

**CERES HIGH SCHOOL**  
**AGRICULTURE DEPARTMENT**



**Response to Quality Criteria**

**Michael Patterson**



## **Quality Criteria I**

### Curriculum and Instruction

The curriculum at Ceres High School follows that of the California State Standards. Ceres Unified School District has taken great measures to integrate Common Core standards as they come available. This includes integration into all programs and classes. In alignment with the Agriculture Incentive Grant, each student receives an agriculture course and pathway chart to follow. The pathway chart is used in conjunction with student data sheets in an effort to help retain as many students in the Ag department and FFA chapter throughout all four years. Each Ag pathway has course sequencing which is made possible through the school's master schedule. The pathway chart resembles a flow chart and is available to students through any Learning Director on campus as well as in the Ag Department. All Ag courses meet high school graduation credits and several Ag Science courses qualify students for UC A-G requirements.

The Ag department has a computer lab of 32 computers, which are primarily used by the Ag Mechanics pathway for drafting and preparation for using the CNC plasma cutting table and CNC milling machine in addition to E Record Books. The computer lab is also available for other Agriculture classes for web research and FFA record books. If this lab is not available, there are 2 other computer labs available for use by appointment.

Record keeping is very important CHS. Although the great majority of our students have SAE projects already, some students use 'mock' FFA projects to learn the basics of the FFA Record Book until a real SAE project can be established. All students are transitioning to the iRecordbook, so they will have access to their records from anywhere with internet access

## **Program Description**

### **Ag Biology**

This college pre course follows a fundamental approach to biology as it relates to agri-science. Topics of study include organisms and their environments, plant science and animal science. Laboratory experiments will reinforce classroom concepts.

### **Intro to Veterinary Science**

This course provides a basic overview of the veterinary field covering career skills, career opportunities, sanitation, various species of small animals, anatomy and physiology, nutrition, disease control, lab skills, pharmacology, emergency procedures, radiology, and common surgery procedures.

### **Advanced Animal Science**

This advanced course in Animal Science will focus on livestock management practices. Included in this course will be livestock breeds, health care, handling facilities, anatomy and physiology, artificial insemination and breeding practices, judging and many other hands-on activities.

### **Intro to Ag Mechanics**

This course is designed to provide students with basic skills and knowledge in the areas of agricultural mechanics. Students will receive classroom instruction as well as “hands on” experience. Students will receive an introduction to and basic instruction in arc welding and oxy-acetylene welding and cutting techniques. Fusion welding, brazing and heating will also be covered as well as safety and machine operation. Basics in woodworking, electricity and plumbing as related to farm and home maintenance and repair will also be covered. Students will also learn how to identify shop tools and will be able to read and use a ruler or tape. Each unit of instruction includes a required project that is designed to allow the student to apply those skills learned in the classroom to a practical application and will be shown at the Stanislaus County Fair.

### **Ag Welding**

This course is designed to develop job entry and farm maintenance skills beyond those learned in the Introduction to Ag Mechanics class. Students will learn arc welding and hard facing with stick electrode, the most common methods of joining metals and maintaining and constructing equipment. Students will also learn how to oxy-acetylene weld, cut, braze, and MIG (wire feed) weld. All completed projects will be shown at the Stanislaus County Fair in Turlock.

**Prerequisite:** Successful Completion of Intro to Ag Mechanics, or Instructor Approval.

### **ROP Ag Welding**

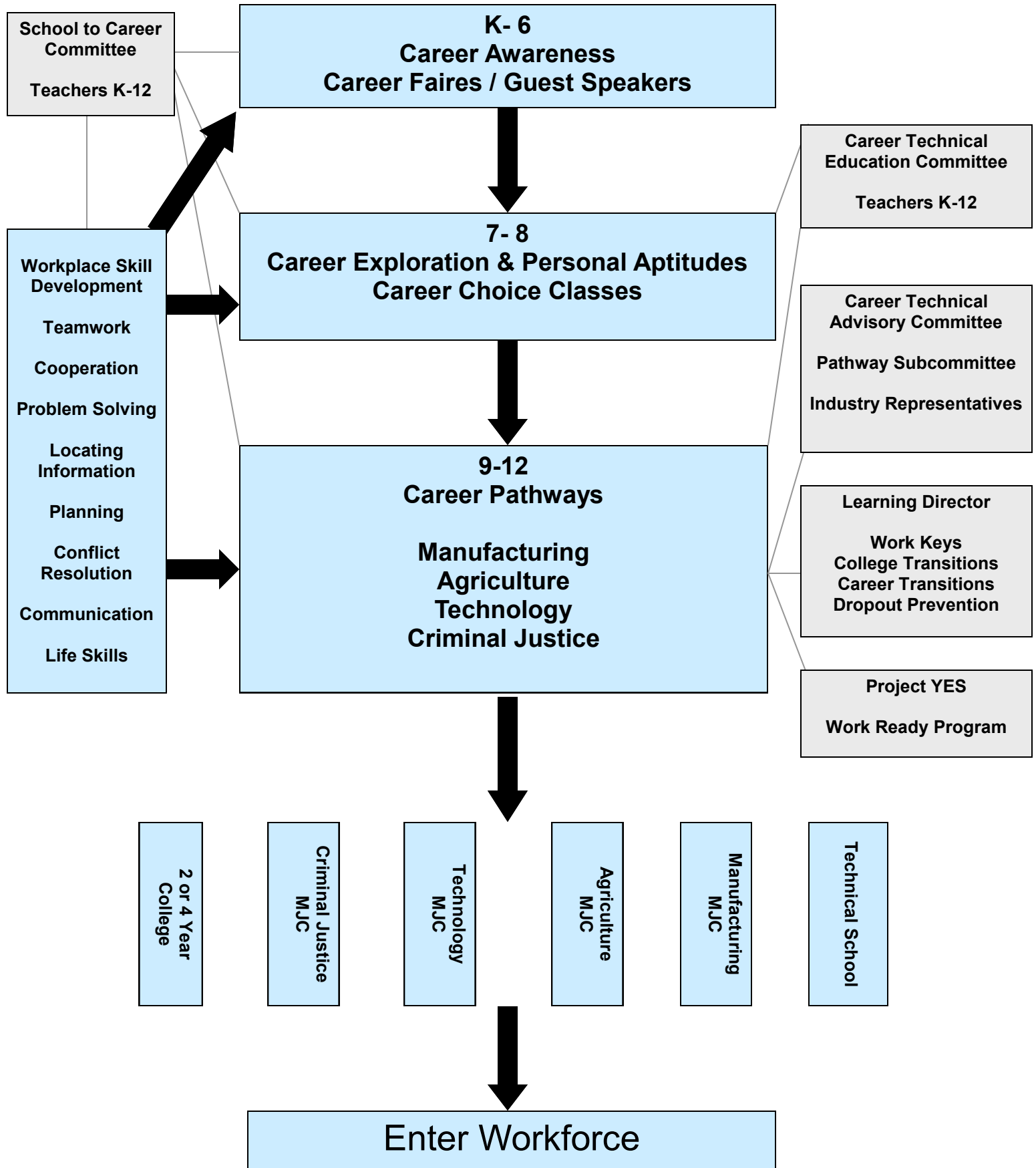
This two period course is for the development of advanced welding skills. Students learn advanced skills in arc welding, MIG (wire feed), oxyacetylene welding and cutting, plasma cutting, and TIG (Tungsten and Inert Gas welding). Students will further develop job-related skills by becoming self-starters and acquiring necessary materials for projects, while developing safety and fire prevention attitudes. Students will earn college credits at Modesto Junior College if they complete the class and enroll at MJC. They will be prepared for a job in a welding shop. All completed projects will be shown at the Stanislaus County Fair.

### **ROP Welding Fabrication II**

This two period course, Welding & Fabrication provides serious students with entry-level skills at the completion of the course. Instruction is provided in advanced Shielded Metal and Gas Metal Arc Welding (M.I.G.) and advanced Oxy-Acetylene Welding. Gas Tungsten Arc Welding (T.I.G.) is also covered. Students are required to develop skills in welding overhead and completing welding certification tests, along with refining skills in operating the Air Carbon Arc, Plasma Arc, and Oxy-Acetylene cutting units. Students receive instruction in safety, hand and power tool usage, planning, and material selection and usage as related to the construction of items used around the shop and home. Students experiment with their own ideas and methods in the design and fabrication of an individual project. Students are allowed one semester to complete this task. If taken a second year, students are able to work on more complex projects that are more intense in design and fabrication. Students are encouraged to exhibit their projects at the local county fair and the California State Fair. **Prerequisite:** Course: ROP Ag Welding.



# CUSD Career Technical Master Plan Outline





## Quality Criteria II

### Leadership and Citizenship Development

Ceres FFA chapter is the 38<sup>th</sup> chapter to be chartered by the California Association. The approximate membership is 195 students, all of which are paid members of CA FFA. The Ceres FFA program of work is updated annually by the chapter officer team and advisors and submitted to the regional supervisor. The membership in the FFA chapter participates in many section, region and state activities. The number of activities varies from year to year based on the membership with a minimum of 12 activities as required by the Agriculture Incentive Grant Checklist. These activities range from sectional activities and leadership conferences to public speaking and other CDE's.

