 13, 2001

Supporting Regulations:
Caregiver's Authorization Affidavit
The Caregiver's Authorization Affidavit declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.

A person who relies on this affidavit has no obligations to make any further inquiry or investigation.

This affidavit is not valid for more than one year after the date on which it is executed.

The caregiver is required to sign affidavit under penalty of perjury

ORIGINAL IMPLEMENTATION: August 13, 2001

Caregiver's Authorization Affidavit

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

Instructions: Completion of items 1-4 and the signing of the affidavit is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of items 5-8 is additionally required to authorize any other medical care. <u>This affidavit is not valid for more than one year after the date on which it is executed</u>. **Print Clearly.**

The minor named below lives in my home and I am 18 years of age or older.

1. Name of Minor: ____________________
2. Minor's birth date: ____________________
3. My name (adult giving authorization): ____________________
4. My home address: ____________________

____

____

5. ( ) I am a grandparent, aunt, uncle, or other qualified relative of the minor (see back of this form for a definition of "qualified relative").
6. Check one or both (for example, if one parent was advised and the other cannot be located):

   ( ) I have advised the parent(s) or other person(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.

   ( ) I am unable to contact the parent(s) or other person(s) having legal custody of the minor at this time, to notify them of my intended authorization.
7. My date of birth: ____________________
8. My California drivers license or identification card number: ____________________

> **Warning:** Do not sign this form if any of the statements above are incorrect, or You will be committing a crime punishable by a fine, imprisonment, or both.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: ____________________ Signed: ____________________

<u>**Notices:**</u>
1. This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.
2. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.
3. This affidavit is not valid for more than one year after the date on which it is executed.

Additional Information:

TO CAREGIVERS:
1. "Qualified relative", for purposes of item 5, means a spouse, parent, stepparent, brother, sister, stepbrother, stepsister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any person denoted by the prefix "grand" or "great", or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. The law may require you, if you are not a relative or a currently licensed foster parent, to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit.
4. If you do not have the information requested in item 8 (California driver's license or I.D.), provide another form of identification such as your social security number or Med-Cal number.

TO SCHOOL OFFICIALS:
1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

TO HEALTH CARE PROVIDER AND HEALTH CARE SERVICE PLANS:
1. No person who acts in good faith, reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is subject to criminal liability or to civil liability to any person, or is subject to professional disciplinary action, for such reliance if the applicable portions of the form are completed.
2. This affidavit does not confer dependency for health care coverage purposes.

<u>Student Use of Technology Board Policy 6163.4</u>

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent of designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's *Acceptable use Agreement.*

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Morgan Hill Unified School District's Computer/Internet/Email *Acceptable Use Agreement* specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, materials acquired by the student on the system, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances. These shall ensure that users have no expectation of privacy and understand that district staff may monitor or examine all system activities to ensure proper use of the system. In addition, because the Internet contains an unregulated collection of resources, the district cannot guarantee the accuracy of the information or the appropriateness of any material that a student my encounter.

Students who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account, and legal action as appropriate.

<u>Use of District Computers for Online Services/Internet Access</u>

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

ORIGINAL ADOPTION: April 21, 1997
REVISED: August 28, 2000
REVISED: June 26, 2012

Supporting Regulation:

At the beginning of each school year, parents/guardians shall sign a copy of the Morgan Hill Unified School District Computer System/Internet/E-Mail Acceptable Use Agreement informing them of user obligations and responsibilities.

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.

2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

   Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

ORIGINAL IMPLEMENTATION: April 21, 1997
REVISED: August 28, 2000
REVISED: June 26, 2012

ARTICLE 1 - COMMUNITY Board Policy 1111 AR 1111 Form E 1111 Form
Section 1 - Communication with the Public
Media Relations
The Board of Education respects the public's right to information and recognizes that the media significantly influences the public's understanding of school issues and can greatly assist the district in informing the community about school programs and issues. Media representatives are welcome at all Board meetings and shall receive meeting announcements and agendas upon request, and as required by law.

The Superintendent or designee shall develop a plan for proactive communications with the media. The Superintendent or designee and principal or designee of each school may provide the media with information related to district programs and needs, student awards, school accomplishments and events of special interest. Spokespersons designated to speak to the media on behalf of the district include the Board president and the Superintendent. Other staff members may be asked by the Superintendent or designee to speak to the media

on a case-by-case basis, depending on their expertise on an issue and their communications skills. The district shall not release information, which is private or confidential as identified by law and Board policy or administrative regulation.

During a disturbance or crisis situation, the first priority of school staff is to address the situation. Media inquiries shall be routed to the Superintendent or designee, who shall make an official statement at his/her discretion.

Student Interviews/photos/media contact
Media representatives shall register immediately upon entering any school building or grounds when school is in session. The principal or designee may require a school staff member to accompany the media representative at all times while on campus during school hours (one hour before classes begin until one hour after classes end.) Media representatives who wish to interview or photograph students at school during school hours are strongly encouraged to make prior arrangements with the principal so as to facilitate smooth operations, prevent delay, and preclude the possibility of disturbances on campus. This also allows the principal to arrange for interview times that will not interfere with students' class attendance or participation in any school activities.

The district shall not impose restraints on students' right to speak freely with media representatives at times, which do not disrupt the educational program. At their discretion, parents/guardians may instruct their children not to communicate with media representatives, and may sign a form withholding consent for publication of any photograph or videotape which individually identifies their children.

Media representatives may be denied access or may be required to leave the premises, if their presence interferes with the educational activities and objectives of the school, whether during school hours or at school sponsored events.

ORIGINAL ADOPTION: April 10, 2000

ADDITIONAL RIGHTS

COURSE OFFERINGS
Sex education, sexually transmitted disease, and family life education courses are those in which reproductive organs and their function are described, illustrated, or discussed. If such a course is offered, you will be notified of your right to inspect and review pertinent written or audiovisual materials prior to the holding of the course. Written consent is not required, but written objection shall be honored if you do not want your child to attend such a class. This section does not apply to pictures in any science, hygiene or health textbook. A teaching credential may be revoked for violation of this section. *(E.C. 51550 & 51820)*

Excuse from instruction in the areas of health, family life, sex education and sexually transmitted diseases due to religious beliefs (including personal moral convictions) of the

parent shall be permitted, upon written request, for the parts in conflict with the beliefs. *(E.C. 51240)*

All courses are available to all students regardless of race, ethnic background, sex, handicap or English proficiencies. Parents are encouraged to participate with the school guidance personnel in the career guidance and course selection for their student. *(E.C. Sec. 40)*

DRUG EDUCATION COURSES
Instruction shall be given in the elementary and secondary schools on drug education and the effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and other dangerous substances. *(E.C. 51260)*

FINGERPRINTING
School districts may offer a fingerprinting program upon a student's first enrollment in public school and may charge a fee for such service. *(E.C. 32390(b))*

MEDICAL REGULATIONS
Immunization for communicable disease must be consented to, in writing, by a parent for a licensed physician (or registered nurse acting under the direction of a supervising physician) to administer an immunizing agent. *(E.C. 49403)*

Administration of medication prescribed by a physician for a child during the school day may be done by a nurse, or teacher if designated, under detailed instructions but only upon written parental request. *(E.C. 49423)*

Physical examination may not be given a child whose parent has filed an objection annually. However, the child may be sent home if, for good reason, he/she is believed to be suffering from a recognized contagious or infectious disease. *(E.C. 49451)*

Medical and hospital services for pupils injured at school or school-sponsored events or while being transported may be covered by insurance at district or parent expense. *(E.C. 49472)*

Parents are to inform the school nurse or other certificated school employee of medication given to a pupil on a continuing basis for a non-episodic condition. With the consent of the parent, the nurse may communicate with the student's physician and may counsel school personnel on the possible effects of the drug and signs of side effects, omission or overdose. *(E.C. 49480)*

MEDICAL SERVICES INFORMATION
School authorities may excuse any student from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. *(E.C. 46010.1)*

PARENT/GUARDIAN LIABILITY

Parents or guardians are liable for any willful conduct of their minor children which results in injury to another pupil or to school personnel, or for any willful cutting or defacing of any school property belonging to a school district or to a school district employee, or for any property belonging to the school district and loaned to the minor student and willfully not returned. Such liability shall not exceed $7,500. Following due process procedures, the school district may withhold the grades, diplomas or transcripts of the pupil responsible until such damages are paid or until completion of a voluntary work program in lieu of payment of monetary damages. *(E.C. 48904)*

P.E. REQUIREMENT

The State of California states that every school child is required to take physical education unless legally exempt under E.C. 51241 or E. C. 51246. When there is a legitimate reason for a student to be excused from physical education for one week or less, please send a note with the student to the school office. Any time an excuse will exceed one week, a note stating why this student should not participate in the regular physical education program must be completed and signed by a physician and submitted to the school office. *(E.C. 51222)*

REVIEW OF PUPIL RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act of 1974 require that schools inform you of your rights regarding student records. The rights apply to the parents of miners and to students' age 16 or older or who have completed the 12th grade. *(P.L. 93-380)*

You may request an opportunity to inspect any and all official school records, files and data related to your child (or yourself if you are 16 or older). The school has five days to respond to your request. If information in the file is inaccurate, misleading, or inappropriate, a custodial parent may request removal of the information or include a statement disputing the material, which you challenge. *(E.C. 49063, 49069 & 49070)*

School districts are required to retain enrollment and scholarship records of students indefinitely. Certain records not classified as mandatory permanent records, however, may be destroyed subsequent to the time a student leaves a school district. Contact the district office for specific information about the policy for destroying student records.

There are limitations to the people who have access to the information in student records. School personnel with legitimate educational interests, schools of intended enrollment, specified federal and state educational administrators, or those who provide financial or student aid are entitled to access without your consent. Certain groups are permitted directory information without prior consent, as well. Directory information may include the student's name, birthdate, birthplace, address, telephone number, major course of study, dates of attendance, awards, and previous school attendance. *(E.C. 49068 or 49073)*

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information. A student who is 18 or older or enrolled in a post-

secondary institution may also make such a written request. Contact your district office for more specific information.

SCREENING FOR SCOLIOSIS

All female students in grade 7 and all male students in grade 8 shall be given examinations for lateral curvature of the spine, a condition known as Scoliosis. Parents who do not wish to have their children screened for scoliosis may file with the principal of the school in which the student is enrolled refusing the examination of the student. *(E.C. 49452.5)*

SPECIAL PROGRAMS

Private nonsectarian school services may be received by any handicapped pupil with exceptional needs for whom a public special education placement is unavailable or inappropriate. Contact the director of special education. *(E.C. 56365)*

Alternative schools are provided by school districts as a school or separate class group within a school which is operated in a manner designed to: (a) maximize the opportunity for students to develop positive attitudes; (b) recognize that the best learning takes place when the student learns because of his/her desire to learn; (c) maintain a learning situation maximizing the student's self-motivation; (d) maximize the opportunity for teachers, parents, and students to collectively develop the learning process and its subject matter (this opportunity shall be a continuous, and permanent process); (e) maximize the opportunity for students, teachers and parents to continuously react to the changing world. *(E.C. 58501)*

A pupil with a temporary disability, which makes attendance in regular day classes or alternative education programs impossible or inadvisable, shall receive individual instruction by the resident district. *(E.C. 48206.3)*

A pupil may be entitled to assistance in a school meal program as determined by the Family Nutrition Act. *(E.C. 49510)*

TESTS ON PERSONAL BELIEFS

Tests, questionnaires, or examinations containing questions about the pupil's personal beliefs or practices or her parents' beliefs or practices in sex, family life, morality, and religion, may not be given to pupils unless the parent or guardian is notified in writing and gives written permission. *(E.C. 60650)*

<u>You have the rights as a parent to:</u>

1. To apply for enrollment of your child in a district in which you are employed; however, the district has the right to deny the application under certain conditions *(Ed. Code 48204(f))*.
2. To request a copy of the School Accountability Report Card which is issued annually for each school in the district *(Ed. Code 35256)*.

Please Note:
The District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the site principal or district office receptionist at 201-6000 at least two days before the meeting date. All efforts will be made for reasonable accommodations.

HEARING AND VISION SCREENING
All students participate in state-mandated hearing and vision screenings *(Ed. Code 49450).* Each year the following schedule is followed:

Vision: All students in grades K, 1, 3, 6 and 8.
Hearing: All students in grades K, 1, 2, 5, 8, and 10.

A parent or guardian may file annually with the principal a written notification stating that he/she does not consent to having his/her child participate in vision and/or hearing screening.

Forms attached
1. Request to Withhold Authorization to Film/Photograph Minors for Publication
2. The No Child Left Behind Act (NCLB) Parent's Right-Know Professional Qualifications of Classroom Teachers/Paraprofessionals
3. Animals in the Classroom
4. Parent/Guardian Notice Release of Directory Information
5. Receipt of Rights and Responsibilities Material (required)

WITHHOLD AUTHORIZATION TO
FILM/PHOTOGRAPH MINORS FOR PUBLICATION
and/or
PUBLISH PHOTOGRAPHS, NAME, WRITTEN WORK OR ARTWORK OF MINORS ON A DISTRICT MAINTAINED WEB PAGE

_________ Academic Year

Film/Photograph Minors for Publication

The Morgan Hill Unified School District attempts to control média access to campus according to law. Media representatives who may lawfully be on school campuses of the Morgan Hill Unified School District may occasionally photograph or film students.

Parents and guardians should use this form to withhold authorization for media representatives to publish and/or broadcast photographs or film individually identifying their child or children.

The District will use its best efforts to so inform all media representatives who follow District requirements to register prior to coming on campus. However, the District cannot guarantee that the media representative will comply with parental preference as indicated on this form. Additionally, in the event of spontaneous, unplanned, or unauthorized media presence on campus, the District may not be able to inform the media representatives of a parent's preference.

Publish Photographs, Name, Written Work or Artwork of Minors on a District Maintained Web Page
The Morgan Hill Unified School District maintains a central web site (*www.mhu.k12.ca.us*), as well as individual school web pages. The purpose of these pages is to inform the community about our district and to share work created by students and staff. These web pages are located on the World Wide Web (www) and can be seen throughout the world by people with access to the Internet.

Parents and guardians should use this form to withhold authorization from the District to publish photographs individually identifying their child, or to publish their child's name, written work or artwork on any web site maintained by the Morgan Hill Unified School District. **Note: By initialing option (a) below, parents may prohibit publication of photographs EXCEPT for the school yearbook and school newspaper.**

As Defined in Civil Code Section 3344:
"A photograph means any photograph or photographic reproduction, still or moving, or any videotape or live television transmission, or any person, such that the person is readily identifiable. A person shall be deemed to be readily identifiable from a photograph when one who views the photograph with the naked eye can reasonably determine that the person depicted in the photograph is the same person who is complaining of its unauthorized use. Use of a name, voice, signature, photograph, or likeness in connection with any news, public affairs, or sports broadcast or account, or any political campaign, shall not constitute a use for which consent is required."

__________ Initials (a) I **DO NOT** authorize the Morgan Hill Unified School District or media representatives to publish and/or broadcast photographs and/or film individually identifying my child, **EXCEPT for the school year book and school newspaper.**

__________ Initials (b) I **DO NOT** authorize the Morgan Hill Unified School District or media representatives to publish and/or broadcast photographs and/or film individually identifying my child (**INCLUDING** the school year book and school newspaper).

__________ Initials (c) I **DO NOT** authorize the Morgan Hill Unified School District to publish photographs individually identifying my child, or to publish my child's name, written work or artwork **on any web site** maintained by the Morgan Hill Unified School District.

______________________________ ______________________________
Child's Name School

______________________________ ______________________________
Signature of Parent or Guardian Date

MORGAN HILL UNIFIED SCHOOL DISTRICT
Morgan Hill, California

The No Child Left Behind Act (NCLB) Parents' Right-to-Know
Professional Qualifications of classroom Teachers/Paraprofessionals

On January 8, 2002, President Bush signed into law "The No Child Left Behind Act" (NCLB), the reauthorization of the Elementary and Secondary Education ACT (ESEA). A provision of this new Title I law requires all districts to notify parents of all children in all Title I school that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers/paraprofessionals.
As a parent, you may request any or all of the following:

(i) Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived.
(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.
(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The No Child Left Behind Act (NCLB) – Parents' Right-to-Know
Professional Qualification Request Form
Please give your request to the Principal's secretary at your child's school.
Date of request: __________
Per NCLB Act, I/We are requesting the following information on my child's classroom teacher/paraprofessional.

School Site	Student's Name	Name of classroom Teacher/Paraprofessional	Grade Level	Please indicate the section/s (i)-(iv) you would like to receive.

Name of parent/guardian: ____

Phone number (include area code): ____________________________________

Address: ____

Your response will be sent to the Human Resources Division, Certificated and/or Classified Personnel for a timely response.

Distribution: parent/guardian; classroom teacher and/or paraprofessional; principal, HR Division

Morgan Hill Unified School District
15600 Concord Circle
Morgan Hill, CA 95037
408-201-6023

Dear Parents/Guardians:

Animals are used occasionally in the classrooms as part of the educational program with the approval of the principal. The school's science program may provide the opportunity for children to observe, handle and take care of animals. From time to time parents express concern about possible dangers to their children, e.g., injuries or allergies. Usually, the advantage of contact with the animals outweighs the hazards; however, parents and legal guardians in the Morgan Hill Unified School District make the decision in this matter. The only pupils who are <u>not allowed</u> to handle the mice, rats, rabbits, etc. that are in the classroom, are pupils whose parents have opted them out of participation.

Under no circumstances may an animal be transported on a school bus. All animals must have appropriate containers or cages. Venomous or poisonous reptiles and amphibians are not allowed on school grounds.

If you <u>DO NOT</u> wish your child to handle animals or certain animals, please complete and return the slip below to your child's classroom teacher.

TO: ______________________________ Teacher

My son/daughter ______________________________ <u>DOES NOT</u> have my
Name of Child

permission to handle the animals, which pare part of the regular classroom instructional program.

Comments:____

____
Parent/Guardian Name (Please print)

______________________________ ____________
Parent/Guardian Signature Date

MORGAN HILL UNIFIED SCHOOL DISTRICT

PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Morgan Hill Unified School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures (Board Policy/Administrative Regulation 5341). The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- A playbill, showing your child's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs, and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

REQUEST TO WITHHOLD DIRECTORY INFORMATION FORM

I ___________________________________, parent/guardian to _________________________ do **not** want the district to disclose directory information from my child's education records without my prior written consent.

_____________________________ (Signature)

_____________________________ (Date signed)

* Please refer to Board Policy/Administrative Regulation 5341 for details of the district's policies regarding release of directory information.

Morgan Hill Unified School District
15600 Concord Circle
Morgan Hill, CA 95037
408-201-6023

Dear Parent(s)/Guardian(s):

The California Education Code requires that parents be notified yearly regarding their general rights and responsibilities in the education process. Many of these important rights and responsibilities are detailed in this booklet. Please read this information and keep the booklet in a convenient place so you may refer to it during the year if necessary.

Several forms are required for school records, and require your review and signature:

1. Receipt of Rights and Responsibilities Handbook

Additionally there are optional forms, attached to this booklet:

1. Withhold Authorization to Film/Photograph Minors for Publication
2. No Child Left Behind Act Parent's Right To Know Professional Qualification Request Form
3. Animals in the Classroom
4. Parent/Guardian Notice Release of Directory Information

Please sign and return the bottom portion of this letter indicating receipt of this handbook.

I have received and reviewed a copy of the school and district's 2012-2013 rights and responsibilities handbook.

Child's Name:_______________________________________ Grade:__________

School: _______________________________________

Parent's Signature:_______________________________________ Date:__________

Ann Sobrato High School
401 Burnett Ave
Request for Approval: Fund Raising Event

Date: ________

Proposed Event/Fundraiser: ____________________

Description: ____________________

____

____

____

Requesting Club/Organization: ____________________

Proposed Date(s) of Event: ____________________

Club Contact Person: ____________________

Club Advisor: ____________________

Location of Proposed Activity: ____________________

Status of Event (circle one): New Event Held Previously (Years): ________

Budget Plan for Activity (Attach Description)

Club Representative (name, signature, date) ____________________

Club Advisor (name, signature, date) ____________________

Office Use Only

Student Council Recommendation (circle) Yes No

Student Council Representative (name, signature, date) ____________________

Principal or Designee Action (circle) Yes No

Principal or Designee (name, signature, date) ____________________

MORGAN HILL UNIFIED SCHOOL DISTRICT

DISTRICT SCHOOL-SPONSORED/SCHOOL-RELATED TRIP REQUEST

(To be submitted by principal to District Office Educational Services Division at least two weeks prior to planned trip.)

SCHOOL: ______________________________

TEACHER: ______________________ SUBJECT/GRADE: __________

DATE OF TRIP: __________ LEAVING TIME: _____ RETURN TIME: _____

DESTINATION/EVENT: ______________________________

NUMBER OF STUDENTS: ______ NUMBER OF CHAPERONES: ______

METHOD OF TRANSPORTATION: ☐ School Bus Number of buses ____

☐ Private Vehicle (Subject to principal's authorization & provisions in Board Policy)

PURPOSE OF TRIP: ______________________________

LEARNER OBJECTIVES OF TRIP: ______________________________

DESCRIPTION OF PRE-TRIP ACTIVITIES: ______________________________

DESCRIPTION OF FIELD TRIP ACTIVITIES: ______________________________

DESCRIPTION OF FOLLOW-UP ACTIVITIES: ______________________________

TRANSPORTATION COST: __________ OTHER COSTS: __________

CHARGE TO BUDGET ACCOUNT NO.: __________

DEPARTMENT/SUPERVISOR APPROVAL: ______________________________

PRINCIPAL'S APPROVAL: ______________ ☐ *APPROVED ☐ NOT APPROVED

COMMENTS: ______________________________

*Approval includes certification that funds are available in the appropriate budget category.

Copy Distribution: **Original** -- Educational Services **Yellow** -- Principal **Pink** -- Teacher

Morgan Hill Unified School District

Ann Sobrato High School

401 Burnett Avenue, Morgan Hill, CA 95037 Phone: (408)201-6200 Fax: (408)465-2467

STUDENT PARTICIPATION REQUEST

- Excuse lists must be turned into the Attendance office **10** full school days prior to the event.
- List must include signatures of the requestor and the High School Principal prior to being turned into the Attendance Office **(PLEASE PLAN ACCORDINGLY)**
- Lists must include date and time to be excused.
- Please list all students' first and last name and student ID number in **alphabetical order.**

Today's Date ______ **Date of Activity** ______ **Name of Activity** ______

Class/ Group ______ **# of Students Excused** ______ **Location of Activity** ______

Name of Requestor ______ **Requestor's Signature** ______

From: __________ **To:** __________
Times to be Excused

Approval of Activity: ______________________ ______
Principal's Signature **Date**

STU ID #	LAST NAME	FIRST NAME

STU ID #	LAST NAME	FIRST NAME

(Please attach any additional names in alphabetical order on a separate piece of paper.)

Eligibility Checked by ______________________ Date __________

Student Participation in Activities
Protocols

Teacher responsibilities:

1. Complete the field trip forms in the front office when appropriate
2. Receive prior approval for any on-campus activity requiring students to miss one or more classes
3. Compile the list of students
4. Submit the Excused List to the Principal's office

Student responsibilities:

1. Maintain a 2.0 GPA
2. Attend school regularly and on time
3. Request work for missing classes in advance
4. Return work immediately upon return from the activity

Administrative responsibilities:

1. Check eligibility requirements for students requesting participation in activity (2.0 GPA and positive attendance)
2. Distribute list to staff (staff has the opportunity to request students be moved from the list if the students are not being successful in a particular class)
3. Final list distributed to staff 4 school days prior to the activity
4. SASI attendance coded appropriately prior to activity

Transportation of Pupils in Privately-Owned Vehicles

School Driver Registration Form

Driver: [ ] Employee [ ] Parent/Guardian [ ] Volunteer

Name:______________________________ Date of Birth:________________

Address:____________________________ Driver's License #____________________
Expiration Date:_____________________

Vehicle Information:

Name of Owner:______________________ Phone#_____________________________

Address:____

Make:___________________________ License Plate #____________________ Year____
Registration Expires:________________ Seating Capacity:_______________

Insurance Information:

Insurance Company__________________________ Policy No.______________________

Telephone No. __________________________ Expiration Date__________________

***SEAT BELTS REQUIRED TO BE USED BY ALL OCCUPANTS
BOOSTER SEATS UP TO 60 LBS.
NO ONE UNDER 12 YEARS OF AGE IN FRONT SEAT.

I have met the minimum insurance requirements as listed below:

- Bodily Injury Liability: Authorization by responsible school
- Each Individual $100,000 official
- Total Each Accident $300,000
- Property Damage Liability $25,000—Approved by:_________________________
- Medical Payments $5,000
- Uninsured Motorist Coverage___________________________
- Each Individual $100,000
- Total Each Accident $300,000

Driver Instructions:

When using your vehicle to transport students on field trips or other school activity trips, Please:

1. Be sure that you have registered with the District for such purposes and have a valid driver's license and current liability insurance of at least $100,000 per occurrence.
2. Check the safety of your vehicle: tires, brakes, lights, horn, suspension, etc.
3. Carry only the number of passengers for which your vehicle is designed. If you have a truck or pickup, carry only as many as can safely sit in the passenger compartment.
4. Require each passenger to use a seat belt.
5. *Student Drivers shall NOT transport other students on authorized field trips.
6. In case of emergency, keep all children together and call________________

Driver Statement

I certify that I have not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years and that the information given above is true and correct. I understand that if an accident occurs, my insurance shall bear primary responsibility for any losses or claims for damages.

Name:____________________________________ Date_______________

MORGAN HILL UNIFIED SCHOOL DISTRICT

PARENT PERMISSION FOR STUDENT PARTICIPATION IN OFF-CAMPUS, SCHOOL-SPONSORED/SCHOOL-RELATED EVENT

I understand that student participation in this off-campus, school sponsored event is voluntary.

______________________________ has my permission to attend ______________________________
(Name of Student) (Activity/event)

Which will take place at:

Date of Event ______________________________

Class or group attending ______________________________

Teacher/Leader ______________________________

Method of Transportation ______________________________

If traveling by automobile, name of driver ______________________________

1. I understand that all students going on this trip will be responsible in conduct to the bus driver, to teachers, or adult sponsors. It is further understood that students will go and return from the event on the transportation provided and that every reasonable caution will be maintained on the trip.

2. I hereby acknowledge that I have been advised that the activities involved in this excursion/field trip or event are not considered by the District to be of "high risk" to the participants.

3. I understand that student participation in this off-campus event is voluntary.

4. I understand that the Morgan Hill Unified School District maintains adequate liability insurance coverage for transportation provided by the District. If volunteer drivers provide transportation, the District requires that volunteer drivers carry sufficient liability insurance, hold a valid driver's license, and operate a safe motor vehicle.

5. In the event of an emergency, I do hereby consent to whatever medical treatment and hospital care that are considered necessary in the best judgment of the attending physician of the hospital or facility furnishing medical services.

______________________________ ______________________________
Parent or Guardian Signature Date

WAIVER OF CLAIM

In granting permission to attend, I do hereby waive all claims and hold harmless the individual sponsors, the Morgan Hill Unified School District, and the State of California for any injury, accident, illness, death, or any loss or damage to personal property occurring during or by reason of this excursion/field trip or event.

______________________________ ______________________________
Parent or Guardian Signature Date

APPROVED: December 12, 2000
REVISED: September 30, 2006
REVIEWED: March 13, 2007
MORGAN HILL UNIFIED SCHOOL DISTRICT Morgan Hill, California

FAX: (408) 776-1603

MORGAN HILL UNIFIED SCHOOL DISTRICT

REQUEST FOR TRANSPORTATION MUST BE SUBMITTED **AT LEAST 10 WORK DAYS** PRIOR TO SCHEDULED EVENT

HARD COPY WITH A BUDGET CODE # AND PRINCIPAL'S SIGNATURE **MUST BE RECEIVED 5 DAYS AFTER BOOKING TRIP**

SCHOOL	DEPT/GRADE	# PASSENGERS	# BUSES	TRIP DATE

DESTINATION	PICK UP TIME @ SCHOOL	ARRIVAL TIME BACK @ SCHOOL

OTHER STOPS MUST BE NOTED HERE. (SUCH AS FOOD STOP, GO TO PARK, PICK UP/DROP @ ANOTHER SCHOOL)

PURPOSE OF TRIP (FIELD/ROOTERS/TEAM	BUDGET CODE #
TEACHERS NAME	PRINCIPAL'S SIGNATURE GIVING AUTHORIZATION

TEACHER'S USE ONLY - FILL OUT AT END OF TRIP

ACTUAL RETURN TIME TO SCHOOL:	TEACHER'S SIGNATURE:

TEACHER COMMENTS: (WILL BE REVIEWED BY COORDINATOR OF TRANSPORTATION SERVICES)

DID DRIVER REVIEW EVACUATION PROCEDURES PRIOR TO TRIP?____________

DRIVER'S USE ONLY - MUST BE FILLED OUT COMPLETELY

DRIVER'S NAME:	Bus #	BUS CHECK OUT TIME:
BEGINNING TRIP MILAGE IN YARD:	TIME LEFT YARD:	ARRIVAL TIME @ SCHOOL:
EVACUATION INSTRUCTION PREP:	MILEAGE @ DESTINATION (ARRIVAL)	ARRIVAL TIME AT SCHOOL:
ARRIVAL TIME @ DESTINATION:	DEPARTURE TIME FROM DESTINATION:	
ARRIVAL TIME @ SCHOOL	ENDING TRIP MILEAGE (IN YARD)	END TIME (YARD) + CLEANUP IF APPLICABLE

DRIVER COMMENTS: INCLUDE: UNSATISFACTORY CONDITION OF BUS AND/OR POOR STUDENT CONDUCT

DRIVER MUST SIGN TO CONFIRM ABOVE INFORMATION IS TRUE AND ACCURATE

OFFICE USE ONLY

TRIP MILAGE:	TRIP TIME:	CIRCLE DRIVER MEAL(S) BREAKFAST LUNCH DINNER
MILEAGE CHARGE	TOTAL TRIP CHARGES (INCLUDING MEALS)	DRIVER CHARGE

TEACHERS KEEP A COPY FOR YOUR RECORDS - ALL OTHERS MUST BE FORWARDED TO TRANSPORTATION

cc: K Rael

cc: J Young

MORGAN HILL UNITIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. <u>All substitute requests must be registered in the substitute system</u>, even if it is covered inside and no substitute is needed.

Requestor's Name ______________________ Date______________

Department____

Name of Conference, Workshop, etc. ____________________________

Date(s) Needed ____

Guiding Principle (check one):

☐ Standards, Expectations and Assessments

☐ Personalization

☐ Learning

☐ Culture and Environment

☐ Life Long Learning

☐ Professional Development and Collaboration

☐ Continuous Improvement

Purpose, Rationale, Objective ____________________________________

____

____

____

PROGRAM TO BE CHARGED ____________________________________

Approval by Department Chair: ______________________ Date: ____________
(Signature)

Approval by Principal: ______________________ Date: ____________
(Signature)

MORGAN HILL UNIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name ______________________________ Date ____________________

Department ____

Name of Conference/Workshop, etc. ____

Date(s) Needed ____

Purpose, Objective ____

____

____

____

PROGRAM TO BE CHARGED ______________________________________

Approval by Department Chair: ______________________________ Date: ______________
(Signature)

Approval by Principal: ______________________________ Date: ______________
(Signature)

FOR HUMAN RESOURCE DEVELOPMENT ONLY

Entered into SEMS System _____ Date ____________ Sub Assigned ____________________

PROFESSIONAL/ORGANIZATIONAL ABSENCES ARE MONITORED CLOSELY ON MONDAYS AND FRIDAYS SO PLEASE LIMIT THEM TO MID WEEKDAYS ONLY

Ann Sobrato High School
401 Burnett Avenue, Morgan Hill, CA 95037 Phone: (408)201-6200 Fax: (408)465-2467

MORGAN HILL UNIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Personal Necessity Day

Today's Date:__________________ Date(s): requested off:__________________

Name:____________________________________

Reason for absence:

____

____

____

______________________________ ______________________________

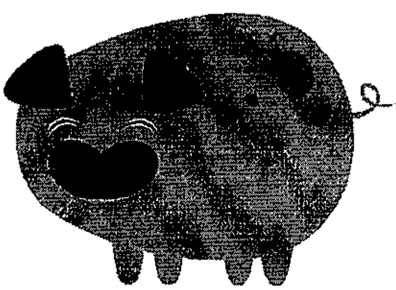
Employee Signature Principal Signature

Morgan Hill Unified School District

Ann Sobrato High School

Sobrato FFA

Farm Contract 2012



FAIRS OR SHOWS TO BE EXHIBITED: (check all that apply)

____ Santa Clara County Fair (all projects)
____ Santa Cruz County Fair (Livestock must have buyer prior to purchase of animal)

OTHER FAIRS OR SHOWS TO BE EXHIBITED: (check all that apply)

NOTE: Must have prior approval – If advisor does not attend, a parent must accompany the student.

____ Cow Palace (breeding, jackpot, market)
____ State Fair (breeding, jackpot, market)

Must have an ongoing project, parent must be involved with the project, and parent must provide all transportation

LIVESTOCK INSURANCE: (required for all projects)

Market Lambs, Market Hogs, Market Goats & Market Steers –This will be done through your advisor.

ATTENDANCE FOR FEEDING & CLEANING: (all farm projects)

Feeding Hours During School

Morning:

- All animals will be fed and cleaned by 7:30 am.
- The Sign-In sheet and Time Cards must be signed by 7:30 am

Evening

- All animals will be fed and cleaned by 5:30 pm but not before 4:00pm.
- The Sign-In sheet and Time Cards must be signed by 5:30 pm

General:

- Teachers from Sobrato will be doing periodic checks of the animals and pens. Sign-in sheets will be collected Daily.

Feeding Hours During Summer

Morning:

- All animals will be fed and cleaned by 8:30 am
- Sign-In Sheets and Time Cards must be signed by 8:30 am

Evening:

- All animals will be fed and cleaned by 6:30 pm but not before 4:00pm
- Sign-In Sheet and Time Cards must be signed by 6:30 pm

General:

- Teachers from Sobrato will be doing periodic checks of the animals and collecting time cards and sign-in sheets during feeding times.
- In addition to the Sign-In Sheets, you must also remember to clock in and out on the time sheets.
- **If animals are NOT FEED or CLEANED by designated times there will be strikes given. 3 Strikes, you are out!**

- You will not receive your fair check until all fines are paid, record book is finished and your buyer's Thank You is turned in to your advisor.
- When feeding, all livestock should be worked with/walked for 30 minutes prior to their feeding unless advised differently by your livestock advisor.

NO STUDENTS ARE ALLOWED TO BE ON THE SCHOOL FARM AFTER 8PM AND BEFORE 6AM WITHOUT A TEACHER OR YOUR PARENT AT ANYTIME!

FARM CHORES

- All students with projects at the school farm must complete **1hour per week per animal** of general farm chores in the common areas, which will be assigned by the teachers and/or on the weekly farm chore list.
- See list in each area – Make sure you sign after you complete assignment.

ADDTITIONAL ITEMS:

Cleaning Duties – Hogs

- Scrape up manure and wash out pens. Put manure in wheelbarrow & dump in designated waste area – rinse wheelbarrow when done and store along fence line.
- Rinse pen once a week – CONSERVE WATER
- Scrub pen with broom daily
- Check water nozzle in pen to make sure it works
- Sweep swine area
- Rinse out feed pans & store in proper area
- Wash and return all tools to storage racks
- Close all gates behind you
- Dump garbage cans when full – dispose of all waste
- Neatly roll up hoses
- Clean tack areas

Cleaning Duties – Sheep & Goats

- Scrape pen & dump in designated waste area, rinse in afternoon.
- Dump & rinse out water buckets then refill
- Roll up hose
- Sweep alley way & dump in designated waste area
- Dump garbage cans when full – dispose of all waste
- Close all gates behind you & chain all gates
- Return all tools to proper area
- Clean tack areas

---

1. All livestock will be kept only in pens designed for that particular class of stock.
2. Clearance through the agriculture teacher must be obtained prior to moving any stock on or off the farm, or making a change in pen locations. All farm accounts must be cleared before animals are removed.
3. Each student is responsible for regular care, feeding, cleaning, and watering of his/her livestock project. Pens are to be cleaned thoroughly on a daily basis. If the pen is neglected on a regular basis the student in charge will receive a strike. Students will receive a warning prior to the assessment of the 1st strike. If the student is unavailable to feed or clean, it is their responsibility to find a replacement to complete the tasks and notify the Sobrato advisors.
   3 strikes. (Warning, Strike #1, Strike #2 and Strike #3 removal of project)

---

4. It is the responsibility of all students to report promptly any observed irregularity in condition of facilities or evidence of flagrant infractions of privileges or neglect to the animals to the Advisors.
5. No construction of building, or additions to existing buildings, will be permitted without prior approval of the agriculture teachers. No building or equipment will be moved into the area without prior consent of the instructor in charge.
6. Removal of a student from the agriculture facility or program voids the privilege of raising livestock on the premises. Arrangements will be made for the immediate removal or transfer of ownership of the student's livestock.
7. Upon termination of a livestock project, the pen is to be thoroughly cleaned in preparation for the next project. If not properly cleaned in the time designated by the instructor, a fee to cover the cost of cleaning will be charged to the students responsible.
8. It is the responsibility of the student to protect feed and equipment left by him/her at the school farm. He or she must lock such items in appropriate containers. The school district or agriculture program cannot accept responsibility for the loss of equipment or feed. Since sheep and goat projects require more equipment and specialized feed, bins with locks are strongly encouraged. All members sharing the pen must utilize the bin space to its maximum potential. Students with swine may also choose to keep equipment in a locked container in the bin area.
9. It is recommended by the administration of Ann Sobrato High School that a parent or responsible adult accompany students working at the farm, outside of school hours.
10. Each student will maintain an accurate and complete project record book available for monthly review by the advisor. Record book will be completed for the project in order to obtain any Fair Checks.
11. Students will be required to sign in and out at each feeding, and keep track of activities on the time clock.
12. Students must attend all of the project meetings and scheduled weigh-ins, show days and farm cleanup day (day after fair tke down).
13. Students must attend every day of fair, participate in barn duties, and have an approved buyer's gift before the livestock go to fair.
14. It is the student's responsibility to immediately inform the instructor of any illness or injury that the animal may incur.
15. The farm is off-limits during the hours of 8 p.m. - 6:00 a.m. Please feed your animals during farm hours.
16. Anything that is left at the farm after the Santa Clara County Fair or any other participating Fair will become Sobrato FFA property by default.
17. Students must maintain a minimum of a 2.0 GPA in order to show, take and sell their animal at the fair with Sobrato FFA. In the event a student does not have grades it is the student's responsibility to find an alternative buyer for their animal. Students are fully responsible for removal of their animal and cleaning their pen area within one week of notification that animal must be removed. If not properly cleaned and removed in the time designated by the instructor, a fee to cover the cost of cleaning will be charged to the students responsible and the animal will be taken to 101 Livestock Auction.

Please turn in only this page to the instructor

Morgan Hill Unified School District Livestock Farm

Operational Policies

Student / Parent Contract

We, the undersigned have read the RULES AND REGULATIONS governing the use of the LIVESTOCK PROJECT FARM. We realize that the use of the farm is a privilege and not a right; in return for the use of the facilities we agree to adhere to these rules and regulations. We further realize that failure to comply with the terms of this contract may cause in termination of the student's project.

FFA Member (print name)

____

FFA Member (signature)

____

Parent / Guardian (signature)

____

Advisor (signature)

____

Date __________________________

FOREWARD

The purpose of this handbook is to assist you in successfully raising a market steer project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your projects, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market steer project. With hard work and dedication, your project will be a success!

Mrs. Krafft
Sobrato FFA Beef Advisor

ACKNOWLEDGEMENTS

Thank you Hilmar Agriculture Department for the direction and information contained in much of this booklet.

Mr. Rich Knapp, founding Principal at Sobrato Agriculture Department, for having the drive, support, and dedication to allow agriculture programs to continue in the Silicon Valley. Teaching agriculture to urban youth is of extreme importance.

The approximately 500,000 FFA members in the United States for actively pursuing the future of agriculture. You are the future of America. Thank You!

TABLE OF CONTENTS

WHAT YOU SHOULD KNOW BEFORE BUYING A MARKET STEER PROJECT

1. A steer project can be very exciting and rewarding or a very frustrating and discouraging project depending on the amount of time and energy you are willing to put into the project.
2. The duration of a market beef project is anywhere between 9-11 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising a market steer is not a hit and miss proposition, you must be consistent in how you raise your market animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being, including: feed, water, shelter, health, exercise, etc.. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

GETTING READY FOR YOUR MARKET STEER PROJECT

1. If you are housing your animal at the Sobrato Ag Farm, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home, make sure your advisor comes to your home to approve your pen and you will need to fill out an Exhibitor's contract. Some following suggestions should be read over before you bring your animal home
   a. It should be large enough to allow your animal to move about (15 x 20'). It should be tall enough to prevent jumping out or animals jumping in (at least 5 feet).
   b. Shade / Shelter should be provided in the pen. Shavings or straw may be introduced before fair.
   c. Adequate feeding and watering facilities must be provided. Always make sure the animal has plenty of fresh water. Clean out automatic watering systems twice a day.
   d. The fencing and floor should be free of loose wire, nails and boards. The fencing should also not have spaces big enough for the steer to squeeze through or predators to get in.
   e. It should be sturdy enough to prevent the animal from getting out
   f. It should be on bare ground with no access to weeds, trees, or grass.
3. You should purchase the appropriate feed prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.
4. If you are raising multiple animals, have an area where you can separate the animals to feed them separately – feeding individually is essential.

RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

1 Feed bucket/pan that can be removed and cleaned
2 Tool box or tack box to put equipment into
3 Steer Show Stick
4 Rice root brush
5 Scotch Comb
6 Blower
7 Clippers
8 Change of coveralls to keep clothes clean when feeding before and after school
9 Rubber boots or old tennis shoes for cleaning out your pen

PURCHASING YOUR ANIMAL

1. How much should I spend?
    a. Only what you are willing to lose.
    b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
    c. Steers range from $750 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market steer project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
    a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals.
    b. Purchase an animal on your own: You **<u>ABSOLUTELY MUST</u>** get advisor's approval. Not every sheep breeder raises show steers. It's like a Honda and a Nascar – two different purposes.
    c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**

SELECTION

After deciding on a type of project, it is time to begin the selection process. This is not an exact science, but practice, patience and experience will help the FFA member properly select the project. Remember, no amount of feed or ability can hide major conformation faults or incorrectness. It is a good idea to evaluate several young projects before deciding on one. Equally important, each FFA member should ask someone else to accompany and assist them during this process. Usually, Agricultural Science Teachers, ranchers, breeders and experienced exhibitors offer the best advice.

There are selection criteria each FFA member should consider during the selection process of haltered market steers and heifers for show. Age, frame size, weight and breed are all important to coordinate for specific shows and dates for the show. Rules of the intended show should be studied carefully for specific guidelines, such as ownership dates, minimum and maximum weights and ages and class weight divisions. Important selection criteria are age, weight, frame size and breed. (Boleman, Herd)

In any project, goals and guidelines are helpful. A good steer should have these statistics:
1. Weigh more than 500 pounds at 7 months of age.
2. Average more than 2.5 pounds daily gain from weaning to harvest.
3. Weigh more than 900 pounds at 12 months.
4. Grade USDA Choice between 1,000 and 1,25O pounds.
5. Have a USDA Yield Grade less than 3.0, preferably 2.5 to 2.0 at show time and slaughter.

To meet these guidelines, select calves from herds that emphasize growth rate and use fast-gaining, performance-tested bulls. Finding a top prospect is easier said than done. However, there are basic criteria to look for in selecting the club steer that will help you predict how the finished steer will look.

Weight

An important factor to consider when selecting a steer is weight. "Weight per day of age" is a good indicator of the future growth potential of the steer. The heaviest calf for his age may not always be the best. Study the calf and decide the composition of his extra pounds. If the weanling steer is heavier because of excessive fat, he will be fat as a yearling and will probably become too fat too soon. Also, if the prospect is extremely big and large-framed, he may not be correctly finished by show time. Try to select a calf whose finished weight will be between 1,000 and 1,250 pounds at show time.

First, determine the number of days between the time the steer is purchased and the date of the show. Multiplying the number of days between those dates (selection date and show date) by two pounds per day will give you an estimate of how much total gain will be made by show time. Adding the total gain expected to the steer's weight at selection time will provide an estimate of the steer's show weight. This can save a lot of disappointment of working with a steer for 5-6 months prior to the show only to find out that the calf is not eligible to show because it did not make the minimum weight.

The average of two pounds per day may be too conservative for some steers but is a good rule of thumb to use. It is much easier to hold a steer's weight back the last 30 days than it is to try to put on an additional 200 pounds in the same time period. Also keep in mind the minimum weight a steer must meet in order to show. Check with Advisor and be sure your steer will exceed the weight requirement by at least 10 percent.

<u>Hip Height Measurement</u>

A possible tool to assist in selecting a club calf is the use of hip height and projected harvest weight (Table 2). Hip height measurement is taken directly over the point of the hip with the calf standing on level ground. Be sure to take an accurate measurement. By knowing the age of the calf and the hip height in inches, it is then easy to determine frame size and expected slaughter weight. For example, consider a calf born in early November of the previous year which measures 46 inches on October 1. Table 2 shows an 11-month-old calf, 46 inches tall, as a frame score 4. The calf should weigh between 1,050 and 1,150 pounds to grade low choice. Having some idea of the expected slaughter weight of your calf will also give you a good idea of how much he needs to gain between selection and show day. For example, if the calf in the previous example needs to weigh 1,100 pounds at show time and weighs 650 pounds October 1, then: 1,100 pounds projected slaughter weight - 650 pounds present weight 450 pounds gain / 180 days to show = 2.5 pound average daily gain. This calf would need to gain approximately 2.5 pounds per day - to reach the projected slaughter weight

Table 2
Relationship Between Weight in Inches of Steers
At Various Ages and Frame Size and Expected Weight
At Which Steers Reach Desired Slaughter Grade

Frame Size		1	2	3	4	5	6	7
Expected weight at which reach choice grade (lb.)		750-850	851-950	951-1050	1051-1150	1151-1250	1251-1350	1350+
	7	36.0	38.0	40.0	42.0	44.0	46.0	48.0
	8	37.0	39.0	41.0	43.0	45.0	47.0	49.0
	9	38.0	40.0	42.0	44.0	46.0	48.0	50.0
	10	39.0	41.0	43.0	45.0	47.0	49.0	51.0
Age of steer in months	11	40.0	42.0	44.0	46.0	48.0	50.0	52.0
	12	41.0	43.0	45.0	47.0	49.0	51.0	53.0
	13	41.5	43.5	45.5	47.5	49.5	51.0	53.5
	14	42.0	44.0	46.0	48.0	40.0	52.0	54.0
	15	42.5	44.5	46.5	48.5	50.5	52.5	54.5
	16	43.0	45.0	47.0	49.0	51.0	53.0	55.0
	17	43.5	45.5	47.4	49.5	51.5	53.5	55.5
	18	44.0	46.0	48.0	50.0	52.0	54.0	56.0

Breed

The breed you choose to show is not important. Keep in mind there are good calves and bad calves in every breed and every breed has something good to offer. Crossbred club calves have become very popular the last few years in an effort to combine the good traits of different breeds. If you have a favorite, try to select a suitable calf of that breed or cross. (Kirkpatrick, Neel)

GENERAL HEALTH MANAGEMENT

Health is an important part of overall management and along with nutrition makes for a healthy animal. However, a health management must not be overlooked and a plan must be applied to ensure proper performance.

Disease Prevention: Consult your veterinarian for advice about your health management program. It is important for cattle to be vaccinated against diseases such as clostridial (Blackleg) and respiratory (Pneumonia) diseases. Probable vaccinations for your calf may include:

Blackleg Type Vaccine - Clostridial vaccinations should have been completed before weaning, but if not, vaccinate with 7-way at the time of purchase followed by a booster 2 to 3 weeks later and another booster 6 to 8 months later.

Tetanus Vaccine - Vaccinate with a tetanus toxoid at the time of purchase.

Brucellosis Vaccine - For Heifers Only!!! Heifers must be vaccinated against brucellosis between 6 and 12 months of age. This must be performed by a veterinarian!

Leptospirosis Vaccine - Vaccinate with 3 or 5-way at purchase and give a booster every 6 months. This prevents production losses due to bloody urine, loss of condition, kidney problems, and decreased gains.

Metabolic: Poor nutritional and feeding management may cause health problems referred to as "metabolic disorders." These are not diseases but still cause severe health problems. Some of the more common feed related health problems one might encounter when feeding show cattle are scours, bloat, acidosis, founder and urinary calculi.

ACIDOSIS. The rate of fermentation, or acid production, from a given amount of feed is just as important as the total extent of fermentation of that feed. Thus, particle size of grains as affected by processing, meal size, rate of eating and day to day consistency of feed intake are all factors influencing fermentation rate and acid production. Excessive rates of acid production even for short periods, referred to as acidosis, cause a change in microbes which can then produce lactic acid. Lactic acid is a much stronger acid and accumulation causes acidosis, loss of appetite, decreased rumen motility, rumen ulceration, liver abscess, founder and even sudden death. Mild acidosis is first observed as erratic intake and possibly mild bloat, followed by scouring. Loose watery feces

covered with clear gas bubbles which glisten in the light indicates acidosis. Acidosis, sometimes referred to as "grain overload", usually results from introducing grain too rapidly into the diet of animals coming from forage diets. The types of microbes which ferment forages are different from those that ferment grains. It normally requires two to three weeks to allow for the shift in microbial populations of the rumen and a safe transition from forage to grain diets. Sometimes acidosis results after cattle are safely on feed due to erratic feed consumption or simply excessive grain intake over a long period of time. A good ration should contain feeds which are not all fermented at the same rate, especially not all rapidly.

Prevention. Start grain feeding slowly. Be consistent in the amount of feed fed; weigh each feeding. Make feeding changes gradually. If a feeding time is missed badly, skip it or feed a little hay and do not feed extra feed to make up for the missed meal-that is the worse thing one can do. Avoid dust and fines and limit feeds like molasses, which are rapidly fermented. Feeding hay will provide some measure of protection. Feed one of the more effective ionophore feed additives.

Treatment. Oral treatment with anti acid or buffering compounds such as sodium bicarbonate, together with intravenous infusion of electrolyte solutions will counter acid effects and prevent further dehydration. Getting cattle back on feed following severe acidosis will be just like starting on feed initially, lots of hay and not much concentrate. Because of the lost time and condition on cattle, it is important to prevent acidosis.

BLOAT. Bloat results from the accumulation of gas which the animal is not able to belch out. There are too many causes to discuss here. Signs of bloat are swelling high on the upper left side behind the ribs and in front of the hip bone. Cattle on full feed may show a big, full rounded middle on the left side, and even the right side too a lesser extent, but a popping-out, away from the general contour of the body, basketball look high on the left side is a definite sign of serious bloat.

Minor Bloat. Many cattle may show a mild degree of bloat without any serious problem arising, but they should be watched closely as a minor bloat can advance to much more serious bloat.

Treatment. Keep calves on their feet and walking, up hill if possible with head up. Drench with mineral oil.

Acute Bloat. In additions to signs mentioned earlier, calves may froth at the mouth, fight for breath and go down in convulsions. A severely bloated animal may die a few minutes after it falls. As soon as you see the acute bloat symptoms call a veterinarian and administer the following treatments. Keep the animal walking, preferably uphill, with the head held up. While awaiting the veterinarian, place a stick about a foot long crossways in the calf's mouth like a bit on a horse; this encourages chewing and tongue movements to help release gas by belching. A large stomach tube or ½" water hose can be passed through the esophagus, being careful not to enter the trachea. This helps with ordinary bloat but is of little value in foamy or "frothy bloat." As the last resort only (with acute bloat only), puncture the animal's distended rumen. This should be performed by a veterinarian if at all possible. The wound is hard to heal as a result of infection from the rumen contents.