Community service is a huge part of what Ceres FFA does. Every year the members host around 500 3<sup>rd</sup> grade students for the Ceres FFA Farm Tours. This is a day where Ceres Ag students share what they have learned about agriculture with 3<sup>rd</sup> grade students across the district. In addition to spreading agriculture literacy, Ceres FFA members also conduct a canned food drive called "Trick-or-Treat for Cans" to help needy families in the community.







## Quality Criteria III

### Practical Application of Agriculture Skills

Ceres FFA has many different opportunities for its students to gain hands-on experience in agriculture. The Vet Science pathway teaches students about raising livestock and small animal projects. Many of these students have SAE projects either at home or at the school farm laboratory. Many of these animal SAE projects are fair animals, while others are entrepreneurship enterprises. Ag Mechanics students construct many different projects for their own family, or for a number of community members. Many of these mechanics projects are shown at fair, and then sold by the students. Students who don't find themselves with either livestock or shop projects have the opportunity to expand their SAE options through a cooperative effort with Central Valley High School's greenhouses in the horticulture area. Some students also have "off-site" SAE projects in Landscape and sales.





## **Quality Criteria IV**

### **Qualified and Professional Personnel**

Both Agriculture teachers at Ceres High School are fully credentialed and “highly qualified” to teach their assigned subjects. Copies of the teaching credentials can be found in the Comprehensive Program Plan.

Both Ag teachers are also paid CATA members and regularly attend sectional, regional, and state CATA meetings.

Our Ag teachers meet at lunch on each Tuesday and as needed for department business. Minutes are kept for these meetings and shared using the google virtual drive.

Any out of pocket expensed associated with approved travel are compensated through the school district.



## Quality Criteria V

### Facilities, Equipment & Materials

The CHS Ag department consists of two main areas on campus: the Ag Mechanics shop, and the Animal Science area. Off campus, we have access to a district school farm for plant and animal SAE projects.

The shop is approximately 6000 sq. feet and includes machines needed for welding, hot and cold metal work, sheet metal working, woodworking, and plumbing. The classroom has a lab of 32 computers used for drafting, classroom technology integration, and record keeping.

The CHS small animal unit is approximately 1400 sq. feet and houses our school's laying hen operation and seasonal broiler chicken operation.

The School farm is in a transitional period right now so it is actually two facilities. The Blaker farm (old) is where the large animal SAE projects are raised for students who don't have room at home. Sheep, goats, pigs, and beef animals are raised here. The Hidahl farm (new) is where all projects will be moved to eventually, but vegetable and fruit crops are grown here now.



## **Quality Criteria VI**

### **Community, Business and Industry Involvement**

Ceres High School Ag department has an advisory committee made up of parents, community members, local business owners, farmers, ranchers, industrial suppliers and post-secondary educators. There is also a Ceres Unified School District CTE advisory committee made up of businessmen and women, Personnel and temp agency representatives, multi-national food manufacturing representatives as well as post-secondary educators. These advisory committees meet at least twice per year to assess our program, make recommendations, and check progress toward meeting goals and the needs of local industry.

# Career Technical Education (CTE) Advisory Committee List 13-14

Rev. 05/7/13 J. Martin

Last name	First name	Company name	Title	Mailing Address	City, ST, Zip Code	Area Code	Business Phone	E-mail address	Fax
<b>District Personnel</b>									
Bacca	Glenda	Special Education	Director	P.O. Box 307	Ceres, CA 95307	209	556-1534	jpanella@ceres.k12.ca.us	209-538-6214
Britton	Kristi	Blaker-Kinser Junior High School	Principal	1601 Kinser	Ceres, CA 95307	290	541-4100	kbritton@ceres.k12.ca.us	209-541-0174
Cornell	Lonnie	Ceres High School	Associate Principal	2320 Central Avenue	Ceres, CA 95307	209	556-1920	lornell@ceres.k12.ca.us	209-538-8978
Gordon	Jan	Agus Continuation High School	Principal	2555 Lawrence Street	Ceres, CA 95307	209	556-1802	jgordon@ceres.k12.ca.us	209-538-1027
Lubinsky	Carol	Mae Hensley Junior High School	Principal	1806 Moffett Road	Ceres, CA 95307	209	538-4200	clubinsky@ceres.k12.ca.us	209-538-9428
Martin-Borba	Julie	Ceres Unified School District	Program Evaluator	2503 Lawrence Street	Ceres, CA 95307	209	556-1555	jumartin@ceres.k12.ca.us	209-541-0947
Peterman	Amy	Central Valley High School	Principal	4033 Central Avenue	Ceres, CA 95307	209	556-5001	apeterman@ceres.k12.ca.us	209-531-2748
Rodriguez	Edith	Central Valley High School	Assistant Principal	4033 Central Avenue	Ceres, CA 95307	209	556-5001	erodriguez@ceres.k12.ca.us	209-531-2748
Simmonds	Jay	Ceres Unified School District Student Support Services	Assistant Superintendent	2503 Lawrence Street	Ceres, CA 95307	209	556-1552	jsimmonds@ceres.k12.ca.us	209-541-0947
Stubbs	Linda	Ceres High School	Principal	2320 Central Avenue	Ceres, CA 95307	209	538-5200 x 202	lstubbs@ceres.k12.ca.us	209-538-8978
<b>Manufacturing</b>									
Clark	Tracey	Ceres High School	Lead Teacher - Manufacturing Academy	2320 Central Avenue	Ceres, CA 95307	209	556-1920	tclark@ceres.k12.ca.us	209-538-8978
Vannmeter	Chris	Ceres High School	Teacher- Manufacturing Human Resource Assistant Manager	2320 Central Avenue	Ceres, CA 95307	209	556-1920	cvannmeter@ceres.k12.ca.us	209-538-8978
Archeletta	Jose	Stanislaus Foods		1202 D Street	Modesto, CA 95354	209	522-7201	anila_sfp@hotmail.com	209-341-4731
Arreguin	Jessie	GRID Alternatives - Central Valley	Development Officer	1254 G Street	Fresno, CA 93706	559	490-2398	jarreguin@gridalternatives.org	559-420-0357
Azevedo	Ray	JM Equipment	Human Resources	321 Spreckles Ave.	Manteca, CA 95336	209	522-3271	raya@jmequipment.com	209-522-5980
Breseman	Jeffrey	EJ Gallo Winery	Human Resources	P.O. Box 1130	Modesto, CA 95353	209	341-4893	jeffrey.breseman@ejgallo.com	209-341-8455
Bridges	Johnny	Gallo Glass	Draftsman	PO Box 1230	Modesto, CA 95353	209	341-4731	johnny.bridges@ejgallo.com	209-236-3970
Coleman	Tony	EJ Gallo Winery	Operations Manager - Training & New Equipment Integration	P.O. Box 1130	Modesto, CA 95353	209	341-3684	tony.coleman@ejgallo.com	209-341-5397
Cunnington	Joe	G3 Enterprises	Project Engineer	PO Box 624 / S. Santa Rosa Rd	Modesto, CA 95354	209	341-4173 277 7515	joe.cunnington@G-3Enterprises.com / joecunnington@yahoo.com	209-236-3917
Espinoza	Glenda	NorCal	Human Resources	568 S. Riverside Drive	Modesto, CA 95354	209	529-5660	glenda.espinoza@weyerhaeuser.com	
Esqueda	Tom	GRID Alternatives - Central Valley	Regional Director	1254 G Street	Fresno, CA 93706	559	490-2398	tesqueda@gridalternatives.org	559-420-0357
Kidd	Steve	EJ Gallo Winery	V.P. of Corporate Engineering	P.O. Box 1130	Modesto, CA 95353	209	341-7315	steven.kidd@ejgallo.com	209-341-8455
Brown	Libby	Racor	Human Resources	P.O. Box 3208/3400 Finch Rd	Modesto, CA 95353	209	575-7407		209-575-7662
Mallory	Gary	FF&J Architects	Vice President	2101 Geer Road	Turlock, CA 95382	209	668-2750	gmallory@FFJARCHITECTS.com	209-668-2863
Marks	Nita	EJ Gallo Winery	Training Manager, Team Lead	PO Box 1130	Modesto, CA 95353	209	602-5698	nita.marks@ejgallo.com	209-341-1572
Martin	JB	EJ Gallo Winery	Human Resources	P.O. Box 1130	Modesto, CA 95353	209	341-7315	jason.martin@ejgallo.com	209-341-8455
Mortensen	Jim	Delmonte Foods	Maintenance Superintendent	PO Box 576008	Modesto, CA 95357	209	495-1066	jim.mortensen@delmonte.com	
Neitt	Tom	Seneca Foods	Management	2801 Finch Rd	Modesto, CA 95354	209	572-5451	inett@senecafoods.com	209-572-5498
Schokrail	Becky	Dof Foods	Human Resources	2200 Nickerson Dr	Modesto, CA 95358	209	581-9090 x 202	bshokrail@doffoods.com	209-581-9082
Silva	Hilbert	Teichert Construction	Project Engineer	P.O. Box 3367	Turlock, CA 95381	209	632-6600	hsilva@teichert.com	209-632-3404