Prevention. Avoid feeds and management practices that encourage bloat. These

include too many fines and dust (sorghum worse than corn), too much molasses, too much very high protein forage such as alfalfa or excellent grass hay and lack of any long stemmed forage in the diet. A little dry hay that encourages cattle to salivate discourages bloat. Rumensin® mixed in rations is more effective in preventing minor bloat than other forms of ionophores.

SCOURS. Scouring from any cause leads to dehydration of the animal so electrolyte therapy may be needed. Causes, prevention and treatment for scours resulting from acidosis have been discussed previously. Bloody scours may be caused by severe internal parasitism, bacterial infections or coccidiosis and should be treated with appropriate medication. It is important to keep pens, feeders and water troughs clean in an effort to prevent infections.

FOUNDER. Excess levels of grain intake, which would be expected to cause severe acidosis, frequently causes a condition known as founder where the hooves grow rapidly. There is an increased blood flow to the hooves causing them to become tender, thus crippling the animal and severely reducing feeding performance.

URINARY CALCULI. Kidney stones, water belly or urinary calculi can sometimes effect steers but is usually not a problem in heifers. The condition is caused by mineral imbalances and/or diets that are too alkaline. A siliceous types of calculi is common on pasture or where animals are consuming high-silica feeds, while a phosphatic type calculi is more common in feedlot situations. The problem is often observed with diets that are high in phosphorus where calcium supplementation is inadequate. Diets should contain 1.5 to 3.0 times as much calcium as phosphorus. Salty water seems to increase the incidence. However, higher levels of salt (1 to 3%) in feed causes the cattle to consume normal water, helping counteract the problem by increasing urine volume. Excessive and/or extended use of sodium bicarbonate can cause problems. Ammonium chloride (1 to 1.5 ounces/head/day) in the feed acidifies urine and can be used as a preventative measure for fattening cattle in areas where problems are common. Frequent observation of the hair round the urinary opening for signs of mineral deposits can warn of a developing problem.

Other Problems: There are other problems that the feeder may encounter.

Warts are caused by a virus.

Treatment:

1. Keep warts covered with oil (e.g. mineral oil) to starve the virus of oxygen.
2. Recommended vaccines may work.
3. Tye off warts with dental floss or fishline.
4. Cut them off and dice them up and place in an empty bolus given to the animal, to create self-immunity. Warts may also be mixed in the animal's feed. The warts may be taken to a veterinarian to develop a vaccine.

Ringworm is caused by a fungus infection of the skin. It can be spread from animal to animal or by brushes, combs or contaminated surroundings. It can also be transmitted to humans.

Treatment

1. Repeated applications of strong tincture of iodine.
2. 5 lbs. of Captan® in 20 gallons of water administered by a pressure sprayer. Spray the premises, stalls and fence lines. This may also bé made into a paste and spread over the infected area.
3. Chlorox applied directly to the affected areas.
4. Thiabendazole mixed with dimethysulsulfoxide (DMSO).
5. Ivermectin.

Foot Rot is an infection caused by a bacterium which enters through a break in the skin of the hoof. It is mostly associated with swelling between the toes progressing to total swelling of the lower leg resulting in lameness.

Treatment - Administer long acting sulfa boluses and/or a thorough cleansing of the area and local treatment with anti-bacterial ointment or 5% copper sulfate under a bandage.

Parasite Control. (Do not combine separate worming and grub or lice preparations).

De-Worming. Club calves require more care and sanitation because they are usually confined. The first treatment should be administered upon arrival; then in exactly 21 days followed by another treatment and continue this treatment every 100 days. It is recommended to alternate types of wormers for best results.

Grubs. Apply pour-on treatments for show cattle at the end of May and again the 1st of July, preferably in the late afternoon to prevent blistering (June 15 - July 15).

Ticks. These should not be a problem in properly groomed and handled show calves.

Flies. Proper sanitation and by cleaning fly breeding areas, especially manure will help control increased populations. Also, use a hand sprayer with fly spray on the animals and in the stalls. Additionally, fly tags, one in each ear, seems to control flies irritating the cattle. Some owners simply tie the tags to the halter instead of placing them in the ear.

Lice. Most abundant during winter and summer months. Apply insecticide in late winter and early spring months and a second application 14 days later to kill newly hatched lice. Read the label for application.

Systemic Parasite Control. Ivermectin - controls lice, flies, grubs, worms and ringworms.

Coccidiosis (Bloody Scours). Treat with a specific cocidiostat in drench or water trough. Feed an ionophore throughout the feeding period to help prevent this condition. (Boleman, Herd)

FEEDING YOUR STEER

FFA members should "keep the feed better than the cattle". A balanced ration, plenty of clean, fresh water, regular feedings and clean feed troughs and watering tubs are essential to produce top quality show steers. Champions are not grown on shortcuts, magic potions, formulas or "super secret feeds."

Nutrients and Feeds

To do a good job of feeding your steer, be familiar with the different types of grains, protein sources and roughages that could be used in feeding steers. Grains belong to a group of feeds called concentrates. Concentrates are feeds that are high in energy and low in fiber. Some common grains fed to steers are corn and oats.

Corn is the most common ingredient in steer rations. Corn is a feed high in energy and moderate as a protein source for finishing steers. Steers like to eat corn and will do best when it is cracked or very coarsely ground. If you live on a farm, you will probably have homegrown corn available.

Oats are another good feed grain for cattle. Oats are not as high in energy as corn and can't be used to fatten cattle by themselves. Oats are palatable and a better source of fiber than corn. So when cost allows, oats should be included in the ration.

Roughages round out and make up the smallest part of the steer's ration. Examples of roughages fed to steers would be hays and silages. Roughages are high in fiber and low in energy. Hay is the roughage most often fed steers. Good grass hay would be adequate for the steer. Roughages help to keep the steer's digestive tract in working order and helps prevent scours. In some situations, it may be easier to buy a commercially pre-mixed ration. A 12 to 14 percent protein "calf finisher" or "bull test" ration would work well.

Vitamins and minerals are important in bone development and maintaining the general health of the animal. The daily vitamin requirements of your steer would usually be met by feeding normal feed sources.

Minerals and salt should be provided on a free choice basis. Use a small box with two compartments, one for salt and the other for a mineral mixture. The mineral mixture should contain one part salt and two parts of dicalcium phosphate or steamed bone meal. If you choose to mix your own feed, some good rations are outlined in Table 5.

Water is also essential for the market steer. An adequate supply of clear, fresh water is necessary for good growth and the health of the animal. Although water may not be thought of as a nutrient, it is the most important and cheapest nutrient you can furnish your steer. Steers limited to 90 percent of the water they need often have their gain reduced 25-50 percent.

Protein is essential for good muscle development. Protein supplements and high quality legume hays are major sources of dietary protein. In most cases, protein supplements must be added to the steer's ration. Soybean meal and cottonseed meal are the most commonly used protein supplements. These protein supplements are also high in energy and are also called concentrates. Steers on a balanced full-feed ration may consume one to two pounds of protein supplement per day. (Kirkpatrick, Neel)

MANURE OBSERVATION. Each animal differs in its capacity to consume and digest feed. The percent body weight intake recommendations are simply general ranges. A more desirable way to determine the optimal amount of feed for each steer is to observe the steer's droppings. A consistent firm-like patty that does not splatter when dropped to the ground indicates the steer is on full feed with the proper amount of concentrate. A watery stool (scours) usually means the amount of energy intake is in excess and either the amount of feed or the energy level (corn) portion of the ration should be reduced. If this problem persists, severe "Acidosis" will typically result and the steer will go off feed. If the droppings are too firm and lack moisture, the steer needs more feed or a higher energy concentration (more corn) in the ration. Inadequate energy intake will result in lower gains and decreased finishing.

DAILY HAND FEEDING ROUTINE. Cattle should be fed twice daily (e.g. 6-7 am and 6-7 pm) 12 hours apart for best gains. In the event cattle need to consume more feed and are perhaps "slow eaters" three times per day feedings are recommended. Of course smaller portions per feeding are advised compared to the two feeding total amounts. Cattle eating three times per day (6 am, noon and 6 pm) usually consume more total feed with less digestive stress than they would when fed only 2 times daily. For most cattle two times per day is sufficient for optimum efficient growth and development.

GROUP AND INDIVIDUAL HAND FEEDING. Feeding together in groups is an excellent way to reduce labor and increase intake because of competition between steers. However, close observation of each steer is required because of individual feeding variations. Some steers are dominant eaters and will consume another steer's calculated portion resulting in some overfed and some underfed individuals. Some steers are slow eaters compared to fast eaters resulting in uneven portions being consumed when fed together. Individual feeding requires some time and labor but insures the determined amount being consumed and you as a feed manager must observe the animal for results and make any necessary feeding or ration adjustments for each individual. Group feeding works best when cattle are on a full feed growing ration. (Boleman, Herd)

TRAINING YOUR MARKET STEER

The purpose of training a beef calf is to be able to exhibit the animal to maximum potential. An evaluator will not favor a calf that will not cooperate. It takes proper skills, patience and practice to train a calf correctly.

Halter breaking and gentling your calf should be the first job after you get the calf home. Remember, the calf grows faster than you do and the longer you wait to break the calf, the tougher the job will be.

Tie the calf to a sturdy fence or post in a cool, comfortable place. Never tie an animal to anything that will break or come loose. Be sure the halter is positioned high up on the bridge of the nose to prevent restricting his breathing. Securely tie the steer up high (3 to 4 feet) with only 12 to 18 inches of slack. The steer may get his feet over the rope if it is too low or too long. Also, always tie the rope with a slip knot which, if necessary, can be easily loosened. The "stall" or "manger knot" is the one most often used. This knot is good because it is: · simple to tie · simple to untie · the animal cannot untie himself. Stay with the calf at all times while he is fighting the rope. Get your hands on the calf. Begin scratching around the tail head and down the back. Keep your hands away from the steer's head! This irritates the calf and may result in butting. Nothing you can do will help calm a steer more than scratching and brushing.

Allow time for the steer to get used to and respect the halter. After the calf has settled down and will allow you to scratch him, try leading him to water. It might be best to wait until the morning after you first tied the calf to do this, because his head will be sore and he will appreciate the water. Do not carry water to your calf -- to do so defeats your purpose. Place a bucket or trough of clean, fresh water at the far end of the pen. Quietly untie your calf while talking softly and scratching him. Pull him toward the water. Most steers will probably balk, but keep steady pressure on the rope until he takes a step forward, then immediately release the pressure on the rope. Repeat the process of giving and taking. At the beginning, do not expect your calf to lead well. Leading is a process the calf must learn and you must teach. When you reach the water, back away from the calf and allow plenty of time to drink. If the steer will not drink after five or six minutes, lead him back. The calf will probably drink the next time. While leading the calf, have someone place some feed at the tie space. This way a reward is provided in allowing to be lead to and from water. Give your calf no more than 20 minutes to eat feed. After that time, take the feed away and give plenty of fresh hay. (Never leave buckets of any kind around where the steer can become entangled.) If you stick to this process and generously brush the calf, he should be settled enough to turn him loose at the end of three or four days. However, it is very important that you catch the steer, lead him and brush him at least once a day for the next several weeks. This is to make sure the lesson has been learned and is not forgotten. Halter breaking can be eased by taking the time and patience when your calf is young. (Kirkpatrick, Neel)

Training for the Show Ring. As soon as the calf starts to lead, begin daily exercise and practice proper show ring procedures. Daily exercise is important for both the condition of the animal and its response to the handler. The owner will need a show stick to start training the calf to stand correctly. Begin by setting up the beef animal's front feet. Push the feet back with the end of the show stick and pull them forward with the hook. After the front feet are set squarely, set the back ones in the same manner. Slight backward or forward pressure on the halter lead also is useful in positioning feet. The feet should be set squarely under the calf. One leg should be under each of the four corners of the body. The calf should appear natural.

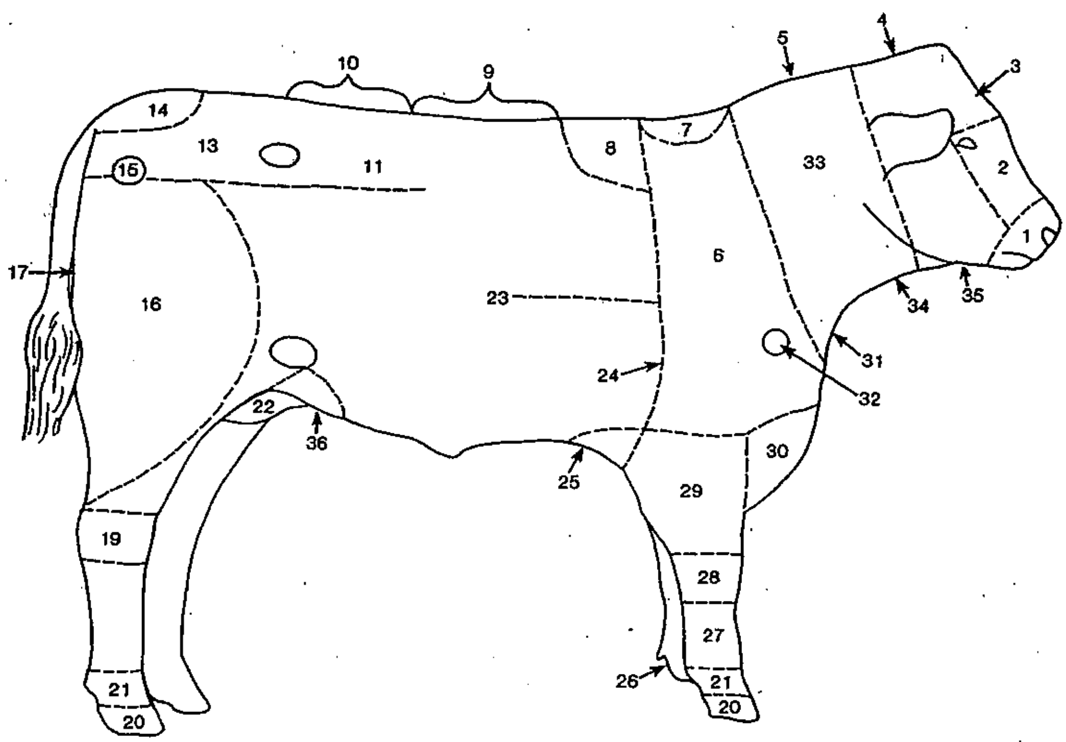
After lots of training and practice, the calf will soon understand what is expected and will begin to set up itself. The calf should be taught to stand in one place for ten to fifteen minutes to help build stamina for the show ring. When a calf is standing correctly, use the show stick to rub under the belly. The calf will associate standing still with the rubbing of the show stick.

Daily Activity. After the initial halter breaking, the steer should be tied up daily for a few hours. When convenient with the exhibitor (based on their school and daily schedule) the steer should be rinsed off daily to remove dirt and encourage healthy skin and hair coat. The steer should be brushed or blown dry to condition and train hair. After this daily routine is completed, the exhibitor should walk the steer to develop familiarization and confidence between the steer and exhibitor. When this exercise is complete, practice showing the steer with some one acting as the judge. Walk the steer in a circle to simulate a show. When the total routine is complete the steer may be fed. While the steer is finishing his feed, the exhibitor may clean and freshen the pens with bedding for use the next day. For best exercise and relaxation, the steer should be turned into a large lot for the night. The next morning the steer should be brought into the smaller lot, feeding pen, or tied up in the shelter. Then it should be fed, made comfortable in clean, shaded shelter with good air flow or movement in the summer (with fans if needed) or wind break and roof in the winter for protection. The steer will remain here until evening when the exhibitor returns home to start the daily routine. Note that the routine can be changed in the summer to accommodate the free time of the exhibitor during the day rather than the evening routine if desired. The more you work with your steer the more effectively he will respond to feed, training, showing while developing the healthy skin and hair coat for proper grooming.

GUIDE TO THE CARE AND FITTING OF SHOW CATTLE

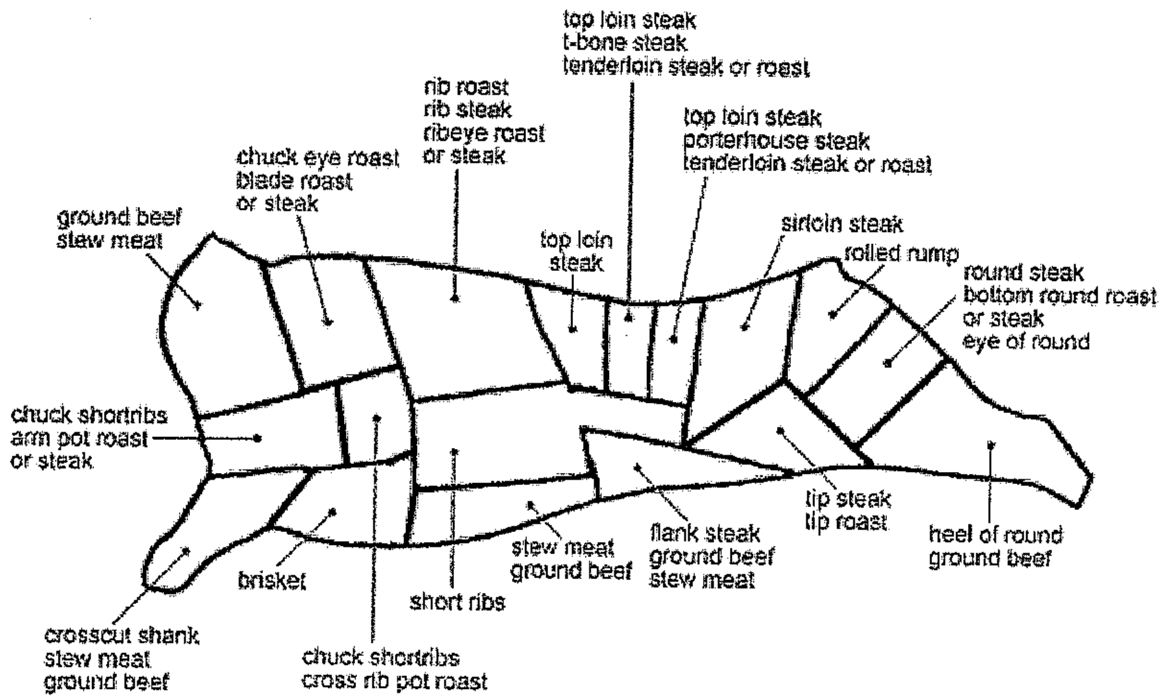
See Appendix A

EXTERNAL PARTS OF A STEER



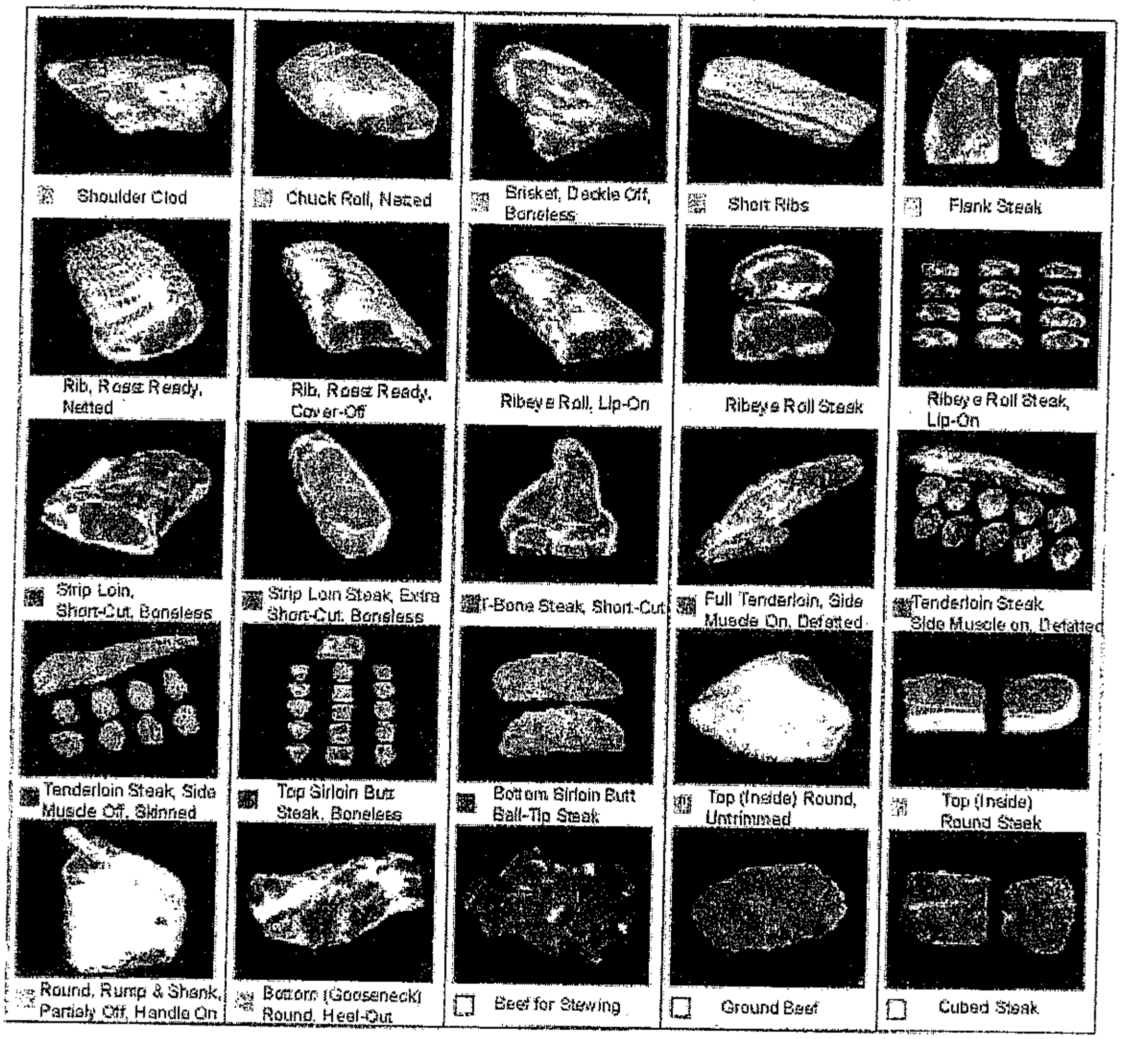
1. Muzzle
2. Face
3. Forehead
4. Poll
5. Crest
6. Shoulder
7. Top of shoulder
8. Crops
9. Back
10. Loin
11. Loin edge
12. Hooks or hips
13. Rump
14. Tailhead
15. Pins
16. Quarter or round
17. Twist
18. Stifle
19. Hock
20. Foot or toe
21. Pastern
22. Cod
23. Ribs
24. Heart girth
25. Foreflank
26. Dew claw
27. Cannon
28. Knee
29. Forearm
30. Brisket
31. Dewlap
32. Point of shoulder
33. Neck
34. Throat
35. Jaw
36. Rear flank

STEER CARCASS BREAKDOWN



FOORDSERVICE CUTS OF MEAT

FOODSERVICE CUTS OF BEEF



CATTLE TERMINOLOGY

Average Daily Gain(ADG): The weight gain during a feeding period divided by the number of days of the feeding period. For example, if a steer gained 300 pounds during a 100 day period, then its ADG 3.0 pounds per day.

Breed: A group of animals that have similar characteristics which are passed from generation to generation.

Breeder: The owner of the cow (dam) of a calf at the time she was bred

British breeds: Hereford, Angus, Shorthorn - introduced to the United States in 1800s and of British origin.

Bulls: Uncastrated male cattle of any age.

Calves: Young cattle of either sex less than one year of age.

Castrate: To remove the testes of male cattle.

Concentrate: A high energy feed that is low in fiber and high in energy.

Crossbred: An animal with parents of different breeds.

Dehorn: To remove a calf's horns by mechanical dehorners, sawing or chemical paste.

Dressing: The washing, clipping and grooming of steers before entering the show ring.

Exotic breeds: Breeds of cattle introduced into the United States in the mid 1900s. Most had increased size and growth characteristics. Examples are Charolais, Chianina, Simmental Limousin and similar others.

Finished: A term indicating the steer is sufficiently fattened and grown out for slaughter.

Frame: The size and height a steer possesses.

Grooming: Washing and brushing to train a steer's hair coat in preparation for a show.

Heifers: Female cattle which have not had a calf.

Marbling: The intramuscular or flecks of fat that are distributed throughout the muscle. Marbling is the primary factor that influences quality grade.

Polled: Naturally hornless.

Prospect steer: A 400- to 700-pound weanling calf selected for future show purposes.

Purebred: An animal whose parents are of the same breed and are recorded with the breed's registry.

Registry: An association of one pure breed of cattle designed to keep of official registrations of cattle and to regulate breed activities.

Roughage: A highly fibrous feed such as hay, grass or silage.

Set-up: To position a steers feet properly with a show stick.

Show stick: A metal or wooden stick about 4 1/2 feet long with a hook on the end used to position a steer's feet in the show ring.

Stag: Male cattle that were castrated after secondary sex characteristics developed. Stags appear "bullish". They are coarse at the head, crest and shoulder. Stags do not make good show steers.

Steers: Male cattle that arc castrated before reaching sexual maturity.

Straightbred: A purebred animal that is not registered.

Tattoo: Permanent identification of cattle placed in the ears.

TDN: Total digestible nutrients; a valve that indicates the relative energy value of a feed. The greater the valve, the greater the energy content of the feed.

Weanling: A young calf of either sex, usually 6 to 9 months of age, that had been separated or "weaned" from its mother.

Weight Per Day of Age (WDA): The weight of the steer divided by his age in days.

Quality Grade: An evaluation of eating quality based upon carcass marbling and maturity. Example USDA quality grades are Prime, Choice, Select and Standard.

Yield Grade: A number grade from 1 (best) to 5 (poorest) that is used to identify the percent boneless, closely trimmed retail cuts from the round, loin, rib, and chuck.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called "marketing" or "selling" your product. The simple fact that you are a member of the Sobrato FFA will likely earn you a minimum price for your animal. However, it is proven that "marketing" your animal can boost your returns substantially. I strongly encourage you to "promote" your product in the following ways.

All buyers letters must be approved before they are sent. All buyers letters must be delivered at least 4-6 weeks prior to the fair. You may want to write a personalized follow up card a week or two before the fair.

Most of you have written buyers letters in the past and may have done this year's already. The information listed above is intended to be used as a guide so use what you think will be helpful.

Things you should include in your Buyers Letter:

1. Information about yourself

*Tell them your name, age, and introduce yourself. This helps the buyer know whose letter they are reading. When they get to the fair it will help them make a connection with you. Some buyers are more likely to bid on animals raised by people they know.

2. Information about your project and club

*Some buyers like to hear about your animal, how you raised it, and what 4-H club you belong to. They may choose to bid on your animal based on your club affiliation if they recognize your club from your activities that they have heard about

3. The fair dates

*This helps the buyer because they will know when the fair is and that way they can attend the fair. If they have fun and enjoy themselves they would be more likely to come back. If they don't know the dates of the fair then they won't know when to come and look at your animals.

4. The sale dates, times and locations

*In order for the buyer to bid on your animal they will need to know when the auction is and where it is. If you can't get them to the auction then they can't bid on your animal and you won't sell it as easily.

5. Tell them how they can participate as a buyer

*This is important because if they are a first time buyer they can find out what they have to do. Providing potential buyers with all of the necessary information will make it easier for them to participate. The easier it is for them the more likely it will be for them to come to the fair and bid on your animal.

6. Inform them where they can get more information

*People sometimes have questions that you haven't answered in your buyer letter. This tells them where they can go to get answers those questions. Having affordable business cards with your name and contact information can be very effective.

7. Thank them for previous participation if they are a buyer from a previous year!

*If you do this, it may motivate the buyer to come back and bid again. It lets them know you appreciate them taking the time to come to the fair.

8. Personalize the letters

*This is good because most buyers like letters that are signed by a real person and not photocopied letter. They like their names on the letter not just Dear Buyer. The more individualized a letter is, the more likely a person is to read it.

9. Consider adding a picture of you and your animal

* This can help people see what your animal looks like. Some people think that pictures of animals are cute and this may help them decide to bid on your animal instead of somebody else's or not bidding at all.

If you are computer savvy, you can create a Tri-Fold pamphlet that addresses all of the aforementioned material.

10. Grammar and Spelling Count!

All buyers letters must be proof-read by an advisor before you send them. They absolutely must be perfect in grammar and spelling before they are sent out.

Other Guidelines

1. Hand deliver as many letters in uniform as you can. Be polite, professional, and friendly. Ask if a manager is present. Walk up to them with a smile, give a firm hand-shake, introduce yourself and why you are there. Ask them if there are any questions and leave them with the buyers letter. You are there to make an impression.

2. Do not limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way.

3. Don't limit the amount of letters you send. I have known people in the past that have hand delivered over 40 letters and they saw the fruit of their labor.

4. Involve your parents in deciding how to write your letters. Make sure the grammar, spelling, and appearance is professional. Your advisors are here to help in this regard.

5. Formally ask them to bid on or purchase your animal. Be polite.

6. If your buyers want to buy your animal, but cannot attend the auction, then they can sign a proxy that will give the Ag Program the authority to buy the animal for them. This form can be obtained from your Ag Teacher.

Buyer Letter Format

YOUR NAME
YOUR STREET

ADDRESS

CITY, STATE ZIP-0000

INVITEE NAME (or BUSINESS)
STREET ADDRESS
CITY, STATE ZIP – 0000

TODAY'S DATE

DEAR ________________________ :

In the first paragraph talk about yourself and what you have done in FFA (example: My name is ________________ and this is my __________ year in the Sobrato FFA Chapter. Go on to tell them why you are writing them this letter (to invite them to bid on, purchase, or sponsor your project).

In the second paragraph talk about your project (species, breed, gender, where you got the hog from, and what you have learned). Additionally, you will want to include information about yourself. How is raising this animal beneficial to reaching your goals

In the third paragraph tell them when the fair and auction are. Invite the buyer to the fair. Encourage the buyer to go to the auction. Also, advise the buyer of the showmanship date and time for your species and encourage them to attend that event at the Fair. If they are unable to attend the auction, we can have someone bid on your animal for them. Additionally, if they do not want to purchase an entire hog, many people go on to purchase half of a hog with another party.

In the fourth paragraph, tell the buyer that you hope to see them at the Fair and hope they will consider bidding on one of your animals.

Sincerely,

Space for signature in blue or black ink

Your Name
Morgan Hill – Sobrato FFA Chapter

Morgan Hill-Sobrato FFA Beef Exhibitor Rules

1. Daily Activities

   A. Spend time with your beef animal, observe, exercise, rinse and brush it.
   B. Check the feeder and make sure that it is clean and dry. Feed twice a day at scheduled times.
   C. Thoroughly clean the pen.

2. Periodic Activities

   A. Attend scheduled project meetings.
   B. Be at your project site when the advisor checks your animal.

3. Activities Prior to the Fair

   A. Find a buyer for your animal.
   B. Clip your animal approximately 2-3 days prior to the fair.
   C. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
   D. Obtain the proper equipment.
   E. Exhibitors are required to haul their own animal and tack to the fair.

4. Activities at the Fair

   A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
   B. Exhibitors are NOT allowed in the carnival area until the completion of the last beef show day.
   C. Exhibitors must be in the beef barn no later that the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   D. Each exhibitor is responsible to rinse/wash and brush their animal(s) EVERY day of the fair.
   E. Cattle must be regularly checked throughout the day by their owner.
   F. Exhibitors must serve scheduled barn duties which includes being on time, keeping the cattle, pens, aisles, and tack areas clean and watering all cattle at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.
   G. All exhibitors are required to be present on weigh day.

H. On show days, all exhibitors are required to stay in the barn area for the duration of the beef show.
I. All exhibitors are required to attend the fair awards ceremony wearing their Official Show Uniform.
J. All exhibitors are required to help clean up and load tack on the last day of the fair.
K. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
L. Each exhibitor also agrees to allow any Sobrato FFA advisor to pick up his/her auction check from the fair.
M. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of their animal, pay any remaining money owed to Sobrato FFA, and complete their record book before receiving his/her auction check. The letters must be written and the money paid within fourteen (14) day from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

5. Disciplinary Procedures

A. A "Three Strike" discipline system is used by the Sobrato FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Morgan Hill-Sobrato FFA.
B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with Morgan Hill-Sobrato FFA for one or more years.

Your signature below verifies that you have read, discussed understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department (201-6200 ext: 41248).

Parent Signature ______________________ Date __________

Student Signature ______________________ Date __________

General Rules for Morgan Hill-Sobrato FFA Fair Exhibitors

Students name (print)____

1. **Because of the importance of scholastic achievement, the Sobrato High School Agriculture Department requires its livestock exhibitor to maintain a satisfactory scholastic record of at least 2.0, without F's in his/her classes. Therefore, if any exhibitors fail to meet this requirement, he/she may lose their show privileges.**

2. **All exhibitors are to follow the directions and advice given to them by the designated advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show, and during the fairs when the project is being exhibited.**

3. **All rules and regulations of Sobrato High School will apply to the students who participate at fairs since showing is a school activity.**

4. **All students must understand that exhibiting at fairs and shows is a privilege that may be revoked by the advisor and/or school administration if the student fails to properly care for their animal and participate in mandatory work-days and practices. Students who fail to feed their animals 3 or more times will lose their privilege to house their animals at the school farm and may lose their privilege to show at fairs and livestock shows.**

5. **All exhibitors must arrange for their own transportation to and from the fair unless prior arrangements are made with the advisor.**

6. **All exhibitors and students who house their animals at the school farm will be required to pay for the feed and supplies that their animal needs. All feed bills must be paid prior to the fair unless prior arrangements have been made and are in writing. Students who fail to pay the bills associated with raising there animals will be put on the school fines list.**

7. **All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.**

8. **FFA members are required to obtain their homework from all their teachers in advance of missing school for attending fairs.**

9. **Each exhibitor must read and understand the rules and regulations in the fair's premium book and will be held accountable to those rules.**

10. **Approved adult supervision is required from 5:00pm to 7:00am. Students may not remain at the fair after 5:00pm without approved adult supervision.**

11. Each exhibit is responsible for feeding, watering, grooming and keeping an eye on his/her animal(s) for the entire duration of fair. Exhibitors may lose their right to sell animals at auction and lose their privileges to show at future shows if they neglect the responsibilities associated with exhibiting animals.

12. Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.

13. Each exhibitor is required to attend and arrive on time to the mandatory chapter exhibitor meetings that will be held each day at the fair.

14. All FFA exhibitors will be required to wear the official FFA show uniform described below while showing their own animal(s) or helping others in the show ring.

<u>FFA Show Uniform</u>

Boys- White pants, white dress shirt, FFA Jacket, FFA tie, appropriate shoes.

Girls- White pants, white dress shirt, FFA Jacket, FFA scarf, appropriate shoes.

15. All FFA members are to attend the awards program at every fair wearing his/her FFA jacket.

16. Market animal exhibitors are required to write thank you letters to their buyers. Exhibitors who fail to write thank-you letters will become ineligible to show at future fairs and may have their check held.

17. All exhibitors must attend the assigned exhibitor meeting by the project advisor unless prior arrangements have been made.

18. The advisor will have the authority to take disciplinary action and ask that a student be picked up by a parent/guardian from the fair or event of a student fails to comply with the rules.

Your signature below verifies that you read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department, (408) 201-6200 ext:41248.

____________________________ ________________

Student Signature Date

____________________________ ________________

Parent Signature Date

SOBRATO AG DEPARTMENT
AG FARM USE CONTRACT

Exhibitor (print) ______________________________ Date: ____________

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: ___________

Species (Circle One) Sheep Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

1 The student agrees to pay all expenses incurred to Sobrato FFA
2 Clean pens every day and keep a clean, organized stall and barn
3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
4 Keep the pen, feed room, and livestock area clean at all times
5 Participate in required clean-up days
6 Pen must be cleaned at completion of the project
7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: ______________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

SOBRATO FFA CHECK PROXY

Exhibitor (Print): ______________________ Date: _________

Fair (Circle One) Santa Clara San Benito Santa Cruz

Species (Circle One) Swine Sheep Pigs Goats

I, (the above named exhibitor) allow any Sobrato FFA advisor to pick up my livestock auction check for me from the above indicated fair.

If you have any questions, you may contact an advisor at the Sobrato High School Ag Department.

Parent Signature: ______________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: ______________________________

Parent: ______________________________

Advisor: ______________________________

WORK CITED

Al De Antoni: “A Guide to Writing Better Buyer’s Letters.”April 2006

Hilmar Agriculture Department: Market Hog Exhibitor Handbook

Chris T. Boleman, Larry L. Boleman, and Dennis B. Herd. “Managing Beef Cattle for Show” November, 1999

F. David Kirkpatrick, James B. Neel, “4-H Market Steer Handbook” University California Davis, California

Morgan Hill - Sobrato FFA

Market Hog
Exhibitor Handbook

FOREWARD

The purpose of this handbook is to assist you in successfully raising a market hog project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your projects, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market hog project. With hard work and dedication, your project will be a success!

Mrs. Krafft
Morgan Hill – Sobrato FFA Swine Advisor

ACKNOWLEDGEMENTS

Thank you Hilmar Agriculture Department for the direction and information contained in much of this booklet.

Mr. Rich Knapp, founding Principal at Sobrato Agriculture Department, for having the drive, support, and dedication to allow agriculture programs to continue in the Silicon Valley. Teaching agriculture to urban youth is of extreme importance.

The approximately 500,000 FFA members in the United States for actively pursuing the future of agriculture. You are the future of America. Thank You!

TABLE OF CONTENTS

RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

1 Feed bucket that can be removed and cleaned
2 Tool box or tack box to put equipment into
3 Pig Show Stick
4 Brush
5 Spray Bottle
6 Change of coveralls to keep clothes clean when feeding before and after school
7 Rubber boots or old tennis shoes for cleaning out your pen

PURCHASING YOUR ANIMAL

1. How much should I spend?
    a. Only what you are willing to lose.
    b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
    c. Hogs range from $250 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market hog project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
    a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals. He then brings them to school where students pick the animals.
    b. Purchase an animal on your own: You ABSOLUTELY MUST get advisor's approval. Not every sheep breeder raises show hogs. It's like a Honda and a Nascar – two different purposes.
    c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**

WHAT YOU SHOULD KNOW BEFORE BUYING A MARKET HOG PROJECT

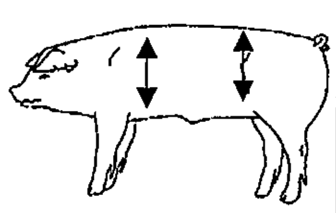
1. A hog project can be very exciting and rewarding or a very frustrating and discouraging project depending on the amount of time and energy you are willing to put into the project.
2. The duration of a market hog project is anywhere between 3-4 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising a market hog is not a hit and miss proposition, you must be consistent in how you raise your market animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being, including: feed, water, shelter, health, exercise, etc.. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

GETTING READY FOR YOUR MARKET HOG PROJECT

1. If you are housing your animal at the Sobrato Ag Farm, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home, make sure your advisor comes to your home to approve your pen. Some following suggestions should be read over before you bring your animal home
    a. Protection from cold drafts, rain and the sun. It should be large enough to allow your animal to move about (15' x 20'). It should be tall enough to prevent jumping out or animals jumping in (at least 5 feet).
    b. Shade / Shelter should be provided in the pen. Shavings may be introduced before fair.
    c. Adequate feeding and watering facilities must be provided. Always make sure the animal has plenty of fresh water. Clean out automatic watering systems twice a day.
    d. The fencing and floor should be free of loose wire, nails and boards. The fencing should also not have spaces big enough for the hog to squeeze through or predators to get in.
    e. It should be sturdy enough to prevent the animal from getting out
    f. It should be on bare ground with no access to weeds, trees, or grass.
3. You should purchase the appropriate feed prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.
4. If you are raising multiple animals, have an area where you can separate the animals to feed them separately – feeding individually is essential.

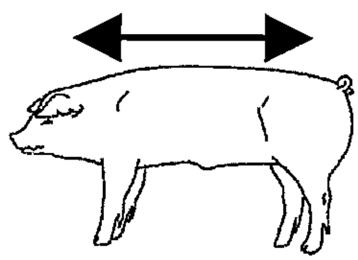
Capacity

Pigs need to have adequate capacity to allow their internal organs to function property and efficiently. They need to have a wide chest floor, a good spring of rib, and be deep sided in both the fore and rear flank. Remember that a deep sided hog can still be trim and neat in appearance.



Frame

A moderate framed hog will grow well and have adequate size. Select a longbodied, tall hog that stands well on its feet and legs. It should be large boned and show a lot of capacity, being boldly sprung at the ribs.



Style and Balance

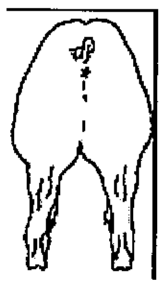
A hog that has style and balance is one that holds its head up when it walks, and is smooth in its overall appearance. It will be clean in the shoulder blades, jowl and underline. Hogs that are balanced stand wide and tall on straight legs, are uniform in the arch of their back, and their shoulder blades are close together. Select a trim hog that is free of excess fat. Fat gives the appearance of smoothness and shortness. A trim hog is clean behind the shoulders and down the top. The base of the ham should be firm, at the base of the hams (cut up or v.shaped) with the tail setting high, and the tailhead prominent.

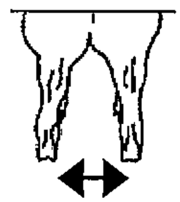
SELECTION

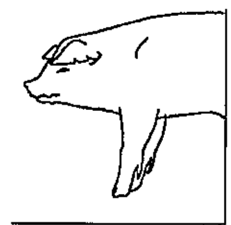
There are basic areas that need to be considered when selecting your show pig. They are muscle, structural correctness, capacity, frame and style and balance.

Muscle

There are several indicators of muscle in pigs. The first place to look for muscle is the ham. The widest portion should be through the center of rump and ham. Select a pig that has a bulging forearm.







Well muscled hogs are wide based and large boned.

When viewed from the top look for an hour glass shape to the top. This will be a trim, heavy.muscled hog. It should be long and full in the rump, with the center of the ham being the widest part of the body. The shoulders should be wider than the loin, but not as thick as the ham. The loin will be uniform in width. When the hog walks there should be no evidence of fat over the top of the shoulders and the shoulders should move. Also, there should be no fat behind the shoulders or elbow pocket.

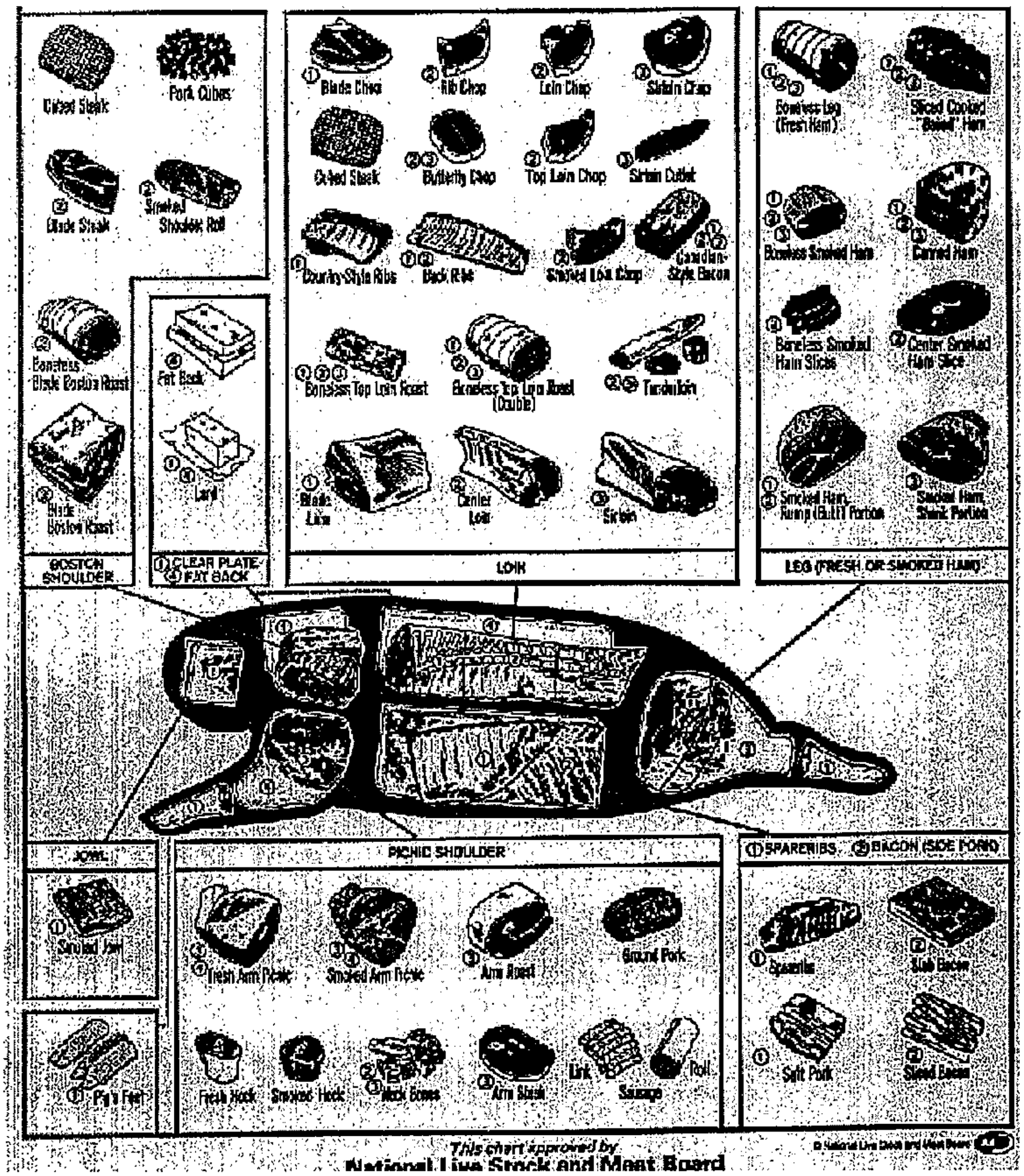
Structural Correctness

Structural correctness refers to how a pig's skeleton is put together, more specifically the bone structure. To be sure your pig is structurally correct, pick a pig that moves with ease and smoothness. Pigs should take long strides. They also should have a proper angle to the pasterns and have flex to the joints like the hock, knee and shoulder. These joints should flex and the pig should take a long, flexible, fluid stride. The pasterns should have an angle of 45 degrees and the hock should be at about a 22 degree angle for the best possible movement off the back end. Strong legs are important in market hogs. The bone should be large and the legs should be clean and solid looking.

Proper hind leg structure

Poor hind leg structure

RETAIL CUTS OF MEAT

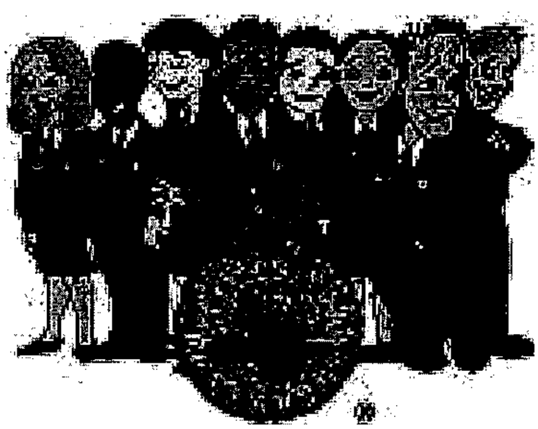


PART IDENTIFICATION FOR HOGS

Study this diagram well as the judge will ask you parts of this hog. In addition, this will help you in the proper selection of your market hog.

DUTIES OF MARKET HOG EXHIBITORS

1. Follow all instructions given to you by your advisor. Communication is the key to a successful project.
2. Pens must be cleaned every day. Rake the manure into a pile and remove it from the pen. Then, take the wheel barrow and dump the remainder in the compost pile.
    a. Pens that are not cleaned daily will bring flies to the entire barn. This is not only rude to every other exhibitor, but it can be a serious health risk to the animals
    b. You will want to arrange a cleaning schedule with your pen mate (give a copy of your schedule to your advisor).
3. Make sure your animal does not go without feed (even for one feeding). Plan ahead. Smaller animals should have feed in front of them at all times. Consult your advisor
    a. Pigs are creatures of habit. It is essential your animal is fed at about the same time every day, twice a day. If you cannot make a feeding, it is essential you make arrangements with another exhibitor.
4. If you are utilizing the Sobrato Ag Farm facilities you will be required to keep the facility clean and well kept and to take care of your animal in an appropriate way at all times.
5. All exhibitors will be required to meet with their advisor once a week to discuss the progress of their animal, to weigh the animals, showmanship suggestions, and informational meetings. These meetings will be scheduled as much as possible around your schedule.
6. The Sobrato FFA Advisors employ a "Three-Strikes" system. If for any reason, you do not abide by any of the rules and / or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three strikes, you're out.
7. We also require students to write thank you letters for their buyers.
    a. Buyers are paying well over market price as a generous gift to you. It is absolutely important that you write a letter and deliver a small gift as thanks the day of purchase.
8. If you encounter any problems at all concerning your market hog project, some other person's animal, or the facilities, please contact your advisor immediately!



ANIMAL IDENTIFICATION

Ear Tags

Ear Tags are rarely used alone because they are often lost and may be difficult to read. The ear tags used are small and attached to the middle of the ear, flat against the skin.

Ear Notching

First note that ear notching is done on the first day, the notch is approximately ¼", and then notch grows in size as the animal grows. Many producers depend on ear notching because it is a permanent method of pig identification. Knowing a few basic rules will make understanding the universal ear notching system much easier. Notches in the pig's right ear represent its littler number (like their last name). Notches in the pig's left ear represent its individual number (like their first name). Under this system, every pig in a litter has the same notch(es) in the right ear, while no two pigs from the same littler should have the same notch(es) in the left ear. The notch placement has distinct meaning and value.

For ear notching the pig's ear is divided into two halves-the top half and the base half. By using the top and bottom edge of each half of the ear, four areas are available for notching. A notch in the edge of the base half is assigned a value of one, while a notch in the lower edge of the top half has a value of three. A notch in the upper edge of the top half indicates a 9, and each notch in the upper edge of the base half is valued at 27. A notch in the very tip is assigned a value of 81. The value of each notch in the right ear added together represents the pig's litter number; likewise, the values of all notches in the left ear are added to determine the pig's individual number. There should never be more than two notches in any particular area of a pig's ear.

Universal Ear Notching System

Example:
Pig number 14 from litter number 41 would be notched like this.

FEEDING YOUR MARKET HOG PROJECT

General

1. Nutrition is the single most important aspect of raising a quality market hog project. Consistency is the key when feeding animals with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program will make the difference between a high quality animal and a poor quality animal. This means money. Always follow the advisor's recommendations.
2. One of the most overlooked elements is water. If the bucket isn't clean enough for you to drink out of it, the hog should not drink out of it. Always keep cool, fresh water available.

Hand Feeding

1. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal
   a. A scale should be used to accurately measure in pounds the amount of feed your feeding. "Coffee cans" do not work.
2. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and then stick to them. There should be no more than a 30-minute variation in feeding times from day to day. Drastic changes in feeding can hurt your animal's health.
3. Whenever a new feed or increase in feed is introduced, the change should be made gradually over a few days.
4. Make sure you seal up your bags every day to keep rodents out and the feed from going stale.
5. If your animal goes off feed for more than one day, contact your advisor immediately. Generally, lack of appetite is the first sign of illness.
6. It may be necessary to add a supplement to the ration. The supplement will help in growth, appetite, feed efficiency, condition, and muscle. Check with your advisor before adding a supplement
7. Feed your animal off the ground.
   a. Make sure that you clean up any spilled feed or alfalfa that is on the ground.

CARING FOR YOUR MARKET HOG PROJECT

1. It is important to maintain the health of your pig. The first 2 or 3 weeks are critical, so you should check your pigs several times each day during this period.

2. Clean your pens every day. Make sure the water system is cleaned every day. If you wouldn't drink out of it, your hog shouldn't either.

3. Observe your hog for body condition (fat), alertness, appetite and signs of coughing. Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate soundness issues that should be addressed quickly.

4. The four main disease symptoms that you could encounter include:
    a. Respiratory
    b. Scours or diarrhea
    c. Changes in Body Condition
    d. Fever

    Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the hogs temperature and notify your advisor if it is high or low.

5. Spend time with your animal. As soon as possible start to walk your animal. This is both for exercise and to practice for showmanship. Do this once a day before feeding.

6. Do not give any medications without consulting your advisor or veterinarian first.

7. Keep your hog out of direct sunlight and in a cool, dry place. Every day make sure that you get it off of the concrete and onto a rubber matt or the dirt outside.

SHOWMANSHIP

1. Hogs are a great animal to show because it is truly up to you to make the animal look its best. You can start with the best animal in the barn but ruin it in showmanship. On the other hand, you can make a hog place much better by showing it better than anyone else can. The difference can truly be champion or 5th place.

2. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and hide weak points in the animal.

3. Success in showing begins at home or at the farm. You and your animal cannot learn proper showing techniques at the last minute. It is important that you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must be "trained" as well.

4. When presenting the animal, the exhibitor should be properly groomed and wearing the official FFA uniform.

5. Listed below are a few general characteristics of a good showman. More technical information will follow.

A Good Showman

1. Is confident in his / her own abilities and shows this confidence to the judge
2. Understands the importance and purpose of showmanship techniques
3. Knows where the judge is at all times
4. Is conscious of the appearance of his /her animal at all times
5. Works the animal calmly and smoothly
6. Is not distracted by people or events outside the show ring
7. Starts showing from before they enter the ring to the exit of the ring
8. Is courteous to the other exhibitors in the ring
9. Displays good sportsmanship by congratulating (shaking hands) with all winners and accepting congratulations graciously.
10. Gives his / her best effort every time.
11. Shakes the hand of the judge and says "Thank You" no matter how they place.

Walking the Ring

1 The objective of showmanship is to make your animal look good while hiding the faults. The following guidelines are to help you learn the basics.
2 Never get between the hog and the judge. What we mean is at no point should the judge be able to see your back. He or she wants to see the hog, not you. Always have the hog between you and the judge
3 Never run after your hog if it gets away from you. Calmly walk to it and keep your cool.

NUTRITION

Feed costs make up a major part of production costs in the market hog project. And feeding a nutritionally balanced diet is necessary for good pig performance and health. For these reasons a general understanding of swine nutrition is useful to those conducting the market hog project. Pigs are **monogastric** animals meaning that they have a simple digestive system with one stomach chamber. Unlike cattle, sheep and goats that have **ruminant** digestive systems and multiple stomach chambers, pigs cannot adequately digest feeds that have high fiber content such as hays, silages and pasture. Instead pigs require feeds consisting mostly of concentrate ingredients such as grains that are high in **energy** and oil seed meals that are high in **protein.**

The most frequently used grain in pig diet mixtures is ground corn. Corn is an excellent grain source because it is high in energy, low in fiber and is usually economical. Other grain sources that may be used in swine diet mixtures include grain sorghum (milo), wheat, barley, triticale and oats.

Soybean meal is the by-product that remains after oil has been extracted from soybeans at commercial soybean processing plants. Soybean meal contains about 44% to 48% protein and is the most commonly used protein supplement in pig diet mixtures. Actually pigs have specific requirements for **amino acids** that are the molecules that make up protein. **Lysine** is the most limiting (most needed) amino acid for pigs and soybean meal protein has an excellent balance of lysine and other required amino acids for pigs. Other potential pig diet protein supplements include canola meal, peanut meal, cottonseed meal and meat and bone meal.

In addition to energy and protein, pigs require in their diets sources of essential **minerals** and **vitamins.** Major minerals including calcium, phosphorus, sodium and chlorine are supplied by ingredients such as dicalcium phosphate (calcium and phosphorus), limestone (calcium) and salt (sodium and chloride). Minor minerals such as copper, zinc, iron, selenium, manganese and iodine are supplied by adding a **trace mineral premix** to the diet formulation. Vitamins added to pig diets include Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin B12, Riboflavin, Pantothenic Acid, Niacin, Choline, Biotin, Folic Acid and Pyridoxine. These are supplied by including a **vitamin premix** in the diet formulation.

The most convenient way to obtain and provide feed for youth project pigs is to purchase a complete hog feed from a commercial feed mill or feed store. With a **complete feed,** no additional preparation or mixing is required. The feed should be formulated to meet the nutritional needs for the age and weight of the pigs. Complete feeds are available for purchase in bags which is most practical for projects involving a few hogs. Because most commercial mills are equipped with pellet mills, many commercial complete feeds are purchased in pellet form. An advantage of pelleted feed is that feed wastage by the pigs tends to be lower and feed-to-gain ratio is slightly better. However, with proper management, results can be nearly as good with ground feed fed in meal form.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called "marketing" or "selling" your product. The simple fact that you are a member of the Sobrato FFA will likely earn you a minimum price for your animal. However, it is proven that "marketing" your animal can boost your returns substantially. I strongly encourage you to "promote" your product in the following ways.

All buyers letters must be approved before they are sent. All buyers letters must be delivered at least 4-6 weeks prior to the fair. You may want to write a personalized follow up card a week or two before the fair.

Most of you have written buyers letters in the past and may have done this year's already. The information listed above is intended to be used as a guide so use what you think will be helpful.

Things you should include in your Buyers Letter:

1. Information about yourself

*Tell them your name, age, and introduce yourself. This helps the buyer know whose letter they are reading. When they get to the fair it will help them make a connection with you. Some buyers are more likely to bid on animals raised by people they know.

2. Information about your project and club

*Some buyers like to hear about your animal, how you raised it, and what 4-H club you belong to. They may choose to bid on your animal based on your club affiliation if they recognize your club from your activities that they have heard about

3. The fair dates

*This helps the buyer because they will know when the fair is and that way they can attend the fair. If they have fun and enjoy themselves they would be more likely to come back. If they don't know the dates of the fair then they won't know when to come and look at your animals.

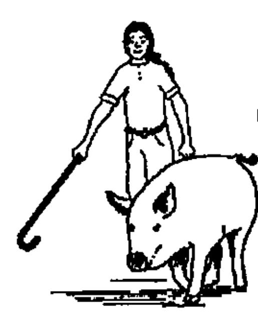
TRAINING & EXERCISING YOUR MARKET HOG PROJECT

A superior job done in showing your hog starts long before the class is called. Practice driving and training your animal at home. The extra practice will help you control the hog and polish your showing skills. You may want to pretend that a tree is the judge. Work on maneuvering your pig around the tree as you would a judge in the show ring. As you gain more control of the animal, a figure eight pattern works well as practice for any situation that you might encounter.

When you enter the show ring, the hog will probably take off running and kick up its heels. Calmly walk over to your pig and take control by driving it 10 to 15 feet area from the judge. Your cane should be used with the crook part down to tap the hog. Your animal should be tapped from the fore rib forward (shoulder and jowl area). Never beat your hog and never hit the animal on the top, loin, or ham area. Always drive your hog tapping the front one-third of the body. If you want your hog to move to the right, then tap the left side of the hog. If your hog needs to move to the left, then tap the right side of the hog. If your animal is to go straight, a light tap on the top of the neck or shoulder blade should do the trick. Just because you have a cane or whip in your hand does not mean that you have to constantly tap your animal. When your pig is moving fine, let it walk. You should only use the driving tool when it is needed and to keep the hog moving from one point to another in front of the judge. This should be done to show the best attributes of your pig.

You should always keep the hog between you and the judge. This provides the judge with a full view of your hog. When you move or change directions, switch the driving tool to the other hand to help keep you in position. Do not use your hands or knees to drive your hog. The only acceptable time to use your hands or knees on the hog is during the penning of the animals. When walking with your hog, calmly move with the animal staying on the side opposite the judge. A slight bend at the waist may help you to keep control of your animal. Be relaxed. If you are calm your hog will be calm and respond appropriately to your commands.

You should be courteous at all times and aware of the "danger zones" to be avoided. One danger zone is groups of other hogs. If your hog gets in a bunch, then let it work its way out, but do NOT block the view of another hog or exhibitor. In a group of hogs, your pig may engage in a fight with another exhibitor's animal. You should not jump between the fighting hogs because you might get hurt. However, you may use the cane to assist in reconciling the situation. You can simply snare or hook your hog's nose and pull it away from the other hog. This will help separate the hogs so that a ringman can get a board between the fighting animals. Another "danger zone" includes the corners of the show ring. If your hog gets in a corner, do NOT beat the hog to move it out. You should simply place your brush on the hog's snout. The hog will not like the bristles in its nostrils and it will move from the corner easily.



Other Guidelines

1. Hand deliver as many letters in uniform as you can. Be polite, professional, and friendly. Ask if a manager is present. Walk up to them with a smile, give a firm hand-shake, introduce yourself and why you are there. Ask them if there are any questions and leave them with the buyers letter. You are there to make an impression.

2. Do not limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way.

3. Don't limit the amount of letters you send. I have known people in the past that have hand delivered over 40 letters and they saw the fruit of their labor.

4. Involve your parents in deciding how to write your letters. Make sure the grammar, spelling, and appearance is professional. Your advisors are here to help in this regard.

5. Formally ask them to bid on or purchase your animal. Be polite.

6. If your buyers want to buy your animal, but cannot attend the auction, then they can sign a proxy that will give the Ag Program the authority to buy the animal for them. This form can be obtained from your Ag Teacher.

4. The sale dates, times and locations

*In order for the buyer to bid on your animal they will need to know when the auction is and where it is. If you can't get them to the auction then they can't bid on your animal and you won't sell it as easily.

5. Tell them how they can participate as a buyer

*This is important because if they are a first time buyer they can find out what they have to do. Providing potential buyers with all of the necessary information will make it easier for them to participate. The easier it is for them the more likely it will be for them to come to the fair and bid on your animal.

6. Inform them where they can get more information

*People sometimes have questions that you haven't answered in your buyer letter. This tells them where they can go to get answers those questions. Having affordable business cards with your name and contact information can be very effective.

7. Thank them for previous participation if they are a buyer from a previous year!

*If you do this, it may motivate the buyer to come back and bid again. It lets them know you appreciate them taking the time to come to the fair.

8. Personalize the letters

*This is good because most buyers like letters that are signed by a real person and not photocopied letter. They like their names on the letter not just Dear Buyer. The more individualized a letter is, the more likely a person is to read it.

9. Consider adding a picture of you and your animal

* This can help people see what your animal looks like. Some people think that pictures of animals are cute and this may help them decide to bid on your animal instead of somebody else's or not bidding at all.

If you are computer savvy, you can create a Tri-Fold pamphlet that addresses all of the aforementioned material.

10. Grammar and Spelling Count!

All buyers letters must be proof-read by an advisor before you send them. They absolutely must be perfect in grammar and spelling before they are sent out.

IMPORTANT TERMS FOR SHOWING HOGS

AVERAGE DAILY GAIN----The amount of weight gained each day.
ADG = Present weight-previous weight
Number of days between weights.

BALANCE----A smooth and harmonious blending of body parts.

BALANCED RATION----A ration containing nutrients in the correct proportion to nourish the animal properly for 24 hours.

BARROW – A castrated male pig

BOAR – An intact male pig

BOLUS----a rounded mass of medicine.

CARCASS----The dressed body of a slaughtered meat animal.

CASTRATION----Removal of the testicles

COW-HOCKED----Hocks closer together than feet, hocks bend in as viewed from the rear

CRUDE PROTEIN (CP)----The total amount of protein in a feed, expressed as a percentage of the feed.

CULLING----The process of removing an inferior sheep or goat from a flock/herd.

Cwt----An abbreviation for 100 pounds of weight

DRESSING PRECENTAGE----the carcass weight divided by the live weight.

EARLY MATURING----Reaches high proportion of mature size quickly: opposite of late maturing

FEED CONVERSION: The amount of feed to get one pound of grain. In hogs it is between 3 pounds of feed to get one pound of grain.

GESTATION----The time from the date the sow is mated with the boar until the hogs are born, usually 3 months, 3 weeks, and 3 days or

GILT – A female pig that has not yet had birth

HANGING WEIGHT----The weight of the carcass before any fat and bone have been trimmed

<u>Buyer Letter Format</u>

YOUR NAME
YOUR STREET

ADDRESS

CITY, STATE ZIP-0000

INVITEE NAME (or BUSINESS)
STREET ADDRESS
CITY, STATE ZIP – 0000

TODAY'S DATE

DEAR ______________________ :

In the first paragraph talk about yourself and what you have done in FFA (example: My name is _________________ and this is my __________ year in the Sobrato FFA Chapter. Go on to tell them why you are writing them this letter (to invite them to bid on, purchase, or sponsor your project).

In the second paragraph talk about your project (species, breed, gender, where you got the hog from, and what you have learned). Additionally, you will want to include information about yourself. How is raising this animal beneficial to reaching your goals

In the third paragraph tell them when the fair and auction are. Invite the buyer to the fair. Encourage the buyer to go to the auction. Also, advise the buyer of the showmanship date and time for your species and encourage them to attend that event at the Fair. If they are unable to attend the auction, we can have someone bid on your animal for them. Additionally, if they do not want to purchase an entire hog, many people go on to purchase half of a hog with another party.

In the fourth paragraph, tell the buyer that you hope to see them at the Fair and hope they will consider bidding on one of your animals.

Sincerely,

Space for signature in blue or black ink

Your Name
Morgan Hill – Sobrato FFA Chapter

SOBRATO FFA MARKET HOG EXHIBITOR RULES

1. **Daily Activities**

    a. Spend time with your animal
    b. Thoroughly clean the pen every day.

2. **Periodic Activities**

    a. Attend, for the entire duration, all project meetings.
    b. Attend for the duration all weigh days at school
    c. Perform barn duty functions if your animal is at school
    d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. **Activities Prior to Fair**

    a. Send out as many buyers letters as you can
    b. Wash and clip hog approximately 2 weeks before show
        i. It is absolutely important that we wash it with a fungicide to prevent wool fungus.
        ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
    c. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors MUST wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
    d. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
    e. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. **Activities at the Fair**

    a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
    b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
    c. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
    d. Hogs must be regularly checked throughout the day by their owner

INTRAMUSCLE (IM) INJECTIONS---- The route of administration of an injection. This is accomplished by inserting the needle straight into the skin and deep into the muscle.

LETHARGY or LETHARGIC---- An animal which is slow to react, lacks energy, and is often sick.

LOIN----The part between the last rib and the rump

MARBLING----The fat within the muscle.

PALATABLE or PALATABILITY----The taste and texture of feed. Feeds that are highly palatable has a pleasant taste and texture.

PROTEIN SUPPLEMENT----A feed that contains a high density of protein and is used to supply additional protein in the ration.

RECTAL PROLAPSE----When a portion of the rectum protrudes past the anus.

RUMP----The area between the hip bones and the tail head.

SCOURS----diarrhea

SICKLE -HOCKED----A hock that has too small of an angle made by the leg above and below the hock, as viewed from the side.

SOUNDNESS----a) If there are no weak spots in the animal b) When an animal is free from disease and lacks structural defects that affect its usefulness.

SOW – A female pig that has given birth

SUBCUTANEOUS (SQ) INJECTIONS----Are accomplished by inserting the needle just under the skin and not into the muscle. This is important because SQ injectables are designed for a slower rate of absorption or are highly irritating to muscle tissue

SUBSTANCE----Amount of bone.

TRACE MINERALS(TM)----minerals that are required in very small amounts

SOBRATO AG DEPARTMENT
AG FARM USE CONTRACT

Exhibitor (print) ______________________________ Date: ____________

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: ____________

Species (Circle One) Sheep Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

1 The student agrees to pay all expenses incurred to Sobrato FFA
2 Clean pens every day and keep a clean, organized stall and barn
3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
4 Keep the pen, feed room, and livestock area clean at all times
5 Participate in required clean-up days
6 Pen must be cleaned at completion of the project
7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: ______________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

- **e.** Exhibitors must serve their scheduled barn duties which include being on time, keeping the sheep, pens, aisles, and tack areas clean, and watering all hogs. If you are late to a barn duty, you may be required to serve an extra shift.
- **f.** All exhibitors are required to be present at the fair on weigh-day
- **g.** All exhibitors are required to attend the fair awards ceremony wearing their official jacket.
- **h.** All exhibitors are required to help clean up and load tack on the last day of fair
- **i.** All exhibitors are required to work together, follow instructions, and cooperate with a POSITIVE ATTITUDE
- **j.** Each exhibitor also agrees to allow any Sobrato FFA advisor to pick up his / her auction check from the fair.
- **k.** At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and the Ag Foundation (if livestock loan program was used). They must also pay any remaining bills to the Sobrato FFA and clean their pens at the school farm if facilities were used.

5. Disciplinary Procedures

- **a.** A "Three Strike" discipline system is used by the Sobrato FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike." Infractions include, but are not limited to, missing a project meeting / weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and / or during fair. Once a student has received three strikes, he / she forfeits his / her privilege to show with Sobrato FFA
- **b.** Other disciplinary problems may result in the removal of exhibitor and animal from school farm or fair, withdrawal of animal from fair livestock auction, and / or loss of showing privileges with Sobrato FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules.

Parent Signature	Date
Student Signature	Date

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: ______________________________

Parent: ______________________________

Advisor: ______________________________

SOBRATO FFA CHECK PROXY

Exhibitor (Print): ______________________ Date: _________

Fair (Circle One) Santa Clara San Benito Santa Cruz

Species (Circle One) Swine Sheep Pigs Goats

I, (the above named exhibitor) allow any Sobrato FFA advisor to pick up my livestock auction check for me from the above indicated fair.

If you have any questions, you may contact an advisor at the Sobrato High School Ag Department.

Parent Signature: ________________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

SOBRATO FFA MARKET HOG EXHIBITOR RULES

1. **Daily Activities**

    a. Spend time with your animal
    b. Thoroughly clean the pen every day.

2. **Periodic Activities**

    a. Attend, for the entire duration, all project meetings.
    b. Attend for the duration all weigh days at school
    c. Perform barn duty functions if your animal is at school
    d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. **Activities Prior to Fair**

    a. Send out as many buyers letters as you can
    b. Wash and clip hog approximately 2 weeks before show
        i. It is absolutely important that we wash it with a fungicide to prevent wool fungus.
        ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
    c. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors MUST wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
    d. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
    e. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. **Activities at the Fair**

    a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
    b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
    c. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.

WORK CITED

Al De Antoni: "A Guide to Writing Better Buyer's Letters."April 2006

Hilmar Agriculture Department: Market Hog Exhibitor Handbook

Iowa State University

Utah State University, University Extension, September 2005

d. Hogs must be regularly checked throughout the day by their owner
e. Exhibitors must serve their scheduled barn duties which include being on time, keeping the sheep, pens, aisles, and tack areas clean, and watering all hogs. If you are late to a barn duty, you may be required to serve an extra shift.
f. All exhibitors are required to be present at the fair on weigh-day
g. All exhibitors are required to attend the fair awards ceremony wearing their official jacket.
h. All exhibitors are required to help clean up and load tack on the last day of fair
i. All exhibitors are required to work together, follow instructions, and cooperate with a POSITIVE ATTITUDE
j. Each exhibitor also agrees to allow any Sobrato FFA advisor to pick up his / her auction check from the fair.
k. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and the Ag Foundation (if livestock loan program was used). They must also pay any remaining bills to the Sobrato FFA and clean their pens at the school farm if facilities were used.

5. **Disciplinary Procedures**

a. A "Three Strike" discipline system is used by the Sobrato FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike." Infractions include, but are not limited to, missing a project meeting / weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and / or during fair. Once a student has received three strikes, he / she forfeits his / her privilege to show with Sobrato FFA
b. Other disciplinary problems may result in the removal of exhibitor and animal from school farm or fair, withdrawal of animal from fair livestock auction, and / or loss of showing privileges with Sobrato FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules.

Parent Signature ______________________ Date ______________

Student Signature ______________________ Date ______________

SOBRATO FFA CHECK PROXY

Exhibitor (Print): ______________________ Date: _________

Fair (Circle One) Santa Clara San Benito Santa Cruz

Species (Circle One) Swine Sheep Pigs Goats

I, (the above named exhibitor) allow any Sobrato FFA advisor to pick up my livestock auction check for me from the above indicated fair.

If you have any questions, you may contact an advisor at the Sobrato High School Ag Department.

Parent Signature: _______________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

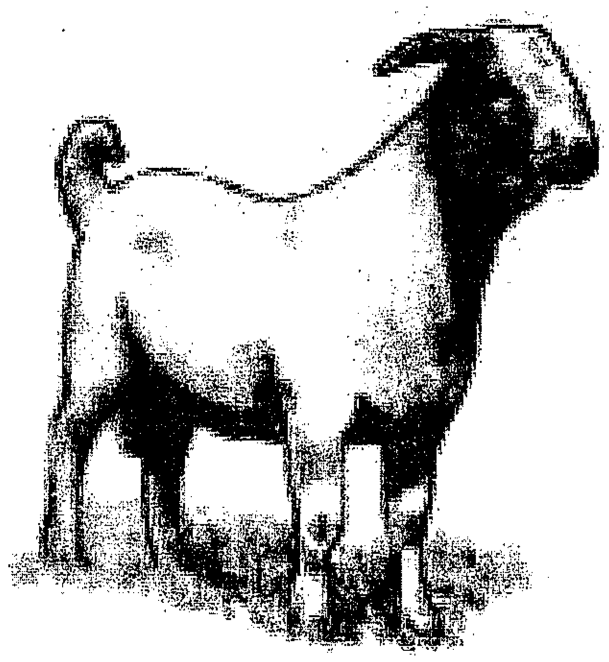
Student: ______________________________

Parent: _______________________________

Advisor: ______________________________

Morgan Hill-Sobrato FFA

Market Goat Exhibitor Handbook



FOREWARD

The purpose of this handbook is to assist you in successfully raising a market goat project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your projects, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market goat project. With hard work and dedication, your project will be a success!

Mr. Stebner
Morgan Hill – Sobrato FFA Goat and Goat Advisor

ACKNOWLEDGEMENTS

This is dedicated to the memory of Butch Russell who spent his life helping livestock exhibitors across the country. He helped everyone he encountered on one condition, that "they would use the information they learned to help another."

Thank you Hilmar Agriculture Department for the direction and information contained in much of this booklet.

Mr. Rich Knapp, founding Principal at Sobrato Agriculture Department, for having the drive, support, and dedication to allow agriculture programs to continue in the Silicon Valley. Teaching agriculture to urban youth is of extreme importance.

To the approximately 500,000 FFA members in the United States for actively pursuing the future of agriculture. You are the future of America. Thank You!

TABLE OF CONTENTS

WHAT YOU SHOULD KNOW BEFORE BUYING A MARKET GOAT PROJECT

1. A goat project can be very exciting and rewarding or a very frustrating and discouraging project depending on the amount of time and energy you are willing to put into the project.
2. The duration of a market goat project is anywhere between 3-4 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising a market goat is not a hit and miss proposition, you must be consistent in how you raise your market animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being, including: feed, water, shelter, health, exercise, etc.. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

GETTING READY FOR YOUR MARKET GOAT PROJECT

1. If you are housing your animal at the Sobrato Ag Farm, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home, make sure your advisor comes to your home to approve your pen. Some following suggestions should be read over before you bring your animal home
   a. Protection from cold drafts, rain and the sun. It should be large enough to allow your animal to move about (15' x 20'). It should be tall enough to prevent jumping out or animals jumping in (at least 5 feet).
   b. Shade / Shelter should be provided in the pen. Shavings will be introduced well before fair time to prevent any bloating or impaction from eating shavings.
   c. Adequate feeding and watering facilities must be provided. Keep the bucket at shoulder height to the animal. It should be removable so you can clean it daily.
   d. The fencing and floor should be free of loose wire, nails and boards. The fencing should also not have spaces big enough for the goat to squeeze through or predators to get in.
   e. It should be sturdy enough to prevent the animal from getting out
   f. It should be on bare ground with no access to weeds, grass, trees, or grass.
3. You should purchase the appropriate feed prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.
4. If you are raising multiple animals, have an area where you can separate the animals to feed them separately – feeding individually is essential.

RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

1 Feed trough that can hang from a stall at shoulder level to the goat
2 Plastic water bucket with a handle to carry and clip to the fence
3 Tool box or tack box to put equipment into
4 Canvas Blanket to fit a 120 pound goat (sullivansupply.com or vittetoeinc.com/)
5 A show goat chain. Make sure that it fits properly and will allow room to grow but not slip off easily:
6 Brush
7 Change of coveralls to keep clothes clean when feeding before and after school
8 Rubber boots or old tennis shoes for cleaning out your pen

PURCHASING YOUR ANIMAL

1. How much should I spend?
    a. Only what you are willing to lose. There is no guarantee when dealing with market animals. Sometimes an animal dies or doesn't do as well as we expect.
    b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
    c. Goats range from $200 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market goat project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
    a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals. He then brings them to school where students pick the animals.
    b. Purchase an animal on your own: You ABSOLUTELY MUST get advisor's approval. Not every goat breeder raises show goats. It's like a Honda and a Nascar – two different purposes.
    c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to. We highly recommend the Miller Moth Sale, as we attend it annually.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**

SELECTION

Your market goat project's success starts with selection. Selecting the right animal is incredibly important. Though feeding and exercising can improve any animal, there is only so much you can do with genetics.

If you are purchasing your goat at a farm, ask if the breeder can walk the animal around for you to see how it moves. If it is at a sale, you should ask to see the goat off of the goat stand as the stand can hide faults that you may not usually see.

<u>First Step:</u> Observe from a distance. Watch it walk.

1. Only purchase wethers (castrated males). Does (female goats) do not place well in market competitions as they do not have the muscle mass to be competitive.
2. If the goat is loose, watch it walk. Does it move freely or stiff with a limp? When it stands, is it cow-hocked, sickle hocked, or has any other structural problems?
3. When the goat is walking, it should keep its head high. Additionally, it should remain somewhat level along the back and hip. Goats that have a large dip behind their shoulder or slope off on their rump usually do not place as well. When walking, it should appear to be walking "up-hill," meaning that it does not hunker down in its brisket when walking.
4. The goat should stand with a wide stance in the front and the back. Avoid animals that have their legs close together when walking or standing still. This is a sign that it will not put on much muscle.
5. Watch the pastern joints. A goat should not be low on its pasterns. Instead, it should have a natural bend to them.
6. Cannon bone: The cannon bone is an indicator of growth. You want a goat to have a long cannon bone as this will indicate how tall it will be and potential weight when the fair comes around.
7. Bone: You want a goat with plenty of bone and mass. Try to avoid light, frail boned animals.
8. Forearm: You want your goats to show signs of having a muscular forearm. This is an indication of how well the loin and rear leg will develop as the animal matures.
9. Neck Length and set: The longer the neck the better. This is a sign of growth and maturity. You want a goat that has a long, feminine neck that comes out right on top of the shoulders. Additionally, it should tie in high and clean into the brisket
10. Balance: Balance can be described as "proportion." Everything of a goat should appear balanced and smooth.

<u>Second Step:</u> The "Hands-On" step.

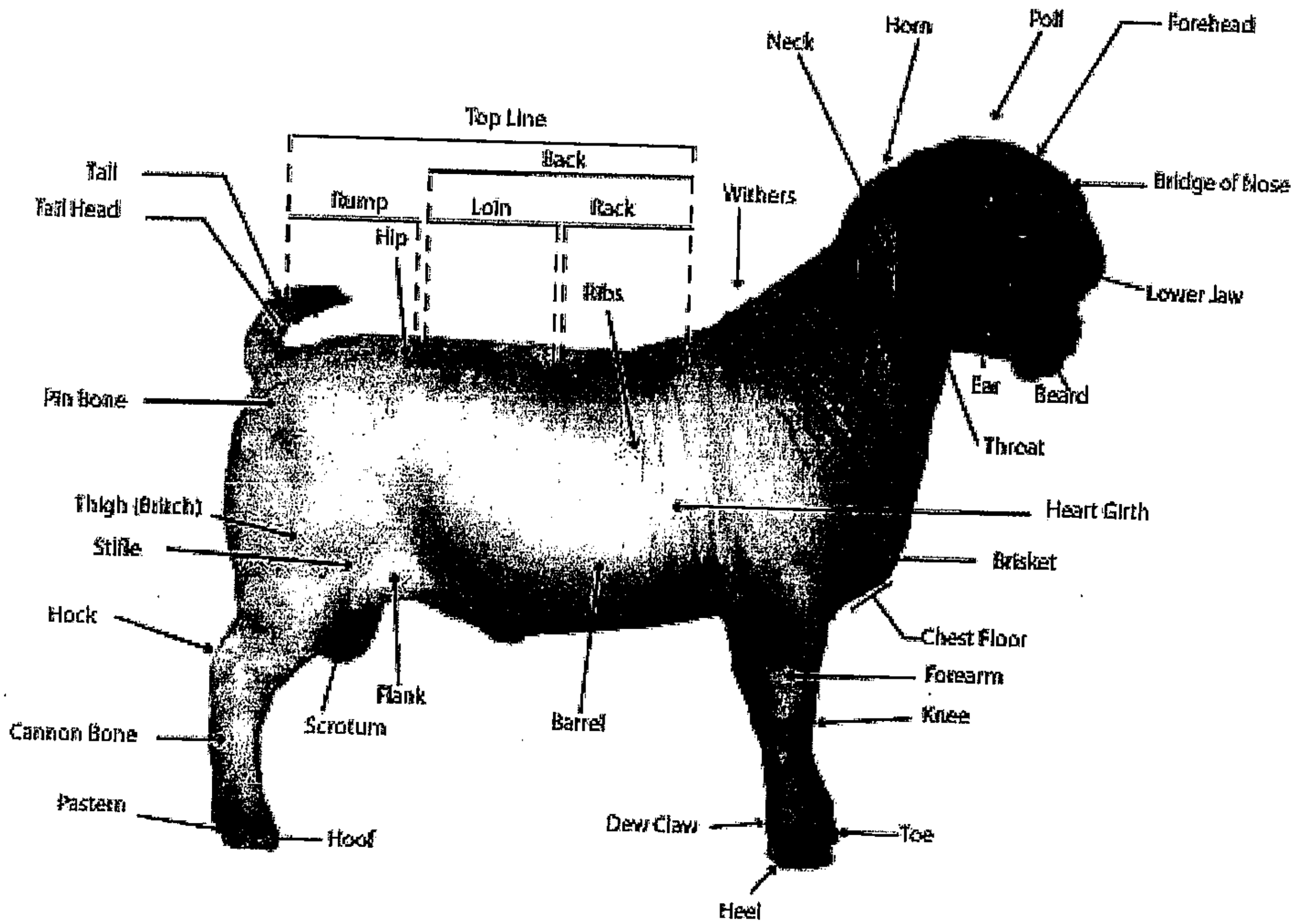
1. With your fingers held together, gently roll your hand over the ribs. See if you feel a distinct separation of each rib. You want to be looking for wide ribs.
2. Now very closely rub your fingers over the side of the ribs again. See if you can find any fat cover over the ribs...if you do feel a slight fat cover, cull as a prospect because they will get too fat over the rib for competition
3. When evaluating the top of the animal from the rear, it should start narrow at the shoulder and progressively get wider into a wide, full hip. Take your hand and feel over the top of the animal in the muscular part right behind the shoulder. This is called the rack and it will be the first part of the animal the judge handles. It should be wide and full. In thin animals, it may not be filled in but you should be able to feel some muscle shape in these animals. If the animal has condition over its ribs, a filled in loin, but still lacks a rack, do not purchase the animal because it will never develop a full rack.
4. From the top of the shoulder rub your finger down the backbone (spine). Gently take your thumb and roll it over the backbone. See if you can detect some natural top muscle. The more you feel and the wider the rack the better.
5. Next check the length of the loin. The loin is the portion that is between the last right and the point of the hip. The longer the better.
6. Next, check the hind-saddle. This is the area that is from the last rib to the tail of the goat. A good goat will have approximately 65% of its total length from the last rib to the dock.
7. Check the width, shape, and depth of the loin. Using your hand, you want to feel the width of the loin. The wider the better. In addition, check to see how flat the loin is in its shape. It should not feel round or have a roll to it. It should feel like you are handling a brick. A desirable loin will be wide at the hip than it is at the last rib.
8. The next step is to check how smooth the loin will transition into the hip. You should not see any gaps or dips where the loin meets the point of the hip. If the animal is thin this may be exaggerated. However, if the animal shows any signs of cover and it still has a dip, consider culling the animal as faults only get worse with age.
9. Moving back towards the hip, you want to make sure that the hip and rump is level with no slope. You want the top of the goat to be as level as possible. The hip should be flat and full, not round, with muscle on either side of the dock
10. The twist is the inner portion of the leg of goat. You want this to be full and deep. Goats develop more muscle with age, but if they do not have any twist to them consider culling this animal as it will never have any muscle.
11. Looking from the side of the animal, you want the leg to attach as low as possible towards the hock. Looking at the rear of the animal, the outer portion of the leg should have shape and definition and not be flat in appearance.
12. From the side the angle of their hocks should come straight down from the dock. If there is too much of an angle to the leg and the hock, avoid the goat as the problem will only get worse.
13. Lastly, check the hide of the animal. You want a tight, thin hide to your goats. A wrinkly, thick hide is undesirable and is best if you stay away from them.

14 It is recommended that you only purchase a Boer or largely Boer influenced breeder specifically bred for show goats.
15 Eye appeal. Goats will have a certain "look" to them. They should appear "pretty," athletic, and confident.

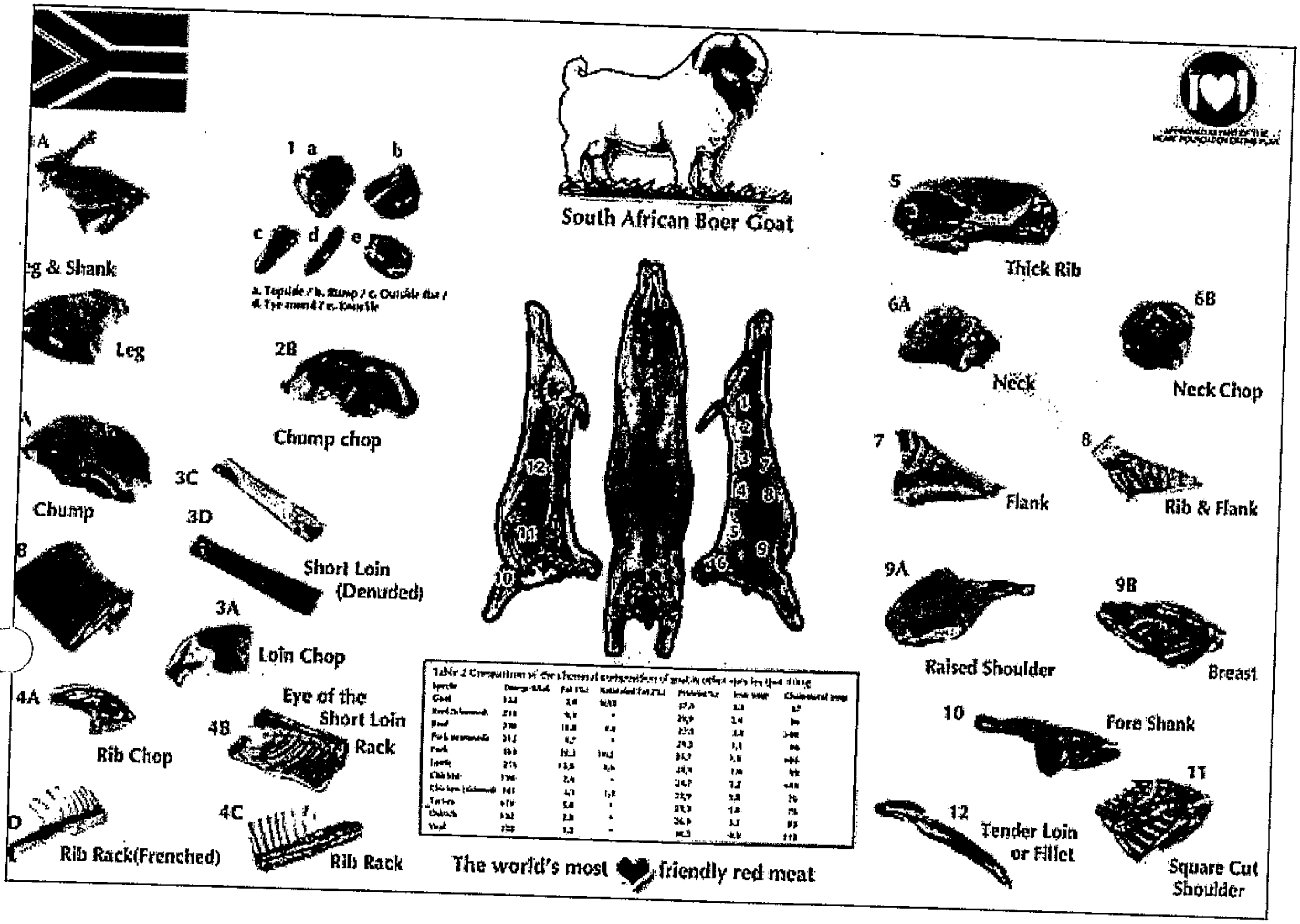
PART IDENTIFICATION FOR GOATS

Study this diagram well as the judge will ask you parts of this goat. In addition, this will help you in the proper selection of your market goat project.

American Boer Goat Association
Boer Goat Anatomy



RETAIL CUTS OF MEAT



DUTIES OF MARKET GOAT EXHIBITORS

1. Follow all instructions given to you by your advisor. Communication is the key to a successful project.
2. Pens must be cleaned every day. Rake the dried manure and straw into a pile and remove it from the pen. Then, take the wheel barrow and dump the remainder in the compost pile.
    a. Pens that are not cleaned daily will bring flies to the entire barn. This is not only rude to every other exhibitor, but it can be a serious health risk to the animals
    b. You will want to arrange a cleaning schedule with your pen mate
3. Make sure your animal does not go without feed (even for one feeding). Plan ahead and make sure that you purchase feed well before you run out. It is recommended that you purchase two bags of feed. When you run out of one, purchase another so you always have at least one full bag of feed. .
    a. Goats are creatures of habit. It is essential your animal is fed at about the same time every day, twice a day. If you cannot make a feeding, it is essential you make arrangements with another exhibitor.
4. If you are utilizing the Sobrato Ag Farm facilities you will be required to keep the facility clean and well kept and to take care of your animal in an appropriate way at all times.
5. All exhibitors will be required to meet with their advisor once a week to discuss the progress of their animal, to weigh the animals, showmanship suggestions, and informational meetings. These meetings will be schedules as much as possible around your schedule.
6. The Sobrato FFA Advisors employ a "Three-Strikes" system. If for any reason, you do not abide by any of the rules and / or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three strikes, you're out.
7. We also require students to write thank you letters for their buyers.
    a. Buyers are paying well over market price as a generous gift to you. It is absolutely important that you write a letter and deliver a small gift as thanks within a few days of purchase.
8. If you encounter any problems at all concerning your market goat project, some other person's animal, or the facilities, please contact your advisor immediately!

CARING FOR YOUR MARKET GOAT PROJECT

1. Clean your pens every day. Make sure the water bucket is cleaned every day. If you wouldn't drink out of it, your goat shouldn't either. Clean out feed buckets every day.
2. Observe your goat for body condition (fat), alertness, appetite and signs of coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occur, consult your advisor immediately.
3. The four main disease symptoms that you could encounter include:
    a. Respiratory
    b. Scours or diarrhea
    c. Changes in Body Condition
    d. Fever

   Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the goats temperature and notify your advisor if it is high or low.
4. Do not give any medications without consulting your advisor or veterinarian first.
5. Attend all weigh-in times and keep your exhibitor binder with you to record weight gain.

FEEDING YOUR MARKET GOAT PROJECT

General

1. Nutrition is the single most important aspect of raising a quality market goat project. Consistency is the key when feeding animals with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program will make the difference between a high quality animal and a poor quality animal. This means money. Always follow the advisor's recommendations.
2. One of the most overlooked elements is water. If the bucket isn't clean enough for you to drink out of it, the goat should not drink out of it. Always keep cool, fresh water available.

Hand Feeding

1. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal
   a. A scale should be used to accurately measure in pounds the amount of feed your feeding. "Coffee cans" do not work.
   b. As a general rule, a goat should receive 3-4% of its bodyweight to gain 1 pound a week.
2. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and then stick to them. There should be no more than a 30-minute variation in feeding times from day to day. Drastic changes in feeding can hurt your animal's health.
3. Whenever a new feed or increase in feed is introduced, the change should be made gradually over a few days.
4. Make sure that the animal is eating all the feed at each feeding. Feed that is not eaten at the end of the feeding should be taken out of the pen.
   a. Make sure you seal up your bags every day to keep rodents out and the feed from going stale.
5. If your animal goes off feed for more than one day, contact your advisor immediately. Generally, lack of appetite is the first sign of illness.
6. It may be necessary to add a supplement to the ration. The supplement will help in growth, appetite, feed efficiency, condition, and muscle. Check with your advisor before adding a supplement
7. Feed your animal off the ground. Hay should be given after the grain is cleaned up completely.
   a. Make sure that you clean up any spilled feed or alfalfa that is on the ground.
8. Weekly shots of b-complex are highly recommended. See your advisor for more information.
9. Feed wet: We want goats to have a trim appearance to them. One thing to do to help our cause is to add water to our goat's feed. Have you ever eaten a large

bucket of popcorn or dry food and then taken a large gulp of soda? Watch a goat after it eats a lot of dry grain. Its first inclination is take a large drink of water which will push out the middle of the goat. Our goal is to add enough water to the feed where it reaches the consistency of soup. Start slowly by spraying the feed with a water bottle to moisten it. Increase the amount every day until it reaches a soupy consistency. This will also help us in adding supplements and show shakes to the feed at fair when drenching is prohibited.

10. A few weeks before fair we will want to split their feedings into three separate rations. For example, if we were to feed 3 points of feed in a day, the ration would be split to a pound in the morning, one in the afternoon, and one in the evening. This will help tighten up the lines of the goat, or in other words, get rid of a belly. In addition, the smaller amount of feed in the stomach at a given time will help the metabolism to hold weight in larger animals. If we need to hold an animal's weight, this is one recommended way.
11. Alfalfa and long stemmed roughage is needed for animals. Without the scratch factor (scratching the side of the rumen) that alfalfa gives, the goat will be more prone to acidosis and will not be able to utilize the feed we are giving them. A solid handful of alfalfa twice a day is recommended unless otherwise stated by your advisor.

RUMINANT ANIMALS

Goats are amazing animals that can turn grass and roughages into great food. They do this because they are **<u>Ruminant Animals</u>**. Ruminant animals have four compartments to the stomach. These compartments are called the Rumen, Reticulum, Omasum, Abomasum. If you can't remember these, just remember to R.O.A.R.

Rumen: Has bacteria called "Microbes" that ferment feed so it can be broken down. After the feed has been fermented, the animal brings the food back up to be rechewed and swallowed. This is called RUMINATION

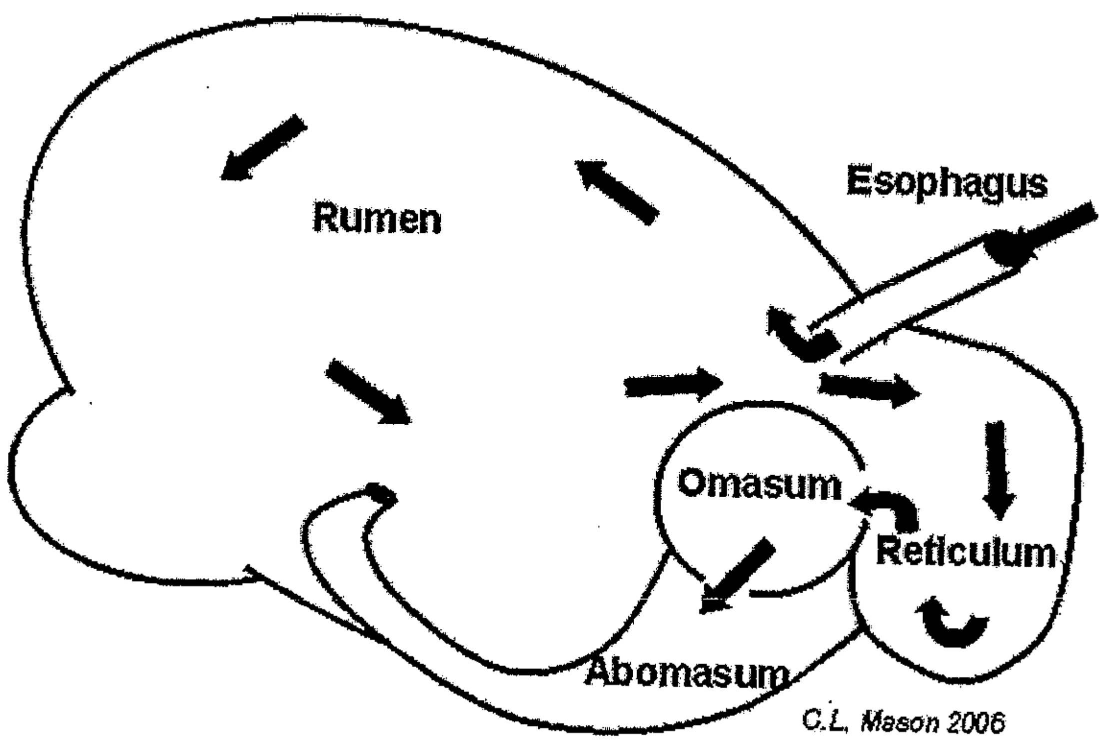
Reticulum: It is the trash stomach and catches any foreign matter.

Omasum: Has many folds to it and absorbs water

Abomasum: It is the true stomach that has stomach acid in it.

In order, it is the Reticulum, Rumen, Omasum, and Abomasum

Digestive flow of a ruminant stomach



TRAINING YOUR GOAT TO BRACE AND SHOW

Importance of Bracing

Bracing is a term given to making a goat "flex" by pushing into your leg. It is absolutely important that we teach these goats to brace early to avoid any frustration at the later stages of the project and at fair. It has been said that the difference between a good brace and a bad one is 1st place or 10th place.

Training to Brace

1. It is recommended that you purchase a goat that braces naturally. Bracing is a genetic trait and though it can be trained into a goat, it is easier for a novice exhibitor to buy a goat that already braces.
2. It is important that you practice bracing and showmanship every day for at least 10-15 minutes. Part of this should be spent on the brace-box (a board used for teaching bracing) and part of it spent in the show ring.
3. A goat is considered to be bracing when it is putting a slight pressure on your inner leg. You do not want a goat to "over brace" or stretch out too far. This is undesirable. Please see your advisor for individual lessons to learn the appropriate way to do this.

Training Showmanship

1. It is absolutely essential that you practice with your goat away from its pen mates and other goats
   a. If you do not practice out of sight of the other goats, the goat will never get used to being alone. This will result in a lot of frustration at fair time, and a lower placing in both market and showmanship. Practice away from other goats.
2. It is just as important for you to practice with your goat for your sake as for your goat's sake. Both of you need practice, and if you follow these steps you will do well. Practice is every day, not once a week.
3. We cannot stress enough the need to constantly teach your goat to walk.

"Champions aren't made in the ring, they are merely recognized there. If you want to see a champion, look at their daily routine." Evander Holyfield.

SHOWMANSHIP

1. Goats are a great animal to show because it is truly up to you to make the animal look its best. You can start with the best animal in the barn but ruin it in showmanship. On the other hand, you can make a goat place much better by showing it better than anyone else can. The difference can truly be champion or 5^{th} place.

2. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and hide weak points in the animal.

3. Success in showing begins at home or at the farm. You and your animal cannot learn proper showing techniques at the last minute. It is important that you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must be "trained" as well.

4. When presenting the animal, the exhibitor should be properly groomed and wearing the official FFA uniform.

5. Listed below are a few general characteristics of a good showman. More technical information will follow.

A Good Showman

1. Is confident in his / her own abilities and shows this confidence to the judge
2. Understands the importance and purpose of showmanship techniques
3. Knows where the judge is at all times
4. Is conscious of the appearance of his / her animal at all times
5. Works the animal calmly and smoothly
6. Is not distracted by people or events outside the show ring
7. Starts showing from before they enter the ring to the exit of the ring
8. Is courteous to the other exhibitors in the ring
9. Displays good sportsmanship by congratulating (shaking hands) with all winners and accepting congratulations graciously.
10. Gives his / her best effort every time.
11. Shakes the hand of the judge and says "Thank You" no matter how they place.

B. Setting up Your Goat

1 The objective of showmanship is to make your animal look good while hiding the faults. The following guidelines are to help you learn the basics.

2 Never get between the goat and the judge. What we mean is at no point should the judge be able to see your back. He or she wants to see the goat, no you. Always have the goat between you and the judge

3 Never walk behind or over the goat, always in front of it.

4 The feet and legs should always be set up square (like a table). The front legs should come straight down from the shoulder. They should not be placed too far forward or backward as this will make the front end look heavier (an undesirable trait). To move the feet, take your free hand and gently grab the leg at a joint (knee or hock) and move that limb to the right place. Always set up the leg closest to the judge first. Applying a small amount of pressure to the goat to make it put weight on the newly moved leg will make sure that the leg stays where you want it to be.
5 **Neck:** The neck should be at a 90 degree angle to the back of the goat. You do not want the angle to go below or above this.
6 **Head and Nose:** The nose of your goat should be parallel to the ground and pointing straight forward.

The back: The back should always be level. Since we select for strong topped goats, a goat's top will usually sway or dip if set up too wide. On the other hand, if the top has a bulge in it (called roaching); a gentle pinch over the last rib will make the goat flatten out.

MORE SHOWMANSHIP TIPS

Like any other activity, some people are natural showmen. All exhibitors can learn techniques and improve their showmanship skills. Showmanship can be broken down into two parts: pre-show preparation and show ring. Before the show begins, exhibitors should go look at this show ring and become familiar with it. Once the judge begins, if the exhibitor is not in the first class, he or she should watch the judge and see how he works the goats in the show ring.

Be sure that the chain and lead are secure. Be sure that your animal is clean and any straw or shavings ARE removed. Make sure that the nose; eyes and mouth are clean of any debris. Be sure that you look and your animal looks their best.

When the appropriate class is called, exhibitors should take their goats to the show ring. They should be courteous to fellow exhibitors at all times. If the ring stewards do not line up the goats, the exhibitors should find a good place where their goats will look their best. Avoid corners of the ring and leave yourself plenty of space between your goat and others. Set your goat up, making sure the legs are set properly and keep the body, neck and head in a straight line, with the goats head up and alert. Always show with both hands. Do not put your free hand behind your back; use your free hand to keep the goats head and body straight.

A good showman must be alert and know where the judge is at all times

Always remember to keep your eye on the judge! Remain calm and concentrate on showing. In large classes it may be 20 minutes before the judge handles your goat so you must be patient and let your goat relax.
Set you goat up and be ready before the judge gets to you. Be careful not to cover your goat up with your body and block the judge's view. Always keep your goat between you and the judge.

After the judge handles your goat he will usually step back and look at him. Be sure

to keep his head up and body, neck, and head in a straight line. Keep one eye on the judge and one eye on your goat. It is your responsibility to watch the judge and not miss a decision.

If your goat does not get pulled the first time don't give up. Continue to keep him set up, remain alert and keep one eye on the judge. If your goat gets pulled, circle him out of the line and follow the directions of the ring steward, making sure to continue to keep an eye on the judge. Move your goat with style and at a steady, moderate pace. Not too fast and not too slow.