Last name	First name	Company name	Title	Mailing Address	City, ST, Zip Code	Area Code	Business Phone	E-mail address	Fax
Thoe	Randy	Fastenal	Support Service Manager	4025 Finch Road	Modesto, CA 95358	209	548-5043	rhoe@fastenal.com	209-541-0819
Roberts	Jan	Frito Lay	Human Resources	600 Garner Road	Modesto, CA 95357	209	544-5400	jan.roberts@fritolay.com	209-572-0958
Winetraub	Bruce	Winco Foods	Human Resources	P.O. Box 581770	Modesto, CA 95358	209	537-1444	brucew@wincofoods.com	209-537-3444
Agricultural									
Patterson	Michael	Ceres High School	Teacher- Agriculture	2320 Central Avenue	Ceres, CA 95307	209	556-1920	mpatterson@ceres.k12.ca.us	209-538-8978
Mortensen	Brian	Ceres High School	Teacher- Agriculture	2320 Central Avenue	Ceres, CA 95307	209	556-1920	bmortensen@ceres.k12.ca.us	209-538-8978
Bishop	Jessica	Central Valley High School	Teacher- Agriculture	4033 Central Avenue	Ceres, CA 95307	209	556-1900	jbishop@ceres.k12.ca.us	209-531-2748
Moncrief	Ken	Central Valley High School	Teacher- Agriculture	4033 Central Avenue	Ceres, CA 95307	209	556-1900	knmoncrie@ceres.k12.ca.us	209-531-2748
Traini	Anthony	Central Valley High School	Teacher- Agriculture	4033 Central Avenue	Ceres, CA 95307	209	556-1900	atraini@ceres.k12.ca.us	209-531-2748
Campbell	Scott	Barnes Welding Supply	Representative	1501 Coldwell Ave	Modesto, CA 95350	209	491-2780	scottc@barneswelding.com	209-491-2888
Goudeau	Don	Gold River Seed	Vice President	PO Box 1700	Ceres, CA 95307	209	531-3127	don@goldriverseed.com	
Haglund	Steve	Haglund Ranch	Owner	5560 W Keyes	Modesto, CA 95358	209	538-2509	None	
Lavery	Michele	AG Science Center	Director	P.O. Box 4937	Modesto, CA 95352	209	521-2902	michele@agsciencecenter.org	
Yates	Chris	Duarte Nursery Inc.	Human Resources	1555 Baldwin Road	Hughson, CA 95326	209	531-0351	chris@duartenursery.com	209-531-0352
Criminal Justice									
Cerny	Randy	Ceres High / Central Valley High Schools	Criminal Justice	2320 Central Avenue	Ceres, CA 95307	209	556-1920	randycerny@ceres.k12.ca.us	209-538-8978
Husky	Sherry	Stanislaus Co Probation Dept	Supervising Probation Officer	801 11st Suite B100	Modesto, CA 95354	209	404-4681	huskeys@slancounty.com	209-567-4189
Jimenez	Sergio	Ceres Police Department	Officer	2320 Central Avenue	Ceres, CA 95307	209	495-7230	sjimenez@ceres.k12.ca.us	209-538-5707
Technology									
Higle	Chris	Ceres Unified School District, Technology Department	Director	2503 Lawrence Street	Ceres, CA 95307	209	556-1500, 1384	chigle@ceres.k12.ca.us	209-537-1175
Griffin	Jim	Central Valley High School	Teacher	4033 Central Avenue	Ceres, CA 95307	209	556-1900	jgriffin@ceres.k12.ca.us	209-531-2748
Miller	Rob	Central Valley High School	Teacher	4033 Central Avenue	Ceres, CA 95307	209	556-1900	rmiller @ceres.k12.ca.us	209-531-2748
Cramer	Joe	Solid Networks, Inc	Owner	5809 Stoddard Rd, Suite #121	Modesto, CA 95356	209	338-1461	Joe.cram@solidnetworks.com	209-338-1401
Health Care									
Mensonides	Carla	Memorial Medical Center	RN	1700 Coffee Road	Modesto, CA 95355	209	526-4500	mensonc@sutterhealth.org	209-572-7187
West	Michele	Doctors Medical Center	HR-Education	1441 Florida Avenue	Modesto, CA 95352	209	576-3668	michelle.west@tenethealth.com	209-576-3680
Post-Secondary Education									
Boodrookas	George	Modesto Junior College	Dean of Committee & Economic Development	435 College Avenue	Modesto, CA 95350	209	575-6714	boodrookas@mjc.edu	209-575-6922
Howen	Jim	Modesto Junior College, Technical Ed	Instructor	435 College Avenue	Modesto, CA 95350	209	575-6332	howenj@mjc.edu	209-575-6922
Mendez	Pedro	Modesto Junior College, Technical Ed	Director	435 College Avenue	Modesto, CA 95350	209	575-6332	mendezp@mjc.edu	209-575-6922



Last name	First name	Company name	Title	Mailing Address	City, ST, Zip Code	Area Code	Business Phone	E-mail address	Fax
Rhymes	Thomas	Wyoming Technical Institute	Admissions Representative	980 Riverside Pkwy.	Sacramento, CA 95605	916	376-8888	trhymes@cciedu	
Shull	Tim	Universal Technical Institute	Admissions Representative	4100 Duckhorn Dr.	Sacramento, CA 95834	916	202-2089	tsnull@uti.edu	
<b>Student Representatives</b>	<b>2012-2013</b>								
Ghimerti	Michael	Criminal Justice	Ceres High 11th	1540 Fallquist Way	Ceres, CA 95307	209	531-0494		
Crandell	Alex	Agriculture	Argus/CHS 12th	2416 Don Pedro Rd	Ceres, Ca 95307	209	404-6719		
Ward	Sean	Agriculture	Ceres High 11th	3761 Dawnview Ave	Ceres, CA 95307	209	324-6606		
Brulon	Brad	Manufacturing	Ceres High 12th	2309 Joy Ave	Ceres, CA 95307	209	303-8943		
Jacques	Austin	Technology	CVHS	2201 Amber Leaf Ln	Ceres, CA 95307	209	531-0936		
Plasencia	Juan	Technology	CVHS	3917 Red Gum Ct	Ceres, CA 95307	209	629-3990		
Serrano	Manuel	Agriculture	CVHS	1837 Walnut Ave	Ceres, CA 95307	209	531-1014		
Yepez	Jesus	Agriculture	CVHS	1421 Don Pedro Rd	Ceres, CA 95307	209	538-2586	jyepez95@yahoo.com	
<b>Parent Representatives</b>	<b>2012-2013</b>								
Ward	Marie	Agriculture	Ceres High 11th	3761 Dawnview Ave	Ceres, CA 95307	209	324-6606		
Brulon	Lori	Manufacturing	Ceres High 12th	2309 Joy Ave	Ceres, CA 95307	209	303-8943		
<b>Others</b>									
Briggs	Bryan	City of Ceres	Redevelopment & Economic Development Manager	2720 Second Street	Ceres, CA 95307	209	538-5756	Bryan.Briggs@ci.ceres.ca.us	209-538-5650
Ennenga	Jan	Manufacturers Council of the Central Valley	Executive Director	P.O. Box 1564	Modesto, CA 95353	209	523-0886	jan@mccv.org	209-523-0887
Griffith	Keith	Alliance Worknet	Senior Manager for Education	251 E Hackett Road	Modesto, CA 95358	209	567-4990	GriffithK@stanalliance.com	209-558-2164
McLoughlin	Jim	Stanislaus Partners in Education (SPIE)	Consultant	1100 H Street	Modesto, CA 95354	209	525-5171	jimmcloughlin@sbcglobal.net	209-572-3110
Piscitello	Judie	Stanislaus Partners In Education	Director	1100 H Street	Modesto, CA 95354	209	238-1766	judiepscitello@gmail.com	209-238-4254
Rowe	Jeif	Alliance Worknet	Program Director	251 E Hackett Road	Modesto, CA 95358	209	558-2150	rowej@stanalliance.com	209-558-2164
Young	Cindy	Stan. County Office of Education (SCOE)	Director	1100 H Street	Modesto, CA 95355	209	238-1515	cyoung@stancoe.org	209-238-4216

**CERES HIGH SCHOOL AGRICULTURE DEPARTMENT  
ADVISORY COMMITTEE MEETING  
OCTOBER 1, 2014  
6:00 PM**

**MEMBERS PRESENT:**

<b>Brian Smith</b>	<b>Champion Industrial</b>	<b>Sheet Metal Superintendent</b>
<b>Scott Berner</b>	<b>Hughson Fire Department</b>	<b>Chief</b>
<b>Matt Scott</b>	<b>Farmer</b>	<b>Owner/Mechanic</b>
Donald Borges	Ca Cooperative Extention	
<b>George Cobarrubias</b>	<b>Ceres Pipe and Metal</b>	<hr/> <b>Inside Sales</b>
Marlies Boyd	Modesto Jr. College	Poultry Science Professor
Heather Rose	JS West	Feed Store Manager

The meeting was called to order at 6:00 pm . Introductions were made.

The committee was then given a guided tour of the classrooms, welding shop facility, and the small animal unit.

The purpose of the Ceres High School Ag advisory committee was to explain the pathways that are offered at CHS. Future plans for the class were discussed with the new members. Advisory committee members were asked for their input regarding establishing more shop procedures to be taught to high school students and input on the updates/modifications to the Small Animal Unit.

Committee members were interested in seeing several shop practices put to good use so that students have those skills before entering the work force. These practices include pipe threading and sharpening. The committee members were updated on the new construction that is going to be breaking ground this year and should be finished by the end of the school year.

Both the animal science pathway and the ag mechanics pathway were discussed at length. Future classes that could be added to the pathway's and established in the next few years were also discussed to give the advsiory board a five year perspective. We discussed the expansion of 8th grade recruitment and how to bring in more freshmen students into the program next year. The advisory members thought that CHS FFA students should visit the jr. high schools to recruit students.

Course outlines and 2+2 articulations were discussed and updated with the new board members to assure them that the curriculum in the classes is meeting the entry- level standards at Modesto Junior College.

Committee members discussed revisions being made to existing and future metal orders with Ceres Pipe and Metal. Invoices must be made by George in order to be honored.

Welding certification was discussed with the committee members and the status update of that process. CHS students can not be certified by the instructor at the school, so certification will not be happening this year. Mike presented that he is teaching the students the skills needed to leave the class certified ready. The end goal of the ag mechanics program is to have students that are ready to be certified by Modesto Junior College or proceed right to employment to take the test there.

Committee member advised to try and incorporate oxy-acetylene welding to students and use portable facility to do so.

The meeting was adjourned at 7:20 p.m.

**Advisory Board Meeting**

**October 1, 2014**

**Signature Page**

Brian Smith

Brian Smith 209-587-1291

George Cobarrubias

George 209-538-0122

Matthew Scott

Matthew Scott 209 602 7447

Scott Berner

Scott Berner 209 541-8657

Scott Campbell 207-765-6240



## **Quality Criteria VII**

### **Career Guidance**

Ceres High School students receive guidance and instruction on career pathways made available to them with the skills learned in the Ag pathways. Each student is given guidance and career plan counseling in conjunction with the student data sheet entry for the R2 reports. School learning directors also give academic counseling and career support in addition to keeping students on track to graduate and move on to either a 2-year or 4-year institution.

## Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

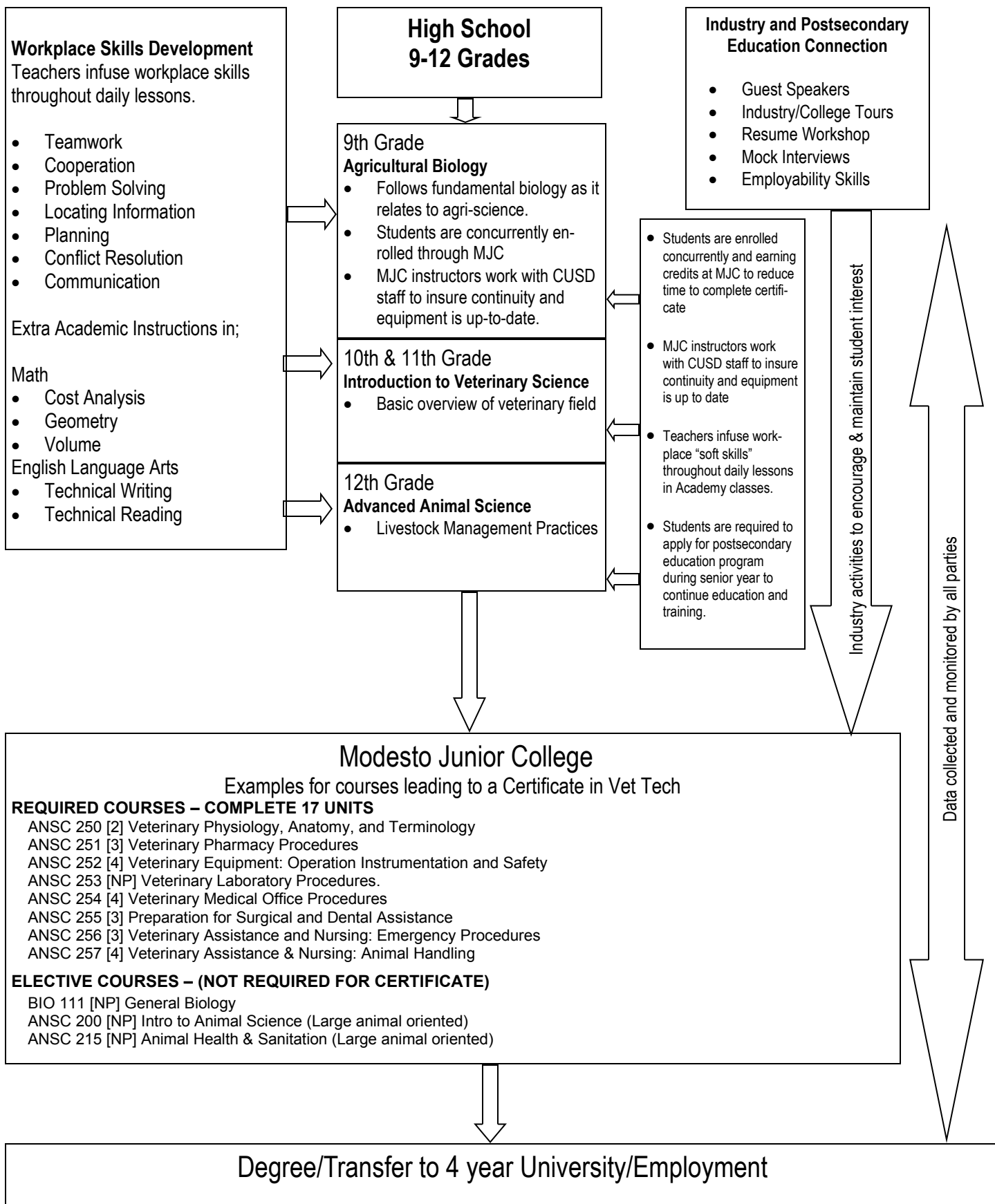
Industry Sector: Agriculture & Natural Resources  
 Career Pathway: Animal Science Pathway  
 Program of Study: Veterinary Science

This Program of Study is a formalized Tech Prep articulated pathway ☐ Yes ☒ No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
SECONDARY								Occupations requiring less than a Baccalaureate Degree -Vet Hospital Assistant -Livestock Ranching -Breeder
	9	English 9	Algebra 1 or Geometry	Biology			PE Art	
	10	English 10	Geometry or Algebra 2	Chemistry or Ag Chemistry	World History	Ag Biology	PE Drivers Ed Health	
	11	English 11	Algebra 2 or Pre Calculus	Physics or AP Biology	US History or AP US History	Intro to Veterinary Science	Foreign Language PE	
	12	English 12	AP Calculus or Pre Calculus	Physics or Anatomy Physiology or AP Biology	Principles of Democracy or AP Government Economics	Advanced Animal Science		
		Sample of post-secondary courses						
POSTSECONDARY	Year 13	Required Courses: ANSC 250 – Veterinary Physiology, Anatomy and Terminology ANSC 251 – Veterinary Pharmacy Procedures ANSC 252 – Veterinary Equipment ANSC 253 Veterinary Lab Procedures						
		ANSC 254 Veterinary Medical Office Procedures ANSC 255 Preparation for Surgical and Dental Assistance ANSC 256 Veterinary Assistance and Nursing: Emergency Proc. ANSC 257 Veterinary Assistance and Nursing: Animal Handling						
	Year 14	Elective Courses: BIO 111 General Biology ANSC 200 Intro to Animal Science (Large Animals) ANSC 210-Livestock Selection & Evaluation						
	Year 15							
	Year 16							
								Industry recognized certification, licenses, or credentials related to this pathway -Artificial Insemination Tech -Ag Lab Technician

# Animal Science Pathway (CVHS)

(State Pathway Title: Animal Science)



## Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Agriculture & Natural Resources

Career Pathway: Agricultural Mechanics Pathway

Program of Study: AG Mechanics and Machining – Welding

This Program of Study is a formalized Tech Prep articulated pathway ☐ Yes ☒ No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
SECONDARY								Occupations requiring less than a Baccalaureate Degree -Farm Equipment Welder -Heavy Equipment Operator -Equipment Service Tech
	9	English 9	Algebra 1 or Geometry	Biology		Intro to Ag Mechanics or Intro to Power Mechanics	PE Art	
	10	English 10	Geometry or Algebra 2	Chemistry	World History	Ag Welding	PE Drivers Ed Health	
	11	English 11	Algebra 2 or Pre Calculus	Physics or AP Biology	US History or AP US History	ROP Welding	Foreign Language PE	
	12	English 12	AP Calculus or Pre Calculus	Physics or Anatomy Physiology or AP Biology	Principles of Democracy or AP Government Economics	ROP Power Mechanics		Occupations requiring a Baccalaureate Degree
Sample of post-secondary courses								
POSTSECONDARY	Year 13	Mechanics and Machining Focus AG 115-Intro to Ag Education & Careers AGM 200-Mechanical Technology AGM 215-Machine Management AGM 214 Equipment Service & Safety			AGEC 280-Ag Sales & Service AGM 210-Agricultural Welding AGM 241-Diesel Engine Principles AGM 211 Advanced Ag Welding			
	Year 14	Welding Focus WELD 200 – Arc and Gas Welding SM 331 Sheet Metal & Installation I WELD 204 Gas Metal & Flux Core Welding WELD 206 Gas Tungsten Arc Welding						
	Year 15				WELD 300 Intermediate Welding WELD 325 Design & Fabrication Process WELD 340 Pipe Welding			
	Year 16							
	Industry recognized certification, licenses, or credentials related to this pathway -Ag Mechanics/Welding -Ag Sales, Service Tech -Mechanized Ag Tech							



# Agriculture Mechanics/Welding Pathway

(State Pathway Title: Agriculture Mechanics)

## Workplace Skills Development

Teachers infuse workplace skills throughout daily lessons.