Remember to keep showing at all times. The class is not over until the ribbons are passed out. Most fairs and progressive shows have some sort of showmanship contest, so remember to always be a good sport and shake the hand of the class winner. Hopefully it will be you. Be a humble winner and a graceful loser.

Pointers in the show ring

- Leave enough space when you stop
- Always be on time to your class
- Set up the feet that are closet to the judge first
- ALWAYS keep the goats head up and straight
- ALWAYS have confidence

EXAMPLES OF SHOWMANSHIP

This showman has done a tremendous job of getting both legs into correct position. Notice how the goat is bracing into her inner thigh, not her knee. The neck is at a perfect 90 degree angle with the nose pointing directly forward and parallel to the ground. The back is straight and strong. The rear legs are slightly off position. Some judges want the goats braced constantly and some do not, so it is always a good practice to research the judge and watch earlier classes before you go into the ring. However, constant bracing is slowly becoming the standard.

EXERCISING YOUR MARKET GOAT PROJECT

Exercise if done at the right time, in the right way, and in the right amount is absolutely essential to the success of your market goat project. Remember, these goats should be treated as athletes with the utmost attention to nutrition and exercise. First, we will dispel some myths about show goat exercises and then discuss the proper ways to exercise your animal.

<u>Myth #1:</u> I can build more muscle into my market goat

A goat is only born with the potential for muscle. There is no way to improve what was never given to you by genetics. If you have a goat that is narrow made, lacks top and volume of muscle, it will never develop adequate muscle shape no matter how much you feed and exercise. Start with a goat that shows the genetic potential for muscle and improve upon what genetics has already given you.

<u>Myth #2:</u> Jumps, Ramps, and Elevated feeders will build muscle in my goat

About 20-25 years ago we used to use elevated feeders, hurdles, and jumps...heck, everyone was. We began thinking that it would increase the volume of muscle and amount of definition by making a goat stretch and jump. Jumps and Hurdles do very little for the market goat. In fact, they do more damage than good. A goat only jumps for a fraction of a second and that may increase definition. However, the shock coming down from the ramp will eventually break down the pastern joint, build up mass of shoulder, and create a structurally unsound animal. Do not use hurdles or jumps.

Another common practice is feeding with a ramp or elevated feeder forcing the animal to stretch and put weight on their back legs. Though this can help build muscle definition, it will also put unneeded stress on the hip / loin junction of the animal. Over time, this stress will break down this muscle and lead to a very undesirable trait that will hurt your chances of placing high in a market class.

<u>Myth #3</u>: I should walk my goat right when I get it.

Most of the frame growth of our goats happens in the first 60 pounds. By exercising the animals before this weight, we are burning up needed calories for growing muscle, bone, and size. This will stunt our animal and prevent it from reaching its full potential. Unless specifically instructed to by your advisor, do not exercise your goat heavily until the 70 pound mark.

<u>Myth #4</u>: A 5 minute walk is good enough exercise for my goat

Have you ever seen the build of an Olympic sprinter? They are muscular, toned, and fit. We need our club goats to appear that way. Walking long distances will create a body more akin to a marathon runner, trim but no mass. We want to avoid this. Instead, using short sprints and isometrics (covered later in this chapter) we want to create toned muscle. Incredibly intense, short sprints are the desired way to exercise your animal.

Myth #5: The more exercise the better

Though we do want to strictly exercise our animals, too much of a good thing may not be best. We want these goats to finish (have fat) by show.

Myth #6: I should always exercise after my goat eats

Have you ever seen the regiment of body builders? They go through an intense exercise routine and then consume calories to replenish their bodies and allow new protein to be formed and laid down as muscle. As a goat exercises, it burns up excessive calories that are already in the system, preventing what is left to be stored as fat. In addition, the exercise will create a hunger response in the animal that will cause it to consume more feed to be converted into weight gain and muscle. Exercise your goat, let it cool down for a minute or two, then offer grain and alfalfa.

ISOMETRIC EXERCISES

Though I did not invent isometrics and cannot take credit for their application to club goats, we have successfully used it in our program for over a decade. If used correctly, your goat will gain great definition to its stifle and loin. In addition, it builds up stamina in the show ring by creating higher tolerances to lactic acid build up. This tolerance will allow your animal to maintain a brace longer than the other goats in the ring, resulting in a better goat during the last and most important stages of market and showmanship classes.

Tens of thousands of people have read the following article which was published on several websites. We still receive calls today over 7 years later about the success of this program. Once again, I cannot take credit for the initial application of isometrics to club goats as the true professionals were pioneers in that aspect. The following is simply an article based upon our application of Isometrics in our training program.

Shaping Up: The Benefits of Isometric Exercises for Your Show Goat
By Scott Stebner

While club goat enthusiasts have been on a quest to increase muscle mass and firmness in their show goats by chasing after the latest in feed supplements or by looking towards high tech methods of exercise, I feel that we have neglected a very simple, but very productive means to building maximum muscle tone, shape and volume.

Muscle structure is much the same in any animal. The basic muscle physiology of a cat is similar to that of a horse, and that of our show goats is akin to our own body. With these close similarities, I see every reason to look towards human exercise techniques, mainly those used by body builders (people who are acutely concerned with muscle size and tone) to further understand and enhance our show goats' exercise routines.

What I am referring to is a simple program of isometrics. This form of exercise involves muscular contractions, during which no shortening or lengthening of muscle occurs. In other words, there is no movement, but a constant and equal force or strain is placed on the muscles. This strain is achieved through pushing, pressing, or pulling against an immovable object. When performed properly, isometric exercises are capable of producing a deep level of muscular development. They burn calories, strengthen and tone muscle groups, improve the ability to hold a contraction, and increase muscle size. The key to applying the concepts of isometric exercise to our club goat workout program is finding a way to adapt the techniques of isometrics to the unique needs of our animals. We need to find ways to isolate the target muscles with specific exercises that can be done with goat.

Where isometrics differ from our usual exercise and strength training is that instead of repetition (isotonic exercise), duration is emphasized. For example, instead of performing ten push-ups, one would push off the floor to a bent arm position and hold for ten seconds. We are looking for equal and sustained resistance.

So how does this apply to your goat and your program? How do you get your goat to perform isometric exercises? I believe our exercise programs need to be two tiered; the first involves conditioning and calorie burning, the other is more focused on building and defining muscle. Since the muscle groups should be warmed up before performing isometrics, we suggest that you focus on calorie burning and conditioning as your "warm-up". Whether you track, treadmill, or walk your goats, isometric exercises should be performed after your usual workout. The reason is that isometrics deals with a constant pressure on the muscles, and since it is the tearing of these muscle fibers and the rebuilding of them that leads to increased bulk and definition, we want the muscles of our show goats to be stretched and warm before we put this force on them. As with any athlete, after strenuous exercise, there must be a cool down period. This could be as simple as a leisurely walk home, allowing the goat's respiration and heart rate to return normal.

Now that we know when to perform isometric exercise, how do we do them and which muscle groups shall we target? The exercise that I describe targets the loin and leg. I suggest that you find a hill, slant, (or for those of you in Nebraska, a goat stand) at about a forty-degree incline. Place the goat's front legs on level ground at the top of the incline. Gently push the goat's hind end down the incline so that he is now facing uphill. Be sure that the goat is not overextending his hind legs or that he is "breaking" at the loin, as this can damage the muscle group over the loin.

To start off, we push on the goat's brisket with one hand while holding the head in the other. Allow the goat to drop its head somewhat, as this helps to tense the muscles over the top line. At this point, the goat should be pushing into your hand, wanting to get to the top of the hill or incline. Offer just enough resistance to hold the goat steady in its place. When starting out, push for a count of five to ten seconds and then release. Keep in mind, we are teaching the goat at this stage as well as working the muscles. Try ten "sets" of this, with short rest periods in between, and then allow the goat on its final set to make its way up the hill and return to level ground.

Each day you should increase the duration of each set and decrease the number of sets. For example, after a week or two you could be working on three or four sets of a minute or two each. These numbers are not set in stone but will vary somewhat with the strength and condition of each goat. Notice how your goat's heart and respiration rates increase as he works against the static pressure of your hand. Just as your muscles may "quiver" as you reach muscle fatigue, so will the goats. This is your indication to stop the set and provide a rest period. When we were still showing, we would be working several goats, alternating them so that each goat would have a rest/recovery period back on level ground of a minute or two. After your last exercise, a short walk of three to four minutes should cool him down and stretch his muscles.

Once you understand the concept of working isolated muscle groups through isometrics, you will find new ways to work selected muscles that you target. Some experimentation and close observation on your part will allow you to tailor an exercise program to your goat's specific needs. One word of caution should be mentioned here. Goats that may be prone to prolapse need to be watched carefully when trying these exercises. Not only are you on a slant, which can put pressure on the rectum, but you are asking the goat to strain

his muscles in this position. If you are at all concerned that your goat may have this tendency to prolapse, you can perform these exercises on flat ground, and ask for less effort with each set. Again, adapt these exercises to your unique needs and situation.

In addition to building muscle mass and increasing definition, isometrics have other benefits. Since the heart and respiratory rates are increased, extra calories that would ordinarily be converted to fat and extra gain will be burned. It will also prepare your goat for the work to be done in the show ring. In the ring, your goat must be able to sustain a hard brace for long periods of time. As with any exercise, when muscle groups are strained there is a lactic acid build up. (Lactic acid is what causes the burning in your muscles that you feel during exercise). Isometrics teaches the body to handle this lactic acid build-up so your goat will be able to push harder and longer, and will show less fatigue in the show ring.

So what are the benefits of integrating isometrics into your daily exercise program? With time, you will notice increased definition and muscle mass. You will find the goat converting feed into lean muscle instead of additional fat. And finally, after a long day of showing, in that final drive your goat will have the endurance to keep a hard brace when it matters most.

NOTE

Since the publication of this article, the Brace Box has come into popularity. The brace box is a great way to train your goat to show and practice isometrics at the same time. See your advisor for instructions on building or using a brace box.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called "marketing" or "selling" your product. The simple fact that you are a member of the Sobrato FFA will likely earn you a minimum price for your animal. However, it is proven that "marketing" your animal can boost your returns substantially. I strongly encourage you to "promote" your product in the following ways.

All buyers letters must be approved before they are sent. All buyers letters must be delivered at least 4-6 weeks prior to the fair. You may want to write a personalized follow up card a week or two before the fair.

Most of you have written buyers letters in the past and may have done this year's already. The information listed above is intended to be used as a guide so use what you think will be helpful.

Things you should include in your Buyers Letter:

1. Information about yourself

*Tell them your name, age, and introduce yourself. This helps the buyer know whose letter they are reading. When they get to the fair it will help them make a connection with you. Some buyers are more likely to bid on animals raised by people they know.

2. Information about your project and club

*Some buyers like to hear about your animal, how you raised it, and what 4-H club you belong to. They may choose to bid on your animal based on your club affiliation if they recognize your club from your activities that they have heard about

3. The fair dates

*This helps the buyer because they will know when the fair is and that way they can attend the fair. If they have fun and enjoy themselves they would be more likely to come back. If they don't know the dates of the fair then they won't know when to come and look at your animals.

4. The sale dates, times and locations

*In order for the buyer to bid on your animal they will need to know when the auction is and where it is. If you can't get them to the auction then they can't bid on your animal and you won't sell it as easily.

5. Tell them how they can participate as a buyer

*This is important because if they are a first time buyer they can find out what they have to do. Providing potential buyers with all of the necessary information will make it easier for them to participate. The easier it is for them the more likely it will be for them to come to the fair and bid on your animal.

6. Inform them where they can get more information

*People sometimes have questions that you haven't answered in your buyer letter. This tells them where they can go to get answers those questions. Having affordable business cards with your name and contact information can be very effective.

7. Thank them for previous participation if they are a buyer from a previous year!

*If you do this, it may motivate the buyer to come back and bid again. It lets them know you appreciate them taking the time to come to the fair.

8. Personalize the letters

*This is good because most buyers like letters that are signed by a real person and not photocopied letter. They like their names on the letter not just Dear Buyer. The more individualized a letter is, the more likely a person is to read it.

9. Consider adding a picture of you and your animal

* This can help people see what your animal looks like. Some people think that pictures of animals are cute and this may help them decide to bid on your animal instead of somebody else's or not bidding at all.

If you are computer savvy, you can create a Tri-Fold pamphlet that addresses all of the aforementioned material.

10. Grammar and Spelling Count!

All buyers letters must be proof-read by an advisor before you send them. They absolutely must be perfect in grammar and spelling before they are sent out.

Other Guidelines

1. Hand deliver as many letters in uniform as you can. Be polite, professional, and friendly. Ask if a manager is present. Walk up to them with a smile, give a firm hand-shake, introduce yourself and why you are there. Ask them if there are any questions and leave them with the buyers letter. You are there to make an impression.

2. Do not limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way.

3. Don't limit the amount of letters you send. I have known people in the past that have hand delivered over 40 letters and they saw the fruit of their labor.

4. Involve your parents in deciding how to write your letters. Make sure the grammar, spelling, and appearance is professional. Your advisors are here to help in this regard.

5. Formally ask them to bid on or purchase your animal. Be polite.

6. If your buyers want to buy your animal, but cannot attend the auction, then they can sign a proxy that will give the Ag Program the authority to buy the animal for them. This form can be obtained from your Ag Teacher.

Buyer Letter Format

YOUR NAME
YOUR STREET

ADDRESS

CITY, STATE ZIP-0000

INVITEE NAME (or BUSINESS)
STREET ADDRESS
CITY, STATE ZIP – 0000

TODAY'S DATE

DEAR ______________________:

In the first paragraph talk about yourself and what you have done in FFA (example: My name is ________________ and this is my __________ year in the Sobrato FFA Chapter. Go on to tell them why you are writing them this letter (to invite them to bid on, purchase, or sponsor your project).

In the second paragraph talk about your project (species, breed, gender, where you got the goat from, and what you have learned). Additionally, you will want to include information about yourself. How is raising this animal beneficial to reaching your goals

In the third paragraph tell them when the fair and auction are. Invite the buyer to the fair. Encourage the buyer to go to the auction. Also, advise the buyer of the showmanship date and time for your species and encourage them to attend that event at the Fair. If they are unable to attend the auction, we can have someone bid on your animal for them. Additionally, if they do not want to purchase an entire goat, many people go on to purchase half of a goat with another party.

In the fourth paragraph, tell the buyer that you hope to see them at the Fair and hope they will consider bidding on one of your animals.

Sincerely,

Space for signature in blue or black ink

Your Name
Morgan Hill – Sobrato FFA Chapter

IMPORTANT TERMS FOR SHOWING GOATS

ABOMASUM----the fourth or true digestive part of a ruminant's stomach that contains gastric juices and enzymes that begin the breakdown of complex materials.

ACIDOSIS (grain overload)----When the pH of the rumen is abnormally low (<5.5). Signs of disease may include diarrhea, with or without blood

AVERAGE DAILY GAIN----The amount of weight gained each day.

$$ADG = \frac{\text{Present weight-previous weight}}{\text{Number of days between weights.}}$$

BALANCE----A smooth and harmonious blending of body parts.

BALANCED RATION----A ration containing nutrients in the correct proportion to nourish the animal properly for 24 hours.

BILLY ---- An intact male goat

BOLUS----a rounded mass of medicine.

BRISKET----The breast of the goat or goat, just below the neck

BUCK----A male goat used for breeding. In the United States, this term is sometimes used to refer to a male goat

CARCASS----The dressed body of a slaughtered meat animal.

CASTRATION----Removal of the testicles

COCCIDIOSIS----disease in feeder goats characterized by diarrhea, dehydration, loss of weight and weakness

COW-HOCKED----Hocks closer together than feet, hocks bend in as viewed from the rear

CRUDE PROTEIN (CP)----The total amount of protein in a feed, expressed as a percentage of the feed.

CULLING----The process of removing an inferior goat or goat from a flock/herd.

Cwt----An abbreviation for 100 pounds of weight

DEHORNING --- Removal of the horns. Can be done through a variety of methods.

DOE --- A female goat

DRENCHING----Treating goat for internal parasites with an oral dose of deworming medicine.

DRESSING PRECENTAGE----the carcass weight divided by the live weight.

EARLY MATURING----Reaches high proportion of mature size quickly: opposite of late maturing

ELASTRATOR----instrument used to apply heavy rubber bands (elastrator rings/bands) to tail and scrotum for docking and castration.

ENTEROTOXEMIA TYPE C---- disease that affects goats in the first two weeks of life causing bloody infection of the small intestine and rapid death.

FEED CONVERSION: The amount of feed to get one pound of grain. In goats it is between 5-7 pounds of feed to get one pound of grain.

FEEDER GOAT----A goat lacking in weight and/or finish that is usually placed in a feedlot for finishing to harvest weight and grade.

FIBER----The portion of a feed that is indigestible or slowly digested by ruminants. May be expressed as crude fiber, non-detergent fiber, acid detergent fiber, or effective fiber.

GESTATION----The time from the date the ewe is mated with the ram until the goats are born, usually 143 to 152 days

GRAIN OVERLOAD (acidosis)----See acidosis

HANGING WEIGHT----The weight of the carcass before any fat and bone have been trimmed

HINDSADDLE----The area of the goat or carcass from the last rib back, includes loin, leg and rump

INTRAMUSCLE (IM) INJECTIONS---- The route of administration of an injection. This is accomplished by inserting the needle straight into the skin and deep into the muscle.

LETHARGY or LETHARGIC---- An animal which is slow to react, lacks energy, and is often sick.

LOIN----The part between the last rib and the hip bones

MARBLING----The fat within the muscle.

OMASUM----the third part of a ruminant stomach located between the reticulum and the abomasum.

PALATABLE or PALATABILITY----The taste and texture of forage. A forage that is highly palatable has a pleasant taste and texture.

POLLED----Naturally hornless

PROTEIN SUPPLEMENT----A feed that contains a high density of protein and is used to supply additional protein in the ration.

RECTAL PROLAPSE----When a portion of the rectum protrudes past the anus.

RUMP----The area between the hip bones and the tail head.

RUMINANT----Animals that have a four-compartment stomach (rumen or paunch, reticulum or honeycomb, omasum or manyplies, and abomasum or true stomach

SCOURS----diarrhea

SICKLE -HOCKED----A hock that has too small of an angle made by the leg above and below the hock, as viewed from the side.

SOUNDNESS----a:) If there are no weak spots in the wool: b:) When an animal is free from disease and lacks structural defects that affect its usefulness.

SUBCUTANEOUS (SQ) INJECTIONS----Are accomplished by inserting the needle just under the skin and not into the muscle. This is important because SQ injectables are designed for a slower rate of absorption or are highly irritating to muscle tissue

SUBSTANCE----Amount of bone.

TRACE MINERALS(TM)----minerals that are required in very small amounts

URINARY CALCULI---- A metabolic disease of male goats characterized by the formation of stones within the urinary tract. It is caused primarily by an imbalance of dietary calcium and phosphorus.

WETHER----A male goat that as been castrated at an early age.

YEARLING---- A male or female goat between 1 and 2 years of age

SOBRATO FFA MARKET GOAT EXHIBITOR RULES

1. **Daily Activities**

   a. Spend time with your animal
   b. Thoroughly clean the pen every day.

2. **Periodic Activities**

   a. Attend, for the entire duration, **ALL** project meetings.
   b. Attend for the duration **ALL** weigh days at school
   c. Perform barn duty functions if your animal is at school
   d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. **Activities Prior to Fair**

   a. Send out as many buyers letters as you can and personally deliver them
   b. We HIGHLY recommend a buyer before you take your animal to fair.
   c. Wash and clip goat approximately 1 week before show
      i. It is absolutely important that we wash it with a fungicide to prevent fungus.
      ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
   d. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors MUST wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
   e. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
   f. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. **Activities at the Fair**

   a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
   b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
   c. Exhibitors must be in the goat barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   d. Goats must be regularly checked throughout the day by their owner

e. Exhibitors must serve their scheduled barn duties which include being on time, keeping the goat, pens, aisles, and tack areas clean, and watering all goats. If you are late to a barn duty, you may be required to serve an extra shift.
f. All exhibitors are required to be present at the fair on weigh-day
g. All exhibitors are required to attend the fair awards ceremony wearing their official jacket.
h. All exhibitors are required to help clean up and load tack on the last day of fair
i. All exhibitors are required to work together, follow instructions, and cooperate with a POSITIVE ATTITUDE
j. Each exhibitor also agrees to allow any Sobrato FFA advisor to pick up his / her auction check from the fair.
k. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their goat, and the Ag Foundation (if livestock loan program was used). They must also pay any remaining bills to the Sobrato FFA and clean their pens at the school farm if facilities were used.

5. **Disciplinary Procedures**

a. A "Three Strike" discipline system is used by the Sobrato FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike." Infractions include, but are not limited to, missing a project meeting / weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and / or during fair. Once a student has received three strikes, he / she forfeits his / her privilege to show with Sobrato FFA
b. Other disciplinary problems may result in the removal of exhibitor and animal from school farm or fair, withdrawal of animal from fair livestock auction, and / or loss of showing privileges with Sobrato FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules.

______________________________ ____________________
Parent Signature Date

______________________________ ____________________
Student Signature Date

SOBRATO AG DEPARTMENT
AG FARM USE CONTRACT

Exhibitor (print) ______________________________ Date: ____________

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: ____________

Species (Circle One) Goat Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

1 The student agrees to pay all expenses incurred to Sobrato FFA
2 Clean pens every day and keep a clean, organized stall and barn
3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
4 Keep the pen, feed room, and livestock area clean at all times
5 Participate in required clean-up days
6 Pen must be cleaned at completion of the project
7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: ______________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

SOBRATO FFA CHECK PROXY

Exhibitor (Print): ______________________ Date: _________

Fair (Circle One) Santa Clara San Benito Santa Cruz

Species (Circle One) Swine Goat Pigs Goats

I, (the above named exhibitor) allow any Sobrato FFA advisor to pick up my livestock auction check for me from the above indicated fair.

If you have any questions, you may contact an advisor at the Sobrato High School Ag Department.

Parent Signature: ______________________________

Student Signature: ______________________________

Advisor Signature: ______________________________

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their goat, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Goat Pigs Goats Steers

Student: ______________________________

Parent: ______________________________

Advisor: ______________________________

WORK CITED

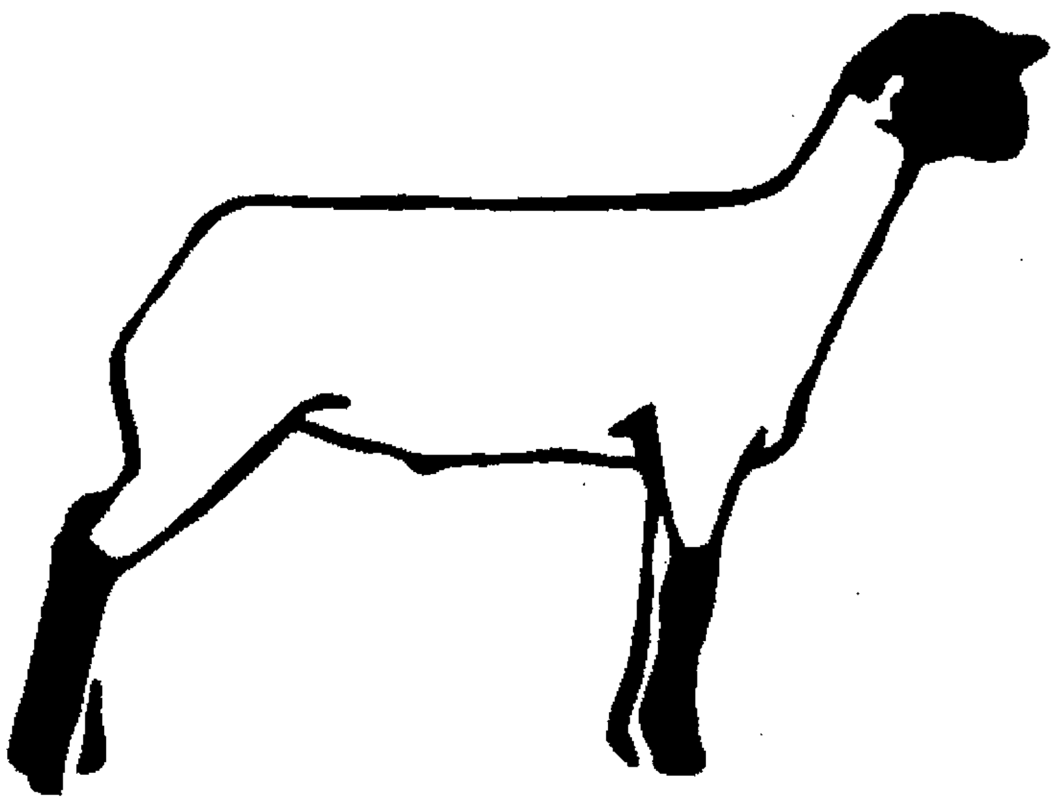
Al De Antoni: "A Guide to Writing Better Buyer's Letters."April 2006

Hilmar Agriculture Department: Goat Exhibitor Handbook

Stebner, Scott: "Shaping Up: The Benefits of Isometric Exercise for Your Market Goat Project" October, 2000

Morgan Hill-Sobrato FFA

Sheep Exhibitor Handbook



FOREWARD

Just about every positive memory I have involves sheep and youth livestock programs like 4-H and FFA. As my love for showing sheep grew to take me all over the country, I soon began to realize that it was not just about showing and winning, but the lessons, experiences, and life long friends that you make along the way. Sure, showing is a passion, a love that is in our blood. We show to win, work hard, and are often rewarded for our efforts. However, after the sheep were put away, the thrill of victory has warn off, and the FFA jacket hung up for the last time, the lasting friendships and amazing memories will always stay with us. Years from now, everyone remembers their time showing market lambs, but most importantly the people and experiences along the way.

The purpose of this handbook is to assist you in successfully raising a market lamb project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your projects, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market lamb project. With hard work and dedication, your project will be a success!

Mr. Scott Stebner
Morgan Hill – Sobrato FFA Sheep Advisor

ACKNOWLEDGEMENTS

This is dedicated to the memory of Butch Russell who spent his life helping sheep exhibitors across the country. He helped everyone he encountered on one condition, that "they would use the information they learned to help another."

Thank you Hilmar Agriculture Department for the direction and information contained in much of this booklet.

Mr. Rich Knapp. Principal at Sobrato Agriculture Department, for having the drive, support, and dedication to allow agriculture programs to continue in the Silicon Valley. Teaching agriculture to urban youth is of extreme importance.

The approximately 500,000 FFA members in the United States for actively pursuing the future of agriculture. You are the future of America. Thank You!

TABLE OF CONTENTS

WHAT YOU SHOULD KNOW BEFORE BUYING A MARKET LAMB PROJECT

1. A lamb project can be very exciting and rewarding or a very frustrating and discouraging project depending on the amount of time and energy you are willing to put into the project.
2. The duration of a market lamb project is anywhere between 3-4 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising a market lamb is not a hit and miss proposition, you must be consistent in how you raise your market animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being, including: feed, water, shelter, health, exercise, etc.. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

GETTING READY FOR YOUR MARKET LAMB PROJECT

1. If you are housing your animal at the Sobrato Ag Farm, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home, make sure your advisor comes to your home to approve your pen. Some following suggestions should be read over before you bring your animal home
   a. Protection from cold drafts, rain and the sun. It should be large enough to allow your animal to move about (15' x 20'). It should be tall enough to prevent jumping out or animals jumping in (at least 5 feet).
   b. Shade / Shelter should be provided in the pen. Shavings will be introduced well before fair time to prevent any bloating or impaction from eating shavings.
   c. Adequate feeding and watering facilities must be provided. Keep the bucket at shoulder height to the animal. It should be removable so you can clean it daily.
   d. The fencing and floor should be free of loose wire, nails and boards. The fencing should also not have spaces big enough for the lamb to squeeze through or predators to get in.
   e. It should be sturdy enough to prevent the animal from getting out
   f. It should be on bare ground with no access to weeds, trees, or grass.
3. You should purchase the appropriate feed prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.
4. If you are raising multiple animals, have an area where you can separate the animals to feed them separately – feeding individually is essential.

RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

1 Feed trough that can hang from a stall at shoulder level to the lamb
2 Plastic water bucket with a handle to carry and clip to the fence
3 Tool box or tack box to put equipment into
4 Canvas Blanket to fit a 120 pound lamb (sullivansupply.com or vittetoeinc.com/)
5 Rope or Nylon Halter:
6 Brush
7 Change of coveralls to keep clothes clean when feeding before and after school
8 Rubber boots or old tennis shoes for cleaning out your pen

PURCHASING YOUR ANIMAL

1. How much should I spend?
    a. Only what you are willing to lose.
    b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
    c. Lambs range from $250 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market lamb project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
    a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals. He then brings them to school where students pick the animals.
    b. Purchase an animal on your own: You ABSOLUTELY MUST get advisor's approval. Not every sheep breeder raises show lambs. It's like a Honda and a Nascar – two different purposes.
    c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**

SELECTION

Your market lamb project's success starts with selection. Selecting the right animal is incredibly important. Though feeding and exercising can improve any animal, there is only so much you can do with genetics.

If you are purchasing your lamb at a farm, ask if the breeder can walk the animal around for you to see how it moves. If it is at a sale, you should ask to see the lamb off of the lamb stand as the stand can hide faults that you may not usually see.

<u>First Step:</u> Observe from a distance. Watch it walk.

1 If the lamb is loose, watch it walk. Does it move freely or stiff with a limp? When it stands, is it cow-hocked, sickle hocked, or has any other structural problems?
2 When the lamb is walking, it should keep its head high. Additionally, it should remain somewhat level along the back and hip. Lambs that have a large dip behind their shoulder or slope off on their rump usually do not place as well. When walking, it should appear to be walking "up-hill," meaning that it does not hunker down in its brisket when walking.
3 The lamb should stand with a wide stance in the front and the back. Avoid animals that have their legs close together when walking or standing still. This is a sign that it will not put on much muscle.
4 Watch the pastern joints. A lamb should not be low on its pasterns. Instead, it should have a natural bend to them.
5 Cannon bone: The cannon bone is an indicator of growth. You want a lamb to have a long cannon bone as this will indicate how tall it will be and potential weight when the fair comes around.
6 Bone: You want a lamb with plenty of bone and mass. Try to avoid light, frail boned animals.
7 Forearm: You want your lambs to show signs of having a muscular forearm. This is an indication of how well the loin and rear leg will develop as the animal matures.
8 Neck Length and set: The longer the neck the better. This is a sign of growth and maturity. You want a lamb that has a long, feminine neck that comes out right on top of the shoulders. Additionally, it should tie in high and clean into the brisket
9 Balance: Balance can be described as "proportion." Everything of a lamb should appear balanced and smooth.
10 Parallel lines: You want to stay away from deep chested big bellied animals. The line of their top and bottom of belly should be parallel. .

<u>Second Step:</u> The "Hands-On" step.

1 With your fingers held together, gently roll your hand over the ribs. See if you feel a distinct separation of each rib. You want to be looking for wide ribs.
2 Now very closely rub your fingers over the side of the ribs again. See if you can find any fat cover over the ribs...if you do feel a slight fat cover, cull as a prospect because they will get too fat over the rib for competition

3 When evaluating the top of the animal from the rear, it should start narrow at the shoulder and progressively get wider into a wide, full hip. The shoulders should be tight and somewhat compact. Take your hand and feel over the top of the animal in the muscular part right behind the shoulder. This is called the rack and it will be the first part of the animal the judge handles. It should be wide and full. In thin animals, it may not be filled in but you should be able to feel some muscle shape in these animals. If the animal has condition over its ribs, a filled in loin, but still lacks a rack, do not purchase the animal because it will never develop a full rack.

4 From the top of the shoulder rub your finger down the backbone (spine). Gently take your thumb and roll it over the backbone. See if you can detect some natural top muscle. The more you feel and the wider the rack the better.

5 Next check the length of the loin. The loin is the portion that is between the last right and the point of the hip. The longer the better.

6 Next, check the hind-saddle. This is the area that is from the last rib to the tail of the lamb. A good lamb will have approximately 65% of its total length from the last rib to the dock.

7 Check the width, shape, and depth of the loin. Using your hand, you want to feel the width of the loin. The wider the better. In addition, check to see how flat the loin is in its shape. It should not feel round or have a roll to it. It should feel like you are handling a brick. A desirable loin will be wide at the hip than it is at the last rib.

8 The next step is to check how smooth the loin will transition into the hip. You should not see any gaps or dips where the loin meets the point of the hip. If the animal is thin this may be exaggerated. However, if the animal shows any signs of cover and it still has a dip, consider culling the animal as faults only get worse with age.

9 Moving back towards the hip, you want to make sure that the hip and rump is level with no slope. If you were to put a yardstick on the lamb (not literally), every inch of the yardstick should touch the back and rump. It should be level, what we call "T'ed Up"

10 The hip should be flat and full, not round, with muscle on either side of the dock

11 The twist is the inner portion of the leg of lamb. You want this to be full and deep. Lambs develop more muscle with age, but if they do not have any twist to them consider culling this animal as it will never have any muscle.

12 Looking from the side of the animal, you want the leg to attach at low as possible towards the hock. Looking at the rear of the animal, the outer portion of the leg should have shape and definition and not be flat in appearance.

13 From the side the angle of their hocks should come straight down from the dock. If there is too much of an angle to the leg and the hock, avoid the lamb as the problem will only get worse.

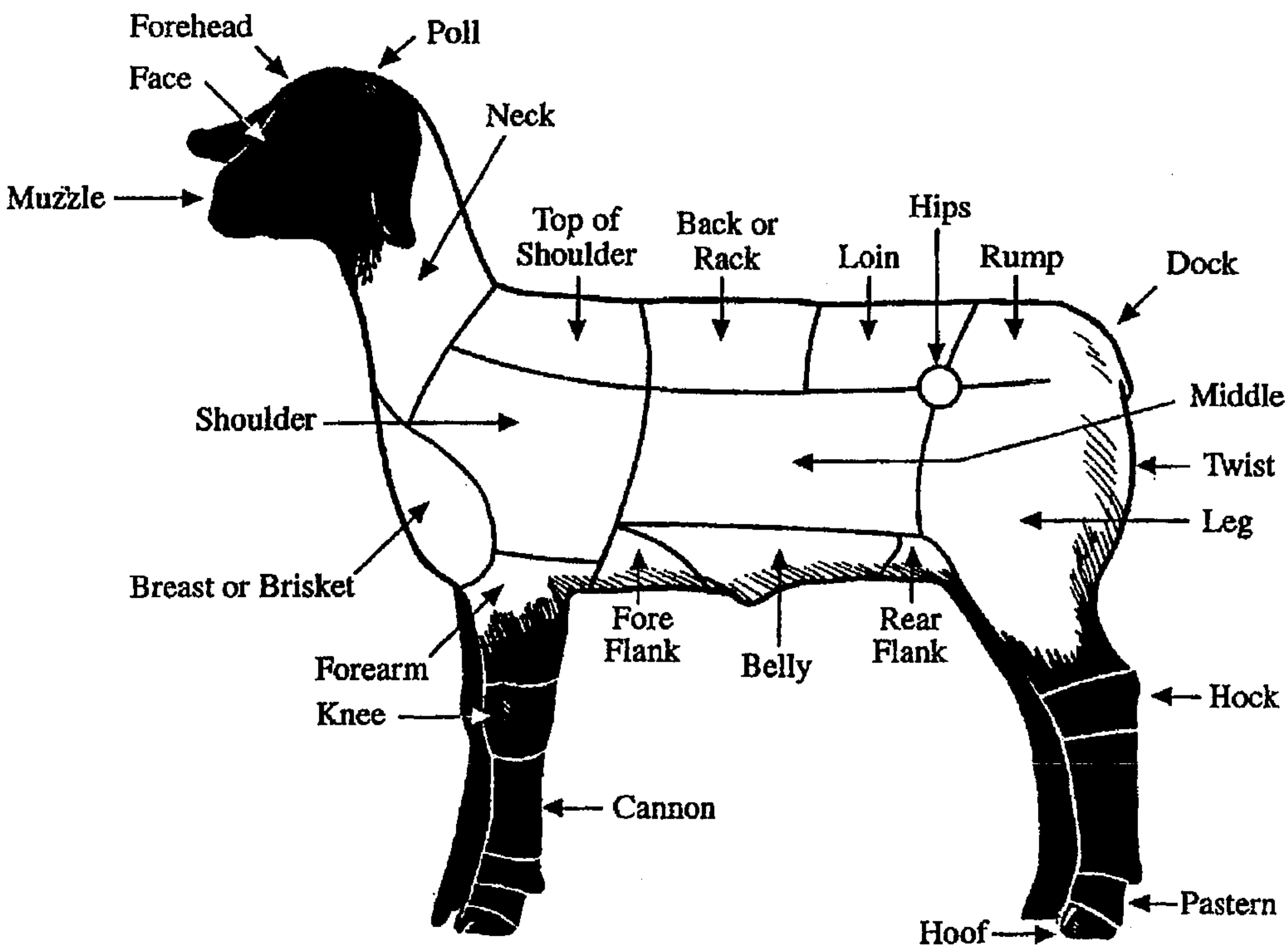
14 Lastly, check the hide of the animal. You want a tight, thin hide to your lambs. A wrinkly, thick hide is undesirable and is best if you stay away from them.

15 Breed and color of lamb is a personal choice and can be selected to suit a specific judge.

16 Eye appeal. Lambs will have a certain "look" to them. They should appear "pretty," athletic, and confident.

PART IDENTIFICATION FOR LAMBS

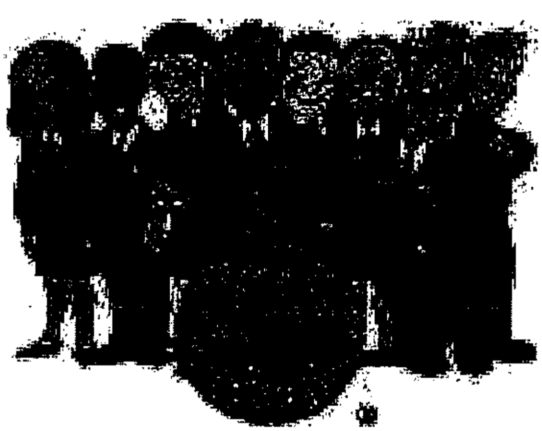
Study this diagram well as the judge will ask you parts of this lamb. In addition, this will help you in the proper selection of your market lamb project.



RETAIL CUTS OF MEAT

DUTIES OF MARKET LAMB EXHIBITORS

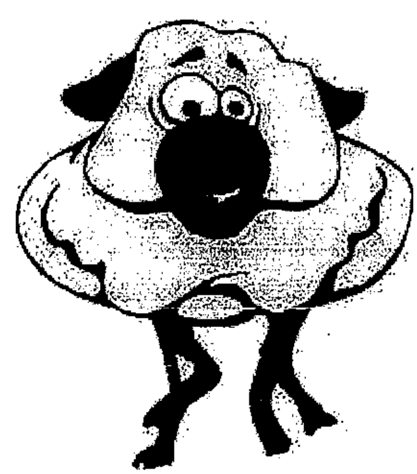
1. Follow all instructions given to you by your advisor. Communication is the key to a successful project.
2. Pens must be cleaned every day. Rake the dried manure and straw into a pile and remove it from the pen. Then, take the wheel barrow and dump the remainder in the compost pile.
   a. Pens that are not cleaned daily will bring flies to the entire barn. This is not only rude to every other exhibitor, but it can be a serious health risk to the animals
   b. You will want to arrange a cleaning schedule with your pen mate
3. Make sure your animal does not go without feed (even for one feeding). Plan ahead.
   a. Sheep are creatures of habit. It is essential your animal is fed at about the same time every day, twice a day. If you cannot make a feeding, it is essential you make arrangements with another exhibitor.
4. During hot weather, hose down the outside of the pen to keep the dust down. Damp, not muddy.
5. If you are utilizing the Sobrato Ag Farm facilities you will be required to keep the facility clean and well kept and to take care of your animal in an appropriate way at all times.
6. All exhibitors will be required to meet with their advisor once a week to discuss the progress of their animal, to weigh the animals, showmanship suggestions, and informational meetings. These meetings will be schedules as much as possible around your schedule.
7. The Sobrato FFA Advisors employ a "Three-Strikes" system. If for any reason, you do not abide by any of the rules and / or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three strikes, you're out.
8. We also require students to write thank you letters for their buyers.
   a. Buyers are paying well over market price as a generous gift to you. It is absolutely important that you write a letter and deliver a small gift as thanks within a few days of purchase.
9. If you encounter any problems at all concerning your market sheep project, some other person's animal, or the facilities, please contact your advisor immediately!



CARING FOR YOUR MARKET LAMB PROJECT

1. Clean your pens every day. Make sure the water bucket is cleaned every day. If you wouldn't drink out of it, your lamb shouldn't either. Clean out feed buckets every day.
2. Observe your lamb for body condition (fat), alertness, appetite and signs of coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occur, consult your advisor immediately.
3. The four main disease symptoms that you could encounter include:
    a. Respiratory
    b. Scours or diarrhea
    c. Changes in Body Condition
    d. Fever

   Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the lambs temperature and notify your advisor if it is high or low.
4. Do not give any medications without consulting your advisor or veterinarian first.
5. If fans are available, keep a large canvas blanket on your lamb at all times. This will protect the hide from becoming dirty and thick from flies, dust, and wind.



FEEDING YOUR MARKET LAMB PROJECT

General

1. Nutrition is the single most important aspect of raising a quality market lamb project. Consistency is the key when feeding animals with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program will make the difference between a high quality animal and a poor quality animal. This means money. Always follow the advisor's recommendations.
2. One of the most overlooked elements is water. If the bucket isn't clean enough for you to drink out of it, the lamb should not drink out of it. Always keep cool, fresh water available.

Hand Feeding

1. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal
    a. A scale should be used to accurately measure in pounds the amount of feed your feeding. "Coffee cans" do not work.
    b. As a general rule, a lamb should receive 3-4% of its bodyweight to gain .5 lbs a day.
2. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and then stick to them. There should be no more than a 30-minute variation in feeding times from day to day. Drastic changes in feeding can hurt your animal's health.
3. Whenever a new feed or increase in feed is introduced, the change should be made gradually over a few days.
4. Make sure that the animal is eating all the feed at each feeding. Feed that is not eaten at the end of the feeding should be taken out of the pen.
    a. Make sure you seal up your bags every day to keep rodents out and the feed from going stale.
5. If your animal goes off feed for more than one day, contact your advisor immediately. Generally, lack of appetite is the first sign of illness.
6. It may be necessary to add a supplement to the ration. The supplement will help in growth, appetite, feed efficiency, condition, and muscle. Check with your advisor before adding a supplement
7. Feed your animal off the ground. Hay should be given after the grain is cleaned up completely.
    a. Make sure that you clean up any spilled feed or alfalfa that is on the ground.
8. Weekly shots of b-complex are highly recommended. See your advisor for more information.
9. Feed wet: We want lambs to have a trim appearance to them. One thing to do to help our cause is to add water to our lamb's feed. Have you ever eaten a large

bucket of popcorn or dry food and then taken a large gulp of soda? Watch a lamb after it eats a lot of dry grain. Its first inclination is take a large drink of water which will push out the middle of the lamb. Our goal is to add enough water to the feed where it reaches the consistency of soup. Start slowly by spraying the feed with a water bottle to moisten it. Increase the amount every day until it reaches a soupy consistency. This will also help us in adding supplements and show shakes to the feed at fair when drenching is prohibited.

10. A few weeks before fair we will want to split their feedings into three separate rations. For example, if we were to feed 3 points of feed in a day, the ration would be split to a pound in the morning, one in the afternoon, and one in the evening. This will help tighten up the lines of the lamb, or in other words, get rid of a belly. In addition, the smaller amount of feed in the stomach at a given time will help the metabolism to hold weight in larger animals. If we need to hold an animal's weight, this is one recommended way.
11. Alfalfa and long stemmed roughage is needed for animals. Without the scratch factor (scratching the side of the rumen) that alfalfa gives, the lamb will be more prone to acidosis and will not be able to utilize the feed we are giving them. A solid handful of alfalfa twice a day is recommended unless otherwise stated by your advisor.

RUMINANT ANIMALS

Sheep are amazing animals that can turn grass and roughages into great food. They do this because they are **Ruminant Animals**. Ruminant animals have four compartments to the stomach. These compartments are called the Rumen, Reticulum, Omasum, Abomasum. If you can't remember these, just remember to R.O.A.R.

Rumen: Has bacteria called "Microbes" that ferment feed so it can be broken down. After the feed has been fermented, the animal brings the food back up to be rechewed and swallowed. This is called RUMINATION

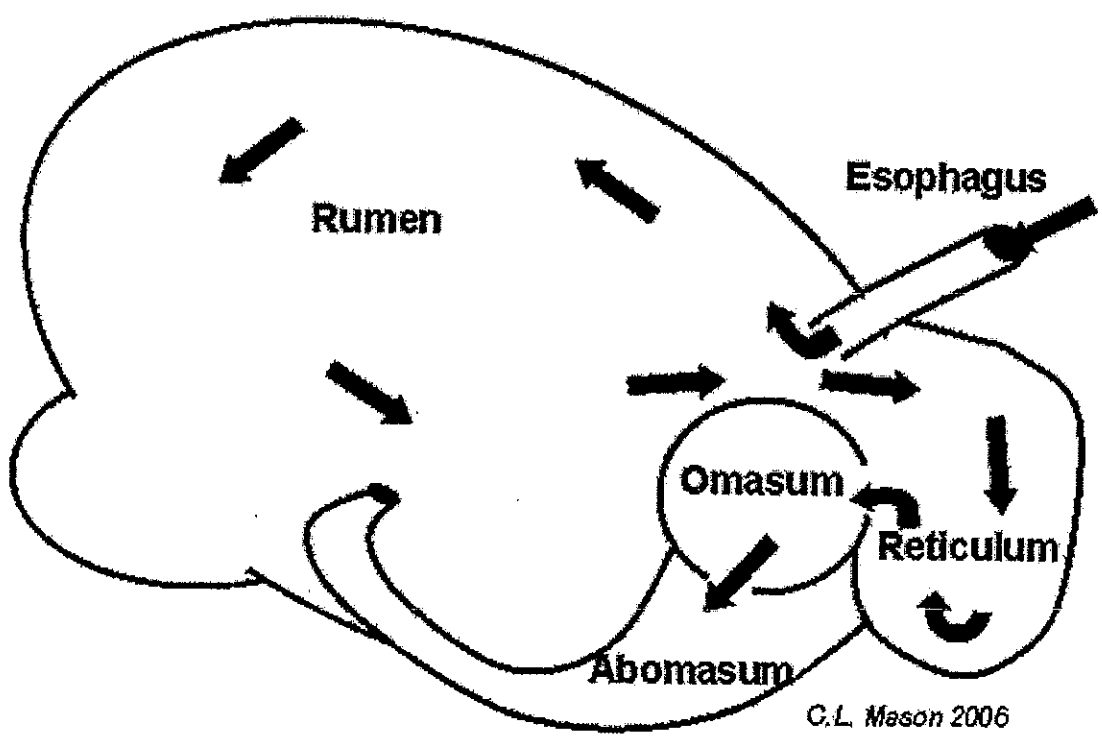
Reticulum: It is the trash stomach and catches any foreign matter.

Omasum: Has many folds to it and absorbs water

Abomasum: It is the true stomach that has stomach acid in it.

In order, it is the Reticulum, Rumen, Omasum, and Abomasum

Digestive flow of a ruminant stomach



TRAINING YOUR LAMB TO BRACE AND SHOW

Importance of Bracing

Bracing is a term given to making a lamb "flex" by pushing into your leg. It is absolutely important that we teach these lambs to brace early to avoid any frustration at the later stages of the project and at fair. It has been said that the difference between a good brace and a bad one is 1st place or 10th place.

Training to Brace

1. It is recommended that you purchase a lamb that braces naturally. Bracing is a genetic trait and though it can be trained into a lamb, it is easier for a novice exhibitor to buy a lamb that already braces.
2. It is important that you practice bracing and showmanship every day for at least 10-15 minutes. Part of this should be spent on the brace-box (a board used for teaching bracing) and part of it spent in the show ring.
3. A lamb is considered to be bracing when it is putting a slight pressure on your inner leg. You do not want a lamb to "over brace" or stretch out too far. This is undesirable. Please see your advisor for individual lessons to learn the appropriate way to do this.

Training Showmanship

1. It is absolutely essential that you practice with your lamb away from its pen mates and other lambs
   a. If you do not practice out of sight of the other lambs, the lamb will never get used to being alone. This will result in a lot of frustration at fair time, and a lower placing in both market and showmanship. Practice away from other lambs.
2. It is just as important for you to practice with your lamb for your sake as for your lamb's sake. Both of you need practice, and if you follow these steps you will do well. Practice is every day, not once a week.

"Champions aren't made in the ring, they are merely recognized there. If you want to see a champion, look at their daily routine." Evander Holyfield.

SHOWMANSHIP

1. Lambs are a great animal to show because it is truly up to you to make the animal look its best. You can start with the best animal in the barn but ruin it in showmanship. On the other hand, you can make a lamb place much better by showing it better than anyone else can. The difference can truly be champion or 5th place.

2. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and hide weak points in the animal.

3. Success in showing begins at home or at the farm. You and your animal cannot learn proper showing techniques at the last minute. It is important that you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must be "trained" as well.

4. When presenting the animal, the exhibitor should be properly groomed and wearing the official FFA uniform.

5. Listed below are a few general characteristics of a good showman. More technical information will follow.

A Good Showman

1. Is confident in his / her own abilities and shows this confidence to the judge
2. Understands the importance and purpose of showmanship techniques
3. Knows where the judge is at all times
4. Is conscious of the appearance of his . her animal at all times
5. Works the animal calmly and smoothly
6. Is not distracted by people or events outside the show ring
7. Starts showing from before they enter the ring to the exit of the ring
8. Is courteous to the other exhibitors in the ring
9. Displays good sportsmanship by congratulating (shaking hands) with all winners and accepting congratulations graciously.
10. Gives his / her best effort every time.
11. Shakes the hand of the judge and says "Thank You" no matter how they place.

B. Setting up Your Lamb

1 The objective of showmanship is to make your animal look good while hiding the faults. The following guidelines are to help you learn the basics.
2 Never get between the lamb and the judge. What we mean is at no point should the judge be able to see your back. He or she wants to see the lamb, no you. Always have the lamb between you and the judge
3 Never walk behind or over the lamb, always in front of it.

4 The feet and legs should always be set up square (like a table). The front legs should come straight down from the shoulder. They should not be placed too far forward or backward as this will make the front end look heavier (an undesirable trait). To move the feet, take your free hand and gently grab the leg at a joint (knee or hock) and move that limb to the right place. Always set up the leg closest to the judge first. Applying a small amount of pressure to the lamb to make it put weight on the newly moved leg will make sure that the leg stays where you want it to be.

5 **Neck:** The neck should be at a 90 degree angle to the back of the lamb. You do not want the angle to go below or above this.

6 **Head and Nose**: The nose of your lamb should be parallel to the ground and pointing straight forward.

7 **The back:** The back should always be level. Since we select for strong topped lambs, a lamb's top will usually sway or dip if set up too wide. On the other hand, if the top has a bulge in it (called roaching); a gentle pinch over the last rib will make the lamb flatten out.

8 **Bracing:** The lamb should constantly be bracing. It does not need to be pushing you over. However, a slight brace is essential to doing well.

C. Setting Yourself Up

1 In order to show your lamb correctly, you must get into correct position yourself. This can be frustrating and tiresome (it's a workout!), but once you understand the basics it is a LOT of fun! 90% of showmanship is with the legs and lower body.