- Teamwork
- Cooperation
- Problem Solving
- Locating Information
- Planning
- Conflict Resolution
- Communication

## Extra Academic Instruction in: MATH

- Solving problems involving perimeter
- Computing volume and surface area of shapes
- Determining how change in dimensions affect perimeter, area, and volume of figures and solids
- Classification of triangles and polygons using angles
- Pythagorean theorem
- Angle and side relationships in triangle

## ENGLISH LANGUAGE ARTS

- Reading Comprehension
- Writing Strategies

## High School 9 -12 Grades

### 9th Grade

#### Agriculture Biology

- Students are concurrently enrolled through MJC
- MJC instructor work with CUSD staff to insure continuity and equipment is up to date.

### 10th Grade

#### Introduction to Ag Mechanics

- Wood
- Plumbing
- Welding
- Electricity

### 11th Grade

#### Ag Welding

- Oxy/Fuel Welding
- Arc Welding
- MIG
- TIG

### 12th Grade ROP Welding/or ROP Fabrication

- Advanced Welding
- Project Construction

## Industry and Postsecondary Education Connection

- Guest Speakers
- Industry/College Tours
- Resume Workshop
- Mock Interviews
- Employability Skills

- MJC instructors work with CUSD staff to insure continuity and equipment is up to date
- Classes are articulated into 2+2 classes to reduce time to complete certificate
- Students are required to apply for MJC program in last CUSD classes

## Agriculture Mechanics/ Welding Pathways Teacher Committee Evaluation and Improvement Process

Marketing by industry to create and maintain interest

Data collected and monitored by all parties

## MJC Skills Recognition Award: Welding

### REQUIRED COURSES –Complete 21 Units

WELD 200 [1] Arc and Gas Welding	3
SM 331 [1] Sheet Metal & Installation 1	3
WELD 204 [2] Gas Metal & Flux Core Welding	3
WELD 206 [2] Gas Tungsten Arc Welding	3
WELD 300 [2] Intermediate Welding	3
WELD 325 [3] Design & Fabrication Process	3
WELD 340 [3] Pipe Welding	3

**Total Units for Skills Recognition Award** **21**

**Agriculture Mechanics/Welding Certificate/Employment**



## **Quality Criteria VIII**

### **Program Promotion**

Ceres High School Agriculture Department makes a presentation at the annual district 8<sup>th</sup> grade parent night. At this time, parents and students also have time to come speak with current students and get a feel for the program and what it has to offer. Informative and promotional flyers are distributed. The Ceres FFA Officer team also visits the 8<sup>th</sup> grade classes during the weeks before course balloting at the junior high school. The FFA chapter has a web page hosted by the district and can be accessed directly from the school website.

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307

*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307



*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN,  
EARNING TO LIVE, LIVING TO SERVE"*

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307

*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307



*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*

**FEBRUARY 2014** STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

**Mr. Patterson, Ms. Runnels**

**FEBRUARY 2014** STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

**Mr. Patterson, Ms. Runnels**

**FEBRUARY 2014** STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

**Mr. Patterson, Ms. Runnels**

**FEBRUARY 2014** STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

**Mr. Patterson, Ms. Runnels**



## **Quality Criteria IX**

### **Program Accountability and Planning**

Ceres High Agriculture department has a comprehensive program plan on file with the regional supervisor as well as a copy retained for CHS department records. This program is updated annually and whenever necessary changes are made. Information on program completers, graduate follow-up reports and FFA roster can be found in this document. Online updates are made to keep R-2 data, the FFA roster, and AIG expenditure reports current.

We send out our graduate follow-up survey in August and get them back to enter the data by October 15 of each year.

We rely on our advisory committee to keep our program on the proper course to prepare our students to be as successful as possible in the local job market and to keep our program on the cutting edge of student interest.



## Quality Criteria X

### Student to Teacher Ratio

Ceres High School Agriculture Department does not meet the student to teacher ratio in the Ag mechanics pathway, but the Animal Science program does meet this criterion. This is the first year in many this has been possible and we hope to keep this ratio in years to come.



## **Quality Criteria XI**

### **Full Year Employment**

Ceres High School Agriculture teachers are paid 47 days in addition to the standard 180 day contract. This is built in to our employment contract and monitored by use of a positive work-year calendar that is turned into the district August of every year.

**CERES HIGH SCHOOL**  
**AGRICULTURE DEPARTMENT**



**AGED 539 – Supporting Materials**

**Michael Patterson**



## AGED 539 Expected Supporting Completion Materials

1	1. Student Data Sheet
2	2. Permanent Agriculture Student File
3	3. Course Outlines
4	4. Daily Grade Sheet
5	5. SAE Supervision Form
6	6. SAE School Board-Approved Policy Statement
7	7. FFA School Board-Approved Policy statement
8	8. FFA Program of Activities
9	9. Recruitment Program
10	10. FFA Chapter Scrapbook
11	11. Summer Activities Plan/Calendar
12	12. Graduate Follow-Up Survey
13	13. Results from Graduate Follow-Up Survey
14	14. Comprehensive Program Plan
15	15. Advisory Committee Agenda
16	16. Advisory Committee Minutes
17	17. Ag Advisory Constitution and By-Laws
18	18. Proficiency Standards
19	19. Credentials/Authorization Letters
20	20. Calendar of Department/Chapter
21	21. Expected Professional Growth/Activities
22	22. R-2 Report
23	23. Travel Request
24	24. CATA Membership Card
25	25. Professional Development Activity Report
26	26. 5-Year Plan/ Wish List
27	27. Operating Budget
28	28. District/Department Budget Process
29	29. Chairperson Duties/Responsibilities
30	30. Chart of Responsibilities
31	31. Substitute Teacher Procedure/Plans

- 32. Program Completer**
- 33. Articulation 2+2 Agreements**
- 34. Reimbursement Process**

# **1. Student Data Sheet**

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race:

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

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

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

H. Date: 9/19/14

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

D. Year in Agricultural Program: 1st

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

E. Grade Level in School:

(9, 10, 11, 12)

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

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

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

Be a CEO for a big company (doing something related to ag mechanics)

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

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

3. Go Into Military Service



# STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Art		English		English		English
	Ag mechanics		World history		U.S. history		govt econ
	Math II		Math		foreign language		foreign language
	PE		Chemistry/Anatomy		computer science		computer science
	Science		weight room		Art		Art
	English		Computer graphics				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
plant	small	plant	small	market poultry	small		

N. Planned Department Activity (FFA)

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
plant	small	plant	small	market poultry	small		

Parents/Guardians Signature:

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted] Last Name [Redacted] First Name [Redacted] MF [Redacted]

B. Gender: Male [Redacted] Female X

C. Ethnicity/Race: [Redacted]

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

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

[Redacted] American Indian or Alaskan Native

[Redacted] Asian Indian

[Redacted] Cambodian

[Redacted] Chinese

[Redacted] Hmong

[Redacted] Japanese

[Redacted] Korean

[Redacted] Laotian

[Redacted] Vietnamese

[Redacted] Black or African American

[Redacted] Filipino

[Redacted] Guamanian

[Redacted] Samoan

[Redacted] Tahitian

[Redacted] White

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

X Plant & Soil Science (4010)

[Redacted] Animal Science (4020)

[Redacted] Agricultural Mechanics (4030)

[Redacted] Agricultural Business (4040)

[Redacted] Ornamental Horticulture (4050)

[Redacted] Forestry & Natural Resources (4060)

[Redacted] Agriscience (4070)

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

1. Go to Work Full - Time [Redacted]

No Further Education [Redacted]

Some College Later X

2. Go to College [Redacted]

Community College [Redacted]

Four Year College [Redacted]

Full-Time Student X

Part-Time Student [Redacted]

Agriculture Major [Redacted]

Non-Agriculture Major [Redacted]

3. Go Into Military Service [Redacted]

I plan a career in agriculture X

Not a career, just an interest in agriculture. [Redacted]

Not interested, placed in class. [Redacted]

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.