2 **Heal to Toe, Toe to Toe:**

  a. We will refer to your two legs in the following ways.
    i. Opposite Leg: The Leg furthest from the judge
    ii. Near Leg: The leg nearest the judge

  b. On the leg and foot facing the judge (near leg), place the heel of your foot at the lamb's toe. This should cause your inner thigh of your near leg to rest on the far end of the lamb's brisket. Your leg should not be touching the throat of the lamb as this will make the animal cough. If done correctly, you will be pointing your toe towards the judge and feeling the lamb brace into your inner thigh

  c. **Opposite Leg:** Place your opposite toe pointing towards the lamb's opposite hoof. This will make your inner thigh and knee rest against the lambs shoulder. This can only be learned through hands on instruction, so see your advisor

3 You should cradle the lamb's head in your hands. The lamb's jaw should rest on the forearm that is closest to the judge with the hand away from the judge supporting the lamb's ear.

4 Your shoulders should face the judge with a slight bend backwards in your posture.

5 Eye contact is essential. Keep an intense, confident, but friendly look to you.

6 Practice right. Walk your lamb forward and set it up in 5 seconds with a perfect brace. If your lamb and you can do this 5 times in a row perfectly, put the animal up for the night.

EXAMPLES OF SHOWMANSHIP

This showman has done a tremendous job of getting both legs into correct position. Notice how the lamb is bracing into her inner thigh, not her knee. The neck is at a perfect 90 degree angle with the nose pointing directly forward and parallel to the ground. The back is straight and strong. The rear legs are slightly off position and the front legs are a little too far under the lamb. This exhibitor has won many, many showmanship titles across the state. Notice her hand placement on the near and opposite hands.

Kashen Urban of Oklahoma (pictured above) has won every national show multiple times. He has done an excellent job in getting the lambs legs into position, the topline straight, the neck at a 90 degree angle, and his feet into position. Notice how his shoulders are square to the audience. He could get that nose a more parallel but is still doing an excellent job showing this Champion Lamb!

EXERCISING YOUR MARKET LAMB PROJECT

Exercise if done at the right time, in the right way, and in the right amount is absolutely essential to the success of your market lamb project. Remember, these lambs should be treated as athletes with the utmost attention to nutrition and exercise. First, we will dispel some myths about show lamb exercises and then discuss the proper ways to exercise your animal.

<u>Myth #1:</u> I can build more muscle into my market lamb

A lamb is only born with the potential for muscle. There is no way to improve what was never given to you by genetics. If you have a lamb that is narrow made, lacks top and volume of muscle, it will never develop adequate muscle shape no matter how much you feed and exercise. Start with a lamb that shows the genetic potential for muscle and improve upon what genetics has already given you.

<u>Myth #2:</u> Jumps, Ramps, and Elevated feeders will build muscle in my lamb

About 20-25 years ago we used to use elevated feeders, hurdles, and jumps...heck, everyone was. We began thinking that it would increase the volume of muscle and amount of definition by making a lamb stretch and jump. Jumps and Hurdles do very little for the market lamb. In fact, they do more damage than good. A lamb only jumps for a fraction of a second and that may increase definition. However, the shock coming down from the ramp will eventually break down the pastern joint, build up mass of shoulder, and create a structurally unsound animal. Do not use hurdles or jumps.

Another common practice is feeding with a ramp or elevated feeder forcing the animal to stretch and put weight on their back legs. Though this can help build muscle definition, it will also put unneeded stress on the hip / loin junction of the animal. Over time, this stress will break down this muscle and lead to a very undesirable trait that will hurt your chances of placing high in a market class.

<u>Myth #3</u>: I should walk my lamb right when I get it.

Most of the frame growth of our lambs happens in the first 100 pounds. By exercising the animals before this weight, we are burning up needed calories for growing muscle, bone, and size. This will stunt our animal and prevent it from reaching its full potential. Unless specifically instructed to by your advisor, do not exercise your lamb until the 100 pound mark.

<u>Myth #4</u>: A 5 minute walk is good enough exercise for my lamb

Have you ever seen the build of an Olympic sprinter? They are muscular, toned, and fit. We need our club lambs to appear that way. Walking long distances will create a body more akin to a marathon runner, trim but no mass. We want to avoid this. Instead, using short sprints and isometrics (covered later in this chapter) we want to create toned muscle. Incredibly intense, short sprints are the desired way to exercise your animal.

Many people do this with highly trained track dogs. However, one way to do this is to walk your animal away from the pen and sprint it back.

Myth #5: The more exercise the better

Though we do want to strictly exercise our animals, too much of a good thing may not be best. We want these lambs to finish (have fat) by show at the amount of .15 - .3 inches. Running too much may cause an animal to be too lean for the show.

Myth #6: I should always exercise after my lamb eats

Have you ever seen the regiment of body builders? They go through an intense exercise routine and then consume calories to replenish their bodies and allow new protein to be formed and laid down as muscle. As a lamb exercises, it burns up excessive calories that are already in the system, preventing what is left to be stored as fat. In addition, the exercise will create a hunger response in the animal that will cause it to consume more feed to be converted into weight gain and muscle. Exercise your lamb, let it cool down for a minute or two, then offer grain and alfalfa.

ISOMETRIC EXERCISES

Though I did not invent isometrics and cannot take credit for their application to club lambs, we have successfully used it in our program for over a decade. If used correctly, your lamb will gain great definition to its stifle and loin. In addition, it builds up stamina in the show ring by creating higher tolerances to lactic acid build up. This tolerance will allow your animal to maintain a brace longer than the other lambs in the ring, resulting in a better lamb during the last and most important stages of market and showmanship classes.

Tens of thousands of people have read the following article which was published on several websites. We still receive calls today over 7 years later about the success of this program. Once again, I cannot take credit for the initial application of isometrics to club lambs as the true professionals were pioneers in that aspect. The following is simply an article based upon our application of Isometrics in our training program.

Shaping Up: The Benefits of Isometric Exercises for Your Show Lamb
By Scott Stebner

While club lamb enthusiasts have been on a quest to increase muscle mass and firmness in their show lambs by chasing after the latest in feed supplements or by looking towards high tech methods of exercise, I feel that we have neglected a very simple, but very productive means to building maximum muscle tone, shape and volume.

Muscle structure is much the same in any animal. The basic muscle physiology of a cat is similar to that of a horse, and that of our show lambs is akin to our own body. With these close similarities, I see every reason to look towards human exercise techniques, mainly those used by body builders (people who are acutely concerned with muscle size and tone) to further understand and enhance our show lambs' exercise routines.

What I am referring to is a simple program of isometrics. This form of exercise involves muscular contractions, during which no shortening or lengthening of muscle occurs. In other words, there is no movement, but a constant and equal force or strain is placed on the muscles. This strain is achieved through pushing, pressing, or pulling against an immovable object. When performed properly, isometric exercises are capable of producing a deep level of muscular development. They burn calories, strengthen and tone muscle groups, improve the ability to hold a contraction, and increase muscle size. The key to applying the concepts of isometric exercise to our club lamb workout program is finding a way to adapt the techniques of isometrics to the unique needs of our animals. We need to find ways to isolate the target muscles with specific exercises that can be done with sheep.

Where isometrics differ from our usual exercise and strength training is that instead of repetition (isotonic exercise), duration is emphasized. For example, instead of performing ten push-ups, one would push off the floor to a bent arm position and hold for ten seconds. We are looking for equal and sustained resistance.

So how does this apply to your lamb and your program? How do you get your lamb to perform isometric exercises? I believe our exercise programs need to be two tiered; the first involves conditioning and calorie burning, the other is more focused on building and defining muscle. Since the muscle groups should be warmed up before performing isometrics, we suggest that you focus on calorie burning and conditioning as your "warm-up". Whether you track, treadmill, or walk your lambs, isometric exercises should be performed after your usual workout. The reason is that isometrics deals with a constant pressure on the muscles, and since it is the tearing of these muscle fibers and the rebuilding of them that leads to increased bulk and definition, we want the muscles of our show lambs to be stretched and warm before we put this force on them. As with any athlete, after strenuous exercise, there must be a cool down period. This could be as simple as a leisurely walk home, allowing the lamb's respiration and heart rate to return normal.

Now that we know when to perform isometric exercise, how do we do them and which muscle groups shall we target? The exercise that I describe targets the loin and leg. I suggest that you find a hill, slant, (or for those of you in Nebraska, a lamb stand) at about a forty-degree incline. Place the lamb's front legs on level ground at the top of the incline. Gently push the lamb's hind end down the incline so that he is now facing uphill. Be sure that the lamb is not overextending his hind legs or that he is "breaking" at the loin, as this can damage the muscle group over the loin.

To start off, we push on the lamb's brisket with one hand while holding the head in the other. Allow the lamb to drop its head somewhat, as this helps to tense the muscles over the top line. At this point, the lamb should be pushing into your hand, wanting to get to the top of the hill or incline. Offer just enough resistance to hold the lamb steady in its place. When starting out, push for a count of five to ten seconds and then release. Keep in mind, we are teaching the lamb at this stage as well as working the muscles. Try ten "sets" of this, with short rest periods in between, and then allow the lamb on its final set to make its way up the hill and return to level ground.

Each day you should increase the duration of each set and decrease the number of sets. For example, after a week or two you could be working on three or four sets of a minute or two each. These numbers are not set in stone but will vary somewhat with the strength and condition of each lamb. Notice how your lamb's heart and respiration rates increase as he works against the static pressure of your hand. Just as your muscles may "quiver" as you reach muscle fatigue, so will the lambs. This is your indication to stop the set and provide a rest period. When we were still showing, we would be working several lambs, alternating them so that each lamb would have a rest/recovery period back on level ground of a minute or two. After your last exercise, a short walk of three to four minutes should cool him down and stretch his muscles.

Once you understand the concept of working isolated muscle groups through isometrics, you will find new ways to work selected muscles that you target. Some experimentation and close observation on your part will allow you to tailor an exercise program to your lamb's specific needs. One word of caution should be mentioned here. Lambs that may be prone to prolapse need to be watched carefully when trying these exercises. Not only are you on a slant, which can put pressure on the rectum, but you are asking the lamb to

strain his muscles in this position. If you are at all concerned that your lamb may have this tendency to prolapse, you can perform these exercises on flat ground, and ask for less effort with each set. Again, adapt these exercises to your unique needs and situation.

In addition to building muscle mass and increasing definition, isometrics have other benefits. Since the heart and respiratory rates are increased, extra calories that would ordinarily be converted to fat and extra gain will be burned. It will also prepare your lamb for the work to be done in the show ring. In the ring, your lamb must be able to sustain a hard brace for long periods of time. As with any exercise, when muscle groups are strained there is a lactic acid build up. (Lactic acid is what causes the burning in your muscles that you feel during exercise). Isometrics teaches the body to handle this lactic acid build-up so your lamb will be able to push harder and longer, and will show less fatigue in the show ring.

So what are the benefits of integrating isometrics into your daily exercise program? With time, you will notice increased definition and muscle mass. You will find the lamb converting feed into lean muscle instead of additional fat. And finally, after a long day of showing, in that final drive your lamb will have the endurance to keep a hard brace when it matters most.

NOTE

Since the publication of this article, the Brace Box has come into popularity. The brace box is a great way to train your lamb to show and practice isometrics at the same time. See your advisor for instructions on building or using a brace box.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called "marketing" or "selling" your product. The simple fact that you are a member of the Sobrato FFA will likely earn you a minimum price for your animal. However, it is proven that "marketing" your animal can boost your returns substantially. I strongly encourage you to "promote" your product in the following ways.

All buyers letters must be approved before they are sent. All buyers letters must be delivered at least 4-6 weeks prior to the fair. You may want to write a personalized follow up card a week or two before the fair.

Most of you have written buyers letters in the past and may have done this year's already. The information listed above is intended to be used as a guide so use what you think will be helpful.

Things you should include in your Buyers Letter:

1. Information about yourself

*Tell them your name, age, and introduce yourself. This helps the buyer know whose letter they are reading. When they get to the fair it will help them make a connection with you. Some buyers are more likely to bid on animals raised by people they know.

2. Information about your project and club

*Some buyers like to hear about your animal, how you raised it, and what 4-H club you belong to. They may choose to bid on your animal based on your club affiliation if they recognize your club from your activities that they have heard about

3. The fair dates

*This helps the buyer because they will know when the fair is and that way they can attend the fair. If they have fun and enjoy themselves they would be more likely to come back. If they don't know the dates of the fair then they won't know when to come and look at your animals.

4. The sale dates, times and locations

*In order for the buyer to bid on your animal they will need to know when the auction is and where it is. If you can't get them to the auction then they can't bid on your animal and you won't sell it as easily.

5. Tell them how they can participate as a buyer

*This is important because if they are a first time buyer they can find out what they have to do. Providing potential buyers with all of the necessary information will make it easier for them to participate. The easier it is for them the more likely it will be for them to come to the fair and bid on your animal.

6. Inform them where they can get more information

*People sometimes have questions that you haven't answered in your buyer letter. This tells them where they can go to get answers those questions. Having affordable business cards with your name and contact information can be very effective.

7. Thank them for previous participation if they are a buyer from a previous year!

*If you do this, it may motivate the buyer to come back and bid again. It lets them know you appreciate them taking the time to come to the fair.

8. Personalize the letters

*This is good because most buyers like letters that are signed by a real person and not photocopied letter. They like their names on the letter not just Dear Buyer. The more individualized a letter is, the more likely a person is to read it.

9. Consider adding a picture of you and your animal

* This can help people see what your animal looks like. Some people think that pictures of animals are cute and this may help them decide to bid on your animal instead of somebody else's or not bidding at all.

If you are computer savvy, you can create a Tri-Fold pamphlet that addresses all of the aforementioned material.

10. Grammar and Spelling Count!

All buyers letters must be proof-read by an advisor before you send them. They absolutely must be perfect in grammar and spelling before they are sent out.

Other Guidelines

1. Hand deliver as many letters in uniform as you can. Be polite, professional, and friendly. Ask if a manager is present. Walk up to them with a smile, give a firm hand-shake, introduce yourself and why you are there. Ask them if there are any questions and leave them with the buyers letter. You are there to make an impression.

2. Do not limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way.

3. Don't limit the amount of letters you send. I have known people in the past that have hand delivered over 40 letters and they saw the fruit of their labor.

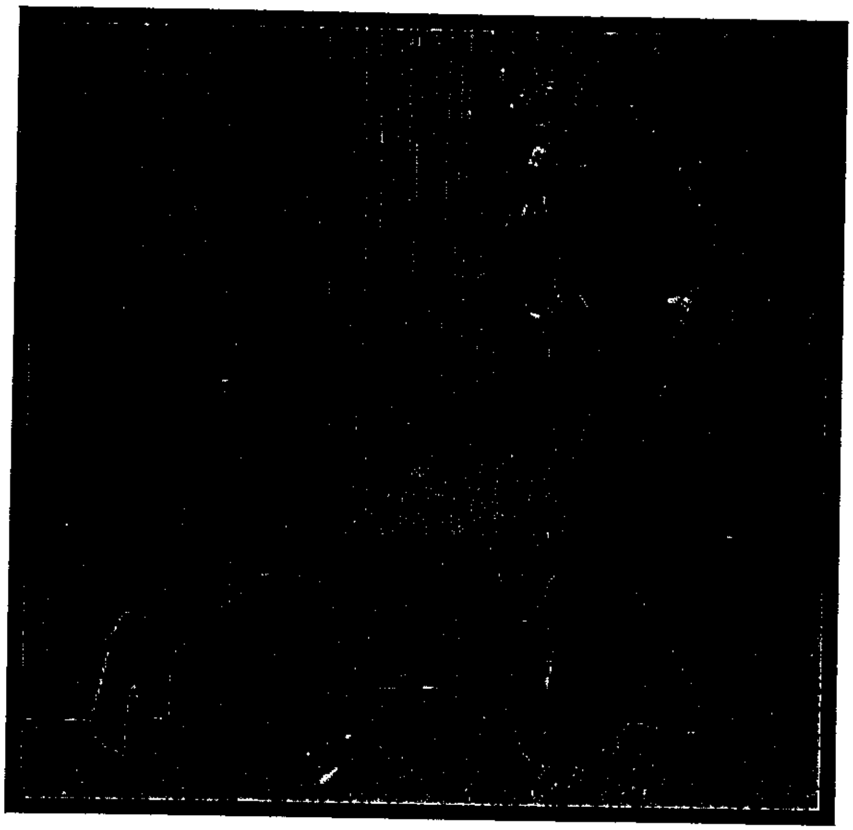
4. Involve your parents in deciding how to write your letters. Make sure the grammar, spelling, and appearance is professional. Your advisors are here to help in this regard.

5. Formally ask them to bid on or purchase your animal. Be polite.

6. If your buyers want to buy your animal, but cannot attend the auction, then they can sign a proxy that will give the Ag Program the authority to buy the animal for them. This form can be obtained from your Ag Teacher.

SHOW LAMB SELECTION

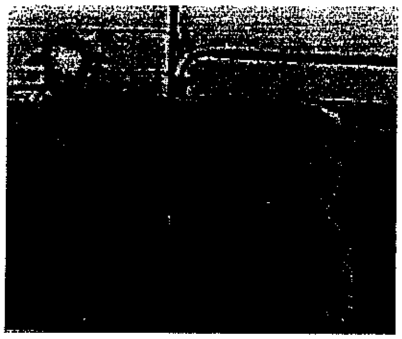
Darrell Rothlisberger
Rich County Agent
Utah State University Extension



EXTENSION
UtahState UNIVERSITY
Lending a helping hand to Utahns since 1907.

BREEDS OF SHEEP

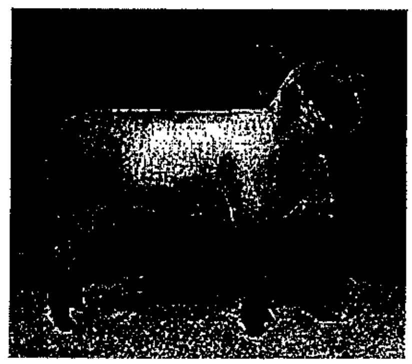
There are many breeds of sheep. Here are a few that are used in junior market lambs



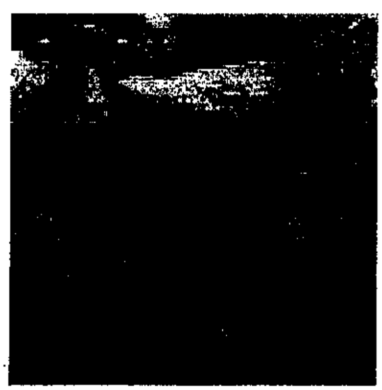
Columbia

Suffolk

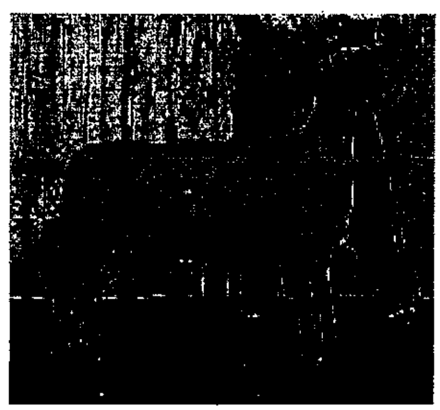
Rambouillet



Hampshire

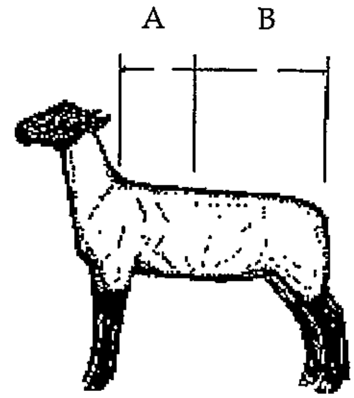


Dorset



Southdown

From the Side



Choose a lamb that has proper length in the areas of the higher priced cuts, legs, loin and rump. The back portion of the top or hind saddle (B) should be longer than the front part, rack or back (A). To calculate this, measure from the last two ribs to the pin bones, (where the tail connects to the body). This should be two or more inches longer that the front part, depending on the lamb's size.

Length of the loin is important. Measure from the last two ribs to the hook bone. Length and width of the loin are important. Short bodied, compact animals are undesirable. Be careful not to get carried away with length. If you select a lamb that is too long it may be weak topped.

From the Front

A bulging muscle from the knee to the shoulder is desirable. Large bone circumference of the cannon bone is a gauge of muscle, too. The larger the bone, the more area there is to attach muscle to. Select a lamb with a relatively long, thick cannon bone. The shoulder should be slightly prominent. Avoid getting a lamb with too large a shoulder as this will take away from a smooth, balanced appearance.

STRUCTURAL CORRECTNESS

Show lambs should be correct in their skeletal or bone structure. The lamb's neck should be erect and extend out of the top of the shoulder. The top line should be long, level and straight. The legs should have a large circumference or diameter of bone. Its pasterns should be strong, and it should stand with its feet and legs wide apart. When it walks it should move with long, smooth steps, and track out wide. Do not select lambs that are open shouldered, weak topped and have steep rumps.

STYLE AND BALANCE

These two characteristics describe how a lamb blends together. The front and rear ends should match. Looking at the lamb from the side view, it should have a clean, trim chest. The shoulder should be smooth while the top line should be long and level. A trim middle is desirable. Because lambs are shown with less than 1/4 inch wool, it is desirable that they have a tight, wrinkle-free hide.

The most noticeable lamb in a pen holds its head up and looks long and straight with a level hip. Its walk is proud and wide based with a thick leg.

LOOK FOR POTENTIAL

Select a lamb that shows good potential. Large framed, long bodied lambs, with a long neck, cannon bone, and thick loin show the most potential for growth. Lambs that are long in the loin and level in the rump have an advantage over others in the show ring.

REFERENCES

The author does not claim all material inside as original. Thank you and credit goes to the following sources.

"4-H Show Lamb Guide." 1998. Texas Agricultural Extension Service, AS 3-4.059. October.

"Utah 4-H Sheep Marketing and Breeding Project Manual." 1993. Utah State University Cooperative Extension Service. Revised April.

"4-H Market Lamb Production." 1995. New Mexico State University Cooperative Extension Service, 100B-14. June.

"Livestock Production, Selection, & Reasoning." 1999. KS Publishing , Laramie, Wyoming.

"Livestock Judging Guide for 4-H Club Members." 1996. Cooperative Extension Service, Kansas State University, Manhattan, S-92.

"Live Animal Evaluation." 1990. North Dakota State University Extension Service, 15 AS. Reviewed and reprinted October.

"Breeds of Livestock." Online: http://www.ansi.okstate.edu/breeds/

This publication is issued in furtherance of Cooperative Extension work. Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Jack M. Payne, Vice President and Director, Cooperative Extension Service, Utah State University.

SOBRATO FFA MARKET LAMB EXHIBITOR RULES

1. **Daily Activities**

   a. Spend time with your animal
   b. Thoroughly clean the pen every day.

2. **Periodic Activities**

   a. Attend, for the entire duration, all project meetings.
   b. Attend for the duration all weigh days at school
   c. Perform barn duty functions if your animal is at school
   d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. **Activities Prior to Fair**

   a. Send out as many buyers letters as you can
   b. Wash and clip lamb approximately 2 weeks before show
      i. It is absolutely important that we wash it with a fungicide to prevent wool fungus.
      ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
   c. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors MUST wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
   d. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
   e. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. **Activities at the Fair**

   a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
   b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
   c. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   d. Lambs must be regularly checked throughout the day by their owner

e. Exhibitors must serve their scheduled barn duties which include being on time, keeping the sheep, pens, aisles, and tack areas clean, and watering all lambs. If you are late to a barn duty, you may be required to serve an extra shift.
f. All exhibitors are required to be present at the fair on weigh-day
g. All exhibitors are required to attend the fair awards ceremony wearing their official jacket.
h. All exhibitors are required to help clean up and load tack on the last day of fair
i. All exhibitors are required to work together, follow instructions, and cooperate with a POSITIVE ATTITUDE
j. Each exhibitor also agrees to allow any Sobrato FFA advisor to pick up his / her auction check from the fair.
k. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their lamb, and the Ag Foundation (if livestock loan program was used). They must also pay any remaining bills to the Sobrato FFA and clean their pens at the school farm if facilities were used.

5. **Disciplinary Procedures**

a. A "Three Strike" discipline system is used by the Sobrato FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike." Infractions include, but are not limited to, missing a project meeting / weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and / or during fair. Once a student has received three strikes, he / she forfeits his / her privilege to show with Sobrato FFA
b. Other disciplinary problems may result in the removal of exhibitor and animal from school farm or fair, withdrawal of animal from fair livestock auction, and / or loss of showing privileges with Sobrato FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules.

______________________________ __________________

Parent Signature Date

______________________________ __________________

Student Signature Date

SOBRATO AG DEPARTMENT
AG FARM USE CONTRACT

Exhibitor (print) ______________________________ Date: ____________

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: ___________

Species (Circle One) Sheep Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

1 The student agrees to pay all expenses incurred to Sobrato FFA
2 Clean pens every day and keep a clean, organized stall and barn
3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
4 Keep the pen, feed room, and livestock area clean at all times
5 Participate in required clean-up days
6 Pen must be cleaned at completion of the project
7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: ____

Student Signature: ____

Advisor Signature: ____

SOBRATO FFA CHECK PROXY

Exhibitor (Print): ______________________ Date: _________

Fair (Circle One) Santa Clara San Benito Santa Cruz

Species (Circle One) Swine Sheep Pigs Goats

I, (the above named exhibitor) allow any Sobrato FFA advisor to pick up my livestock auction check for me from the above indicated fair.

If you have any questions, you may contact an advisor at the Sobrato High School Ag Department.

Parent Signature: ________________________________

Student Signature: _______________________________

Advisor Signature: _______________________________

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their lamb, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: ______________________________

Parent: ______________________________

Advisor: ______________________________

WORK CITED

Al De Antoni: “A Guide to Writing Better Buyer’s Letters.”April 2006

Hilmar Agriculture Department: Sheep Exhibitor Handbook

Stebner, Scott: “Shaping Up: The Benefits of Isometric Exercise for Your Market Lamb Project” October, 2000

Proficiency Standards

Students of Ann Sobrato High School have proficiency standards for all programs offered at the agricultural department.

Agricultural Production

- Demonstrate the desire to work
- Demonstrate the ability to get along with others
- Demonstrate the ability to work independently
- Demonstrate the ability to follow directions of a supervisor
- Understand the ability to follow directions of a supervisor
- Understand the needs of customers
- Maintain records
- List the characteristics of a good leader
- Participate in group discussion
- Develop project experience
- Plan for post-secondary education
- Identify breeds of livestock
- Identify types of crops
- List the parts of the animal
- Label the parts of the plant
- Understand California and U.S. agriculture
- Understand animal reproduction
- List and define animal pests, diseases and problems
- Compute animal nutrition
- Analyze plant nutrient requirements
- Identify various plant nutrients and their sources
- Demonstrate the ability to handle animals
- Feed animals
- Name proper soil amendments
- Prepare soil samples
- Identify collected rangeland plants
- Diagram inheritance factors
- Identify points in time on an estrus cycle chart
- Identify harvest grades
- Collect market information
- Balance feed rations
- Classify plants
- Understand basic farm management
- Discuss farm credit
- Discuss agriculture taxation
- Develop understanding for farm policy

- Research agriculture imports and exports
- Define marketing concepts
- Define business structures
- Calculate depreciation
- Develop inventories
- Compute net worth statements
- Complete loan applications
- Calculate annual interest rates
- List sources of agricultural credit
- Select a career and obtain information
- Calculate a budget
- Demonstrate parliamentary procedure

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS
Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS
Identify appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job
Describes career opportunities in the floriculture industry

HISTORICAL & CULTURAL CONTEXT
Explains the history of floral design
Explains the cultural differences of wedding work, sympathy work, and alternative arrangements.

ELEMENTS AND PRINCIPLES OF DESIGN
Demonstrates principles and elements of design
Practices design procedures to increase life span of floral materials
Demonstrates arrangements with use of principles of design
Demonstrates two-dimensional layout and three-dimensional design
Demonstrates the proper techniques used in oriental, wedding, sympathy, and contemporary designs

FLOWERS AND FOLIAGE FORMS
Recognizes plant scientific names and select healthy potted plants, cut flowers and foliage
Demonstrates how to care for plants and cut flowers
Demonstrates the proper care and handling of cut flowers

MECHANICS AND MATERIALS
Recognizes and demonstrates use of commonly used tools and supplies

ALTERNATIVE ARRANGEMENTS
Explains, evaluates, and designs alternative arrangements using Weaving and Tying techniques.

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

Specific applications of Algebra I standards (grades eight through twelve):
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

Specific applications of Geometry standards (grades eight through twelve):
(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):
(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):
(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
(12.2.6) Describe the effect of price controls on buyers and sellers.
(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 Visual and Performing Arts

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

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 the material 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.

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.

SANTA CLARA COUNTY ROP THE ART & HISTORY OF FLORAL DESIGN/FLORICULTURE CURRICULUM OUTLINE

(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.

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.
(3.3) 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 purpose of art in selected contemporary cultures.

Aesthetic Valuing

(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.

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).

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
(2.3) Generate relevant questions about readings on issues that can be researched.
Specific applications of Reading Comprehension standards (grades eleven and twelve):
(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
(2.3) Write expository compositions, including analytical essays and research reports:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.
Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
(2.2) Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.3) Apply appropriate interviewing techniques:
a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.
Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
(1.8) Use effective and interesting language, including:
a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity
(2.4) Deliver multimedia presentations:
a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 PROBLEM SOLVING & 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:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.

7.0 RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION
Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway
The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.
F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

Pacing Calendar Standards

Agriculture & Natural Industry Sector

Foundation Standards:

1.0 Academics:
- 1.1 Mathematics
- 1.3 History - Social Science

2.0 Communications
- 2.1 Reading
- 2.2 Writing
- 2.3 Written & Oral English Language Conventions
- 2.4 Listening & Speaking

3.0 Career Planning & Management
4.0 Technology
5.0 Problem Solving & Critical Thinking
6.0 Health & Safety
7.0 Responsibility & Flexibility
8.0 Ethics & Legal Responsibilities
9.0 Leadership & Teamwork
10.0 Technical Knowledge & Skills
11.0 Demonstration & Application

F. Ornamental Horticulture Pathway Standards:

F 1.0 Students understand plant classification and use principles.
F 2.0 Students understand plant physiology and growth principles.
F 3.0 Students understand sexual & asexual plant reproduction.
F 8.0 Students understand nursery production principles.
F 9.0 Students understand the use of containers & horticultural tools, equipment, & facilities.
F 11.0 Students understand basic floral design principles.

Visual Arts

1.0 Artist Perception
2.0 Creative Expression
3.0 Historical and Cultural Context
4.0 Aesthetic Valuing
5.0 Connections, Relationships, Applications

Media & Design Arts Pathway

A 1.0 Students master appropriate visual and performing arts (VPA) and English-Language Arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.
A 2.0 Students understand the key technical and technological requirements applicable to various segments of the Media & Design Arts Pathway

C. Henderson
Dinuba High School

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 *Students understand the role of agriculture in the California economy:*

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

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

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

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

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

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

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 *Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

C6.0 *Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 *Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 *Students understand fundamental animal nutrition and feeding:*

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
- C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
- C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 *Students understand basic animal health:*

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 *Students understand soil science principles:*

- C10.1 Recognize the major soil components and types.
- C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Understand water delivery and irrigation system options.
- C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 *Students understand plant growth and development:*

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Understand plant growth requirements.
- C11.3 Know annual, biennial, and perennial life cycles.
- C11.4 Examine plant sexual and asexual reproduction.
- C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 *Students understand fundamental pest management:*

- C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
- C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 *Students understand the scientific method:*

- C13.1 Understand the steps of the scientific method.
- C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
- C13.3 Use the scientific method to conduct agricultural experiments.

Proficiency Standards

Sales & Service

CALIFORNIA AGRICULTURE CORE CURRICULUM

CLF 1150 AGRICULTURAL BUSINESS MANAGEMENT
- (CLF1151) Careers in Agribusiness
- (CLF1152) Preparing for a Career in Agribusiness

CLF1200 ECONOMIC PRINCIPLE
- (CLF1201) Introduction to Economic Principles
- (CLF1202) Supply, Demand, and Price Determination
- (CLF1203) Physical Production Relationships, Values, and Profit Maximizing Level of Input Use
- (CLF1204) Fixed and Variable Costs, Marginal Costs and Marginal Revenue, Profit Maximizing Level of Output
- (CLF1205) Diversification and Specialization
- (CLF1206) Combination of Enterprises
- (CLF1207) Managing Risk
- (CLF1208) Economics Terminology
- (CLF1249) Unit Exam

CLF 1250 MANAGEMENT FUNCTIONS
- (CLF1251) What is Agribusiness Management?
- (CLF1252) Planning, Organizing, Directing, Coordinating, and Controlling in Agribusiness Management
- (CLF1253) The Role of a Manager
- (CLF1254) Characteristics of Individual Proprietorships, Partnerships, and Corporations
- (CLF1255) Decision making
- (CLF1299) Unit Exam

CLF 1300 AGRIBUSINESS ACCOUNTING
- (CLF1301) Review of Record keeping
- (CLF1302) Principles of Agribusiness Accounting
- (CLF1303) Cash Flow Statements
- (CLF1304) Spreadsheet Lab Activities
- (CLF1305) Inventory and Depreciation

CLF 1350 FINANCIAL PLANNING AND ANALYSIS
- (CLF1351) Financial Analysis Record keeping
- (CLF1352) Budgeting and Financial Planning
- (CLF1353) Enterprise Analysis

CLF 1400 FINANCE AND CREDIT
- (CLF1401) Role of Credit in Agribusiness
- (CLF1402) Public Sources of Credit
- (CLF1403) Private Sources of Credit
- (CLF1404) Applying for a Loan
- (CLF1405) Costs of Credit
- (CLF1406) Glossary

CLF 1450 MARKETING
- (CLF1451) Introduction to Marketing
- (CLF1452) Key Factors in Marketing
- (CLF1453) Marketing Strategies: Hedging and Speculation
- (CLF1454) Developing a Marketing Plan
- (CLF1455) Trading in International Markets
- (CLF1456) Introduction to World Trade

(CLF1457) Agricultural Exports and Trade Policies
(CLF1458) Marketing Procedures in World Trade

CLF 1500 COOPERATIVES
(CLF1501) Cooperatives Compared to Other Business Forms
(CLF1502) Agricultural Cooperatives in the United States
(CLF1503) Economics of Cooperatives
(CLF1504) Classes of Cooperatives
(CLF1505) Organizing and Operating a Cooperative
(CLF1506) Cooperative Principles and Decision making
(CLF1507) Laws and Taxes Affecting Cooperatives
(CLF1508) Agencies that Serve Cooperatives
(CLF1549) Unit Exam

CLF 1550 SALES AND SELLING
(CLF1551) An Introduction to Selling in Agriculture
(CLF1552) Skills and Knowledge Needed for Selling in Agriculture
(CLF1553) Determining Needs and Wants of Customers
(CLF1554) Preparing for and Approaching Potential Customers
(CLF1555) Giving a Sales Presentation
(CLF1556) Handling Customer Objections
(CLF1557) Closing a Sale

CLF1600 AGRIBUSINESS TAXATION
(CLF1601) Introduction to Taxes
(CLF1602) Income Tax Management

CLF1650 INSURANCE
(CLF1651) Agribusiness Insurance
CLF1700 PURCHASING OPTIONS
(CLF1701) Purchasing Options

CLF1750 AGRICULTURAL LAW
(CLF1751) Major Farm Laws
(CLF1752) Farm Leases
(CLF1753) Agriculture Liability Laws
(CLF1754) Agricultural Property Rights

CLF1800 SAFETY IN AGRIBUSINESS OPERATIONS
(CLF1801) Factors that Contribute to Farm Accidents
(CLF1802) Machinery Safety
(CLF1803) Management's Responsibility in Farm Safety
CLF1850 GOVERNMENT AGENCIES AND SERVICES
(CLF1851) Introduction to Government Agencies
(CLF1852) United States Department of Agriculture
(CLF1853) Primary Agencies Affecting Farmers
(CLF1854) Cooperative Extension

CLF1999 AGRICULTURE MODEL CURRICULUM LESSON PLAN NUMBERING SYSTEM

CALIFORNIA AGRICULTURE CORE CURRICULUM
ORNAMENTAL HORTICULTURE

CLF6100 BOTANICAL CLASSIFICATION
- (CLF6101) History and Terminology of Taxonomy
- (CLF6102) Practical Taxonomy
- (CLF6103) Use of the Plant ID Key
- (CLF6104) Characteristics of Leaves and Leaf Surfaces
- (CLF6105) Characteristics of Stems and Roots
- (CLF6106) Characteristics of Fruits
- (CLF6107) Characteristics of Flowers
- (CLF6108) Identifying Ornamental Plants
- (CLF6149) Unit Exam

CLF6150 PHOTOSYNTHESIS AND RESPIRATION
- (CLF6151) Photosynthesis
- (CLF6152) Respiration
- (CLF6153) Photosynthesis and Respiration in Horticulture
- (CLF6154) Cellular Function in Plants
- (CLF6199) Unit Exam

CLF6200 PHYSIOLOGY AND GROWTH
- (CLF6201) Growth Structures and Functions
- (CLF6202) Growth Patterns
- (CLF6203) Growth Requirements
- (CLF6204) Seedling Growth

CLF6250 SEXUAL AND ASEXUAL PROPAGATION
- (CLF6251) Sexual & Asexual Propagation
- (CLF6252) Parts of the Flower
- (CLF6253) Pollination and Seed Production
- (CLF6254) Reproduction by Spores
- (CLF6255) Vegetative Cuttings
- (CFL6256) Budding and Grafting
- (CFL6257) Other Propagation Methods
- (CFL6299) Unit Exam

CLF6300 DISEASES AND PESTS OF ORNAMENTAL PLANTS
- (CLF6301) Plant Pathology and Plant Health
- (CLF6302) Weed Control
- (CLF6303) Safe and Effective Use of Chemical Pesticides
- (CLF6304) Introduction to Integrated Pest Management (IPM)
- (CLF6305) Nursery Sanitation
- (CFL6349) Unit Exam

CLF6350 ELEMENTS NECESSARY FOR PLANT GROWTH
- (CLF6351) Primary, Secondary, & Micronutrients Necessary for Plant Growth
- (CLF6352) Sources of N, P, and K
- (CLF6353) Function of Nutrients in Plant Growth
- (CLF6354) Reading the Fertilizer Label
- (CLF6355) Soil Amendments
- (CLF6356) Uses of Fertilizers
- (CLF6357) Symptoms of Nutrient Deficiencies (N,P,K,FE,S,MG,B, and ZN)
- (CLF6358) Determining Nutrient Deficiencies
- (CLF6359) Methods of Application

CLF6400 HORTICULTURAL SOILS & PLANTING MEDIA
- (CLF6401) Soil Basics
- (CLF6402) Horticultural Soils
- (CLF6403) Managing Horticultural Soils
- (CLF6404) Seedbed Preparation
- (CLF6405) Composting
- (CLF6449) Unit Exam

CLF6450 IRRIGATION AND DRAINAGE
- (CLF6451) Irrigating Ornamental Plantings

(CLF6452) Drainage
(CLF6453) Sprinkler Irrigation Systems
(CLF6454) Drip Irrigation Systems
(CLF6455) Conserving Water in Irrigation
(CLF6499) Unit Exam

CLF6500 SELECTION, PLANTING, AND CARE OF ORNAMENTAL PLANTS

(CLF6501) Evaluation and Selection of Quality Plants
(CLF6502) Planting Techniques
(CLF6503) Determining Spacing and Planting
(CLF6504) Staking and Tying plants
(CLF6505) Frost Protection
(CFL6506) Benefits of Xeriscape
(CFL6507) Sales and Merchandising of Plants
(CFL6549) Unit Test

CLF6550 PRUNING AND TRAINING ORNAMENTAL PLANTS

(CLF6551) Purposes of Pruning
(CLF6552) Timing of Pruning
(CLF6553) Identification, Safe Use, and Maintenance of Pruning Equipment
(CLF6554) Techniques for Making Pruning Cuts
(CLF6555) Methods of Pruning Trees and Shrubs
(CFL6556) Major Tree Pruning Systems
(CFL6557) Plant Support Systems
(CLF6599) Unit Exam

CLF6600 GROWTH AND MAINTENANCE OF NURSERY STOCK

(CLF6601) Horticulture Structures
(CLF6602) Sterilization & Sanitation
(CLF6603) Mixing Growing Media
(CLF6604) Planting of Seeds
(CLF6605) Watering Nursery Stock
(CFL6606) Tool & Equipment Identification
(CFL6607) Transplanting Growing Stock
(CFL6608) Irrigation Systems
(CFL6649) Unit Exam

CLF6650 FLORICULTURE AND FLORAL DESIGN

(CLF6651) Floriculture Terms
(CLF6652) Identification of Foliage and Seasonal Plants
(CLF6653) Classification and Use of Flower Design Categories
(CLF6654) Identification and Use of Design Tools and Materials
(CLF6655) Preparation and Conditioning of Flowers and Foliages
(CLF6656) Basic Floral Design Shapes
(CLF6657) Simple Floral Arrangement and Corsage Construction

CLF6700 LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE

(CLF6701) Plant Selection and Design
(CLF6702) Landscape Options and Design
(CLF6703) Turf in the Landscape
(CLF6704) Irrigation Design and Installation
(CLF6705) Design Techniques
(CLF6706) Estimating and Bid Preparation
(CLF6749) Unit Exam

CLF6750 THE ORNAMENTAL HORTICULTURE INDUSTRY

(CLF6751) Career Opportunities and Educational Requirements
(CLF6752) Horticultural Trade Associations
(CLF6753) Utilizing Trade Association Publications

Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education, Agricultural Education Unit.

Appendix H

PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation	Criteria for Completion
	1. Personal qualities and qualifications					
	a. Demonstrate the desire to work					
	b. Demonstrate the ability to get along with others					
	c. Demonstrate the ability to project desirable image for the business					
	d. Demonstrate willingness to learn					
	e. Demonstrate the ability to work independently					
	f. Demonstrate the ability to follow directions of supervisor					
	g. Demonstrate acceptable personal appearance and personal hygiene					
	h. Understand needs of customer					
	2. Prepare growing mediums and seedbeds					
	a. Apply chemicals to control weeds and/or soil insects					
	b. Dig holes for trees and shrubs					
	c. Operate tillage machinery					
	d. Mix and sterilize greenhouse and cold frame mediums					
	e. Haul and spread peat moss and other plant materials					
	f. Operate lime and/or fertilizer spreaders					
	g. Lay out space requirements for various varieties					
	h. Take soil samples					
	3. Propagate nursery stock					
	a. Prepare cuttings					
	b. Transplant seedlings and cuttings to the field					
	c. Clean, treat, and plant seed					
	d. Start and care for container stock					
	e. Bud and graft nursery					

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	4. Culture plants in the nursery a. Water nursery stock b. Prune and trim plants c. Prepare cuttings d. Operate sprayers and dusters e. Thin and space nursery stock f. Identify and remove diseased and dead plants g. Identify common weeds, insects, and diseases h. Cultivate with hand and power equipment i. Mulch nursery stock j. Lay plastic for weed control k. Set traps and poisons for pests 5. Store nursery stock a. Remove dead or inferior plants b. Maintain humidity and temperature requirements c. Care for over-wintering of container stock d. Label storage bins and bags e. Bunch and pack plants f. Deliver plants to warehouse 6. Process and ship nursery stock a. Package orders for shipment b. Prepare shipping labels and invoices c. Deliver plant materials to wholesalers and/or retailers 7. Maintain buildings and equipment a. Keep work, storage, and delivery areas neat and clean b. Clean and sharpen hand tools c. Maintain and service business vehicles and/or tractors d. Maintain and service power tillers, mowers, and cultivators e. Maintain and service tractor-operated equipment f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	g. Clean, adjust and service dusters and sprayers				
	h. Maintain and adjust small gas engines				
	i. Repair storage buildings, bins and equipment (carpentry)				
	j. Maintain and service water valves				
	k. Paint nursery house and storage buildings				
	l. Clean and oil electric motors				
	m. Service heating pots and boilers				
	n. Install and repair light switches, receptacles, and extension cords				
	o. Mix place, and furnish				
	8. Demonstrate knowledge of nursery retail outlet products				
	a. Identify nursery plants				
	b. Advise customer of correct manner of planting and caring for plant materials				
	c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use				
	d. Advise customers concerning fertilizer types, rates, and methods of application for various plants				
	e. Explain environmental requirements of various plants				
	f. Explain appropriate uses and qualities of nursery stock				
	g. Recommend appropriate herbicides				
	h. Explain values of various mulching materials and soil amendments				
	9. Demonstrate effective sales techniques				
	a. Greet customers in courteous manner				
	b. Close sales efficiently				
	c. Identify wants and needs of customers				
	d. Fill out appropriate sales forms				
	e. Gain attention and interest of customers				
	f. Handle customer objections and complaints				
	g. Direct attention to related or substitute products				
	h. Make change				
	i. Handle complaints after sale is made				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	j. Use cash register k. Follow up sales to determine customer satisfaction l. Packs and/or wraps merchandise m. Take orders by telephone n. Solicit sales by telephone 10. Price stock (figure margins and markup) 11. Maintain inventory of stock and related items 12. Prepare advertising announcements for various media a. Prepare newspaper advertisements b. Prepare mailers for local distribution c. Prepare radio commercials d. Prepare TV commercials 13. Prepare merchandise displays a. Remove wilted stock from displays b. Present merchandise in attractive displays c. Display seasonal promotional items d. Suggest related items to customers with related merchandise displays e. Change displays frequently f. Arrange outside displays to attract customers g. Display merchandise as it can be used 14. Organize jobs and supervise workers a. Demonstrate and instruct employees in their tasks b. Confer with management regarding workers, work conditions and plans c. Prepare daily work plans d. Confer with workers regarding problems and performance e. Evaluate performance of workers f. Acquire equipment and plant materials				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	15. Maintain records and make reports 16. Analyze and prepare the landscape area a. Read blueprints and plans b. Lay out the landscape plan c. Survey and grade the site d. Install drainage systems e. Develop a working site plan f. Determine drainage needs g. Install irrigation systems 17. Plant, trees, shrubs, groundcovers, and flowers a. Identify various landscape plants b. Prepare planting site c. Plant ball and burlap and container-grown stock d. Prune and trim newly planted trees and shrubs e. Determine spacing and depth of planting f. Plant bare root plants g. Select and apply mulching materials h. Determine methods of techniques of supporting plants i. Plant seeds and bulbs j. Determine fertilizer and soil amendment types and rates of application k. Determine watering schedules and rates l. Determine planting dates m. Plant cuttings n. Protect plants from rodent damage 18. Establish, renovate, and care for turf and lawns a. Plant grasses by sodding, sprigging, and/or seeding b. Mow lawns c. Apply lime and fertilizer to lawns d. Prepare seedbeds e. Water lawns f. Mulch planted areas				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	g. Grade, rake, and level lawns h. Aerate lawns i. Recognize common lawn weeds, insects, and diseases j. Spray lawns for weed, insect, and disease control k. Roll newly sodded areas l. Identify lawn grasses m. Take soil samples for testing 19. Lay out and construct or install landscape structures and conveniences a. Lay out and construct walks, drives, and patios b. Lay out and build retaining and free standing walls c. Lay out and construct steps and ramps d. Lay out and construct fences e. Lay out and install fountains and pools f. Construct benches and garden furniture				

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 *Students understand plant classification and use principles:*

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 *Students understand plant physiology and growth principles:*

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 *Students understand sexual and asexual plant reproduction:*

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 *Students understand basic integrated pest management principles:*

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 *Students understand water and soil (media) management practices:*

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 *Students understand ornamental plant nutrition practices:*

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 *Students understand the selection, installation, and maintenance of turf:*

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 *Students understand nursery production principles:*

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 *Students understand the use of containers and horticultural tools, equipment, and facilities:*

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.3 Understand proper landscape planting and maintenance practices.
F10.4 Prune ornamental shrubs, trees, and fruit trees.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

G1.1 Understand how to classify and identify plants by order, family, genus, and species.
G1.2 Understand how to identify plants by using a dichotomous key.
G1.3 Understand how common plant parts are used to classify the plants.
G1.4 Understand the differences between and uses of native and nonnative plants.
G1.5 Understand the differences between monocots and dicots.
G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
G2.3 Understand what functions organelles play in the health of the cell.
G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
G2.5 Understand plant inheritance principles, including the structure and role of DNA.
G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
G3.2 Understand the seed's essential parts and functions.
G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 *Students understand sexual and asexual reproduction of plants:*

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
- G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 *Students understand pest problems and management:*

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 *Students understand soils and plant production:*

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 *Students understand effective tillage and soil conservation management practices:*

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 *Students understand effective water management practices:*

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

- G8.3 Understand the definition of a watershed and how it is used to measure water quality.
- G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 *Students understand the concept of an "agrosystem" approach to production:*

- G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
- G9.2 Understand the elements of conventional, sustainable, and organic production systems.
- G9.3 Understand the components of "whole-system management."

G10.0 *Students understand local crop management and production practices:*

- G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
- G10.2 Understand common marketing and shipping characteristics of local commodities.
- G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 *Students understand plant biotechnology:*

- G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.
- G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).
- G11.3 Know how herbicide-resistant plant genes can affect the environment.
- G11.4 Understand how genetic engineering techniques have been used to improve crop yields.
- G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

CALIFORNIA AGRICULTURE CORE CURRICULUM
ANIMAL SCIENCE

CLF3100 LIVESTOCK TOOLS, EQUIPMENT, AND RESTRAINT
(CLF3101) Livestock Tools and Equipment
(CLF3102) Livestock Restraint
(CLF3049) Unit Exam

CLF3150 NUTRITION AND FEEDS
(CLF3151) Feed Identification and Nutrient Evaluation
(CLF3152) Feed additives
(CLF3153) Hormones
(CLF3154) Developing Rations
(CLF3155) Vitamin and Amino Acid Requirements
(CLF3156) Nutritional Diseases
(CLF3157) Feeding Regime
(CLF3158) Cost Efficiency of Production
(CLF3199) Unit Test Exam

CLF3200 ANIMAL PHYSIOLOGY
(CLF3201) The Digestive Process
(CLF3202) Respiration
(CLF3203) The Endocrine System
(CLF3249) Unit Exam

CLF3250 LIVESTOCK BREEDING AND GENETICS
(CLF3251) Sperm and Egg Production
(CLF3252) Review from Basic Core
(CLF3253) Dominant and Recessive Genes
(CLF3254) Breeding Systems and Situations
(CLF3255) Selection and Heritability
(CLF3256) Embryo Transfer
(CLF3257) Artificial Insemination
(CLF3258) Estrous Cycles and Breeding Capacities
(CLF3259) Gestation and Parturition
(CLF3260) Environment and Care of Reproducing Animals
(CLF3261) Feeding Reproducing Animals
(CLF3262) Crossbreed Identification
(CLF3299) Unit Exam

CLF3300 ANIMAL HEALTH
(CLF3301) Disease Fighting Agents
(CLF3302) Causes of Disease
(CLF3303) Infectious and Noninfectious Diseases
(CLF3304) Health Practices
(CLF3349) Unit Exam

CLF3350 LIVESTOCK PESTS
(CLF3351) Common Internal Parasite Lifecycles
(CLF3352) Common External Parasite Lifecycles
(CLF3399) Unit Exam

CLF3400 LARGE ANIMAL MANAGEMENT
(CLF3401) Production Practices
(CLF3402) Fitting and Showing
(CLF3403) Animal Behavior
(CLF3404) Marketing Livestock
(CLF3449) Unit Exam

CLF3450 SMALL ANIMAL PRODUCTION

(CLF3451) Types of Small Animals
(CLF3452) Sm. Animal Prod.. and Marketing
(CLF3499) Unit Exam

CLF3500 RANGE MANAGEMENT
(CLF3501) Range Management
(CLF3502) California Rangelands and Rangeland
(CLF3503) Common Weeds, Brush, and Poisonous
(CLF3549) Unit Exam

CLF3550 WASTE MANAGEMENT
(CLF3551) Animal Waste
(CLF3599) Unit Exam

Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education, Agricultural Education Unit.

CALIFORNIA AGRICULTURE CORE CURRICULUM
AGRICULTURAL MECHANICS

CLF2100 TOOL USE AND MAINTENANCE AND SHOP SAFETY UNIT DIRECTORY

- (CLF2101) Shop Cleaning and Tool Storage
- (CLF2102) Shop Safety Practices
- (CLF2103) Tool Identification, Safety, and Use
- (CLF2104) Tool Selection for the Ag Mechanics Shop
- (CLF2105) Sharpening Hand Tools and Grinder Safety
- (CLF2106) Grinder and Wheel Selection
- (CLF2107) Tool Sharpening Procedures
- (CLF2108) Tool Handle Fitting
- (CLF2109) Cutting Tool Construction and Repair
- (CLF2149) Unit Exam

CLF2150 MEASUREMENTS

- (CLF2151) Measurement Systems
- (CLF2152) Reading Measuring Tools
- (CLF2153) Calipers and Micrometers
- (CLF2154) Linear Measurements
- (CLF2155) Square Measurements
- (CLF2156) Cubic Measurements
- (CLF2157) Weights and Measures
- (CLF2199) Unit Exam

CLF2200 FASTENERS

- (CLF2201) Types and Uses of Fasteners
- (CLF2202) Selecting Fasteners

CLF2250 OXYACETYLENE WELDING

- (CLF2251) Oxyacetylene Equipment & Safety
- (CLF2252) Oxyacetylene Equipment Setup
- (CLF2253) Oxyacetylene Fusion Welding
- (CLF2254) Four Basic Oxyacetylene Welds
- (CLF2255) Oxyacetylene Brazing
- (CLF2256) Oxyacetylene Cutting
- (CLF2257) Oxyacetylene Heating of Metal
- (CLF2258) Oxyacetylene Cutting/Welding Project
- (CLF2299) Unit Exam

CLF2300 ARC WELDING

- (CLF2301) Welding Equipment and Safety
- (CLF2302) Striking and Maintaining an Arc
- (CLF2303) American Welding Society (AWS) Classification System for Electrodes
- (CLF2304) Four Basic Weld Joints
- (CLF2305) Controlling Distortion in Arc Welding
- (CLF2306) Weld Testing
- (CLF2307) Career Opportunities in Welding
- (CLF2349) Unit Exam

CLF2350 METALWORKING

- (CLF2351) Metalworking Safety
- (CLF2352) Identification and Use of Basic Metalworking Tools.
- (CLF2353) Types and Properties of Common Metalworking Materials
- (CLF2354) Layout and Transferring on Metal
- (CLF2355) Sheet Metalwork
- (CLF2356) Cold Metalwork
- (CLF2357) Hot Metalwork
- (CLF2399) Unit Exam

CLF2400 WOODWORKING

(CLF2401) Selecting Wood & Lumber
(CLF2402) Measuring & Marking Wood
(CLF2403) Woodworking Hand Tools
(CLF2404) Woodworking Power Tools
(CLF2405) Fastening Wood Joints
(CLF2449) Unit Exam

CLF2450 PROJECT DESIGN
(CLF2451) Preparing a Working Drawing
(CLF2452) Project Planning & Construction

CLF2500 CONCRETE/MASONRY
(CLF2502) Concrete Proportions
(CLF2503) Estimating Concrete Material
(CLF2504) Form Preparation And Reinforcement
(CLF2505) Placing, finishing, and curing Concrete
(CLF2506) Laying Masonry Units
(CLF2549) UNIT EXAM

CLF2550 PLUMBING
(CLF2551) Plumbing Materials
(CLF2552) Plumbing Fittings
(CLF2553) Plumbing Tools
(CLF2554) Installation of a Plumbing Project
(CLF2599) Unit Exam

CLF2600 ROPEWORK
(CLF2601) Selection and Use of Rope
(CLF2602) Rope Identification and Care
(CLF2603) Knots, Hitches, and Their Uses
(CLF2604) Splicing Rope
(CLF2649) Unit Exam

CLF2650 ELECTRICITY
(CLF2651) Principles of Electricity
(CLF2652) Electrical Safety
(CLF2653) Conductors & Overcurrent Protection
(CLF2654) Wire Splices
(CLF2655) Electrical Cord Repair
(CLF2656) Simple Circuit Installation
(CLF2657) Testing Electric Circuits
(CLF2699) Unit Exam

CLF2700 SURVEYING
(CLF2701) Surveying in Agriculture
(CLF2702) Surveying Equipment
(CLF2703) Land Area Measurements
(CLF2704) Differential Leveling

CLF2750 USE OF MANUALS
(CLF2751) Operator's Manual
(CLF2752) Service Schedules

CLF2800 EQUIPMENT OPERATION & MAINTENANCE
(CLF2801) Equipment Operation Safety
(CLF2802) Oil & Oil Filter Maintenance
(CLF2803) Air Filter Maintenance
(CLF2804) Fuel Filter Maintenance
(CLF2805) Battery Maintenance
(CLF2806) Hydraulic System Maintenance
(CLF2807) Hazardous Agricultural Chemicals
(CLF2849) Unit Exam

CLF2850 TYPES OF ENGINES

(CLF2851) Engine Types and Operating Cycles
(CLF2852) Engine Operating Principles
(CLF2853) Engine Terminology
(CLF2854) Engine Systems
(CLF2855) Engine Disassembly and Reassembly
(CLF2899) Unit Exam

CLF2900 WORK AND POWER

(CLF2910) Definitions and Terminology
(CLF2911) Work and Power Formulas
(CLF2912) Uses of Work and Power
(CLF2913) Problems Using Work and Power
(CLF2914) Safety
(CLF2949) Unit Exam

Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education, Agricultural Education Unit.

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.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.
D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 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.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 *Students understand personal and group safety:*

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 *Students understand the principles of basic woodworking:*

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 *Students understand the basic electricity principles and wiring practices commonly used in agriculture:*

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 *Students understand plumbing system practices commonly used in agriculture:*

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

- B4.3 Know how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 *Students understand agricultural cold metal processes:*

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 *Students understand concrete and masonry practices commonly used in agriculture:*

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 *Students understand oxy-fuel cutting and welding:*

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 *Students understand electric arc welding processes:*

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Understand how to design project plans by using mechanical drawing techniques.

B9.5 Understand how to finish a metal project by implementing proper sequencing.

B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).

B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

B10.1 Understand engine theory for both two- and four-stroke cycle engines.

B10.2 Know different types of small engines and their applications.

B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).

B10.4 Know how to troubleshoot and solve problems with small engines.

B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

B11.1 Understand how to identify common agricultural machinery.

B11.2 Operate and maintain equipment safely and efficiently.

B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).

B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.

B11.5 Troubleshoot common problems with engines and agricultural equipment.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.

AGRICULTURE MECHANICS

The Student will:

- Maintain an approved supervised experience program
- Understand and perform shop safety rules
- Be able to identify a wide variety of shop tools and demonstrate their usage
- Be able to operate both hand and power wood working tools
- Be able to operate both hand and power metal cutting tools
- Know the basic steps to pouring a concrete project
- Be able to perform basic surveying skills
- Be able to tie a variety of rope working knots
- Be proficient in tool sharpening
- Be able to design and build a wood project

The student will be able to

- Oxyacetylene pebble
- Oxyacetylene bead with a filler rod
- Oxyacetylene butt weld
- Oxyacetylene cutting torch
- Brazing pipe to plate
- Brazing fillet weld
- 6013 Bead

- 6011 Bead
- 7018 Bead
- Pad 10 welds
- 1 Pass Fillet
- 3 Pass Fillet
- Butt Weld
- 1 Pass Vertical up butt weld
- Lap weld
- 1 Pass Vertical up lab weld
- 1 Pass Vertical down
- 1 Pass Overhead Bead
- 1 Pass Overhead Bead
- 1 Pass Overhead butt weld
- M.I.G. Flat butt weld
- M.I.G. Flat Fillet weld
- M.I.G. Vertical down fillet
- Design and build a welding project
- Know the fundamentals of T.I.G. welding
- Wire correctly an electrical wiring project

PROFICIENCY STANDARDS

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:
- 4 - Skilled or can work independently.
- 3 - Moderately skilled or can perform with limited help.
- 2 - Limited skill - requires instruction and close supervision.
- 1 - No exposure - has no experience or knowledge in this area.

AGRICULTURE MECHANICS AND CONSTRUCTION

1	2	3	4	
				Shop Safety
				1. Can demonstrate three safety factors on the power saw, drill press, pedestal grinder, electric hand grinder, arc welder, and oxy-acetylene welding unit.
				2. Can demonstrate safe practices with all hand tools.
				3. Can recognize when hand tools are in need of repair or adjustment.
				4. Knows what to do in case of an injury or an accident.
				5. Can recognize unsafe situations in the shop.
				Tool Identification
				1. Can identify 50 different tools, equipment, and hardware used in the shop classes.
				2. Knows the location of all tools, equipment, and hardware used in the shop classes.
				Repair and Maintenance of Hand Tools
				1. Can repair the handle on a hammer, shovel, hoe, rake, and ax
				2. Can "dress up" the ends on cold chisels and punches.
				3. Can sharpen a knife, an axe, and a hoe.
				Making and Reading Plans
				1. Can make a scale drawing of at least one project to be made in shop.
				2. Can read a ruler, down to 1/16 of an inch.
				Carpentry
				1. Can measure and mark the lumber necessary for a simple wood p
				2. Can cut lumber to proper size using a hand saw and a power sa
				3. Can identify the different types of lumber used in carpentry.
				4. Can identify the different sizes of lumber used in carpentry.
				5. Can identify and properly use the different types of metal fasteners and hardware used in wood projects.
				6. Can properly assemble one small and one large wood project.
				Rope Work
				1. Can identify the different types of ropes used in agriculture
				2. Can demonstrate how to prepare the ends of a rope to prevent unraveling.
				3. Can tie a square knot, slip knot, bowline, manger hitch, half hitch, clove hitch, long splice, short splice, eye splice, loop splice, crown splice, and truckers hitch.

AGRICULTURE MECHANICS AND CONSTRUCTION

1	2	3	4

Cold Metal Work

1. Can measure, mark and cut metal using a hacksaw.
2. Can identify the different types and shapes of metal.
3. Can cut and thread a piece of round stock.
4. Can properly demonstrate how to use a file.

Forging

1. Can measure, mark, and cut metal using a cutting torch.
2. Can properly grind metal with a power grinder.
3. Can measure, mark, and bend metal into a predetermined shape using a source of heat to heat the metal.
4. Demonstrate how to properly anneal a piece of metal.

Plumbing

1. Can identify the different types of fittings.
2. Can identify the different types of materials used in plumbing.
3. Can properly demonstrate how to cut, and join together galvanized, plastic, and copper pipe.
4. Can properly demonstrate how to use galvanized, plastic, and copper fittings in plumbing work.
5. Can replace a washer in a faucet.
6. Can cut and thread a nipple.

Electrical

1. Can explain the different terms used in discussing electricity.
2. Can demonstrate five safety features when working with electricity.
3. Can wire a light recepticle to a light switch.
4. Can make an extension cord using a three wire cord.

Concrete Work

1. Can construct a simple form for a building or sidewalk.
2. Can determine the amount of concrete needed for the job.
3. Can determine the amount of sand, gravel, and cement for the jc
4. Can properly mix concrete by hand or in a mixer.
5. Can properly pour, screed, tamp, and finish a concrete job.
6. Can properly clean up all concrete tools when finished.

Pathway Standards

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 *Students understand decision-making processes within the American free enterprise system:*

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 *Students understand the fundamental economic principles of agribusiness and agricultural production:*

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 *Students understand the role of credit in agribusiness and agricultural production:*

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 *Students understand proper accounting principles and procedures used in business management and tax planning:*

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 *Students understand basic risk management principles and their impact on economic viability:*

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 *Students understand the role and value of agricultural organizations:*

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 *Students understand agricultural marketing systems:*

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Know how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Understand how biotechnology affects trade and global economies.
- A9.5 Understand how different cultural values affect agricultural production and marketing.
- A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

Upon successful completion of the course the student will have:

Common to all Programs:

Demonstrated awareness of employment opportunities in careers related to the industry.
Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
Demonstrated safe work habits and attitudes.
Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

Common to this ROP Course/ Industry:

Understanding of the four parts of the food industry.
Identified the chemistry of foods.
Understanding of the nutrition and digestion of foods.
Identified various foods in a food composition table and described their nutritional value.
Described the factors of quality in foods.
An understanding of the unit operations in food processing.
Discussed the reasons for dehydrating.
Identified and described types and uses of packing.
An understanding of the process of milk processing.
Described the production of meat from cattle, sheep, hogs, and poultry.
Described the general composition of grains, legumes, and oilseeds.
Identified the parts of a plant considered a vegetable or a fruit.
Listed the categories of food safety.
Identified the agencies and laws that regulate foods and labeling.

ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but is not limited to:
Employability Skills Evaluation with a rubric that will be used for peer, teacher, and external expert feedback.
Employability Portfolio and presentation
Safety awareness in the classroom and/or community classroom setting
Individual or group Project-Based Learning assignment
Timely and complete required assignments
Tests and quizzes given per unit with cumulative final at the conclusion of each semester.
Classroom participation, punctuality, and attendance
Presentations/Exhibitions

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

Specific applications of Algebra I standards (grades eight through twelve):
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

Specific applications of Geometry standards (grades eight through twelve):
(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):
(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):
(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
(12.2.6) Describe the effect of price controls on buyers and sellers.
(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 Visual and Performing Arts

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

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 the material 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.

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.

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.
(3.3) 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 purpose of art in selected contemporary cultures.

Aesthetic Valuing

(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.

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).

2.0 Communications
Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
(2.3) Generate relevant questions about readings on issues that can be researched.
Specific applications of Reading Comprehension standards (grades eleven and twelve):
(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
(2.3) Write expository compositions, including analytical essays and research reports:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.
Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.

b. Make notes of responses.

c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect

b. Standard American English for clarity

c. Technical language for specificity

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

PROBLEM SOLVING & 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:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.
F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

891 PASEO DRIVE • HOLLISTER, CA 95023
PHONE (805) 431-0228 • E-MAIL MYNDI.KRAFFT@GMAIL.COM

MYNDI KRAFFT

OBJECTIVE

To obtain a High School Agricultural teaching position in which creativity, dedication, and a team attitude can be used to educate and motivate diverse students.

TEACHING EXPERIENCE

2007-Present Ann Sobrato High School Morgan Hill, CA
Agricultural Science Instructor
Agriculture Department Head
Voc-Ed/Applied & Fine Arts Department Chairperson

2007 San Benito High School Hollister, CA
Student Teacher

- Prepared and delivered lesson plans according to content standards.
- Developed and implemented a plan for managing student behavior.
- Worked as part of an interdisciplinary team in planning, problem solving, and helping students succeed.

EDUCATION

Masters of Science Degree 2009 Cal Poly State University
Agriculture

Bachelor of Science Degree 2006 Cal Poly State University
Agricultural Science

August 2003-December 2003 Cuesta College San Luis Obispo, CA
General Studies

August 2001-July 2003 Mt. San Jacinto College Menifee, CA
General Studies

September 1997-June 2001 Murrieta Valley High Schol Murrieta, CA
Diploma
Athletic Sports: 4 years of Cheerleading, 1 year of Track & Field
Associated Student Government
Spanish: 2 years

RELATED PROFESSIONAL EXPERIENCE

2005 Calving Enterprise San Luis Obispo, CA

Student Manager

Managed a group of students for the Calving Enterprise at Cal Poly State University; Assisted in observations and procedures of the calving season; Maintained facilities.

2005 South Coast Region FFA San Luis Obispo, CA

Intern

Prepared Judging Packets for Region and State Competitions; Prepared Degree Reciepents and Awards Scripts; Assisted with Behind the Scene Organization and Operations of State Degree Banquet; Attended State Conference as Delegate Supervisor; Act as Adivsor and Mentor to Students; Appropriate Office Work Following All Competitions and Activities.

2004-2005 Stenner Glen Student Housing San Luis Obispo, CA

Resident Assistant

- Maintained Orderly and Efficient Operation of Building; Assisted in Resident Conflicts/Complaints, Team Leadership; Event Planning and Organization; Cafeteria Meal Checker; Counseling Students

2000-2001 Championship Cheerleading Murrieta, CA

Instructor

- Team Leadership; Planned and Organized Events; Directed Teams; Counselor

OTHER RELATED TRAINING

2005 Dale Carnegie Training San Luis Obispo, CA

Trained in building greater self-confidence, strengthening people skills, enchancing communication skills, developing leadership skills and controlling worry and stress.

California Commission on Teacher Credentialing

search

My CA

Selected Credential Held

The application status and credential information was last updated on 11/05/2009. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: KRAFFT MUZIC, MYNDI J

Document Title	Clear Single Subject Teaching Credential
Document Number	090175730
Authorization Code(s)	R142
	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.
	R1S
	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.
Renewal Code(s)	R20
	To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.
Issuance Date	06/05/2009
Expiration Date	07/01/2014
	Agriculture

< Return to Summary | New Search

California Commission on Teacher Credentialing

search

My CA

Selected Credential Held

The application status and credential information was last updated on 11/05/2009. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: KRAFFT MUZIC, MYNDI J

Document Title	Clear Specialist Instruction Credential (Agriculture)
Document Number	070265342
Authorization Code(s)	R3A1
	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.
Renewal Code(s)	R15P
	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.
Issuance Date	07/03/2007
Expiration Date	08/01/2012
Authorized Subject(s)	Agriculture

< Return to Summary | New Search

TANYA L. SALO
1511 Hicks Ave.
San Jose, CA 95125
Phone: (805) 878-1718
Email: tanyasalo@gmail.com

OBJECTIVE

To successfully pursue a career as an educator and mentor in the field of Agriculture. I hope to work in an atmosphere that is cooperative towards a common goal of educating students to their fullest potential and helping them to succeed.

WORK HISTORY

Jan 2008 to Mar 2008

Agriculture Educator – Ann Sobrato High School
Morgan Hill Unified School District
Morgan Hill, CA 95037

Responsible for enhancing the education of students in the growing FFA program. Advising of all FFA activities, campus and district leadership involvement, in addition to classroom instruction and guidance.

- Agriculture Sales and Services
- Agriculture Biology
- Agriculture Geology
- Horticulture
- Veterinary Science

- FFA Conferences
- Nursery Landscape Judging Team
- Co-Op Team
- Job Interview Contest

March 2008 to June 2008

Long Term Substitute – Lompoc High School
Lompoc Unified School District
Lompoc, CA

Responsible for continuing and enhancing the education of students in the absence of their advisor. In addition to teaching I participated in advising FFA activities and supervising the Market Hog projects.

- Agriculture Mechanics
- Agriculture Biology
- State FFA Conference

Jan 2008 to March 2008

Long Term Substitute – Live Oak High School
Morgan Hill Unified School District
Morgan Hill, CA 95037

Responsible for continuing and enhancing the education of students in the absence of their advisor. In addition to teaching I participated in advising FFA activities.

- Agriculture Marketing and Sales
- CP Biology
- Agriculture Biology

EDUCATION

Sep 2006 to present **California Polytechnic State University**
San Luis Obispo, CA 93407
Agriculture MS

Coursework complete for Masters Degree in Agriculture for Education. Pending on Masters project.

Jan 2007 to Jan 2008 **California Polytechnic State University**
San Luis Obispo, CA 93407
Preliminary Single Subject Teaching Credential
Clear Specialist Instruction Credential (Agriculture)

Sep 2001 to Jun 2006 **California Polytechnic State University**
San Luis Obispo, CA 93407
Agriculture Science BS

Emphasis in Education with a concentration in Animal Science.

SKILLS/ACTIVITIES

- **State Standard Inclusion**
- **Computer/Technology**
- **Communication/Problem Solving**
- **Curriculum Enhancement**
- **FFA Advising**
- **Organization of Lessons**
- **Inclusion of various Teaching Methods**
- **FFA Conferences**
- **FFA Contests/Judging Teams**
- **School Site Council**
- **Chapter Meetings/Functions**
- **Fundraising/Community Service**
- **Secondary Steering Committee**
- **ATA**

REFERENCES

Debbie Padilla
Principal
Ann Sobrato High School
401 Burnett Ave.
Morgan Hill, CA 95037
(805) 238-0286

Dr. Bill Kellog
Ag Education Professor
Cal Poly State University
San Luis Obispo, CA 93407
(805) 756-7272

Deanna Cargill
Agriculture Department Head
Shandon High School
101 S. 1st Street
Shandon, CA 93461
(805) 238-0286

Myndi Krafft
Agriculture Teacher
Ann Sobrato High School
401 Burnett Ave.
Morgan Hill, CA 95037
(408) 201-6200 ext. 41248

Document Number:

New Search

Last Name: SALO **Last Known County of Employment:**
First Name: TANYA **Adverse and Commission Action Indicator:**
Middle Name: L **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Document | Application | Adverse and Commission Actions

1 - 5 of 5

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>		Single Subject Teaching Credential	Clear	Valid	6/26/2010	7/1/2015	1/25/2008		
>		Single Subject Teaching Credential	Preliminary	Valid	1/25/2008	2/1/2013	1/25/2008		
>		Specialist Instruction Credential (Agriculture)	Clear	Valid	1/25/2008	2/1/2013	1/25/2008		
>		30-Day Substitute Teaching Permit	Emergency	Valid	8/22/2007	9/1/2008	8/22/2007		
>		Certificate of Clearance		Valid	9/28/2006	10/1/2011	9/28/2006		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE			

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:
First Name: TANYA
Middle Name: L

Document Information:

Document Number: 101219534
Document Title: Single Subject Teaching Credential
Term: Clear
Status: Valid
Issue Date: 6/26/2010
Expiration Date: 7/1/2015
Original Issue Date: 1/25/2008
Grade:
Special Grade:
SB1969 (Title 5 §80487):

---

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE			

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:
First Name: TANYA
Middle Name: L

Document Information:

Document Number: 080038227
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 1/25/2008
Expiration Date: 2/1/2013
Original Issue Date: 1/25/2008
Grade:
Special Grade:
SB1969 (Title 5 §80487):

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 2 of 2

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Nicole Silveira

960 Wright Road - Hollister, Ca 95023 – ncksilveira@gmail.com - (831) 207-2342

Education and Credentials

California Polytechnic State University, San Luis Obispo, California

Master of Science in Agriculture; specialization in Agricultural Education- *in progress*

Single subject Credential in Agriculture, *June 2011*

Bachelor of Science Degree, Agricultural Science, *June 2011*

- Concentration in Animal Science

Modesto Junior College; Modesto, California

Associates Degree, Agricultural Science and Transferrable Studies, *April 2008*

Experience

Ann Sobrato High School Agriculture Department, Morgan Hill, CA — July 2012- Present

Agricultural Instructor

- Teaching two sections of Agriculture Geology and three Sections of Food Science
- Coaching Dairy Products CDE and Small Animal Advisor

McFarland High School Agricultural Department, McFarland, CA — *August 2011- June 2012*

Agricultural Instructor

- Teaching three sections of Agricultural Earth Science and two sections of Earth Science
- Serve as FFA Advisor and chaperoned numerous FFA Activities
- Supervised student projects for fair and Supervised Agricultural Experience Projects

John H. Pitman High School Agriculture Department, Turlock, CA — *January 2011- June 2011*

Student Teacher

- Courses taught included: Introduction to Agriculture, Agriculture Geology, Agriculture Welding, Agriculture Biology, and Floriculture classes.
- Organized and created lesson plans and implemented hands on activities
- Conducted home and project visits to advise students on planning and maintaining Supervised Agricultural Experience projects

California Polytechnic State University, San Luis Obispo, CA — *September 2010-December 2010*

Dairy Science Lab Instructor

- Organized lab activities to further student knowledge in Artificial Insemination
- Implemented many hands on activities to link practices
- Ensure the safety of all students of all students at all times

California Polytechnic State University Poultry Unit, San Luis Obispo, CA — *September 2008-June 2009*

Student Manager: Broiler Chicken Enterprise

- Management Practices: Husbandry, Bio-Security, and Record Keeping
- General Sales and Accounting and Delivery of Farm Fresh Eggs to Local Grocery Stores

Monsanto Seed Company, Seminis Vegetable Seed, San Juan Bautista, CA — *April 2008- June 2009*

Field Trial/Test Manager

- Monitor onion reproduction and fertility, record progress for data entry to compile trend analysis
- Conducted field checks of onions for local and regional growers and consumers
- Communicate Analysis findings with Corporate Office

Professional Development

- *Good Teaching Conference 2012*
- *English Learner Professional Development 2012*
- *New Professionals In Ag Education 2011*

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: SILVEIRA
First Name: NICOLE
Middle Name: CHELSIE

Document Information:

Document Number: 110124781
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 6/22/2011
Expiration Date: 7/1/2016
Original Issue Date: 6/22/2011
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 2 of 2

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records

ocument Number: 110124782 >

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: SILVEIRA
First Name: NICOLE
Middle Name: CHELSIE

Document Information:

Document Number: 110124782
Document Title: Single Subject Teaching Credential
Term: Preliminary
Status: Valid
Issue Date: 6/22/2011
Expiration Date: 7/1/2016
Original Issue Date: 6/22/2011
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
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			

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1 |

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Employment Restrictions

No Records |

ARTIN, JOSEPH > Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: MARTIN
First Name: JOSEPH
Middle Name: LOUIS

Last Known County of Employment: Note: Please verify County of Employment is current
Adverse and Commission Actions Indicator: Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Current Document | All Documents | Adverse and Commission Actions

1 - 3 of 3

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	080112249	Single Subject Teaching Credential	Preliminary	Valid	1/25/2008	2/1/2013	1/25/2008		
>	080112250	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/25/2008	2/1/2013	1/25/2008		
>	080063987	Full Time Designated Subjects Career Technical Education Teaching Credential	Preliminary	Valid	1/7/2008	2/1/2013	1/7/2008		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE			

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Employment Restrictions

No Records

Ag Advisory Committee Minutes
March 22nd, 2012
Ann Sobrato High School

I. In Attendance:
Mitchell Kirk
Joe Martin
Tanya Salo
Myndi Krafft
Claire Grissom
Paul Grissom
Rich Calabretta
Amy Truitt

The meeting was called to order at 5:05 p.m. in Myndi Krafft's classroom, E114, at the Sobrato Campus.

II. Introductions and Reading of Minutes
A motion was made to approve the minutes by Claire Grissom, seconded by Myndi Krafft.

III. New Business

-Greenhouse Update: Tanya reported that the greenhouse is up and almost complete. The climate control system will be installed and a tank may be needed to better control the water flow and pressure. Rich mentioned that one could be looked for and that we should explore the options of donations or funding from other sources.

-Curriculum Review: Joe brought forward the Ag Mechanics curriculum for review. If the advisory committee has any recommendations they will submit via email. It was also brought up that we should work on getting the course CSU or UC approved in either the areas of Art or even coinciding with an Ag Physics type course. Claire mentioned that having a physics pathway would open our program up to some upper level students and expand our opportunites.

-Job Placement: Paul discussed that he may have contacts in Gilroy and south for possible work experience opportunities for our students. It was discussed that we should also utilize school time/days to do shadowing or even acquire credit for the students through this type of program.

-Farm Improvement: Joe discussed our ongoing water problem. Rich mentioned possibilities of looking at where the school's wells are located. Drip irrigation is what we would like to utilize, therefore providing good conservation. We would like to be able to grow different products and also teach students about water retention, testing, and quality. This would tie into some of our curriculum and

would expand our farm's use to more students. The option of running dry crops was brought up as well. Mitchell mentioned he has some contacts with the water district that he will explore for our uses.

Extending the swine unit and adding wash racks are a much needed improvement as well. This will provide a more current and up to date facility for our classes and livestock students to utilize. In addition, shade in the pastures for the ewes and sows would be great. Joe mentioned that so far this year we have acquired a tractor with a scraper and disc, a livestock trailer, a 2 horse trailer, the Ag Truck, and a mower.

IV. Open Suggestions/Topics

Myndi updated the committee on the possibility of adding Food Science to our curriculum and department. Paul brought up the fact that food safety is a huge topic and industry right now. In Salinas they have a mobile testing unit for quality control. Teaching students those aspects and getting them involved in that side of the industry would bring to light some very worth while opportunities. Rich also mentioned that he has an Apple Packer contact that works with food safety as well. We could tie this into a lot of our courses, not just Food Science. In addition it was mentioned that in all of our courses and pathways we need to make our terminology more "green". Use and practice of "sustainability" reaches beyond our population that understands agriculture.

Lastly the ideas of being more in the community and involving other students in our district were discussed. Utilizing a program like ag in the classroom, or running a program like that would be great for our elementary students. Curriculum could be incorporated throughout and farm days or tours should be better explored.

The next meeting will be scheduled around the May 31st date..

The meeting was adjourned at 6:30 pm.

Respectfully Submitted,

Tanya Salo
Ann Sobrato High School
Agriculture Department

Ag Advisory Committee Minutes
March 14, 2011
Sobrato High School

Meeting began at 6:00pm

In Attendance:
Erin Gill – Grass Farm
Richard Calabretta – Calabretta Construction
Andrea Calabretta – Barn Tours
Todd Farr – Santa Clara South County ROP
Tanya Salo – Advisor
Joseph Martin - Advisor

Welcome & Introductions

Approval of Previous Meetings Minutes
Minutes from prior Advisory committee were looked over and approved by Joseph Martin at 6:25pm. It was seconded by Richard Calabretta.

ROP Introduction

Todd spoke to the committee about ROP, what it is, how it functions, and who it is meant to serve. In addition Tanya told the refreshed the group on the roles of an advisory member and how it ties into both the ROP and Agriculture advisories.

Old Business

-ROP Outlines and how they play a role in the Ag Incentive Grant review and applications.
-Greenhouse status.

New Business

-Course outlines for ROP were looked at and discussed. Tanya explained how we are looking for pathways to help support our Ag education program and how it leads into opportunities for our FFA students.
-The program was discussed and where the advisors see the program going in the next few years. Erin spoke about possibilities of students visiting his facilities for a field day. That discussion led into the possibility of a field day on campus where various industry members would come to the students all at one time. Erin also spoke about various ways to get students with horticulture projects and possibly utilize the community gardens downtown. Farmers market was brought up by Andrea and would be a good way to get the FFA program out there in the community as well as being an outlet for student projects. Rich spoke about doing more concrete/mechanic projects at the farm and utilizing members such as himself to help advisors teach it during class time.
-Job Market Information and expectations from the industry were discussed. Rich and Erin both spoke on the demand for employees to be well trained in the industry but also in job etiquette, etc.

It is hoped that attending committee members and advisors will find additional members that would benefit both the ROP curriculum as well as the Sobrato FFA program.

Meeting adjourned at 8:00pm

Submitted by Tanya Salo

Ag Advisory Committee Minutes
October 12, 2010
Sobrato High School

Meeting began at 6:05pm

In Attendance:
Jennifer Williams – Farm Bureau
Tanya Salo – Advisor
Myndi Krafft – Advisor
Joseph Martin - Advisor

Welcome & Introductions

Approval of Previous Meetings Minutes
Minutes from prior Advisory committee were looked over and approved by Joseph Martin at 6:15pm. It was seconded by Tanya Salo.

Advisory Introduction

Tanya went over the roles of advisory and it's purpose. Jennifer inquired on clarification of the time commitment and the types of community members we are looking for to be members.

Old Business

It was discussed that the greenhouse we have had for three years is now erect and gearing up for production.

New Business

The review of the AIG was looked at. The checklist was explained and the process of Advisory review, State review, and Self review was explained as well. Jennifer asked about how the members of the committee will review curriculum. The ROP course outlines were given and briefly described. Jennifer said she would help us come in contact with other industry people that could help review all of these items both for our program and ROP. Joe Martin brought up a current issue with our water district and our determination to get "Ag" water from the district for our farm. Jennifer also inquired what we kind of equipment we would like to get donated or be put in contact with. Tractors, implements, piping, and horticulture items would be of great use to the program and things we would like. The calendar was looked at to schedule the next meeting and will tentatively be held in January 2011.

Meeting adjourned at 7:00pm

Submitted by Tanya Salo

Ag Advisory Committee Minutes
March 24, 2010
Live Oak and Ann Sobrato High Schools

I. In Attendance:
Brent Kirk
Mitchell Kirk
Joe Martin
Tanya Salo
Myndi Krafft
Erin Larrus
Kendra Lewis

The meeting was called to order at 6:35 p.m. in Myndi Krafft's classroom at the Sobrato Campus.

II. Introductions and Reading of Minutes
A motion was made to approve the minutes by Myndi Krafft. Erin Larrus seconded the motion.

III. Booster Updates
Sobrato FFA's booster organization put on the 2nd annual Crab feed which was very successful and the new superintendent came.

Morgan Hill FFA's booster organization has been busy with fundraisers. They are having a Chili's fundraiser on Friday and are making plans for the annual Drive thru BBQ which will be held on April 23rd and the big Garage sale at Britton on May 29th.

IV. Reports
Morgan Hill – Sobrato FFA
Myndi and Tanya reported that Sobrato has been extremely busy going to judging field days every weekend so far with a BIG, Livestock, Dairy Products, and Specialty animals teams. They have also been busy getting ready for donkey basketball, project competition and are about to get all the students livestock animals for the fair. They have 24 students attending the state conference in Fresno, 1 regional officer, 6 regional creed speakers, and won 3rd place with their scrapbook.

Morgan Hill FFA
Erin Larrus reported that Morgan Hill FFA is busy as well getting ready to get pigs, lambs and goats for student fair projects. We have 2 students competing in extemporaneous speaking at the regional level, and 9 kids competing in job interview. We also have a horse, computer apps, and livestock judging team competing in field days and will be taking 16 students to state conference in Fresno. We had 2 students run for regional office and the chapter is gearing up for donkey basketball and project competition as well.

V. Old Business

a. Live Oak Greenhouse/Sobrato –

- Myndi stated that Scott Stebner bought their greenhouse through a specialized ag incentive grant. It has been moved twice because the district says it was weathering. Myndi met with Aneisa to go over the solar panels, but went over the greenhouse. She stated that there was left over bond money for their greenhouse to be put up but no time frame.
- Erin stated that she also met with Aneisa and she just wanted to know where the greenhouse or shade house would be located.

b. Perkins Funding –

- Myndi reported that the goal for the 2010 – 2011 school year is Career Technical Student Organizations (CTSO), so at each site we need to do the 2 year plan.

c. Articulation –

We need to email Dave Matusak and see where were at with articulation agreements.

VI. New Business

Erin gave an update about the solar panels and stated that the Chevron corporation is providing the funding for the project.

Kendra spoke about the Casino Night fundraiser for the fair and passed out flyers to the committee.

Each school gave a report on recruitment and classes for the next school year. Sobrato is going to have two floral design classes and Live Oak will probably have two vet science classes. Recruitment at the middle schools went well again this year. Joe asked about getting an old tractor from someone or if Mitchell or Brent knew someone they could buy one from. Erin suggested Peterson tractor in San Martin. Brent and Mitchell would think of some things and get back to Joe.

Kendra asked Brent and Mitchell if they also knew anyone that worked in the Agriculture Mechanics industry that would be interested in being on the ag advisory committee. They would think about it.

The next meeting will be scheduled for the end of September or beginning of October.

The meeting was adjourned at 8:00 pm.

Respectfully Submitted,

Kendra Lewis
Live Oak High School
Agriculture Department

2012-2013 FFA BUDGET

Expenses

Officer supplies	$700
FFA week	$400
Meetings	$800
Jackets	$300
Judging contest	$4000
Banquet	$3500
Leadership conference	$10000
Fair	$700
Officer retreat	$300
Scrap book	$600
Baskets	$400
Drive thru BBQ	$16000
Farm supplies	$4500
Community service	$1100
Food fair	$500
General FFA Supplies	$1500
Trailer/ Trailer Repair.	$.800
BBQ Trailer	$1800

Total: $36,800 **Receipts**

Banquet	$1000
Drive Thru BBQ	$30,000
Auction baskets	$600
Cattlemen's Dinner	$500
Food fair	$2,250
Benefit breakfast	$4,000
Leadership conference	$7,000
Public relations	$1,100

Total: $45,450 **Estimated Net Profit: $8,650**

April 2012

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2012–13 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2012)

DATES OF PROJECT DURATION - JULY 1, 2012, TO JUNE 30, 2013

Ann Sobrato High School	Morgan Hill Unified School District
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent ______________ Title ______________

Signature of Agriculture Teacher Responsible for the Program ______________ Signature of Principal ______________

Contact Phone Number: 408-201-6200 x41248

Date of Approval of Local Agency Board: 24-Jul-12

Funds Requested - Part I	$5,000.00	
Part II	$3,464.00	
Part III	$0.00	
Part IV	$8,000.00	
Part V	$0.00	
Total		$16,464.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2011–12 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	433	$3,464.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2012	6	
Percent of Students (R2) Receiving State Degree	1%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000.		FALSE

PART IV - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

Myndi Krafft	4.
Tanya Salo	5.
Joe Martin	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	3	$6,000.00
Criterion 11B - Project Supervision Period	1	$2,000.00
TOTAL FUNDS REQUESTED PART IV		$8,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.

PART VI - FINANCIAL SCHEDULE

Part A

			A	B		C
Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		5,464.00		5,464.00
2			Subtotal for 4000	**$5,464.00**		**$5,464.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Vehicle Gas	3,000.00		3,000.00
4			2. Vehicle Insurance	1,000.00		1,000.00
5			3. Travel/Conferences	6,000.00		6,000.00
6			4. Vehicle Maintenance	1,000.00		1,000.00
			5.			
7			6.			
8	[redacted]	[redacted]	Subtotal for 5000	**$11,000.00**		**$11,000.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.			
10			2.			
11			3.			
			4.			
12			5.			
13	[redacted]	[redacted]	Subtotal for 6000	**$0.00**		**$0.00**
14	[redacted]	[redacted]	Total for 4000–6000 Lines 2, 8, 13	**$16,464.00**		**$16,464.00**

TOTAL 2012–2013 Incentive Grant Allocation: $16,464.00

Part B - Complete this portion if a waiver of the matching requirement is applied for:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18	[redacted]	[redacted]	TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

Signed Articulation Agreement and/or Evidence of Articulation

Not Applicable for Sobrato Ag Department at this time. However, we are working closely with Gavilan Junior College. Gavilan has a Agriculture and Natural Resources major and we are trying to get credit for the Veterinary Science and Environmental Horticulture Science courses.

Graduate Follow-Up Results
Sobrato Agriculture Department

The following indicates information gathered from Program Completers of the Agriculture Program.

% of students agree with statement

Which statement best applies to the students present occupation.

16% I am using most of the skills I learned in the agriculture program.
79% I am using some of the skills I learned in the agriculture program.
5% I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

42% Excellent
57% Good
0% Fair
0% Poor

Career Guidance/Counseling

31% Excellent
53% Good
16% Fair
0% Poor

Which activities in the FFA program that the students thought were valuable.

58% Officer and committee chairman experience
42% Judging contests
42% Advanced degree and proficiency awards
79% Participation in chapter activities, working with others
53% Livestock raising, shows, fairs, etc.
47% Other: Leadership Conferences, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

24% Learning skills related to future Ag employment
36% Development of responsibility
24% Learning record keeping
17% Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at the agriculture program.

Facilities

0% Overcrowded
100% Modern
100% Adequate square space
0% Out-of-date

Equipment

30% Modern
30% Well-maintained
7% Poorly maintained
0% Out-of-Date
33% Adequate amount of equipment for all students in class
0% Not adequate equipment

Graduate Follow-up

CA0525 Morgan Hill - Ann Sobrato
Ann Sobrato HS
401 Burnett Ave.
Morgan Hill, CA 95037

Graduates for Spring: 2012 Go

Last Name	First Name	Graduate Status
Keck	Jamie	Four Year College-Ag Major
Harried	Lyza	Two Year College-Ag Major
Bondi	Alexandria	Four Year College-Non-Ag Major
Barnes	Jennifer	Four Year College-Non-Ag Major
Ribiero	Samantha	Four Year College-Non-Ag Major
Gomes	Bryan	Four Year College-Ag Major
Ryman	Caitlin	Two Year College-Non-Ag Major
Agredano	Nicholas	Two Year College-Non-Ag Major
Arnbrister	Katelyn	Two Year College-Ag Major
Govea	Alfonso	Two Year College-Ag Major
Deharo	Sierra	Two Year College-Non-Ag Major
Mercado	Eduardo	Two Year College-Non-Ag Major
Mcbirney	Amy	Four Year College-Ag Major
Castillo	Ryan	Location or Position Unknown-
Ramirez	Justine	Four Year College-Non-Ag Major
Villamares	Felipe	Two Year College-Non-Ag Major

Kiles	Nicole	Two Year College-Non-Ag Major
Govea	Alisandra	Two Year College-Non-Ag Major
Markes	Bijan	Location or Position Unknown-
Bull	Brandon	Two Year College-Non-Ag Major
Espino	Karolina	Two Year College-Non-Ag Major
Castillo	David	Employed - Fulltime-Non-Ag Job
Romero	Sandra	Two Year College-Non-Ag Major
Sakai	Kimberly	Two Year College-Non-Ag Major
Guevara	Vanessa	Two Year College-Non-Ag Major

Printed: 11/9/2012 3:50:06 PM
Count: 25

Active Placement Sites

1. The Feed Barn – Gilroy, CA
2. Sargenti Stables – Morgan Hill, CA (Gary & Joann Sargenti)
3. PETCO – Morgan Hill, CA
4. Tilton Ranch – Morgan Hill, CA (Janet Burback)
5. Paws Place – Morgan Hill, CA
6. My Pony Party & Petting Zoo – San Martin, CA (Donna Kissinger)
7. Del Monoco Specialty Foods- Morgan Hill, CA (Patrick Cochran)
8. George Chiala Farms, Morgan Hill, CA (George Chiala)
9. TimPtations Farms, Morgan Hill, CA (Tim Chiala)

Recruitment Activities and Materials

1. 8th Grade Preview Night
    a. Highlight the agriculture program to incoming 8th grade students and parents.

2. Middle School Presentations
    a. Attend local feeder school with school counselors
    b. Present information on the Agricultural program and FFA
    c. Pass out promotional information
    d. Discuss class options as an incoming 9th grade student

3. Campus Food Fairs
    a. FFA sells Tri-Tip sandwiches at lunch during Food Fair.

4. 4th of July Parade
    a. Build float and attend parade.

5. Community Service Events
    a. Grange Breakfasts
    b. "Las Madres" fun day Petting Zoo
    c. Cattlemen's Dinner
    d. Yoplait Yogurt Breast Cancer Lids
    e. Toys for Tots Toy Drive

Are you ready for hands on learning?

Interested in taking Ag Biology Next Year?

We would love to have you!

Name:____________________________

Student I.D. ______________________

Yes________

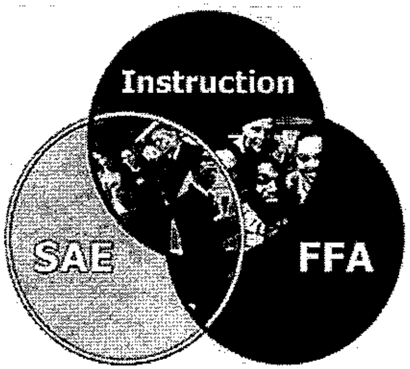
No________

(circle one)

Sobrato / Live Oak

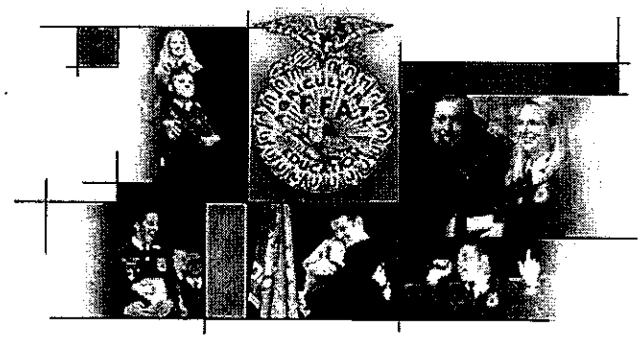
Agricultural Education *IS* related to the classroom!

There are three components that are key to the success of the Agricultural Education program. It is an integral part which means that each component reinforces what the students learn in the classroom—students relate to the curriculum in a way that they become an extension of classroom instruction.



Above are the three components in Agricultural Education. Classroom and laboratory experience, hands-on experience with SAE, and leadership development with FFA.

Don't Hesitate....Get involved Today!!!



For more information on our Agriculture Education program contact:

Mrs. Krafft, Ms. Salo, Mr. Martin, or Ms. Silveira
401 Burnett Avenue
Morgan Hill, CA 95037
408-201-6200 ext: 41248

Ann Sobrato High School

Agricultural Education... What's in it for you?

Classroom & Labs

FFA student welding in his agricultural mechanics class.

Classroom and laboratory instruction has a very basic purpose—to allow students to see the application of real word events. In addition to technical skills, you will develop life skills. Life skills include interpersonal communication skills. Responsibility and accountability, decision making, and leadership. The vocational agriculture program prepares students to be qualified applicants for a college or trade school, and become productive members of society.

FFA

FFA is dedicated to making a positive difference in your life by helping members develop their potential for ***premier leadership, personal growth*** and ***career success*** through agricultural education. The FFA motto gives members twelve short words to live by:

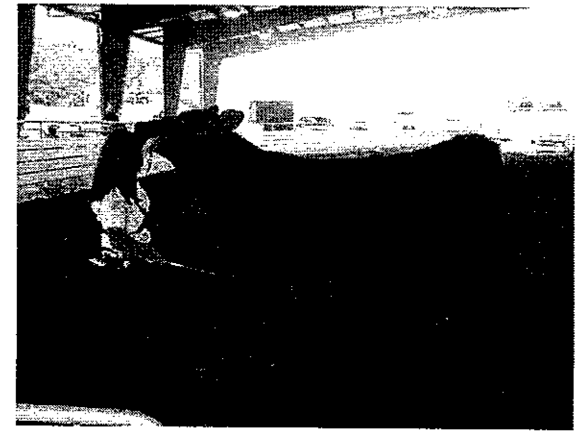
Learning to Do

Doing to Learn

Earning to Live

Living to Serve

SAE



FFA student shows her SAE project at the county fair.

To be successful in today's world of work and higher education, students need practical skills, many of which can be learned only through hands-on, work-based situations. This experiential learning applies instruction to real-life or nearly real-life situations through a Supervised Agricultural Experience Program (SAE). SAE provides hands-on application of agricultural principles and concepts to the students' life outside the classroom.

SOBRATO FFA

BELIEVE

FFA Week February 18-25, 2012

MARCH 9TH, 2012

Upcoming Events

-Project competition

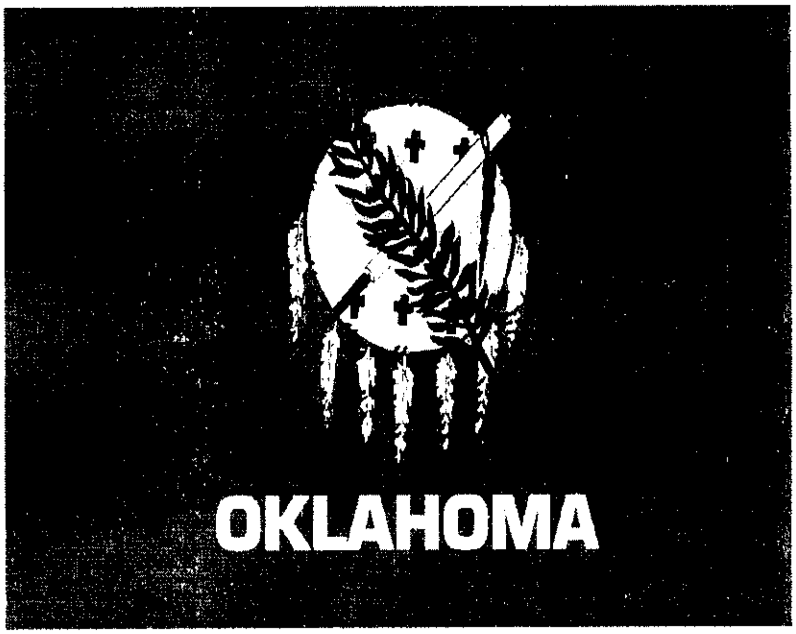
-state degree ceremony

-chapter officer elections

-state conference

Amy Truitt—Student Teacher

By Nicholas Williams



Straight out of Oklahoma this rurally raised student teacher trekked half way across the country to teach here. This past state officer came to our chapter from Oklahoma State University. Throughout her high school career she raised and showed market hogs, and raised beef cattle and horses with her family, and has won several public speaking competitions, and competed in land judging competitions. She is also and avid sportsman, and competed in basketball, softball, track, and cheerleading. She sung on her church team and was an NHS, Key Club, and 4H member. Mrs. Tru Tru, as her students call her, is a lover of the color purple, and is an advocate for agriculture that is often found lending a hand at many of our events. Using regionalisms like "kinfolk" "y'all" and "gator," she instructs and assists students in our chapter. Everyday she wakes up bright and early to drive all the way here from Monterey. An incredibly enthusiastic teacher she loves utilizing word emphasis and hand gestures in her lectures. Splitting time between here and her home in Monterrey, Mrs. Truitt is constantly driving back and forth to attend as many of our local FFA events as possible. As a student teacher she has started to teach some of Sobrato's ag classes, and has been exposed to courses and curriculum not found in her small home town of Wetumka. Trying her hand at such courses as Ag. Biology, Ag. Geology, floral design and an Ag. Mechanics class, she has found much successes with her eager students. In may this Oklahoma star will graduate from Oklahoma State University with a degree in Agricultural Education.

Farm Workdays by Nicholas Williams

In January, February and March we held three farm workdays at our farm, and students who attended helped clean and organize a livestock filled farm with over fifty animals! Moving around pen walls and cleaning down mats were among some of the many activities done at these farm workdays, and with help from students we got a lot accomplished, making the farm look much cleaner, and more organized. With thirty two piglets, five lambs three sows, three ewes and a ram Sobrato FFA had its hands full at these farm workdays, and we even needed to take a break to witness the lambing process of one of our ewes. Thank you to all the students who helped and the Boosters who took the time to bring food for all of the hard workers out at the farm at these workdays.

Speaking competitions

by McKenna Miles

On February 9th, after many weeks of preparation, Sobrato FFA members set off to San Bendito High School to compete in Public Speaking. Four Sobrato freshman memorized the FFA Creed and competed that day. Jessica Magallanez took home 5th place and now advances to the regional level. Varun Singh and Nimrah Aslam competed in the Impromptu Competition where members choose a topic, they have a minute to prepare and 30 seconds to present a speech. Nimrah placed 5th and also moves on to the Regional Contest on March 16th. Monelle Aguilar, Thomas Burback, Niamh Haller, and Nick Williams competed in the Impromptu competition. For this competition, the participant prepares a binder with information about a list of 20 topics Agriculturally related. They randomly choose and have 30 minutes to write and memorize a speech, they have 4 minutes to present their topic. Monelle Aguilar placed 3rd and is now going to move on to the regional level along with the other high award winning participants. Joseph Garibaldi and McKenna Miles competed in the Prepared Speaking competition where the participant chooses a Agricultural Issue and writes and memorizes a 6-8 minute speech and presents it. McKenna Miles went home with 2nd place and the chance to compete the regional competition. Sobrato is so proud of it's dedicated members and will be presenting it's Scrapbook and competing with all the Public Speaking Competitions on March 16 at the regional level. Congratulations to all speaking competition competitors!

"Our past inspires tomorrow" -regional theme

MFE/ALA

Held in Monterrey the MFE/ALA conference ran from January 27th to the 28th. With groups spit by color conference attendees participated in team building and leadership activities, and had fun doing it showing their enthusiasm in the races and noise competitions held during the conference. Run by state officers this event was one of the most exciting conferences of the year and many students got to meet the inspirational leaders of our organization while learning to be one.

Tulare ag expo

Tulare holds the worlds largest ag exposition annually, and this year Sobrato students traveled down to Tulare with student teacher Amy Truitt, advisor Mr. martin, and parent Janet Burback. Students walked around this huge gathering of agrarians and explored the many fields of agriculture,. As well as views some pretty cool stuff. After four hours of walking students returned home with bags of give -aways and purchases fro the expo.