(chef)

# STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
1995	Ag Biology	English	English	English	English	English	English
	Intro to Ag Mech	Math	Math	Math	Math	Math	Math
	Mathematics I	World History	World History	World History	World History	World History	World History
	Eng. 9	Chemistry CAGD	Chemistry CAGD	Chemistry CAGD	Chemistry CAGD	Chemistry CAGD	Chemistry CAGD
	Long dist. Sulfest	Spanish III	Spanish III	Spanish III	Spanish III	Spanish III	Spanish III
	Sports P.E.	Intro to Vet Science	Intro to Vet Science	Intro to Vet Science	Intro to Vet Science	Intro to Vet Science	Intro to Vet Science
		PE?	PE?	PE?	PE?	PE?	PE?

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Agon a plant	1	grow a plant		invited parties		invited parties	

N. Planned Department Activity (FFA)

FFA meetings	FFA meetings	FFA meetings	FFA meetings
Green book conference	FFA meetings	FFA meetings	FFA meetings
Volley ball	FFA meetings	FFA meetings	FFA meetings

Parents/Guardians Signature:

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

- A. Name [REDACTED] Last Name [REDACTED] First Name, MI [REDACTED]
- B. Gender: Male ☒ Female ☐
- C. Ethnicity/Race: ☒ American Indian or Alaskan Native

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

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

- H. Date: 7-19-14
- I. Locator Data
- Street Address: [REDACTED]
- City, Zip: [REDACTED]
- Phone Number: [REDACTED]
- Email: [REDACTED]
- Parent/Guardian Name (Print Full Name For Each):
- Mr. [REDACTED]
- Miss/Mrs./Ms. [REDACTED]

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

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

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

- D. Year in Agriculture Program: 1st (1st, 2nd, 3rd, 4th)
- E. Grade Level in School: 9 (9, 10, 11, 12)
- F. I Am Taking This Course Because: (Select One)
- ☒ I plan a career in agriculture
- ☐ Not a career, just an interest in agriculture.
- ☐ Not interested, placed in class.
- G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
- A (Boyer) because I like being a boy
1. Go to Work Full - Time [REDACTED]
- No Further Education Some College Later [REDACTED]
2. Go to College [REDACTED]
- Community College Four Year College Full-Time Student Part-Time Student Agriculture Major Non-Agriculture Major [REDACTED]
3. Go Into Military Service [REDACTED]



# STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Mechanics		English		English		English
	Language Arts		World Hist		US Hist		Geography
	Reading		Math		PE		Elavive
	P.E.		Chem		foreign Lang		foreign Lang
	Math		Art				
	physical science				Ag		Ag
	Ag mechanics		Ag		Ag		Ag

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Plants		Plants		Market poultry	MEAN	Market poultry	

N. Planned Department Activity (FFA)

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
FFA meetings		FFA meetings		FFA meetings		FFA meetings	
		FFA meetings		FFA meetings		FFA meetings	
		FFA meetings		FFA meetings		FFA meetings	

Parents/Guardians Signature:

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Do not know

H. Date: 9/19/11

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

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

3. Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
		2014	Integrated Math I		Dance production		Photography
			Intro to Vet Science				
			Dance production				
			English I				
			World History				
			Chemistry				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		Flower	small	Market Poetry	medium	Market Poetry	medium

N. Planned Department Activity (FFA)

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		FFA Meetings	small	FFA Meetings	small	FFA Meetings	small
		FFA Meetings	small	FFA Meetings	small	FFA Meetings	small

Parents/Guardians Signature:

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [REDACTED]

Last Name First Name, MI

B. Gender: Male Male Female Female

C. Ethnicity/Race: Male

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

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

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

D. Year in Agriculture Program: 1st

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

E. Grade Level in School: 9th

(9, 10, 11, 12)

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

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

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

an electrical engineer like  
building and fix electronics

H. Date: Sept 14 2014

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No

No Further Education

Some College Later

Go to college

2. Go to College

Yes

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

Full time

3. Go Into Military Service

No



# STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
2014	Ag. Mechanics		English		English		English
	Spanish I		World his		US his		World his
	Int. Math I		Math		PC		Elective
	Frosh PE		chem		Foreign lang		Foreign lang
	Adv Biology		art		Ag		Ag
	English		Ag		Ag		Ag

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Plants	Small	Plants	Small	Plants	Small	Plants	Small

N. Planned Department Activity (FFA)

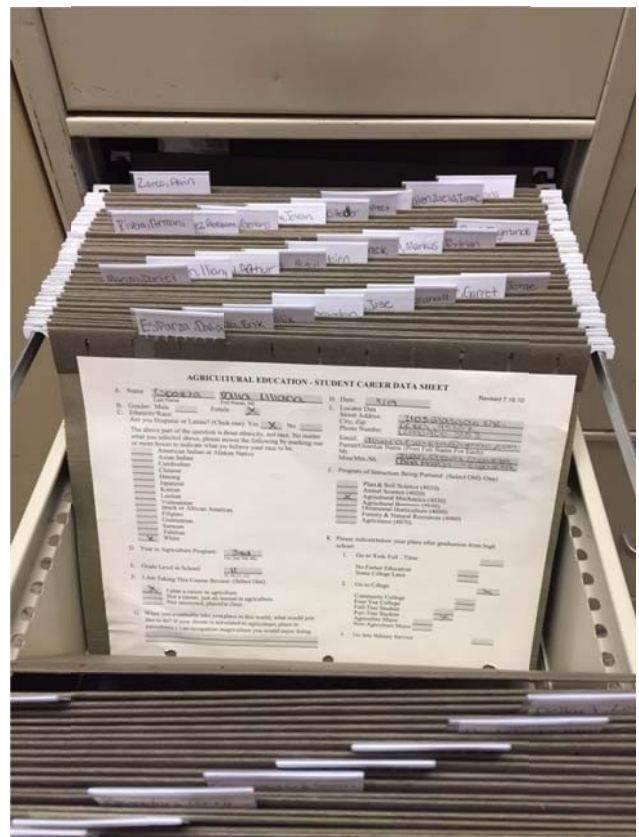
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
FFA	Small	FFA	Small	FFA	Small	FFA	Small

Parents/Guardians Signature:

## **2. Permanent Agriculture Student File**

## Permanent Ag Department Files

In the Ag Department at Ceres High we have several file cabinets used to keep the permanent student files. These files are organized by year of graduation and alphabetically by last name. In these files, we keep copies of student data sheets, degree applications, business agreements and other pertinent papers related to chapter operations.





# **3. Course Outlines**



## **Agriculture Biology**

### **I. Course Information:**

- One year laboratory science course.
- Satisfies the UC subject “D” and CSU Lab Science Requirements.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - Course Requirement: agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

### **II. Course Description:**

This college pre course follows a fundamental approach to biology as it relates to agri-science. Topics of study include organisms and their environments, plant science and animal science. Laboratory experiments will reinforce classroom concepts.

### **III. Goals, Objectives, and Performance Indicators**

#### **Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept:
  - a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
  - b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
  - c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
  - d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
  - e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

- g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
- i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. j\* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

## **Genetics**

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

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

## **Ecology**

6. Stability in an ecosystem is a balance between competing effects.
- As a basis for understanding this concept:
- a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
  - b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

- c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

## **Evolution**

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

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

## **Physiology**

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
  - a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
  - b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
  - c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
  - d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
  - e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
  - f.\* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
  - g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
  - h.\* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin,  $\text{Ca}^{+2}$ , and ATP.

- i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:
- a. Students know the role of the skin in providing nonspecific defenses against infection.
  - b. Students know the role of antibodies in the body's response to infection.
  - c. Students know how vaccination protects an individual from infectious diseases.
  - d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
  - e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

## **Advanced Animal Science**

### **I. Course Information:**

- **Pre-requisite:** Introduction to Veterinary Science (1 year completed and passed course)
- One year UC Elective approved course
- Course will focus mainly on large animal care (anatomy & physiology), management and responsibility. Students will be working with poultry animals and other small animals at the Small Animal Unit on CHS Campus.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - **Course Requirement:** agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

### **II. Course Description:**

- This advanced course in Animal Science will focus on livestock management practices. Included in this course will be livestock breeds, health care handling facilities, anatomy and physiology, artificial insemination and breeding practices, judging and many other hands-on activities. Completion of course projects and FFA participation are essential for a satisfactory grade.

### **III. Goals, Objectives, Performance Indicators:**

*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.

*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.

*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.
- D6.6 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:*

- D9.2 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.

*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.

## **Introduction to Veterinary Science**

### **I. Course Information:**

- One year UC Elective approved course
- Course will focus mainly on small animal care, management and responsibility. Students will be working with poultry animals and other small animals at the Small Animal Unit on CHS Campus.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - Course Requirement: agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

### **II. Course Description:**

- This advanced course in Animal Science will focus on livestock management practices. Included in this course will be livestock breeds, health care handling facilities, anatomy and physiology, artificial insemination and breeding practices, judging and many other hands-on activities. Completion of course projects and FFA participation are essential for a satisfactory grade.

### **IV. Goals, Objectives, Performance Indicators:**

*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.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory 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:*
- D5.3 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:*
- D6.3 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.
- 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.
- 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.

## **Introduction to Agriculture Mechanics**

### *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
- B5.3 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.

### *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.

*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.

*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).

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

## **Ag Welding:**

### *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.

### *B5.0 Students understand agricultural cold metal processes:*

B5.1 Know how to identify common metals, sizes, and shapes

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.