FFA Week

From February 13th to the 17th Sobrato FFA celebrated FFA week. Every day we held lunchtime activities and promoted FFA and agriculture in the Ag classes here at Sobrato, as well as taking a visit to the local middle school, Martin Murphy, to increase FFA enrollment for next year. On the Monday of FFA week we held a balloon popping competition were students had a balloon tied to their ankle and other students tried to pop the balloons tied to other people's ankles, and the last student with a balloon left un-popped won. After a heated 30 minute battle five winners emerged and received prizes. On Tuesday we held an Oreo dunk and milk chugging competition, were competitors had to lick clean an Oreo, dunk it in milk, eat it, then chug all the milk, after many messy rounds prizes were given and records were smashed in this yearly competition. On Wednesday and Thursday we help ranch themed games, a classic hay bucking competition were students raced to move hay, and an epic relay in the theme of a branding were students had to rope a bale of hay with a calf head, drag it to the branding area, and brand it with paint. On the final day of FFA week we held a stupendous country blaring game of musical chairs, with chivalry tossed aside many students were fighting for their very own seat in the winner's circle.

Regional screening

On the 26th and 27th of February three officer candidates drove down to san Louis Obispo high school to participate in regional interviews. Current regional officers interviewed candidate to be on the ballot for next year's regional officer team. After and extensive two day interview process and many ice breakers the slating was announced, Thomas Burback got slated a vice president for our chapter, an office held for the past two years by Sobrato FFA students. Good luck Thomas at the Regional Meeting!

"California FFA… A Story of Excellence. Define Your Role."
-State FFA theme

anya Salo

ears teaching at Sobrato: Four

irthday: March 28th

icknames: Aunty Say Say, Momma lo, T

avorite color: Pink

ivestock experiences: Sheep & oats

A Memory: Attending national con-ntion and kissing the bricks and the dianapolis speedway

obbies: Plants, cooking

Myndi Krafft

Years teaching at Sobrato: Five

Birthday: July 3rd

Nicknames: Mrs. Kray Kray

Favorite color: Purple

Livestock experiences: Beef cattle, chickens and other small animals

FFA Memory: Watching students at-tempt to set up tents blindfolded at officer retreat

Hobbies: Her six moth old baby and floral design.

Joseph Martin

ears teaching at Sobrato: Three

irthday: June 28th

icknames: Mar Mar, Mr. San Martin, Joe, Jose.

avorite color: Bright ones (they make him happy)

ivestock experiences:

FA Memory: experiencing the animals he bred win at fair and his students suc-ess at fair.

obbies: Duck hunting, deer hunting, squirrel hunting, pig hunting, bowling, fixing ilers, plowing the farm, animal husbandry and fantasy football

January and February meetings

These past two meetings were jammed pack with entertainment and FFA, with our January meeting students competed in a winter sled race and pulled students across the grass in snow sleds, the fastest winning, as long and their sled rider was still on board of course. We started off this meeting with a game called name that tune, were students had to sprint up to the front to be the first to name the tune that was playing, after many close call and decisive victories the audience grew quiet for the opening and closing ceremony, and the first meeting of the year, themed for new starts started off. The following moth in February we had a meeting themed around roses, and you guessed it; valentines day. After the FFA opening and closing ceremony ended, we started up our first ice breaker game, apt for the theme, called "Baby I love you," a classic amongst FFA students. Following this game was a presentation on the Chapter recent activities as well as upcoming events, followed by anther game. In this game students had their hands behind their backs and had to eat a cupcake off a string elevated in the air, and new student teacher, Mrs. Truitt was one off the competitors, but unfortunately this Oklahoma star lost out to the pro– Jessica Post, who has won many of our games, including the corn eating contest we held during our November meeting. After all the fun and games these meetings were a success, even if they were messy.

Third Tri-tip BBQ

In our third quarterly tri-tip BBQ we again sold tri-tip in mass quantities to patron of Sobrato's popular fundraiser. As with our other BBQs the Sobrato Ag. Boosters spent an immense number of hours to organize this event and supply it with the food needed to serve our many customers. And I, as well as the Sobrato FFA Chapter, would like to thank the Burbacks, the Hallers, the Calebrattas, The Salvadors, the Formans, the Goveas, the Terceros, the Miles, and all other boosters and volunteers that were instrumental in running this fundraiser. The youth volunteers also were extremely helpful in this fundraiser as they help prepare and send off the food during the BBQ. Our last Tri-tip BBQ of this school year is to be held on the 24th of may, and I hope to see you there, either waiting in line for your hot juicy tri-tip with beans and wood toasted garlic bread, or helping with the preparation of these delicious foods. Thanks again to all those who helped, and I hope our next one goes just as smoothly!

Movie night—second time around

With our first attempt at a movie night not exactly ending well we attempted a second one this time showing the movie Real Steel. With concessions sold and seats filled this time around the movie night was a success. Students arrived early for the prime front row seats, and bought concessions by the armful. Advisors sat and watched attentively and also enjoyed this experience, and bursts of laughter sprung from Mr. martins mouth at parts that humored him. Chapter officers attended and also enjoyed the feature, especially the epic rocky-style climax of the film and is western appeal. thanks to all who helped set up and plan this event and I hope we can do it for years to come, as a reward for the students generosity during our toys for tots drive.

Vera Gomes—star administrator

Mrs. Gomes first came to Sobrato as a teacher, and during her time here founded what is now the largest and most active FFA chapter in the section, now she has returned as vice principal. This teaching wiz of letters O-Z is supporting and helping immensely with our chapter and our goals, as a chapter parent she has committed endless hours of her time to helping monitor farm workdays and even spent a week of her time chaperoning students at our national convention. During first semester Mrs. Gomes was often found conversing with out long term substitute teacher, Ms. Nelson, about lessons and the FFA, and helped immensely with the contribution of her experience, knowledge, and support during this time. Currently, whether she is signing applications or persuading students into competitions she is always found lending a hand to our chapter. Thank you Mrs. Gomes for all your help and support, and we appreciate all the work you have done for our chapter, from coaching out land judging team to smiling and assisting new members and promoting recruitment.

Honorable Mention: Myndi Krafft

Thank you for the devotion you have showed to our chapter as well as your work to further our organization and increase our chapter involvement and enrollment. Your work promoting our events in your class and outside it is appreciated, as well as your support of Agriculture with your boycott of a chain restaurant that misrepresents agriculture. Your help with our events and activities is greatly appreciated, along with your work with public speakers and promoting the scrapbook.

And Big Thanks To,

All of the Sobrato Ag. Boosters

Sobrato Administrators

Sobrato Teachers

Sobrato Ag Boosters

Support your Morgan Hill FFA Chapter

The Advisors

All Volunteers

The Sobrato FFA Leadership Team

For committing so much of you time to helping with our organization's fundraisers and events, as well as chaperoning the recent trip to Tulare Ag. Expo, and holding the Sobrato FFA market steers at your ranch,

Janet Burback!

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 11-12 School ANN SOBRATO HIGH SCHOOL

Must meet at least 12 areas

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

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 11-12 **School** Ann Sobrato High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	Myndi Krafft	Tanya Salo	Joe Martin					
Fall Region Meeting	X	X	X					
Region In-service Day	X	X	X					
Spring Region Meeting	X	X	X					
Section In-service*	X	X	X					
Section In-service*	X	X	X					
Section In-service*								
Section In-service*								
Summer Conference	X	X	X					
University AgEd Skills Week								
Professional Development **								

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

** Can utilize a *maximum* of two other *"Agriculturally Related"* Professional Development activities than those listed above. Explain the Professional Development:

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

8/24

Curriculum

Fair this week

BBQ updates

T Shirts
    Proofs are in, waiting for him to fix Texas proof
Leadership
    Kids are slacking!

9/10

Agenda:

AIG budget report
$1,400 open p.o.'s out to us

Purchase Order review

Ag Dept Permission Slip

T-Shirts

Leadership class update

9/17

Leadership Class Update - Joe
Nada right now

BBQ Update - Nicole/Tanya
Meat to be bought tonight
Last count 336 and more to add today

Student Data Sheets - Myndi
- need to be completed next week for R2 report

Greenhand Conference - Myndi
Need to print flier with permission slip
1st 24
FFA is sponsoring $10 per student total $240

Taste of MH - Tanya
Catastrophe right now with the registration process.

Greenhouse - Tanya
Looking in a catalog to choose irrigation system

9/24

Agenda:

BBQ Recap & Concerns - Joe
Everything was running smooth
A lot of new parent help - awesome!
Concern - a few parents don't want to help b/c next two are in the dark
4kids at BBQ, 3 making bread, 4 buttering, 3 beans, 3 packaging, 4wrapping meat, 3 passing out, 2 rovers. = 26 students max at bbq's we had way too many!
Safety - girl passed out, luckily admin was still there. Need to establish a procedure for this. Contact parent first then call 911 if parent agrees?

BBQ Financial Statement - Tanya
Short $90 but accounted for

FFA Activity check in - Nicole

Leadership Class Update - Joe

Greenhouse Update - Tanya

10/1

Agenda:

FFA activity check in - Nicole

Greenhouse update - Tanya

Food Fair - Joe

COLC - Myndi

Opening/Closing Contest - Myndi

10/15

BIG/COOP in a month
    Student coach - Joseph garibaldi
    Practices? Lunch? Next week begin. Wed & Thurs

10/29

Ag Foundation Grant Reciepts

Rebar and cinder block receipt in

Need to buy metal in

Need help to set frame

Deadline December but depends on weather rain otherwise march before animals.

Greenhouse deadline end of semester fully functional

Shelves for shade house build at next farm work day

School Farm Inventory 2012-2013

Apple Pickers	4
Barn	1
Barrels	7
BBQ's	2
Brooms	5
Buckets	29
Chairs	15
Egg Incubators	1
Extension Cords	5
Fans	2
Feed Pans	15
Feeders	6
Greenhouses	2
Hoses	7
Kiddie Pool	1
Ladder	1
Lamb Stands	3
Lawn Mower	3
Lister Sheep Shears	2
Livestock Scale	1
Livestock Trailer	1
Metal Arena Panels	6

Oster Livestock Clippers	2
Pig Boards	6
Pig Waterers	3
Port-o Potty	1
Planters	16
Rabbit Cages	3
Rakes	10
Scraper	1
Shade House	1
Shelving Units	5
Shovels	12
Show Sticks	19
Sink	1
Steer Chute	1
Storage Crate	1
Tack Boxes	5
Three Lamb walker	1
Time Clock	1
Trashcans	15
Water Trough	2
Wheelbarrows	5

Courses that Qualify for Alternative Credit

Agricultural Biology
- *Meets graduation requirements for Life Science*
- *Meets UC entrance requirement D*

Agricultural Geology
- *Meets graduation requirements for Physical Science*
- *Meets UC entrance requirement D*

Agricultural Environmental Science
- *Meets graduation requirements for Life Science*
- *Meets UC entrance requirement D*

Veterinary Science
- *Meets graduation requirement for Applied Arts*
- *Meets UC entrance requirement G*

Agricultural Sales and Service
- *Meets graduation requirement for Applied Arts*

Environmental Horticulture
- *Meets graduation requirement for Applied Arts*

Floral Design
- *Meets graduation requirement for Visual Performing Arts*
- *Meets UC entrance requirement F*

Food Science
- *Meets graduation requirements for Applied Arts*
- *In Approval process for UC area G*

Agricultural Mechanics
- *Meets graduation requirements for Applied Arts*

Agricultural Metals and Machinery
- *Meets graduation requirements for Applied Arts*

B.15 Advisory Committee Meeting Agendas

B.15 Advisory Committee Meeting Agendas for the current year

Ann Sobrato FFA
Ag Advisory Committee Meeting

AGENDA

Monday
5/12/2014

5:30pm

ASHS Rm E114

- Call to Order
- Welcome and Introductions
- Approval of Previous Meeting Minutes
- Old Business
  - Course Updates
  - CTE Community Relationships
  - Job Shadows/Internships
- New Business
  - Review Bylaws
  - Select Committee Positions
  - Course Updates
- Open Topics
- Adjournment

B.16 Advisory Committee Meeting Minutes for the current year

Sobrato High School Agriculture Department
Advisory Committee Meeting Minutes

The meeting was on May 12th at 5:30 pm
Members in attendance: Margret Graham, Sue Vilinueva, Mitchell Kirk, Joe Martin, Adeline Amador, Tanya Calabretta, Cherie Cohen, and Vera Gomes

Approval of Minutes: Minutes were approved with a motion by Mitchell Kirk and a Second by Joseph Martin

Meeting Intros and Business:
The meeting started with introductions and formalities of the committee including dispersion of Advisory Manual, position openings and bylaws.

Committee members have to be approved by the School Board

- The school board meeting is May 27th
- Tanya will confirm names that are present and add names of possible members for the future.
- Vera will communicate about where on the agenda the item will be
- Sue would like to be listed under Morgan Hill Chamber of Commerce Educational Committee
- Margret Graham will be our Food Science industry representative

Committee positions need to be filled
-Chair Person is Mitchell Kirk
-Vice Chair Person is Tanya Calabretta
-Secretary is Adeline Amador

By laws were reviewed and adopted with a motion made by Mitchell Kirk and a second by Joseph Martin.

Course Updates
Ag Biology –Students are finishing up Physiology. The class has some time before finals, possible intro to livestock units, reviewing for finals, and SAE project presentations.
Ag Mechanics – The classes are doing a lot of farm work including; laying irrigation pipe and planting trees. They are finishing up their final projects. They also made projects to be raffled off for the Fair Gala and the crab feed.
Metals – Just finished their electrical and plumbing units and are now working on welding. They are also doing some farm work, although less complicated than the ag mechanics classes.
Vet science – This year they did a lot of hands on learning with the lambing, processing litters of pigs, castration, tail docking, and pulling pigs.
Leadership – Put on Farm Fun Day including carnival games, food, prizes, and a petting zoo. It was in the newspaper on the front page. They are hoping for it to grow next year. It is all free, even the food. The kids in leadership enjoyed giving back to the community and showing what our department does. Sue would like to help with publicizing the event for next year with the help of the Media person from the

garden club. Margaret will also be willing to help and ask others to help also.
Food Science – Just finished the meat unit which included; grading meat, the meat industry and free range and grass fed vs. conventional methods. The Grain unit will be next.
Geology – The geology classes are doing a big mapping project as their final project. They are working on focusing on common core and tying it more into ag for next year.
Horticulture – They had great success growing heirloom tomatoes this year. They had a great plant sale at the Farm Fun Day. The shade house is full of plants. They are also working on planting stuff that can be used in the classroom for floral.
Floral – The floral class is super busy with a lot of jobs. They made flower arrangements for the academic decathlon, Leis for the MHUSD retirement reception, centerpieces for the crab feed and banquet, Corsages and boutonnieres for prom, and many more. The students are also working on their digital portfolios. The class also went on a field trip to the SF Floral Market and the DeYoung Museum.
The teachers all asked that the industry representatives tell them about what is happening in the industry and what our kids need to know. Margret offered some possible field trip ideas including Tolamo, and Del Monico Foods.

Open Forum:
Getting water at the farm – The well we have can run our farm, we would need to put in a boost pump and storage tanks. The estimate was given at $120,000. Joe thinks that the cost will come down a little. We plan on putting in drip and micro irrigation, put in some trees, rotational crops and permanent crops. Joe expressed the plan for the farm: 1.56 acres fruit bearing trees, .67 acres citrus trees including cuties, .67 acres nuts and a pizza garden. The plan is to teach students water saving techniques. If we can raise half the money we think the district will help. For the water to be considered ag land and to be given that rate the product must be sold.
Donations – Mitchell is willing to draft a letter to Chappell Pumps in Gilroy to see if they are willing to donate anything. Cal Color and Kawahara Nursery were also mentioned as possible places to get donations. Sue said that Andy Mariani is a orchardist and part of the rare fruit growers and would possibly be a good contact.

Any other ideas for possible advisory committee members please email Tanya.
The meeting was adjourned at 6:43.

B.17 Advisory Committee By-Laws

Bylaws

Ann Sobrato Agriculture Department Advisory Committee Bylaws

Article I: Name

The name of this Advisory Committee shall be Sobrato Agriculture Advisory Committee.

Article II: Purpose

The purpose of this Advisory Committee shall be to advise, assist, support and advocate for the Sobrato Agriculture program on matters that will strengthen instruction and expand learning opportunities for students.

Article III: Members

Section 1. Members shall be selected and appointed by the Board and/or Administration. The current Advisory Committee may suggest potential members.

Section 2. Members shall represent a cross-section of the industry or occupation for which training is provided and the community served by the program. (Instructor(s) and/or administrator(s) may serve as ex officio members of the committee.)

Section 3. Member terms will be three years with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the committee.

Section 4. Membership terms will begin immediately following the final meeting of the school year.

Article IV: Officers

Section 1. Officers shall be a Chairperson, Vice Chairperson and Secretary. These officers shall be the Executive Council for the Advisory Committee.

Section 2. The duties of Officers shall be those commonly ascribed to these offices.

Section 3. Officers shall be elected by simple majority at the final meeting of the school year and shall assume their offices immediately following the meeting. Officers may be reelected.

Article V: Meetings

Section 1. The Advisory Committee shall comply with the Department of Career and Technical Education program requirements for minimum number of meetings. Additional meetings shall be scheduled as necessary to accomplish the Program of Work.

Section 2. A quorum shall consist of a simple majority of appointed members.

Section 3. Decisions will commonly be made by consensus. A formal vote shall be taken when a decision is to be forwarded to the instructor or administration as a recommendation.

Article VI: Subcommittees

Section 1. Subcommittees shall be appointed by the Chairperson as needed to accomplish the Program of Work.

Section 2. Subcommittees shall be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees shall elect their own chairpersons.

Article VII: Parliamentary Authority

Except as otherwise provided in its Bylaws and standing rules, the Advisory Committee shall be governed in its proceedings by the current edition of Robert's Rules of order, Newly Revised.

Article VIII: Amendment of Bylaws

These Bylaws may be amended at any meeting of the Advisory Committee by a two-thirds (2/3) vote, provided that the amendment has been submitted to Advisory Committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted 5/12/2014

Bylaws amended 5/12/2014

B.18 Proficiency Standards

B.18 Proficiency Standards, or work in progress on proficiency standards

Proficiency Standards

Students of Ann Sobrato High School have proficiency standards for all programs offered at the agricultural department.

Agricultural Production

- Demonstrate the desire to work
- Demonstrate the ability to get along with others
- Demonstrate the ability to work independently
- Demonstrate the ability to follow directions of a supervisor
- Understand the ability to follow directions of a supervisor
- Understand the needs of customers
- Maintain records
- List the characteristics of a good leader
- Participate in group discussion
- Develop project experience
- Plan for post-secondary education
- Identify breeds of livestock
- Identify types of crops
- List the parts of the animal
- Label the parts of the plant
- Understand California and U.S. agriculture
- Understand animal reproduction
- List and define animal pests, diseases and problems
- Compute animal nutrition
- Analyze plant nutrient requirements
- Identify various plant nutrients and their sources
- Demonstrate the ability to handle animals
- Feed animals
- Name proper soil amendments
- Prepare soil samples
- Identify collected rangeland plants
- Diagram inheritance factors
- Identify points in time on an estrus cycle chart
- Identify harvest grades
- Collect market information
- Balance feed rations
- Classify plants
- Understand basic farm management
- Discuss farm credit
- Discuss agriculture taxation
- Develop understanding for farm policy

- Research agriculture imports and exports
- Define marketing concepts
- Define business structures
- Calculate depreciation
- Develop inventories
- Compute net worth statements
- Complete loan applications
- Calculate annual interest rates
- List sources of agricultural credit
- Select a career and obtain information
- Calculate a budget
- Demonstrate parliamentary procedure

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS
Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS
Identify appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job
Describes career opportunities in the floriculture industry

HISTORICAL & CULTURAL CONTEXT
Explains the history of floral design
Explains the cultural differences of wedding work, sympathy work, and alternative arrangements.

ELEMENTS AND PRINCIPLES OF DESIGN
Demonstrates principles and elements of design
Practices design procedures to increase life span of floral materials
Demonstrates arrangements with use of principles of design
Demonstrates two-dimensional layout and three-dimensional design
Demonstrates the proper techniques used in oriental, wedding, sympathy, and contemporary designs

FLOWERS AND FOLIAGE FORMS
Recognizes plant scientific names and select healthy potted plants, cut flowers and foliage
Demonstrates how to care for plants and cut flowers
Demonstrates the proper care and handling of cut flowers

MECHANICS AND MATERIALS
Recognizes and demonstrates use of commonly used tools and supplies

ALTERNATIVE ARRANGEMENTS
Explains, evaluates, and designs alternative arrangements using Weaving and Tying techniques.

III. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

Specific applications of Algebra I standards (grades eight through twelve):
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

Specific applications of Geometry standards (grades eight through twelve):
(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):
(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):
(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
(12.2.6) Describe the effect of price controls on buyers and sellers.
(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 Visual and Performing Arts

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

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 the material 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.

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.

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.
(3.3) 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 purpose of art in selected contemporary cultures.

Aesthetic Valuing

(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.

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).

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
(2.3) Generate relevant questions about readings on issues that can be researched.
Specific applications of Reading Comprehension standards (grades eleven and twelve):
(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
(2.3) Write expository compositions, including analytical essays and research reports:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.
Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
(2.2) Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.3) Apply appropriate interviewing techniques:
a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.
Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
(1.8) Use effective and interesting language, including:
a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity
(2.4) Deliver multimedia presentations:
a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 PROBLEM SOLVING & 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.

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.

7.0 RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway
The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.
F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

Pacing Calendar Standards

Agriculture & Natural Industry Sector

Foundation Standards:

- 1.0 Academics:
  - 1.1 Mathematics
  - 1.3 History - Social Science
- 2.0 Communications
  - 2.1 Reading
  - 2.2 Writing
  - 2.3 Written & Oral English Language Conventions
  - 2.4 Listening & Speaking
- 3.0 Career Planning & Management
- 4.0 Technology
- 5.0 Problem Solving & Critical Thinking
- 6.0 Health & Safety
- 7.0 Responsibility & Flexibility
- 8.0 Ethics & Legal Responsibilities
- 9.0 Leadership & Teamwork
- 10.0 Technical Knowledge & Skills
- 11.0 Demonstration & Application

F. Ornamental Horticulture Pathway Standards:

- F 1.0 Students understand plant classification and use principles.
- F 2.0 Students understand plant physiology and growth principles.
- F 3.0 Students understand sexual & asexual plant reproduction.
- F 8.0 Students understand nursery production principles.
- F 9.0 Students understand the use of containers & horticultural tools, equipment, & facilities.
- F 11.0 Students understand basic floral design principles.

Visual Arts

- 1.0 Artist Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

Media & Design Arts Pathway

- A 1.0 Students master appropriate visual and performing arts (VPA) and English-Language Arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.
- A 2.0 Students understand the key technical and technological requirements applicable to various segments of the Media & Design Arts Pathway

C. Henderson
Dinuba High School

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 *Students understand the role of agriculture in the California economy:*

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

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

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

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

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

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

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 *Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

C6.0 *Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 *Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 *Students understand fundamental animal nutrition and feeding:*

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
- C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
- C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 *Students understand basic animal health:*

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 *Students understand soil science principles:*

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 *Students understand plant growth and development:*

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 *Students understand fundamental pest management:*

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 *Students understand the scientific method:*

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

Proficiency Standards

Sales & Service

CALIFORNIA AGRICULTURE CORE CURRICULUM

CLF 1150 AGRICULTURAL BUSINESS MANAGEMENT
(CLF1151) Careers in Agribusiness
(CLF1152) Preparing for a Career in Agribusiness

CLF1200 ECONOMIC PRINCIPLE
(CLF1201) Introduction to Economic Principles
(CLF1202) Supply, Demand, and Price Determination
(CLF1203) Physical Production Relationships, Values, and Profit Maximizing Level of Input Use
(CLF1204) Fixed and Variable Costs, Marginal Costs and Marginal Revenue, Profit Maximizing
Level of Output
(CLF1205) Diversification and Specialization
(CLF1206) Combination of Enterprises
(CLF1207) Managing Risk
(CLF1208) Economics Terminology
(CLF1249) Unit Exam

CLF 1250 MANAGEMENT FUNCTIONS
(CLF1251) What is Agribusiness Management?
(CLF1252) Planning, Organizing, Directing, Coordinating, and Controlling in Agribusiness Management
(CLF1253) The Role of a Manager
(CLF1254) Characteristics of Individual Proprietorships, Partnerships, and Corporations
(CLF1255) Decision making
(CLF1299) Unit Exam

CLF 1300 AGRIBUSINESS ACCOUNTING
(CLF1301) Review of Record keeping
(CLF1302) Principles of Agribusiness Accounting
(CLF1303) Cash Flow Statements
(CLF1304) Spreadsheet Lab Activities
(CLF1305) Inventory and Depreciation

CLF 1350 FINANCIAL PLANNING AND ANALYSIS
(CLF1351) Financial Analysis Record keeping
(CLF1352) Budgeting and Financial Planning
(CLF1353) Enterprise Analysis

CLF 1400 FINANCE AND CREDIT
(CLF1401) Role of Credit in Agribusiness
(CLF1402) Public Sources of Credit
(CLF1403) Private Sources of Credit
(CLF1404) Applying for a Loan
(CLF1405) Costs of Credit
(CLF1406) Glossary

CLF 1450 MARKETING
(CLF1451) Introduction to Marketing
(CLF1452) Key Factors in Marketing
(CLF1453) Marketing Strategies: Hedging and Speculation
(CLF1454) Developing a Marketing Plan
(CLF1455) Trading in International Markets
(CLF1456) Introduction to World Trade

(CLF1457) Agricultural Exports and Trade Policies
(CLF1458) Marketing Procedures in World Trade

CLF 1500 COOPERATIVES
(CLF1501) Cooperatives Compared to Other Business Forms
(CLF1502) Agricultural Cooperatives in the United States
(CLF1503) Economics of Cooperatives
(CLF1504) Classes of Cooperatives
(CLF1505) Organizing and Operating a Cooperative
(CLF1506) Cooperative Principles and Decision making
(CLF1507) Laws and Taxes Affecting Cooperatives
(CLF1508) Agencies that Serve Cooperatives
(CLF1549) Unit Exam

CLF 1550 SALES AND SELLING
(CLF1551) An Introduction to Selling in Agriculture
(CLF1552) Skills and Knowledge Needed for Selling in Agriculture
(CLF1553) Determining Needs and Wants of Customers
(CLF1554) Preparing for and Approaching Potential Customers
(CLF1555) Giving a Sales Presentation
(CLF1556) Handling Customer Objections
(CLF1557) Closing a Sale

CLF1600 AGRIBUSINESS TAXATION
(CLF1601) Introduction to Taxes
(CLF1602) Income Tax Management

CLF1650 INSURANCE
(CLF1651) Agribusiness Insurance
CLF1700 PURCHASING OPTIONS
(CLF1701) Purchasing Options

CLF1750 AGRICULTURAL LAW
(CLF1751) Major Farm Laws
(CLF1752) Farm Leases
(CLF1753) Agriculture Liability Laws
(CLF1754) Agricultural Property Rights

CLF1800 SAFETY IN AGRIBUSINESS OPERATIONS
(CLF1801) Factors that Contribute to Farm Accidents
(CLF1802) Machinery Safety
(CLF1803) Management's Responsibility in Farm Safety
CLF1850 GOVERNMENT AGENCIES AND SERVICES
(CLF1851) Introduction to Government Agencies
(CLF1852) United States Department of Agriculture
(CLF1853) Primary Agencies Affecting Farmers
(CLF1854) Cooperative Extension

CLF1999 AGRICULTURE MODEL CURRICULUM LESSON PLAN NUMBERING SYSTEM

CALIFORNIA AGRICULTURE CORE CURRICULUM
ORNAMENTAL HORTICULTURE

CLF6100 BOTANICAL CLASSIFICATION
- (CLF6101) History and Terminology of Taxonomy
- (CLF6102) Practical Taxonomy
- (CLF6103) Use of the Plant ID Key
- (CLF6104) Characteristics of Leaves and Leaf Surfaces
- (CLF6105) Characteristics of Stems and Roots
- (CLF6106) Characteristics of Fruits
- (CLF6107) Characteristics of Flowers
- (CLF6108) Identifying Ornamental Plants
- (CLF6149) Unit Exam

CLF6150 PHOTOSYNTHESIS AND RESPIRATION
- (CLF6151) Photosynthesis
- (CLF6152) Respiration
- (CLF6153) Photosynthesis and Respiration in Horticulture
- (CLF6154) Cellular Function in Plants
- (CLF6199) Unit Exam

CLF6200 PHYSIOLOGY AND GROWTH
- (CLF6201) Growth Structures and Functions
- (CLF6202) Growth Patterns
- (CLF6203) Growth Requirements
- (CLF6204) Seedling Growth

CLF6250 SEXUAL AND ASEXUAL PROPAGATION
- (CLF6251) Sexual & Asexual Propagation
- (CLF6252) Parts of the Flower
- (CLF6253) Pollination and Seed Production
- (CLF6254) Reproduction by Spores
- (CLF6255) Vegetative Cuttings
- (CFL6256) Budding and Grafting
- (CFL6257) Other Propagation Methods
- (CFL6299) Unit Exam

CLF6300 DISEASES AND PESTS OF ORNAMENTAL PLANTS
- (CLF6301) Plant Pathology and Plant Health
- (CLF6302) Weed Control
- (CLF6303) Safe and Effective Use of Chemical Pesticides
- (CLF6304) Introduction to Integrated Pest Management (IPM)
- (CLF6305) Nursery Sanitation
- (CFL6349) Unit Exam

CLF6350 ELEMENTS NECESSARY FOR PLANT GROWTH
- (CLF6351) Primary, Secondary, & Micronutrients Necessary for Plant Growth
- (CLF6352) Sources of N, P, and K
- (CLF6353) Function of Nutrients in Plant Growth
- (CLF6354) Reading the Fertilizer Label
- (CLF6355) Soil Amendments
- (CLF6356) Uses of Fertilizers
- (CLF6357) Symptoms of Nutrient Deficiencies (N,P,K,FE,S,MG,B, and ZN)
- (CLF6358) Determining Nutrient Deficiencies
- (CLF6359) Methods of Application

CLF6400 HORTICULTURAL SOILS & PLANTING MEDIA
- (CLF6401) Soil Basics
- (CLF6402) Horticultural Soils
- (CLF6403) Managing Horticultural Soils
- (CLF6404) Seedbed Preparation
- (CLF6405) Composting
- (CLF6449) Unit Exam

CLF6450 IRRIGATION AND DRAINAGE
- (CLF6451) Irrigating Ornamental Plantings

(CLF6452) Drainage
(CLF6453) Sprinkler Irrigation Systems
(CLF6454) Drip Irrigation Systems
(CLF6455) Conserving Water in Irrigation
(CLF6499) Unit Exam

CLF6500 SELECTION, PLANTING, AND CARE OF ORNAMENTAL PLANTS
(CLF6501) Evaluation and Selection of Quality Plants
(CLF6502) Planting Techniques
(CLF6503) Determining Spacing and Planting
(CLF6504) Staking and Tying plants
(CLF6505) Frost Protection
(CFL6506) Benefits of Xeriscape
(CFL6507) Sales and Merchandising of Plants
(CFL6549) Unit Test

CLF6550 PRUNING AND TRAINING ORNAMENTAL PLANTS
(CLF6551) Purposes of Pruning
(CLF6552) Timing of Pruning
(CLF6553) Identification, Safe Use, and Maintenance of Pruning Equipment
(CLF6554) Techniques for Making Pruning Cuts
(CLF6555) Methods of Pruning Trees and Shrubs
(CFL6556) Major Tree Pruning Systems
(CFL6557) Plant Support Systems
(CLF6599) Unit Exam

CLF6600 GROWTH AND MAINTENANCE OF NURSERY STOCK
(CLF6601) Horticulture Structures
(CLF6602) Sterilization & Sanitation
(CLF6603) Mixing Growing Media
(CLF6604) Planting of Seeds
(CLF6605) Watering Nursery Stock
(CFL6606) Tool & Equipment Identification
(CFL6607) Transplanting Growing Stock
(CFL6608) Irrigation Systems
(CFL6649) Unit Exam

CLF6650 FLORICULTURE AND FLORAL DESIGN
(CLF6651) Floriculture Terms
(CLF6652) Identification of Foliage and Seasonal Plants
(CLF6653) Classification and Use of Flower Design Categories
(CLF6654) Identification and Use of Design Tools and Materials
(CLF6655) Preparation and Conditioning of Flowers and Foliages
(CLF6656) Basic Floral Design Shapes
(CLF6657) Simple Floral Arrangement and Corsage Construction

CLF6700 LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE
(CLF6701) Plant Selection and Design
(CLF6702) Landscape Options and Design
(CLF6703) Turf in the Landscape
(CLF6704) Irrigation Design and Installation
(CLF6705) Design Techniques
(CLF6706) Estimating and Bid Preparation
(CLF6749) Unit Exam

CLF6750 THE ORNAMENTAL HORTICULTURE INDUSTRY
(CLF6751) Career Opportunities and Educational Requirements
(CLF6752) Horticultural Trade Associations
(CLF6753) Utilizing Trade Association Publications

Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education, Agricultural Education Unit.

Appendix H

PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation	Criteria for Completion
	1. Personal qualities and qualifications a. Demonstrate the desire to work b. Demonstrate the ability to get along with others c. Demonstrate the ability to project desirable image for the business d. Demonstrate willingness to learn e. Demonstrate the ability to work independently f. Demonstrate the ability to follow directions of supervisor g. Demonstrate acceptable personal appearance and personal hygiene h. Understand needs of customer 2. Prepare growing mediums and seedbeds a. Apply chemicals to control weeds and/or soil insects b. Dig holes for trees and shrubs c. Operate tillage machinery d. Mix and sterilize greenhouse and cold frame mediums e. Haul and spread peat moss and other plant materials f. Operate lime and/or fertilizer spreaders g. Lay out space requirements for various varieties h. Take soil samples 3. Propagate nursery stock a. Prepare cuttings b. Transplant seedlings and cuttings to the field c. Clean, treat, and plant seed d. Start and care for container stock e. Bud and graft nursery					

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	4. Culture plants in the nursery a. Water nursery stock b. Prune and trim plants c. Prepare cuttings d. Operate sprayers and dusters e. Thin and space nursery stock f. Identify and remove diseased and dead plants g. Identify common weeds, insects, and diseases h. Cultivate with hand and power equipment i. Mulch nursery stock j. Lay plastic for weed control k. Set traps and poisons for pests 5. Store nursery stock a. Remove dead or inferior plants b. Maintain humidity and temperature requirements c. Care for over-wintering of container stock d. Label storage bins and bags e. Bunch and pack plants f. Deliver plants to warehouse 6. Process and ship nursery stock a. Package orders for shipment b. Prepare shipping labels and invoices c. Deliver plant materials to wholesalers and/or retailers 7. Maintain buildings and equipment a. Keep work, storage, and delivery areas neat and clean b. Clean and sharpen hand tools c. Maintain and service business vehicles and/or tractors d. Maintain and service power tillers, mowers, and cultivators e. Maintain and service tractor-operated equipment f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	g. Clean, adjust and service dusters and sprayers h. Maintain and adjust small gas engines i. Repair storage buildings, bins and equipment (carpentry) j. Maintain and service water valves k. Paint nursery house and storage buildings l. Clean and oil electric motors m. Service heating pots and boilers n. Install and repair light switches, receptacles, and extension cords o. Mix place, and furnish 8. Demonstrate knowledge of nursery retail outlet products a. Identify nursery plants b. Advise customer of correct manner of planting and caring for plant materials c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use d. Advise customers concerning fertilizer types, rates, and methods of application for various plants e. Explain environmental requirements of various plants f. Explain appropriate uses and qualities of nursery stock g. Recommend appropriate herbicides h. Explain values of various mulching materials and soil amendments 9. Demonstrate effective sales techniques a. Greet customers in courteous manner b. Close sales efficiently c. Identify wants and needs of customers d. Fill out appropriate sales forms e. Gain attention and interest of customers f. Handle customer objections and complaints g. Direct attention to related or substitute products h. Make change i. Handle complaints after sale is made				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	j. Use cash register k. Follow up sales to determine customer satisfaction l. Packs and/or wraps merchandise m. Take orders by telephone n. Solicit sales by telephone 10. Price stock (figure margins and markup) 11. Maintain inventory of stock and related items 12. Prepare advertising announcements for various media a. Prepare newspaper advertisements b. Prepare mailers for local distribution c. Prepare radio commercials d. Prepare TV commercials 13. Prepare merchandise displays a. Remove wilted stock from displays b. Present merchandise in attractive displays c. Display seasonal promotional items d. Suggest related items to customers with related merchandise displays e. Change displays frequently f. Arrange outside displays to attract customers g. Display merchandise as it can be used 14. Organize jobs and supervise workers a. Demonstrate and instruct employees in their tasks b. Confer with management regarding workers, work conditions and plans c. Prepare daily work plans d. Confer with workers regarding problems and performance e. Evaluate performance of workers f. Acquire equipment and plant materials				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	15. Maintain records and make reports 16. Analyze and prepare the landscape area a. Read blueprints and plans b. Lay out the landscape plan c. Survey and grade the site d. Install drainage systems e. Develop a working site plan f. Determine drainage needs g. Install irrigation systems 17. Plant, trees, shrubs, groundcovers, and flowers a. Identify various landscape plants b. Prepare planting site c. Plant ball and burlap and container-grown stock d. Prune and trim newly planted trees and shrubs e. Determine spacing and depth of planting f. Plant bare root plants g. Select and apply mulching materials h. Determine methods of techniques of supporting plants i. Plant seeds and bulbs j. Determine fertilizer and soil amendment types and rates of application k. Determine watering schedules and rates l. Determine planting dates m. Plant cuttings n. Protect plants from rodent damage 18. Establish, renovate, and care for turf and lawns a. Plant grasses by sodding, sprigging, and/or seeding b. Mow lawns c. Apply lime and fertilizer to lawns d. Prepare seedbeds e. Water lawns f. Mulch planted areas				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	g. Grade, rake, and level lawns h. Aerate lawns i. Recognize common lawn weeds, insects, and diseases j. Spray lawns for weed, insect, and disease control k. Roll newly sodded areas l. Identify lawn grasses m. Take soil samples for testing 19. Lay out and construct or install landscape structures and conveniences a. Lay out and construct walks, drives, and patios b. Lay out and build retaining and free standing walls c. Lay out and construct steps and ramps d. Lay out and construct fences e. Lay out and install fountains and pools f. Construct benches and garden furniture				

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.
- G1.3 Understand how common plant parts are used to classify the plants.
- G1.4 Understand the differences between and uses of native and nonnative plants.
- G1.5 Understand the differences between monocots and dicots.
- G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
- G2.3 Understand what functions organelles play in the health of the cell.
- G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Understand plant inheritance principles, including the structure and role of DNA.
- G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 Students understand sexual and asexual reproduction of plants:

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
- G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

- G8.3 Understand the definition of a watershed and how it is used to measure water quality.
- G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an "agrosystem" approach to production:

- G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
- G9.2 Understand the elements of conventional, sustainable, and organic production systems.
- G9.3 Understand the components of "whole-system management."

G10.0 Students understand local crop management and production practices:

- G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
- G10.2 Understand common marketing and shipping characteristics of local commodities.
- G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

- G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.
- G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).
- G11.3 Know how herbicide-resistant plant genes can affect the environment.
- G11.4 Understand how genetic engineering techniques have been used to improve crop yields.
- G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

CALIFORNIA AGRICULTURE CORE CURRICULUM
ANIMAL SCIENCE

CLF3100 LIVESTOCK TOOLS, EQUIPMENT, AND RESTRAINT
(CLF3101) Livestock Tools and Equipment
(CLF3102) Livestock Restraint
(CLF3049) Unit Exam

CLF3150 NUTRITION AND FEEDS
(CLF3151) Feed Identification and Nutrient Evaluation
(CLF3152) Feed additives
(CLF3153) Hormones
(CLF3154) Developing Rations
(CLF3155) Vitamin and Amino Acid Requirements
(CLF3156) Nutritional Diseases
(CLF3157) Feeding Regime
(CLF3158) Cost Efficiency of Production
(CLF3199) Unit Test Exam

CLF3200 ANIMAL PHYSIOLOGY
(CLF3201) The Digestive Process
(CLF3202) Respiration
(CLF3203) The Endocrine System
(CLF3249) Unit Exam

CLF3250 LIVESTOCK BREEDING AND GENETICS
(CLF3251) Sperm and Egg Production
(CLF3252) Review from Basic Core
(CLF3253) Dominant and Recessive Genes
(CLF3254) Breeding Systems and Situations
(CLF3255) Selection and Heritability
(CLF3256) Embryo Transfer
(CLF3257) Artificial Insemination
(CLF3258) Estrous Cycles and Breeding Capacities
(CLF3259) Gestation and Parturition
(CLF3260) Environment and Care of Reproducing Animals
(CLF3261) Feeding Reproducing Animals
(CLF3262) Crossbreed Identification
(CLF3299) Unit Exam

CLF3300 ANIMAL HEALTH
(CLF3301) Disease Fighting Agents
(CLF3302) Causes of Disease
(CLF3303) Infectious and Noninfectious Diseases
(CLF3304) Health Practices
(CLF3349) Unit Exam

CLF3350 LIVESTOCK PESTS
(CLF3351) Common Internal Parasite Lifecycles
(CLF3352) Common External Parasite Lifecycles
(CLF3399) Unit Exam

CLF3400 LARGE ANIMAL MANAGEMENT
(CLF3401) Production Practices
(CLF3402) Fitting and Showing
(CLF3403) Animal Behavior
(CLF3404) Marketing Livestock
(CLF3449) Unit Exam

CLF3450 SMALL ANIMAL PRODUCTION

(CLF3451) Types of Small Animals
(CLF3452) Sm. Animal Prod.. and Marketing
(CLF3499) Unit Exam

CLF3500 RANGE MANAGEMENT

(CLF3501) Range Management
(CLF3502) California Rangelands and Rangeland
(CLF3503) Common Weeds, Brush, and Poisonous
(CLF3549) Unit Exam

CLF3550 WASTE MANAGEMENT

(CLF3551) Animal Waste
(CLF3599) Unit Exam

Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education, Agricultural Education Unit.

CALIFORNIA AGRICULTURE CORE CURRICULUM
AGRICULTURAL MECHANICS

CLF2100 TOOL USE AND MAINTENANCE AND SHOP SAFETY UNIT DIRECTORY

(CLF2101) Shop Cleaning and Tool Storage
(CLF2102) Shop Safety Practices
(CLF2103) Tool Identification, Safety, and Use
(CLF2104) Tool Selection for the Ag Mechanics Shop
(CLF2105) Sharpening Hand Tools and Grinder Safety
(CLF2106) Grinder and Wheel Selection
(CLF2107) Tool Sharpening Procedures
(CLF2108) Tool Handle Fitting
(CLF2109) Cutting Tool Construction and Repair
(CLF2149) Unit Exam

CLF2150 MEASUREMENTS

(CLF2151) Measurement Systems
(CLF2152) Reading Measuring Tools
(CLF2153) Calipers and Micrometers
(CLF2154) Linear Measurements
(CLF2155) Square Measurements
(CLF2156) Cubic Measurements
(CLF2157) Weights and Measures
(CLF2199) Unit Exam

CLF2200 FASTENERS

(CLF2201) Types and Uses of Fasteners
(CLF2202) Selecting Fasteners

CLF2250 OXYACETYLENE WELDING

(CLF2251) Oxyacetylene Equipment & Safety
(CLF2252) Oxyacetylene Equipment Setup
(CLF2253) Oxyacetylene Fusion Welding
(CLF2254) Four Basic Oxyacetylene Welds
(CLF2255) Oxyacetylene Brazing
(CLF2256) Oxyacetylene Cutting
(CLF2257) Oxyacetylene Heating of Metal
(CLF2258) Oxyacetylene Cutting/Welding Project
(CLF2299) Unit Exam

CLF2300 ARC WELDING

(CLF2301) Welding Equipment and Safety
(CLF2302) Striking and Maintaining an Arc
(CLF2303) American Welding Society (AWS) Classification System for Electrodes
(CLF2304) Four Basic Weld Joints
(CLF2305) Controlling Distortion in Arc Welding
(CLF2306) Weld Testing
(CLF2307) Career Opportunities in Welding
(CLF2349) Unit Exam

CLF2350 METALWORKING

(CLF2351) Metalworking Safety
(CLF2352) Identification and Use of Basic Metalworking Tools.
(CLF2353) Types and Properties of Common Metalworking Materials
(CLF2354) Layout and Transferring on Metal
(CLF2355) Sheet Metalwork
(CLF2356) Cold Metalwork
(CLF2357) Hot Metalwork
(CLF2399) Unit Exam

CLF2400 WOODWORKING

(CLF2401) Selecting Wood & Lumber
(CLF2402) Measuring & Marking Wood
(CLF2403) Woodworking Hand Tools
(CLF2404) Woodworking Power Tools
(CLF2405) Fastening Wood Joints
(CLF2449) Unit Exam

CLF2450 PROJECT DESIGN
(CLF2451) Preparing a Working Drawing
(CLF2452) Project Planning & Construction

CLF2500 CONCRETE/MASONRY
(CLF2502) Concrete Proportions
(CLF2503) Estimating Concrete Material
(CLF2504) Form Preparation And Reinforcement
(CLF2505) Placing, finishing, and curing Concrete
(CLF2506) Laying Masonry Units
(CLF2549) UNIT EXAM

CLF2550 PLUMBING
(CLF2551) Plumbing Materials
(CLF2552) Plumbing Fittings
(CLF2553) Plumbing Tools
(CLF2554) Installation of a Plumbing Project
(CLF2599) Unit Exam

CLF2600 ROPEWORK
(CLF2601) Selection and Use of Rope
(CLF2602) Rope Identification and Care
(CLF2603) Knots, Hitches, and Their Uses
(CLF2604) Splicing Rope
(CLF2649) Unit Exam

CLF2650 ELECTRICITY
(CLF2651) Principles of Electricity
(CLF2652) Electrical Safety
(CLF2653) Conductors & Overcurrent Protection
(CLF2654) Wire Splices
(CLF2655) Electrical Cord Repair
(CLF2656) Simple Circuit Installation
(CLF2657) Testing Electric Circuits
(CLF2699) Unit Exam

CLF2700 SURVEYING
(CLF2701) Surveying in Agriculture
(CLF2702) Surveying Equipment
(CLF2703) Land Area Measurements
(CLF2704) Differential Leveling

CLF2750 USE OF MANUALS
(CLF2751) Operator's Manual
(CLF2752) Service Schedules

CLF2800 EQUIPMENT OPERATION & MAINTENANCE
(CLF2801) Equipment Operation Safety
(CLF2802) Oil & Oil Filter Maintenance
(CLF2803) Air Filter Maintenance
(CLF2804) Fuel Filter Maintenance
(CLF2805) Battery Maintenance
(CLF2806) Hydraulic System Maintenance
(CLF2807) Hazardous Agricultural Chemicals
(CLF2849) Unit Exam

CLF2850 TYPES OF ENGINES

- (CLF2851) Engine Types and Operating Cycles
- (CLF2852) Engine Operating Principles
- (CLF2853) Engine Terminology
- (CLF2854) Engine Systems
- (CLF2855) Engine Disassembly and Reassembly
- (CLF2899) Unit Exam

CLF2900 WORK AND POWER

- (CLF2910) Definitions and Terminology
- (CLF2911) Work and Power Formulas
- (CLF2912) Uses of Work and Power
- (CLF2913) Problems Using Work and Power
- (CLF2914) Safety
- (CLF2949) Unit Exam

Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education, Agricultural Education Unit.

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.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.

D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

D7.3 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.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 *Students understand personal and group safety:*

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 *Students understand the principles of basic woodworking:*

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 *Students understand the basic electricity principles and wiring practices commonly used in agriculture:*

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 *Students understand plumbing system practices commonly used in agriculture:*

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

- B4.3 Know how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 *Students understand agricultural cold metal processes:*

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 *Students understand concrete and masonry practices commonly used in agriculture:*

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 *Students understand oxy-fuel cutting and welding:*

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 *Students understand electric arc welding processes:*

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 *Students understand advanced metallurgy principles and fabrication techniques:*

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 *Students understand small and compact engines:*

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 *Students understand the principles and applications of various engines and machinery used in agriculture:*

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 *Students understand land measurement and construction techniques commonly used in agriculture:*

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

AGRICULTURE MECHANICS

The Student will:

- Maintain an approved supervised experience program
- Understand and perform shop safety rules
- Be able to identify a wide variety of shop tools and demonstrate their usage
- Be able to operate both hand and power wood working tools
- Be able to operate both hand and power metal cutting tools
- Know the basic steps to pouring a concrete project
- Be able to perform basic surveying skills
- Be able to tie a variety of rope working knots
- Be proficient in tool sharpening
- Be able to design and build a wood project

The student will be able to

- Oxyacetylene pebble
- Oxyacetylene bead with a filler rod
- Oxyacetylene butt weld
- Oxyacetylene cutting torch
- Brazing pipe to plate
- Brazing fillet weld
- 6013 Bead

- 6011 Bead
- 7018 Bead
- Pad 10 welds
- 1 Pass Fillet
- 3 Pass Fillet
- Butt Weld
- 1 Pass Vertical up butt weld
- Lap weld
- 1 Pass Vertical up lab weld
- 1 Pass Vertical down
- 1 Pass Overhead Bead
- 1 Pass Overhead Bead
- 1 Pass Overhead butt weld
- M.I.G. Flat butt weld
- M.I.G. Flat Fillet weld
- M.I.G. Vertical down fillet
- Design and build a welding project
- Know the fundamentals of T.I.G. welding
- Wire correctly an electrical wiring project

PROFICIENCY STANDARDS

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:
- 4 - Skilled or can work independently.
- 3 - Moderately skilled or can perform with limited help.
- 2 - Limited skill - requires instruction and close supervision.
- 1 - No exposure - has no experience or knowledge in this area.

AGRICULTURE MECHANICS AND CONSTRUCTION

Shop Safety
1. Can demonstrate three safety factors on the power saw, drill press, pedestal grinder, electric hand grinder, arc welder, and oxy-acetylene welding unit.
2. Can demonstrate safe practices with all hand tools.
3. Can recognize when hand tools are in need of repair or adjustment.
4. Knows what to do in case of an injury or an accident.
5. Can recognize unsafe situations in the shop.

Tool Identification
1. Can identify 50 different tools, equipment, and hardware used in the shop classes.
2. Knows the location of all tools, equipment, and hardware used in the shop classes.

Repair and Maintenance of Hand Tools
1. Can repair the handle on a hammer, shovel, hoe, rake, and ax
2. Can "dress up" the ends on cold chisels and punches.
3. Can sharpen a knife, an axe, and a hoe.

Making and Reading Plans
1. Can make a scale drawing of at least one project to be made in shop.
2. Can read a ruler, down to 1/16 of an inch.

Carpentry
1. Can measure and mark the lumber necessary for a simple wood pr
2. Can cut lumber to proper size using a hand saw and a power saw
3. Can identify the different types of lumber used in carpentry.
4. Can identify the different sizes of lumber used in carpentry.
5. Can identify and properly use the different types of metal fasteners and hardware used in wood projects.
6. Can properly assemble one small and one large wood project.

Rope Work
1. Can identify the different types of ropes used in agriculture
2. Can demonstrate how to prepare the ends of a rope to prevent unraveling.
3. Can tie a square knot, slip knot, bowline, manger hitch, half hitch, clove hitch, long splice, short splice, eye splice, loop splice, crown splice, and truckers hitch.

AGRICULTURE MECHANICS AND CONSTRUCTION

1	2	3	4	
				Cold Metal Work
				1. Can measure, mark and cut metal using a hacksaw.
				2. Can identify the different types and shapes of metal.
				3. Can cut and thread a piece of round stock.
				4. Can properly demonstrate how to use a file.
				Forging
				1. Can measure, mark, and cut metal using a cutting torch.
				2. Can properly grind metal with a power grinder.
				3. Can measure, mark, and bend metal into a predetermined shape using a source of heat to heat the metal.
				4. Demonstrate how to properly anneal a piece of metal.
				Plumbing
				1. Can identify the different types of fittings.
				2. Can identify the different types of materials used in plumbing.
				3. Can properly demonstrate how to cut, and join together galvanized, plastic, and copper pipe.
				4. Can properly demonstrate how to use galvanized, plastic, and copper fittings in plumbing work.
				5. Can replace a washer in a faucet.
				6. Can cut and thread a nipple.
				Electrical
				1. Can explain the different terms used in discussing electricity.
				2. Can demonstrate five safety features when working with electricity.
				3. Can wire a light recepticle to a light switch.
				4. Can make an extension cord using a three wire cord.
				Concrete Work
				1. Can construct a simple form for a building or sidewalk.
				2. Can determine the amount of concrete needed for the job.
				3. Can determine the amount of sand, gravel, and cement for the jc
				4. Can properly mix concrete by hand or in a mixer.
				5. Can properly pour, screed, tamp, and finish a concrete job.
				6. Can properly clean up all concrete tools when finished.

Pathway Standards

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.

A9.2 Know how governmental, economic, and cultural factors affect international trade.

A9.3 Compare and contrast United States trade policies with those of other important trading partners.

A9.4 Understand how biotechnology affects trade and global economies.

A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

Upon successful completion of the course the student will have:

Common to all Programs:

Demonstrated awareness of employment opportunities in careers related to the industry.
Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
Demonstrated safe work habits and attitudes.
Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

Common to this ROP Course/ Industry:

Understanding of the four parts of the food industry.
Identified the chemistry of foods.
Understanding of the nutrition and digestion of foods.
Identified various foods in a food composition table and described their nutritional value.
Described the factors of quality in foods.
An understanding of the unit operations in food processing.
Discussed the reasons for dehydrating.
Identified and described types and uses of packing.
An understanding of the process of milk processing.
Described the production of meat from cattle, sheep, hogs, and poultry.
Described the general composition of grains, legumes, and oilseeds.
Identified the parts of a plant considered a vegetable or a fruit.
Listed the categories of food safety.
Identified the agencies and laws that regulate foods and labeling.

ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but is not limited to:
Employability Skills Evaluation with a rubric that will be used for peer, teacher, and external expert feedback.
Employability Portfolio and presentation
Safety awareness in the classroom and/or community classroom setting
Individual or group Project-Based Learning assignment
Timely and complete required assignments
Tests and quizzes given per unit with cumulative final at the conclusion of each semester.
Classroom participation, punctuality, and attendance
Presentations/Exhibitions

II. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the number as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I:

Specific applications of Algebra I standards (grades eight through twelve):
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

Specific applications of Geometry standards (grades eight through twelve):
(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):
(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):
(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
(12.2.6) Describe the effect of price controls on buyers and sellers.
(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.0 Visual and Performing Arts

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

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 the material 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.

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.

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.
(3.3) 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 purpose of art in selected contemporary cultures.

Aesthetic Valuing

(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.

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).

2.0 Communications
Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below contain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):
(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
(2.3) Generate relevant questions about readings on issues that can be researched.
Specific applications of Reading Comprehension standards (grades eleven and twelve):
(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
(2.3) Write expository compositions, including analytical essays and research reports:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.
Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
(2.5) Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
(2.6) Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
(2.2) Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.
(2.3) Apply appropriate interviewing techniques:
a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.
Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
(1.8) Use effective and interesting language, including:
a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity
(2.4) Deliver multimedia presentations:
a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT
Students understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

TECHNOLOGY
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

PROBLEM SOLVING & 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.

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.3 Use critical thinking skills to make informed decisions and solve problems.

HEALTH & SAFETY
Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.

RESPONSIBILITY & FLEXIBILITY
Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

ETHICS & LEGAL RESPONSIBILITY
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

LEADERSHIP & TEAMWORK
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

TECHNICAL KNOWLEDGE & SKILLS

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway
The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.
F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

B.19 Teaching Credentials

COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

TANYA CALABRETTA

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): Renewal

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 02/01/2013 to 07/01/2015

COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

TANYA CALABRETTA

is hereby awarded a

Clear Single Subject Teaching Credential: Renewal

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/26/2010 to 07/01/2015

B.20 Calendar of your/ department/chapter activities

August2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15 First day Of School	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Greenhand BBQ	30	31

September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 FFA Meeting	5	6	7 South Coast SOLC
8 SOLC	9	10 Santa Cruz County Fair	11 Santa Cruz County Fair	12 Santa Cruz County Fair	13 Santa Cruz County Fair	14 Santa Cruz County Fair
15 Santa Cruz County Fair	16	17 Farm Workday Afterschool	18	19 Drive thru BBQ	20 Club Day	21
22	23	24	25	26 Ultimate Frisbee @ 3	27	28
29	30					

October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Santa Clara Opening and Closing @ 4:30	4 San Benito County Fair	5 San Benito County Fair
6 San Benito County Fair	7	8	9 FFA meeting/ Haunted House	10	11 State Officer visit	12 South Coast COLC (Hollister)
13 South Coast COLC	14	15	16 Greenhand Conference	17	18	19
20	21	22	23	24	25	26 Farm workday
27	28	29	30	31		

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 National Convention	2 National Convention
3	4	5	6 Farm Workday afterschool	7 Drive – Thru BBQ	8	9
10	11	12	13 FFA meeting	14 *SC section BIG/COOP @4:30 pm *SC Section Chapter Degree Numbers Due @Gilroy	15	16
17	18	19 Chapter Degree Ceremony	20	21	22	23
24	25	26	27	28	29	30

December 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Start of Toys 4 Tots	3	4	5 SC Job Interview Contest @4:30	6	7
8	9	10	11 FFA Meeting	12	13	14
15	16 South Coast region Roadshow	17	18	19 End of Toys 4 Tots	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15 FFA Meeting	16	17 Movie Night	18
19	20	21	22	23 *SC CATA/State Degree@4:30 *Santa Clara Speech Manuscripts due @ Hollister	24 MFE/AIA Conference	25 MFE/AIA Conference
26	27	28	29	30	21	

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Farm Workday @ Morning
2	3 *All FFA Award Apps due to Beard's office	4 Regional Prof. Award Scoring	5	6 Drive Thru BBQ	7	8 SC 9am Leadership Field Day *Public Speaking and Project Comp.
9	10 FFA Week	11 FFA Week	12 FFA Week *FFA Meeting	13 FFA Week	14 FFA Week	15
16	17	18	19	20	21	22
23 South Coast Regional Officer Screening @3pm	24 Regional CATA @ San Luis Obispo	25	26 State Proficiency Scoring	27 State Proficiency Scoring	28 Parley- Pro Contest	

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Davis Field Day
2	3	4	5 FFA Meeting	6 Farm Workday	7	8 *Chico Field Day *Crab Feed
9	10	11	12	13	14	15 Field Day
16	17	18	19 FFA Bowling Night	20	21 South Coast Region Spring FFA meeting	22 Merced Field Day
23 State Degree Banquet / 30	24 / 31	25	26	27	28	29 MJC Field Day

April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5 Field Day
6 Fun Day	7	8	9 FFA Meeting	10	11	12 Fresno Field Day
13 State Conference	14 State Conference	15 State Conference	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 FFA State Finals
4	5	6 Santa Clara FFA Officer Elections @4:30	7	8 FFA awards Banquet	9	10 Farm Work Day
11	12	13	14 Salinas Valley Fair	15 Salinas Valley Fair	16 Salinas Valley Fair	17 Salinas Valley Fair
18 Salinas Valley Fair	19	20	21	22 Drive-Thru BBQ	23	24
25	26	27	28	29	30	31

B.21 Professional Growth/ Activities

B.21 Professional Growth and Development activities for the current year

Professional Growth/Activities 2013-2014

-CATA Summer Conference
-AVID Summer Institute
-Leadership Training
-Common Core Electives Training
-Google Workshops
-Common Core ELA Training
-CATA Roadshow
-Secondary Curriculum Council
-School Site Council
-Equity Walk Team
-School Site Safety Team

B.22 Current year's R-2 Report

R2 Teacher Information
Ann Sobrato HS,Morgan Hill
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
Amador	Adie		Female	White	1	Agriculture Specialist	42659	5000	1300	0	N
Cohen	Cherie		Female	White	2	Agriculture Specialist	44365	5000	1300	0	N
Martin	Joseph	L	Male	White	6	Agriculture Specialist	56136	5000	1300	0	N
Salo	Tanya	L	Female	White	6	Agriculture Specialist	51900	5000	1300	2300	Y

Amador, Adie

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8am	Ag Biology	36	Ag Biology
1	3	10:11am	Ag Biology	36	Ag Biology
1	5	1:28pm	Ag Biology	36	Ag Biology
2	2	8am	Prep	0	Prep
2	4	10:11am	Ag Biology	36	Ag Biology
2	6	1:28pm	Ag Biology	36	Ag Biology

Cohen, Cherie

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8am	Ag Geology	32	Agriscience I
1	3	10:11am	Food Science	36	Other Ag
1	5	1:28pm	Ag Geology	32	Agriscience I
2	2	8am	Food Science	36	Other Ag
2	4	10:11am	Food Science	36	Other Ag
2	6	1:28pm	Prep	0	Prep

Martin, Joseph

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	7am	Ag Leadership	25	Other Ag
1	1	8am	Ag Mechanics	25	Ag Mechanics
1	3	10:11am	Metals and Machinery	25	Ag Mechanics
1	5	1:28pm	Prep	0	Prep
2	2	8am	Veterinary Science	36	Animal Science
2	4	10:11am	Ag Mechanics	32	Ag Mechanics

Salo, Tanya

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8am	Prep	0	Prep
1	3	10:11am	Art and History of Floral Design	33	O.H/Floral
1	5	1:28pm	SAE Period	0	SAE
2	2	8am	Ag Geology	30	Agriscience I
2	4	10:11am	Horticulture	33	O.H/Floral
2	6	1:28pm	Ag Geology	35	Agriscience I

Printed: 4/22/2014 8:51:09 AM

B.23 Completed travel request submitted to administration

MORGAN HILL UNIFIED SCHOOL DISTRICT

DISTRICT SCHOOL-SPONSORED/SCHOOL-RELATED TRIP REQUEST

(To be submitted by principal to District Office Educational Services Division at least two weeks prior to planned trip.)

SCHOOL: Ann Sobrato High School

TEACHER: Tanya Calabretta SUBJECT/GRADE: FFA-Floral

DATE OF TRIP: 3/20/2014 LEAVING TIME: 6am RETURN TIME: 6pm

DESTINATION/EVENT: De Young Museum and San Francisco Flower Market

NUMBER OF STUDENTS: 35 NUMBER OF CHAPERONES: 6

METHOD OF TRANSPORTATION: ☐ School Bus Number of buses 1 Charter

☑ Private Vehicle (Subject to principal's authorization & provisions in Board Policy)

PURPOSE OF TRIP: To see the aspects of art and how it plays a role in the floral design industry. Also to see the floral market in action.

LEARNER OBJECTIVES OF TRIP: Art History and design standards as well as to understand the volume the industry does and how it reflects in our local economy.

DESCRIPTION OF PRE-TRIP ACTIVITIES: Class activities and lessons

DESCRIPTION OF FIELD TRIP ACTIVITIES: Museum visit and observation worksheet and tour of the flower market with reflection assignment.

DESCRIPTION OF FOLLOW-UP ACTIVITIES: Class activities and addition to their online digital portfolios.

TRANSPORTATION COST: 1100.00 OTHER COSTS: 400

CHARGE TO BUDGET ACCOUNT NO.: ROP Floral

DEPARTMENT/SUPERVISOR APPROVAL: [signature]

PRINCIPAL'S APPROVAL: ______ ☐ *APPROVED ☐ NOT APPROVED

COMMENTS: ______

*Approval includes certification that funds are available in the appropriate budget category.

Copy Distribution: **Original** – Educational Services **Yellow** – Principal **Pink** – Teacher

MORGAN HILL UNITIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave Inservice/Staff Development and Workshops/Conferences and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name Tanya Calabretta Date 3/5/2014

Department Agriculture/Science

Name of Conference, Workshop, etc. Floral De Young Museum Field Trip

Date(s) Needed 3/20/2014

Guiding Principle (check one):

- [x] Standards, Expectations and Assessments
- [ ] Personalization
- [ ] Learning
- [x] Culture and Environment
- [ ] Life Long Learning
- [ ] Professional Development and Collaboration
- [ ] Continuous Improvement

Purpose, Rationale, Objective To chaperone students on a trip to enhance their understanding of art history and it's impact on floral design. Also to go to the flower market and explore the in and outs of the wholesale floral industry.

PROGRAM TO BE CHARGED ROP

Approval by Department Chair: ______________ Date: 3/5/14
(Signature)

Approval by Principal: ______________ Date: ______________
(Signature)

Ann Sobrato High School
STUDENT PARTICIPATION REQUEST

- Excuse lists must be turned into the Attendance office **10** full school days prior to the event.
- List must include signatures of the requestor and the High School Principal prior to being turned into the Attendance Office **(PLEASE PLAN ACCORDINGLY)**
- Lists must include date and time to be excused.
- Please list all students' first and last name and student ID number in **alphabetical order.**

3/5/2014
Today's Date

3/20/2014
Date of Activity

Floral-De Young Museum
Name of Activity

FFA-Floral
Class/ Group

~~3/20/2014~~ 33
# of Students Excused

San Francisco
Location of Activity

Tanya Calabretta
Name of Requestor

Requestor's Signature

From: 6am **To:** 6pm
Times to be Excused

Approval of Activity: ______________________
Principal's Signature

____
Date

STU ID #	LAST NAME	FIRST NAME

[redacted]

[redacted]

(Please attach any additional names in alphabetical order on a separate piece of paper.)

2) Eligibility Checked by ____________________ Date ____________

Student Participation in Activities
Protocols

Teacher responsibilities:

1. Complete the field trip forms in the front office when appropriate
2. Receive prior approval for any on-campus activity requiring students to miss one or more classes
3. Compile the list of students
4. Submit the Excused List to the Principal's office at least 10 days before the event.

Student responsibilities:

1. Maintain a 2.0 GPA
2. Attend school regularly and on time
3. Request work for missing classes in advance
4. Return work immediately upon return from the activity

Administrative responsibilities:

1. Check eligibility requirements for students requesting participation in activity (2.0 GPA and positive attendance)
2. Distribute list to staff (staff has the opportunity to request students be moved from the list if the students are not being successful in a particular class)
3. Final list distributed to staff 4 school days prior to the activity
4. SASI attendance coded appropriately prior to activity

B.24 Receipt of CATA Membership

Tanya Calabretta <calabrettat@mhusd.org>

California Agricultural Teachers' Association Conference Registration

1 message

CATA Conference Registration <cata@calagteachers.org> Mon, Apr 1, 2013 at 1:23 PM
To: Tanya Calabretta <CalabrettaT@mhusd.org>

Your CATA conference registration was received on 4/1/2013.
If you are paying with a check or district purchase order, it must be sent to the address listed below.
Write your receipt number on your check or purchase order made payable to CATA and mail to:

California Agricultural Teachers' Assn.
P.O. Box 834
Elk Grove, CA 95759-0834
========================
Receipt #: 209 (ID:212)

LAST NAME: [redacted] FIRST NAME: [redacted]
ADDRESS: [redacted]
CITY: [redacted]
STATE: CA ZIP CODE: [redacted]
PHONE NUMBER: [redacted] WORK PHONE:
FAX: E-MAIL: tanya.salo@mhu.k12.ca.us
SCHOOL/COLLEGE: Ann Sobrato HS
CATA REGION: South Coast Region
Membership Total: 200
Conference Total: 592
Grand Total: 792

B.25 Professional Development Activity Report

B.25 Report that was submitted to your administration after attending a professional development activity

July 22nd, 2013

Dear Ms. Debbie Padilla,

I wanted to thank you for the opportunity of attending this year's AVID Summer Institute training. It was an extremely fun and motivating training and I am very excited about implementing what I learned in my classes this year.

At the training we covered interactive notebooks, lesson plans for science, and what was really exciting was learning how to incorporate more hands on and exploratory techniques and deliver into science. This is very geared toward our recent shift to Common Core and I found it very valuable. Over the three days I got to work with colleagues from throughout the state, even other Agriculture teachers, to see how we can use AVID techniques in all classrooms.

In addition, I appreciated the collaboration with my co-workers Ms. Sarah Guthrie and Ms. Vera Gomes being there as English teacher and Administration. It was nice to work as a collaborative team for ASHS and look at how we can have an action plan both for our school site and district.

Again, thank you so much for the opportunity to attend this training and once again encouraging me to think outside of the box! I am very excited about the up and coming year. Maybe one year we can look at having an Agriculture AVID section.

Thank You,

Tanya Salo

B.26 5 Year Acquisition Plan

Five Year Plan of Facility and Equipment Acquisition
Sobrato Ag Department

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Landscape Horticulture Area	Orchards	Stock Trailer 2 (obtained 2011)	Additional foods freezer	Ag Computer Lab or iPad Lab
Steer Pens (obtained 2013)	Cover steer pens (1 obtained 2013)	Cover Arena	Update of Foods Room Equipment	Outdoor Learning lab for all courses
Portable steer chute (obtained 2012)	Towing Capacity Ag Vehicle (4th vehicle)	Enhanced seating at the farm	Dump Trailer	
Pull Behind BBQ (obtained 2012)	Walk-In or Additional Floral/Foods Cooler	Wash Rack and Expanded Barn	Fencing for farm expansion	
Google Tablets	Covered Horticulture Learning Lab	Covered Vehicle Area	Expanded poultry facility	

B.27 Operating Budget

B.27 Current year's operating budget for the agriculture department, including all sources of revenues

Object	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	2,664.83-	2,664.83-	0.00	2,664.83-	
TOTAL Beginning balance	0.00	2,664.83-	2,664.83-	0.00	2,664.83-	
Current year revenue						
8590 ALL OTHER STATE REVENUE	17,489.00	0.00	0.00	0.00	17,489.00	0.0
TOTAL Current year revenue	17,489.00	0.00	0.00	0.00	17,489.00	
*TOTAL Beginning balance + Revenue	17,489.00	0.00	0.00			*
Expense						
CostCent:701000 VOC AG I						
4200 BOOKS & REFERENCE MATERIALS	417.56	0.00	0.00	0.00	417.56	0.0
4310 CLASSROOM/OFFICE SUPPLIES	5,903.32	359.09	359.09	4,958.32	585.91	90.1
5220 CONFERENCE EXPENSES	4,946.28	4,330.00	4,330.00	2,060.69	1,444.41-	129.2
5300 DUES AND MEMBERSHIPS	600.00	0.00	0.00	0.00	600.00	0.0
5450 OTHER INSURANCE	716.70	875.67	875.67	0.00	158.97-	122.2
5726 INTERPROG-FUEL	1,903.70	1,099.37	1,099.37	0.00	804.33	57.7
5728 INTERPROG-VEHICLE REPAIRS	1,000.00	716.26	716.26	0.00	283.74	71.6
5800 PROF/CONSULTING OPERATE EXP	2,001.44	0.00	0.00	0.00	2,001.44	0.0
TOTAL CostCent:701000	17,489.00	7,380.39	7,380.39	7,019.01	3,089.60	
TOTAL Expense	17,489.00	7,380.39	7,380.39	7,019.01	3,089.60	
**Fund balance	0.00	7,380.39-	7,380.39-			**

Fund :060 RESTRICTED	CostCenter: 701000 VOC AG INCENTIVE GRANT			ALLOCATION	
				17,489.00	
4310 SUPPLIES					
	PO-400332 AMADOR, ADDIE	300.00			
	PO-400330 CALABRETTA, TANYA	500.00			
	PO-400333 COHEN, CHERIE	300.00			
	RQ-401691 JOHNSON LUMBER	1,305.00			
	RQ-401689 LEITZEL, STEVEN	500.00			
	PO-400331 MARTIN, JOE	500.00			
	RQ-400406 NASCO	1,000.00			
	RQ-401688 TRACTOR SUPPLY	1,000.00			
		5,317.41			
5200 CONFERENCE					
	PO-410273 CATA	420.00			
	PO-410675 CATA	3,785.00			
	PO-410374 CAL POLY STATE UNIV	125.00			
	RQ-401687 HOLIDAY INN EXPRESS	2,060.69			
		6,390.69			
5450 INSURANCE					
	TF-400129 VEHICLE LIABILITY	875.67			
5726 FUEL					
	TF-400012 JULY	310.35			
	TF-400027 AUG	54.26			
	TF-400066 OCT	135.47			
	TF-400086 DEC	141.98			
	TF-400118 JAN	157.30			
	TF-400119 FEB	300.01			
		1,099.37			
5728 VEHICLE REPAIRS					
	TF-400013 JULY WORK ORDERS	716.26			
	TOTAL EXPENDITURE AND ENCUMBRANCE	14,399.40		3,089.60	BALANCE

B.28 District/Department Budget Process

District/Department Budget Process

All department money is allocated at the beginning of the year to each department. The budget and paperwork is given to the department chairperson. This year's Voc-Ed, Applied and Fine Arts budget is $3,000. When a department member requests funds a Purchase Order form must be filled out and given to the D.C. The D.C then signs and hands in to the Principal for final approval. If approved the requestor is notified. When department members are in need of classroom supplies a list of supplies is turned in to the D.C and the D.C. will put in an order through the department warehouse.

B.29 Department Chairperson's Responsibilities

APPENDIX F

DEPARTMENT CHAIRPERSONS

Structure and Selection

A. A department Chairperson elected for a two-year term by the members of that discipline will represent disciplines with 18 or more sections

B. Disciplines with nine (9) or more sections but fewer than 18 sections will be represented by a Discipline Representative elected by the members of that discipline.

C. Disciplines with fewer than 9 sections shall be merged with other disciplines or departments upon mutual consent of the association and District.

D. For individuals with split assignments, voting will be proportional based upon sections/discipline. They will, however, attend department meetings with the discipline that represents their majority assignment.

Compensation

Department Chairpersons will be paid a 2.0 unit stipend with the appropriate experience factor.

Disciplines and Departments

For 2009/2010, the disciplines and departments within the district are designated as: English (including ESL), Math, Science, Social Studies, Physical Education, Special Education, and Vocational Education, Applied & Fine Arts.

Expectations of Department Chairpersons

A. Attend biweekly meetings for Department Chairpersons.

B. Represent Department at "Open House".

C. Represent Department at 9^{th} Grade student orientation.

D. Hold monthly departmental meetings and give copy of minutes or agenda to Principal.

E. Become familiar with changes in the curriculum of the department and keep department members updated.

F. Advise Principal on possible departmental problems.

G. Advise Principal on teaching assignments and schedules within his/her department after taking input from members of the department.

H. Make recommendations to Principal about major departmental changes.

I. Manage departmental budget.

J. Review departmental course outlines and course descriptions yearly and make/recommend changes when necessary.

K. Maintain inventory of department textbooks and inform Principal of location of said textbooks.

L. Help with WASC departmental review.

M. Coordinate and maintain department work orders.

N. Be a part of the interview team on prospective department members, or appoint a designee when needed.

B.30 Department's "Chart of Responsibilities"

Staff Responsibilities
Ann Sobrato High School
Agriculture Department
2013-2014

	Tanya Dept. Head	Joe FFA Advisor	Adie FFA Advisor	Cherie FFA Advisor
CURRICULUM				
Agriculture Biology			L	
Agriculture Geology	L			L
ROP Environmental Horticulture	L			
ROP Veterinary Science		L		
ROP Ag Leadership		L		
Agriculture Mechanics		L		
ROP Art & History of Floral Design	L			
ROP Welding and Machinery		L		
Ag Food Science				L
NEW CURRICULUM				
Advanced Ag Mechanics		L		
Agriculture Economics & Government	L			
Agriculture Leadership		L		
Agriculture Chemistry	L			
VEHICLES & EQUIPMENT				
Ford Freestar Van	H	L	H	H
Livestock Scale	H	L	H	H
Livestock Trailer	H	L	H	H
Ford Expedition	H	L	H	H
Ford Truck	H	L	H	H
Horse Trailer	H	L	H	H
FACILITIES				
Classrooms	L	H	H	H
Greenhouse	L			
Farm	H	L	H	H
Shop		L		
Ag Office	L	H	H	H
Foods Room				L
DEPARTMENT				
Dept./Staff Meetings	L	H	H	H
R-2 Report	L		H	
Student Data Sheets	H	H	L	H
Ag Boosters	L			
FFA Advisor		L		
CATA Section Meetings	H	H	H	H
CATA Region Meetings	L	H	H	H
CATA Summer Conference	L	H	H	H
Program of Activities			L	

L=Lead
H= Help
R=Register

Program Plan			L	H	H	H
Incentive Grant & Budget			L			
FFA ABSO Account				L		
Expenditure Report			L			
Ag Advisory Committee			L			
Recruitment			H	H	H	H
Website					L	
SAE-PROJECTS						
Beef			L			
Sheep				L		
Swine					L	
Horse				L		
Dairy					L	
Goats						L
Meat Birds						L
Meat Rabbits						L
Small Animals						L
Ag Mechanics				L		
Work Experience					L	
Floriculture						L
Horticulture			L			
CONTESTS						
B.I.G.						L
Co-op Marketing			L			
Opening/Closing			H	L		
Creed				H	L	
Prepared			L			
Impromptu				L		
Extemporaneous						L
Job Interview					L	
Parli Pro					L	
Project Comp			H	H	H	H
JUDGING TEAMS						
Specialty Animal						L
Parli-Pro Novice					L	
Field Day Reg.			L	H		
Livestock Judging				L		
Dairy Products					L	
Nursery Judging			L			
Floral Judging						L
FAIRS & SHOWS						
Santa Cruz				H	H	
King City			L			
Santa Clara			H	H	H	H
SCCF Livestock Mtgs			H	L		
SCCF Carcass Contest			L			

BANQUETS					
Banquet Awards/Script		L			
Banquet Food/Cake					L
Banquet Facilities/Décor			L		
Banquet Tix/Invite/Program				L	
Greenhand Degree				L	
Chapter Degree		L			
State Degree/Prof. Banquet		L			
FFA ACTIVITIES					
Greenhand Initiation			L		
FFA Week		H	L	H	H
State Convention		R	H	H	H
FFA Meetings		H	L	H	H
FFA Officers		H	L	H	H
Greenhand Conference		R		L	
MFE Conference		R	L		L
ALA Conference			L		L
COLC		H	H	H	H
National Convention		L			
FFA Region Meeting		H	H	H	H
FFA Section Meeting		H	H	H	H
4th of July Float		H	L		
Middle School Visit					
Registration Night		H	H	H	H
Homecoming Float			L		
Farm Work Days		H	H	H	H
Petting Zoo's			L		
Farm Community Day		H	L	H	H
Section Officer Screeing		H	H	L	H
Officer Meetings		H	H	H	H
APPLICATIONS					
Chapter FFA Degree					L
State FFA Degree		H	H	L	H
American FFA Degree		L	H	H	H
Proficiency Applications		H	H	H	H
Section Officer Applications		L			
Region Officer Applications				L	
Chapter Officer Applications					L
FUNDRAISERS					
Ag Foundation Spring Auction		A	B		
BBQ's Food		L			
BBQ Tickets				L	
BBQ Set Up			L		
BBQ Advertisement					L
Donkey Basketball					L

B.31 Substitute Teacher Procedures/Plans

CERTIFICATED ABSENCE REPORTING PROCEDURES

To report an absence and request a substitute you may go online at www.aesoponline.com or you may call the AESOP sub system at **1-800-942-3767** and follow theAESOP phone reporting instructions.

You will need to know your ID number and your PIN code. Please contact the principal's secretary (Molly) at ext. 41108 or Becky Castronovo in Human Resources at 408-201-6020 for assistance.

The system calls out to substitutes starting at 5:30 AM. The sooner you report an absence, the better your chances are obtaining a substitute or the substitute you specifically request.

Please report your absence no later than 5:30 a.m.

Professional Leave and Personal Necessity Absences – Teachers must complete the Professional Leave Sub Approval or Personal Necessity form. These forms must be approved and signed by the Principal ahead of time. These are for absences that are known in advance (conferences, district meetings, doctor appointments, etc.). Before you plan a professional leave day and before you request a substitute, you must check the master calendar for availability (see Molly). Three professional leave substitutes may be requested Monday through Thursday, and two may be requested on Friday. When you determine that your request for a substitute fits these limitations, obtain approval from your Department Chair and then submit your form for Principal's approval. *Do not plan a professional release day without checking the calendar first and obtaining department chair approval.* In case of emergency (sub shortage), teachers may be called back from their professional leave.

Per Section 12.4.1 through 12.4.4 of the MHFT contract agreement, teachers are expected to remain at their work station from 30 minutes prior to their first scheduled assignment to 15 minutes following their last regular assignment. Assignments include preparation periods. Any staff member who leaves campus during the workday for any reason must notify the front office prior to leaving, and must give an estimated time of return.

Releasing Subs or Extending Absences – To either release or retain your sub, please call Vickie Brummell at the reception desk, ext 41120, by 2:00 p.m. on the day you are absent. *If you do not call Vickie your sub will be automatically released.* If you need to retain your sub, Vickie will need to call the system to modify your substitute's end date. Friday subs will be released automatically.

Pre-Arranged Substitutes – If you would like a specific substitute for any absence, contact the substitute ahead of time to see if he/she is available for that particular day. If the sub is available, you may call or go online to the AESOP system and indicate that a sub has been assigned. The system will NOT call the substitute once she/he has been pre-assigned by you. It is your responsibility to contact the sub to see if they are willing to accept this absence PRIOR to assigning. If an absence has been pre-arranged, please notify Vickie with the date and job number.

If you would like a specific substitute but **have not** made contact with the substitute, just enter the absence the regular way and select that substitute's name when prompted.

If you do not wish to request a specific substitute, just call the system or go online and follow the prompts.

Reminders:

-

1. *The area in the substitute system where a message can be left is only heard by substitutes. Please use this message area to inform substitutes of the following: location of lesson plans, morning duty, etc. Do not record your request for a specific substitute or leave lengthy detailed lessons plans in this area. You may E-mail or FAX your lesson plans to Vickie (BrummelV@mhusd.org or FAX (408) 201-6241).*

2. *Please see Vickie for substitute phone numbers.*

Substitute Teacher Performance – To assist the Human Resources Department more effectively monitor and assign the substitute priority list, please complete aSubstitute Teacher Performance Assessment form in the following instances:

- Substitute is new to site/program
- Substitute's performance is unsatisfactory
- Substitute's performance is outstanding
  Note: substitutes will be added to or excluded from site priority lists after written assessment requesting such action is received

MORGAN HILL UNITIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name ______________________ Date ______________

Department ________________________________

Name of Conference, Workshop, etc. ________________________

Date(s) Needed ____________________________

Guiding Principle (check one):

- ☐ Standards, Expectations and Assessments
- ☐ Personalization
- ☐ Learning
- ☐ Culture and Environment
- ☐ Life Long Learning
- ☐ Professional Development and Collaboration
- ☐ Continuous Improvement

Purpose, Rationale, Objective ________________________

____

____

____

PROGRAM TO BE CHARGED ________________________

Approval by Department Chair: ______________________ Date: ____________
(Signature)

Approval by Principal: ______________________ Date: ____________
(Signature)

Morgan Hill Unified School District

Ann Sobrato High School
401 Burnett Avenue, Morgan Hill, CA 95037 Phone: (408)201-6200 Fax: (408)465-2467

MORGAN HILL UNIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Personal Necessity Day

Today's Date:____________________ Date(s): requested off:____________________

Name:____

Reason for absence:

____

____

____

________________________________ ________________________________
Employee Signature Principal Signature

Substitute Plans for Friday 4/25/2014

Ms. Tanya Calabretta

Some basic rules:

- -No Gum!!!
- -No cell phones, IPODS, MP3 players, etc…
- -They can work with others, but they need to stay seated, not wonder about.
- -Do not release them unless they are all in a seat before the bell rings.
- -If they are turning in any work it goes in their class period CLEAR boxes located in the front of the room.
- -Students are not allowed to go to their locker for any reason and may only use the restroom if they have Their agenda and you sign it.

2nd & 6th Ag Geology: Students are to complete the warm up question on the board while you take attendance. Please have students take out their handouts for their CA Province Project. They will need to be put into their groups which are below for you. 6th period will need the handouts from you. After students are situated in their groups they may use the provided Province Packets to start organizing and working on their projects. Please remind them that they are due on Friday 5/2/2014.

2nd Period:
Transverse Range: [redacted]
Klamath Mountains: [redacted]
Coastal Range: [redacted]
Basin and Range: [redacted]
Peninsular Range: [redacted]
Modoc Plateau: [redacted]
Sierra Nevada: [redacted]
Cascade Range: [redacted]
Colorado and Mojave Desert: [redacted]
Great Valley: [redacted]

6th Period:
Transverse Range: [redacted]
Klamath Mountains: [redacted]
Coastal Range: [redacted]
Basin and Range: [redacted]
Peninsular Range: [redacted]
Modoc Plateau: [redacted]
Sierra Nevada: [redacted]
Cascade Range: [redacted]
Colorado and Mojave Desert: [redacted]
Great Valley: [redacted]

4th Horticulture: Students are to complete the warm up question on the board while you take attendance. Following that, students are to go to the farm to work at the horticulture unit. Sue Villanueva will be out there to give them instructions and assist in tasks. She will need your support in monitoring and enforcing class management.

(805)878-1718

B.32 Program Completer

B.32 A description of a "program completer"

B. 32 Program Completer

A Program Completer in the the Sobrato FFA Chapter must meet the following criteria:

- Have successfully completed at least 3 or 4 years of credited Agriculture Courses.
- Have maintained a 2.0gpa
- Has attended at least one conference
- Has participated in at least one contest
- Has had a viable SAE project during time of enrollment and has kept records in the California FFA Recordbook
- Has worked towards or achieved the State FFA Degree
- Has demonstrated leadership
- Has performed at least one speech or discussion based on an agriculture topic in front of a crowd or class room.
- Has attended at least one FFA meeting per semester per year of enrollment.
- Is graduation from Sobrato FFA High School

B.33 2+2 or Articulation Agreements if applicable

Signed Articulation Agreement and/or Evidence of Articulation

Not Applicable for Sobrato Ag Department at this time. However, we have begun to make contact with Hartnell Junior College. Hartnell has an Agriculture Business and Technology major and we are trying to get credit for Ag Mechanics and Environmental Horticulture.

B.34 Reimbursement process for personal expenses incurred for all integral activities associated with FFA, SAE and professional development

Reimbursement of Expenses for Employment Candidate

The Superintendent or designee may authorize the reimbursement of travel expenses to an employment candidate as long as a proper written claim is filed and there are sufficient funds budgeted for such purposes.

ADOPTED: November 19, 1990

Ann Sobrato High School
ASB & ABSO
Check Request Form

TO: Sue Baynes, ASB Bookkeeper DATE: ____________________

Please make check payable to:

Name: ____________________________

Address: Include only if you would like the check mailed.

____

Amount: ____________________ Mail ______ Place in box ______

In payment for ____________________ Charge to Account: ____________________
Name of Account

____

Please make sure that all receipts are attached and that they are originals. Athletic accounts need to be approved by the Athletic Director. Club accounts must have the minutes attached to the check request form. All teacher requests must be signed by your department hear. If you need a copy sent than make sure you have included a copy. If these steps are not taken I will give them back to you.

Athletic Director's Signature (only for sports) ____________________________

Teacher or Coach's Signature ____________________________

Department Head' Signature ____________________________

Club Treasurer (only for club accounts) ____________________________

____

ASB and Club accounts only.

Approved by ____________________________ Date ____________________
Activity Director

Approved by ____________________________ Date ____________________
Student Council

Date of Check ____________________ Check Number ____________

Date posted by bookkeeper ____________________

ANN SOBRATO HIGH SCHOOL

REQUISITION/DIRECT PAY FORM

Ship to: Attn: Carol Darcy
Ann Sobrato High School
401 Burnett Avenue
Morgan Hill, CA 95037

Direct Pay [ ]
Prepay [ ]
Requisition [ ]

Morgan Hill Unified School District

Date ____________

Vendor and Address	Item Description and Number (A complete listing may be attached)	Quantity	Unit Price	Cost
Phone:				
Fax:				
Check Payable to:				
			Sub-total	

Sales Tax (8.25%) ____________

Shipping ____________

Total Cost (including sales tax and shipping) ____________

[ ] CHECK ENCLOSED # ____________

FOR INTERNAL USE ONLY:

Requisitioner ____________

Program/Dept ____________

Budget Number ____________

Admin Signature: ____________

Program Coordinator/
Dept Chair Signature ____________

ANN SOBRATO HIGH SCHOOL

ORDERING SUPPLIES

Ordering supplies is very simple.
The following form is used for all ordering. We can usually order from anywhere, however Office Depot, Palace Arts, and our own district warehouse are the places we get the best discounts plus free delivery. See Molly for catalogs and follow these procedures:

1. Write up your order.
2. Get your department chair's signature for approval. (Goes through department's budget.)
3. Turn in to Molly for principal's signature.

That's it!

For emergencies, check with Cristina or Molly for supplies in the administration building.

Petty Cash:
Any item you pick up from a store for the classroom **and is under $50.00**, you can be refunded from our petty cash account through Molly. Just be sure to bring her a receipt.

Textbooks:
Ordering textbooks or supplemental books for classrooms is done through Terri Eves-Knudsen in the Library. (Must be approved by department chair and principal).

C. Project - Advisory Committee

Advisory Committee
Improvement

-Handbook
-Agenda
-Minutes
-Board Approval
-Bylaws

Agricultural Education

Advisory Committee Manual

Agricultural Education
High School Leadership Division
California Department of Education

Table of Contents

Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. 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 agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture 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 that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards 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.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. **Determine and Verify the Need**

   1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
   1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
   1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
   1.4 It is important that the school administration, agricultural 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 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
   2.2 Each should have an equal voice in the selections.
   2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
   2.4 The advisory committee should be truly representative of the district. Members:
      2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
      2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
      2.4.3 Should exhibit substantial interest in the agriculture program.
      2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.

2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
2.4.8 Should include representatives of the service areas of agriculture.
2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

3.1 No fixed number will satisfy all situations.
3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
3.3 Should not be so large that it is unwieldy or difficult to call together.
3.4 Seven to eleven persons are suggested with nine being a workable medium.
3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
4.2 The letter should:
4.2.1 Indicate that the Ag teacher is supportive.
4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
4.2.3 Include a request that the member indicate whether he or she will accept.
4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

5.1 Of greatest importance is that the committee is *only* advisory in character.
5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
5.3 It has no administrative or policy forming power.
5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of 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 board, 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 program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in 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:

1. Number of meetings

   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers

   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members

   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
4.5 The meeting place should provide a conference table in a quiet environment.
4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
5.2 The committee may be asked for suggestions.
5.3 A committee *should not* be permitted to choose its own replacements.
  5.3.1 This would be self perpetuating.
  5.3.2 May become unrepresentative and unduly independent of the school administration.
5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school's board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible 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.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:

   7.1 Review existing programs, courses of study, facilities, equipment.

   7.2 Propose new programs and/or courses when needed based on solid data for this community.

   7.3 Evaluate existing programs and proposed new programs.

   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)

   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.

   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.

   7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix A
(SAMPLE)
Advisory Committee Meeting Agenda

TO: List committee members here

FROM: Chairperson

DATE: Date agenda is published

RE: Next Advisory Committee Meeting

DATE: **Date of next meeting**

TIME: **Time of next meeting**

PLACE: **Place where meeting is being held**

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of F.F.A. and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix B

(SAMPLE)
Set of Minutes

Advisory Committee Meeting
January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

Ann Sobrato FFA
Ag Advisory Committee Meeting

AGENDA

Monday,
5/12/2014

5:30pm

ASHS Rm E114

- Call to Order
- Welcome and Introductions
- Approval of Previous Meeting Minutes
- Old Business
  - Course Updates
  - CTE Community Relationships
  - Job Shadows/Internships
- New Business
  - Review Bylaws
  - Select Committee Positions
  - Course Updates
- Open Topics
- Adjournment

Sobrato High School Agriculture Department
Advisory Committee Meeting Minutes

The meeting was on May 12th at 5:30 pm

Members in attendance: Margret Graham, Sue Vilinueva, Mitchell Kirk, Joe Martin, Adeline Amador, Tanya Calabretta, Cherie Cohen, and Vera Gomes

Approval of Minutes: Minutes were approved with a motion by Mitchell Kirk and a Second by Joseph Martin

Meeting Intros and Business:

The meeting started with introductions and formalities of the committee including dispersion of Advisory Manual, position openings and bylaws.

Committee members have to be approved by the School Board

- The school board meeting is May 27th
- Tanya will confirm names that are present and add names of possible members for the future.
- Vera will communicate about where on the agenda the item will be
- Sue would like to be listed under Morgan Hill Chamber of Commerce Educational Committee
- Margret Graham will be our Food Science industry representative

Committee positions need to be filled

-Chair Person is Mitchell Kirk

-Vice Chair Person is Tanya Calabretta

-Secretary is Adeline Amador

By laws were reviewed and adopted with a motion made by Mitchell Kirk and a second by Joseph Martin.

Course Updates

Ag Biology –Students are finishing up Physiology. The class has some time before finals, possible intro to livestock units, reviewing for finals, and SAE project presentations.

Ag Mechanics – The classes are doing a lot of farm work including; laying irrigation pipe and planting trees. They are finishing up their final projects. They also made projects to be raffled off for the Fair Gala and the crab feed.

Metals – Just finished their electrical and plumbing units and are now working on welding. They are also doing some farm work, although less complicated than the ag mechanics classes.

Vet science – This year they did a lot of hands on learning with the lambing, processing litters of pigs, castration, tail docking, and pulling pigs.

Leadership – Put on Farm Fun Day including carnival games, food, prizes, and a petting zoo. It was in the newspaper on the front page. They are hoping for it to grow next year. It is all free, even the food. The kids in leadership enjoyed giving back to the community and showing what our department does. Sue would like to help with publicizing the event for next year with the help of the Media person from the

garden club. Margaret will also be willing to help and ask others to help also.
Food Science – Just finished the meat unit which included; grading meat, the meat industry and free range and grass fed vs. conventional methods. The Grain unit will be next.
Geology – The geology classes are doing a big mapping project as their final project. They are working on focusing on common core and tying it more into ag for next year.
Horticulture – They had great success growing heirloom tomatoes this year. They had a great plant sale at the Farm Fun Day. The shade house is full of plants. They are also working on planting stuff that can be used in the classroom for floral.
Floral – The floral class is super busy with a lot of jobs. They made flower arrangements for the academic decathlon, Leis for the MHUSD retirement reception, centerpieces for the crab feed and banquet, Corsages and boutonnieres for prom, and many more. The students are also working on their digital portfolios. The class also went on a field trip to the SF Floral Market and the DeYoung Museum. The teachers all asked that the industry representatives tell them about what is happening in the industry and what our kids need to know. Margret offered some possible field trip ideas including Tolamo, and Del Monico Foods.

Open Forum:
Getting water at the farm – The well we have can run our farm, we would need to put in a boost pump and storage tanks. The estimate was given at $120,000. Joe thinks that the cost will come down a little. We plan on putting in drip and micro irrigation, put in some trees, rotational crops and permanent crops. Joe expressed the plan for the farm: 1.56 acres fruit bearing trees, .67 acres citrus trees including cuties, .67 acres nuts and a pizza garden. The plan is to teach students water saving techniques. If we can raise half the money we think the district will help. For the water to be considered ag land and to be given that rate the product must be sold.
Donations – Mitchell is willing to draft a letter to Chappell Pumps in Gilroy to see if they are willing to donate anything. Cal Color and Kawahara Nursery were also mentioned as possible places to get donations. Sue said that Andy Mariani is a orchardist and part of the rare fruit growers and would possibly be a good contact.

Any other ideas for possible advisory committee members please email Tanya.
The meeting was adjourned at 6:43.

Ann Sobrato School Site Council

Sobrato FFA Advisory Meeting Minutes

Date: 5/30/2013

Start: 5:45pm **End:** 6:35pm

Members Present:

Tanya Salo, Vera Gomes, Sue Villanueva, Myndi Krafft, Joe Martin, Dave Matuszak, Nicole Silveira, Mitchell Kirk

-Minutes approved by Dave and seconded by Joe.

Floral Update Given by Myndi Krafft

- Semester is focusing on large designs.
- Teacher Appreciation Celebration, MHUSD Retirement Celebration, and Awards Night flowers were all produced by the class this year.
- Students took a field trip to the San Francisco Flower Market and the DeYoung Museum.

Foods Update Given by Nicole Silveira

- Took a field trip to the Hollister Confectionary, Corbin Motorcycle Shop, Aptos for Cabrillo College, and the Seymore Marine Biology Center.
- Class catered the mock weddings for the Marriage/Sex and Family Class.
- Provided cupcakes for the ASB Spaghetti Feed.
- Student's will be having a performance based final modeled after the popular show "Chopped".

Horticulture Update Given by Tanya Salo:

- Sue Villanueva volunteered with the program and the students planted and grew 27 varieties of heirloom tomatoes from seed to about 400 plants.
- Had a small first plant sale via the campus and then also on the playground of Britton Middle School.
- Took a field trip to the Grass Farm with Erin Gill.

Leadership Update Given by Joseph Martin:

- Students hosted a Community Farm Day with a petting zoo and carnival games and a small plant sale. We had over 100 guests and it was provided free to the community of Morgan Hill.
- Hosted a 1st grade farm field trip.
- Planned and successfully executed the Chapter FFA Annual Banquet.
- Website is up and going: www.sobratoffa.org
- Finals will be a persuasive speech that is 3-5 minutes on an agricultural topic or issue.
- Planning for over the summer at our county fair to host pee wee showmanship, livestock judging, and a Sobrato Farm nursery.

Vet Science Update Given by Joseph Martin:

- Had a litter of 10 pigs that the students processed and 6 lambs that the students docked and castrated.
- Had a veterinarian come in and show the kids how to float teeth on a horse.

Ag Mechanics Update Given by Joseph Martin:

- Plasma cam is always running and is very popular with the students and projects have been made for community raffle baskets and such. Kids have been making even small projects like necklaces and it would be helpful to have another computer to run and design with.
- Students have selected projects to complete as their final. One student is trying to make a Giraffe out of horseshoes.
- Some wood tools would be nice to allow students to get more experience.

CTE Community Relationships

- Vera mentioned that we have been working with the Business chamber education committee. FFA presented their program to a group of Agriculture Industry members interested in supporting Agriculture Education.

- Dave brought up that there are 300-400 buisness members involved and that the education board meets at 7:15am for breakfast and meetings, the whole chamber meets on the 1st Thursday of every month.

- Sue brought up that there is a culture change and that we could be in a role to get a lot of help and support. John Horner is willing to be a middleman and make connections with the right people. The Rotary would be a good place to partner and get our program in front of too.

- Vera mentioned that scholarship programs can be used to help our community aware of what our students are doing and help our students be aware of what industries are out there.

- Sue mentioned Amy Azuma and Jane Jackson as potential floral industry connections and advisory members for next year.

Open Topics

- Sue asked about the purpose of advisory and Joe explained the support and industry input that can be provided. Myndi mentioned that another role is in being a community voice in support to our School Board and other government/local sectors and Vera also explained that advisory members can serve as presenters at professional development and as guest speakers in the class room.

- Mitchell brought up the Santa Clara County Fair which is July 29th – August 4th and wanted to make people aware about the auction and ask what we are doing there.

- Joe spoke to the fact that we have 3 steers, 1 dairy heifer, 16 hogs, 4 goats, 8 sheep, and 3 turkeys that will be showing. Sobrato will also be hosting the previously mentioned events and providing awards such as buckles, trophies, and ribbons.

- Mitchell brought up the falling prices of cattle and that hay is going up. Vera suggested a field trip to 101 Livestock Auction.

MORGAN HILL UNIFIED SCHOOL DISTRICT **BOARD AGENDA ITEM**	**EXHIBIT**

Meeting Date: May 27th, 2014

Item Title: Approval of Sobrato Agricultural Advisory Committee Members and acceptance of adopted bylaws.

Item Type: Consent

BACKGROUND:
The Agriculture/FFA advisory committee works to assist the program in staying current with industry, supporting courses and program projects and making connections with the community. It is a required part of the Agriculture Education program as one of the 12 quality criteria areas both to remain a program as well as a requirement to receive Agriculture Incentive Grant. The members are as follows:

Chairperson – Mitchell Kirk – PGE/Cattle Ranch Owner/Operator
Vice Chairperson – Tanya Calabretta – Electives Department Chair
Secretary – Adeline Amador – Agriculture/Science Teacher
Joseph Martin – Agriculture Teacher
Cherie Cohen – Agriculture Teacher
Vera Gomes – Assistant Principal/Former Agriculture Teacher&Parent
Margaret Graham – Purfresh
Sue Villanueva – Morgan Hill Chamber of Commerce, Education Committee

Potential Members:
Santa Clara County Farm Bureau Representative
Trinchero Construction
Darren Leach – Sakata Seeds
Erin Gil – Grass Farm
Cal Color Representative

FISCAL IMPLICATIONS: None

RECOMMENDATION: Approve as submitted

Strategic Significance: 2007-09 Board Goal No. 1 – Student Achievement

Submitted by: Deborah Padilla, Principal, Ann Sobrato High School
Norma Martinez-PalmerAssistant Superintendent of Educational Services

Approved for Submission to Board of Education ______________________

Mr. Steve Betando, Superintendent

Bylaws

Ann Sobrato Agriculture Department Advisory Committee Bylaws

Article I: Name

The name of this Advisory Committee shall be Sobrato Agriculture Advisory Committee.

Article II: Purpose

The purpose of this Advisory Committee shall be to advise, assist, support and advocate for the Sobrato Agriculture program on matters that will strengthen instruction and expand learning opportunities for students.

Article III: Members

Section 1. Members shall be selected and appointed by the Board and/or Administration. The current Advisory Committee may suggest potential members.

Section 2. Members shall represent a cross-section of the industry or occupation for which training is provided and the community served by the program. (Instructor(s) and/or administrator(s) may serve as ex officio members of the committee.)

Section 3. Member terms will be three years with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the committee.

Section 4. Membership terms will begin immediately following the final meeting of the school year.

Article IV: Officers

Section 1. Officers shall be a Chairperson, Vice Chairperson and Secretary. These officers shall be the Executive Council for the Advisory Committee.

Section 2. The duties of Officers shall be those commonly ascribed to these offices.

Section 3. Officers shall be elected by simple majority at the final meeting of the school year and shall assume their offices immediately following the meeting. Officers may be reelected.

Article V: Meetings

Section 1. The Advisory Committee shall comply with the Department of Career and Technical Education program requirements for minimum number of meetings. Additional meetings shall be scheduled as necessary to accomplish the Program of Work.

Section 2. A quorum shall consist of a simple majority of appointed members.

Section 3. Decisions will commonly be made by consensus. A formal vote shall be taken when a decision is to be forwarded to the instructor or administration as a recommendation.

Article VI: Subcommittees

Section 1. Subcommittees shall be appointed by the Chairperson as needed to accomplish the Program of Work.

Section 2. Subcommittees shall be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees shall elect their own chairpersons.

Article VII: Parliamentary Authority

Except as otherwise provided in its Bylaws and standing rules, the Advisory Committee shall be governed in its proceedings by the current edition of Robert's Rules of order, Newly Revised.

Article VIII: Amendment of Bylaws

These Bylaws may be amended at any meeting of the Advisory Committee by a two-thirds (2/3) vote, provided that the amendment has been submitted to Advisory Committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted 5/12/2014

Bylaws amended 5/12/2014