### *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.

### *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

### *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.

## **ROP Ag Welding**

### *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.

### *B5.0 Students understand agricultural cold metal processes:*

B5.1 Know how to identify common metals, sizes, and shapes

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.

### *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.

### *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

### *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.

## **ROP Ag Welding 2**

### *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.

### *B5.0 Students understand agricultural cold metal processes:*

B5.1 Know how to identify common metals, sizes, and shapes

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.

### *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.

### *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

### *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.



# **4. Daily Grade Sheet**

Name

Spring / Fall

Per. \

No.

	M	T	W	T	F
4	X		X	X	X
3	X				
2					
1					
0					

1

	M	T	W	T	F
4	X				X
3					
2					
1					
0					

2

	M	T	W	T	F
4	X	X	X	X	X
3					
2					
1					
0					

3

	M	T	W	T	F
4					X
3					
2					
1					
0					

4

	M	T	W	T	F
4					X
3					
2					
1					
0					

5

	M	T	W	T	F
4					X
3					
2					
1					
0					

6

	M	T	W	T	F
4	X				X
3					
2					
1					
0					

7

	M	T	W	T	F
4					X
3					
2					
1					
0					

8

	M	T	W	T	F
4	X				X
3					
2					
1					
0					

9

Notes: 9/12/14 - No safety glasses

10/9/14 - Tardis J

10/14/14 - Tardis

11/20/14 - No PPE

	M	T	W	T	F
4	X	X	X	X	X
3					
2					
1					
0					

1

	M	T	W	T	F
4					X
3	X	X	X		
2					
1					
0					

2

	M	T	W	T	F
4	X	X	X	X	X
3					
2					
1					
0					

3

	M	T	W	T	F
4	X				
3					
2					
1					
0					

4

	M	T	W	T	F
4	X	X	X	X	X
3					
2					
1					
0					

5

	M	T	W	T	F
4					X
3					
2					
1					
0					

6

	M	T	W	T	F
4	X				X
3					
2					
1					
0					

7

	M	T	W	T	F
4					X
3					
2					
1					
0					

8

	M	T	W	T	F
4	X				X
3					
2					
1					
0					

9

# **5. SAE Supervision Form**



## SAE Supervision Form

SAE supervision forms are kept in a storage clipboard when we go on project visits. This allows us to look back to the previous visit to see if the suggestions we made were acted upon. The form is a half-sheet NCR document we made then had our district copy service print for us. If we run low, we just order more and in 2 days, we have the replacements.

Ceres High School  
Agriculture Department  
SAE Visit

Name: Kendall Wilson Date: 7/10/14

Project(s) Market Lamb

Visited (circle) Project Student Parent Employer

Observations: Weight gain is better. Pen is clear.

Recommendations: Continue to increase feed. When we can start next week.

Student Signature: Kendall Wilson

Advisor Signature: M. Rumbly

White: File Yellow: Student Pink: Employer/Parent

Ceres High School  
Agriculture Department  
SAE Visit

Name: Kendall Wilson Date: 7/10/14

Project(s) Market Lamb

Visited (circle) Project Student Parent Employer

Observations: Weight gain is better. Pen is clear.

Recommendations: Continue to increase feed. When we can start next week.

Student Signature: Kendall Wilson

Advisor Signature: M. Rumbly

White: File Yellow: Student Pink: Employer/Parent

Ceres High School  
Agriculture Department  
SAE Visit

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

Project(s) \_\_\_\_\_

Visited (circle): Project Student Parent Employer

Observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

White: File      Yellow: Student      Pink: Employer/Parent

Ceres High School  
Agriculture Department  
SAE Visit

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

Project(s) \_\_\_\_\_

Visited (circle): Project Student Parent Employer

Observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

White: File      Yellow: Student      Pink: Employer/Parent

# **6. SAE School Board-Approved Policy Statement**

### **SAE School Board-Approved Policy Statement**

My site Principal approves the requirement of SAE projects for all students enrolled in an Ag class. This is made clear to students and parents on the department policy and syllabus for each class. The school district also supports our summertime activities and pays a stipend for the supervision of those projects.

Due to the nature of a large district and the large amount of board policy on the books, Ceres Unified is not considering adding SAE projects to their policy at this time.



**CERES HIGH SCHOOL**  
**Agriculture Department Policy**

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

**General Expectations:**

- Students are to be seated when the tardy bell rings. Failure to do so will result in a tardy. One participation point will be taken from that day's points for the 1<sup>st</sup> and 2<sup>nd</sup> tardy. The 3<sup>rd</sup> and subsequent tardies will result in 0 participation points.
- Students must bring all materials necessary for class as outlined below.
- Students must secure a pass from the teacher before leaving class.
- Students must place his/her name and class period on all papers which are to be turned in for credit. Non-named papers may not receive credit.

Each student must have the following items before he/she will be allowed to participate in shop activities.

**\*Note: failure to participate in shop activities will result in a failing grade.**

- Three-ring binder (1 1/2")
- Pen and pencil
- Closed toed shoes
- Hair tie(if applicable)
- ANSI Z-87+ approved safety glasses

**Department rules:**

- Eating, drinking, or chewing in the classroom is not allowed in the classroom without prior permission from the instructor.
- The possession and/or use of any tobacco product is strictly prohibited and will result in disciplinary action.
- Students are expected to behave in a safe, orderly, mature, and cooperative fashion.
- Students are to follow instructors directions at all times.
- Violations of the rules above may result in appropriate disciplinary action as outlined in the student handbook.
- **Note: any personal effects left in student lockers or in shop are assumed to be property of Ceres High School after the last official school day.**

**Grading scale/format/weight of semester final:**

- Grades are determined by total points earned and calculated as a percentage of points earned. The grading scale is as follows:
  - A=100-90%
  - B=89-80%
  - C=79-70%
  - D=69-60%
  - F=59-50%
  - No Mark=49% or less
- Semester final exam scores will be calculated as 10% of the semester final grade.
- **All** Students are expected to participate in at least 4 FFA activities per quarter and actively work on their SAE project throughout the year
- Daily score evaluation criteria:
  - Active participation
  - Appropriate behavior
  - Appropriate language
  - Appropriate attire
- Students with an unexcused **absence** (unable to earn participation credit) will receive a score of "0" for their daily participation score. Students who miss a portion of a class period due to an excused absence will receive credit based on their participation during the time they were in class.

### **Make Up work**

- The student is responsible for obtaining make-up work on the day he/she returns to class. The assignments are to be obtained before or after class, during lunch, or on breaks.
- The student has the number of days absent plus one to turn in the make-up work. **No late work is accepted.**
- Unless prior clearance was obtained, unexcused absence work can't be made up.
- Daily evaluation scores can be made up through arrangement with the instructor or at designated times scheduled by the instructor (ie. Late start days, after school...etc.). The students must complete the same amount of time he/she was absent from class in order to adjust the score to full credit. Making up missed time may involve the student assisting in Teacher Assistant type activities such as working around the classroom/shop areas, assisting with paperwork, etc.
- Students who receive an unsatisfactory grade because of missing "Assignments" or "Evaluations" have two weeks to complete the necessary work prior to a grade change. If the work is not completed in the time allowed, the student's grade will be calculated as a percentage of the student's actual points earned during the grading period.

### **Video Permission**

- On various occasions (during certain instructional units, etc.) The students may be shown videos of events that have actually occurred and/or movies (rated PG-13 or below) that relate to course objectives. In some cases the student will be required to answer questions for a grade that pertain to the video being shown. By signing below, you are granting permission for the student to view videos as described above.
- You may change your mind at any time by rescinding your permission in writing.

### **Photo clearance:**

- The Ceres High School Agriculture Department and FFA chapter would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA newsletters, community presentations, staff training, and recruitment.
- You may change your mind at any time by rescinding your permission in writing.

### **County and State Fair:**

- All projects constructed throughout the course of the school year are required to be shown at the Stanislaus county fair. These projects will be available for pick-up until the Friday of the first week of the following school year.
- All large projects constructed in the ROP Ag Welding class are required to be shown and judged at the California State Fair.

I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Ceres High School Agriculture Department. In addition, I am granting "Photo Clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign. **Please return entire form to the instructor.**

If you would like a copy of this policy, please contact the instructor at 556-1920.

To be read, signed, and returned by **August 23, 2013**

Student\_\_\_\_\_ Date\_\_\_\_\_

Parent/Guardian\_\_\_\_\_ Date\_\_\_\_\_

# **Ag Biology**

Instructor: Ms. Runnels

Rm: 17

Phone: 209.556.1920 x5217

Email: [mrunnel@ceres.k12.ca.us](mailto:mrunnel@ceres.k12.ca.us)

## **Description:**

- One year laboratory science course.
- Satisfies the UC subject "D" and CSU Lab Science Requirements.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - **Course Requirement:** agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

## **Attendance:**

You are expected to be in class prepared and on time every day. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. You will have two days to complete missed assignments and turn them in.

## **Recommended Items:**

1. **1- 3 ring binder that is 1-1 ½".**
2. **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is \$5.00.
3. **Pens, Pencils, Eraser (colored pencils and glue will be provided for in-class activities only)**

## **Course Procedures:**

1. **Homework** – Most work will be done in class, however if poor time management leads to assignments not completed the work become HOMEWORK.
2. **Late Work** – Late assignments will only be accepted for PARTIAL credit. If you wish to earn full credit, homework MUST be turned in when due.
3. **Extra credit will be distributed for extra effort** and at the discretion of the teacher.
4. **Office Hours and make up labs** – This is YOUR opportunity to make up any missed assignments or activities, or to receive additional assistance on difficult concepts. Students will have two days to make- up and complete all missed assignments and labs.

## **Student Expectations**

- **Responsibility** – You are expected to keep track of your assignments that are required to go in your notebook/class binder for binder checks.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring class notebook, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in disciplinary action.
- **Respect** – All students have the right to learn and achieve without the interference of others. Exhibiting prejudice or prejudicial behaviors will NOT be tolerated. Appropriate language should be used at all times. Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. ALL electronic devices are strictly prohibited. **If you use it, expect to lose it.** Ceres High School dress code will be followed daily.
- **Be on Time!** – Tardiness will NOT be tolerated. This means being in your seat with pen, notebook, assignments, etc. ready before the tardy bell rings!

**Student Behavioral Consequences:**

Behavioral Consequences will be followed on the step- by- step process listed below.

Step 1: In class warning

Step 2: Contact parent(s)/guardians(s)

Step 3: Referral to Office

Step 4: Meeting with student and parent(s)/guardian(s)

**Parent Expectations:**

**Studying** – Provide student with a quiet place to study and needed materials.

**Monitor** – Monitor student progress (request a grade print out and keep in contact with their teachers).

**Encourage**- Encourage student to focus on their education and goals.

**Grading**

The letter grades will be based on the following:

Lab Activities: 25%

Classroom/Homework/Assignments: 15%

Benchmark Exams/Unit Tests: 25%

FFA Activities: 10%

Semester Final: 15%

Binder/Note Checks: 10%

**FFA Participation:**

**All students are required to attend 4 FFA activities per quarter.** This participation is worth 10% of your grade. Please see the FFA calendar for a list of all FFA activities offered.

All students must establish a Supervised Agriculture Experience (SAE) project and record activities in their record book. SAE projects are any agriculturally related activity completed by the student that amounts to 50 hours outside class time. Projects may include, but are not limited to, plants raised at home or in the greenhouse, livestock or small animals raised for breeding or market (generally exhibited at the county fair), work experience at an agriculturally related company, ag mechanics or engine projects, and care of home pets or landscaping. A record of projects in the California Ag Record Books is used to earn awards and scholarships at the school, state, and national level. The California Ag Record Book will be kept in the classroom.

**Cheating/ Plagiarism Policy:**

Cheating and plagiarism will result in a failure of the assignment and/or failure of the course. It is expected that all work turned in by you is completely your own. Administration and the parent(s)/guardians(s) will be notified if cheating and/or plagiarism occurs.

Dear Parents/Guardians,

Welcome to the 2014 - 2015 school year. My name is Ms. Runnels. I want to take this opportunity to introduce myself and to let you know that I am pleased and excited to have your child in my **Agriculture Biology** class. I am providing the following information so that you will know what my expectations are and what your child needs to do to be successful in my class. **Please take the time to review and discuss this class information with your student.** If you have any questions or concerns, please feel free to contact me. I believe that if we all work together, your child's success is certain!

### **Curriculum**

The curriculum for this class has been designed around the Next Generation Science Standards. We will cover all of the standards outlined by the state. Some of these standards involve frank, open discussion of several sensitive subjects including sexual reproduction and evolution. These subjects are taught in a factual manner with emphasis on the scientific content. We may view some commercially produced PG-13 rated videos throughout the year as a learning tool. A good example is Lorenzo's Oil, which shows how the parents of a son with a genetic disorder seek to find therapy. If you have concerns about the curriculum please arrange to meet with myself and your child's counselor as soon as possible so that we can make alternative arrangements.

### **Contact Information**

Please try to keep me informed of circumstances that may adversely affect the performance of your child in science. The students know that they can always ask me questions in class and can schedule appointments with me whenever they need extra help. I will regularly post your child's progress and you may view your child's grade at anytime by logging on to Infinite Campus from the district website: [www.ceres.k12.ca.us](http://www.ceres.k12.ca.us).

The best way to contact me is to email me at [mrunnel@ceres.k12.ca.us](mailto:mrunnel@ceres.k12.ca.us). If email is not possible, the best time to reach me by phone is after school (2:40 pm to 3:30 pm) at 556-1920.

I look forward to working with you!

Sincerely,

Ms. Runnels

**Once you have reviewed the syllabus with your parent/guardian, please fill-in and sign the portion below and return to Ms. Runnels by Friday, August 15, 2014.**

**I have read Ms. Runnels's procedures for success and understand the course requirements.**

Student Name (Print): \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/ Guardian Name (Print): \_\_\_\_\_

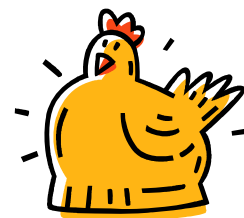
Parent/ Guardian Signature: \_\_\_\_\_

Best time to call: \_\_\_\_\_ Work Number: \_\_\_\_\_

E-mail: \_\_\_\_\_ Home Number: \_\_\_\_\_



# INTRODUCTION TO VET SCIENCE



Instructor: Ms. Runnels

Rm: 16

Phone: 209.556.1920

E-mail: [mrunnels@ceres.k12.ca.us](mailto:mrunnels@ceres.k12.ca.us)

Graduation Credit: UC Elective Approved Course

## Description:

- One year UC Elective approved course
- Course will focus mainly on small animal care, management and responsibility. Students will be working with poultry animals and other small animals at the Small Animal Unit on CHS Campus.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - **Course Requirement:** agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

## Attendance:

You are expected to be in class prepared and on time every day. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. Students will have two days to complete and turn in all missed assignments.

## Things you will need:

1. **2 Notebooks** – spiral bound, at least 80 pages each
2. **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is \$5.00.
3. **Pens, Pencils, Eraser (colored pencils and glue will be provided for in-class activities only)**
4. **Work Shoes-** Students will be spending time in our Small Animal Unit on campus. It is optional but is a good idea for students to bring a pair of old tennis shoes (etc.) that can be worn inside the Small Animal Unit. (Closed- toed shoes only).

## Course Procedures:

1. **Homework** – Most work will be done in class, however if poor time management leads to assignments not completed the work become HOMEWORK.
2. **Late Work** – Late assignments will only be accepted for PARTIAL credit. If you wish to earn full credit, homework MUST be turned in when due.
3. **Extra credit will be distributed for extra effort** and at the discretion of the teacher.
4. **Office Hours and make up labs** – This is YOUR opportunity to make up any missed assignments or activities, or to receive additional assistance on difficult concepts. Students will two days to make- up and complete missed assignments and labs.

## Student Expectations:

- **Responsibility** – You are expected to keep track of your assignments in your notebook. These notebooks will be part of your assignment grade.

- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring class notebook, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in disciplinary action.
- **Respect** – All students have the right to learn and achieve without the interference of others. Exhibiting prejudice or prejudicial behaviors will NOT be tolerated. Appropriate language should be used at all times. Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. ALL electronic devices are strictly prohibited. **If you use it, expect to lose it.** Ceres High School dress code will be followed daily.
- **Be on Time!**– Tardiness will NOT be tolerated. This means being in your seat with pen, notebook, assignments, etc. ready before the tardy bell rings!

#### **Student Behavioral Consequences:**

Behavioral Consequences will be followed on the step- by- step process listed below.

Step 1: In class warning

Step 2: Contact parent(s)/guardians(s)

Step 3: Referral to Office

Step 4: Meeting with student and parent(s)/guardian(s)

#### **Parent Expectations:**

**Studying** – Provide student with a quiet place to study and needed materials.

**Monitor** – Monitor student progress (request a grade print out and keep in contact with their teachers).

**Encourage-** Encourage student to focus on their education and goals.

#### **Grading**

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

**Classwork/Assignments/Homework: 15%**

**Unit Tests: 25%**

**Lab Activities: 20%**

**FFA Activities: 10%**

**SAE Project: 5%**

**Final: 25%**

Students will be working on parts of the final project throughout the semester. Deadlines for each specific part, along with the project guidelines and requirements, will be given to students the second week of instruction. Students will be given at least two days to work on the semester project in class prior to the day of the final. Students will need to complete any portion(s) of the project not finished on the two in-class days outside of class.



Extra Credit may be offered throughout the year, per the decision of the instructor.

**FFA Participation:**

**All students are required to attend 4 FFA activities per quarter.** This participation is worth 10% of your grade. Please see the FFA calendar for a list of all FFA activities offered.

All students must establish a Supervised Agriculture Experience (SAE) project and record activities in their record book. SAE projects are any agriculturally related activity completed by the student that amounts to 50 hours outside class time. Projects may include, but are not limited to, plants raised at home or in the greenhouse, livestock or small animals raised for breeding or market (generally exhibited at the county fair), work experience at an agriculturally related company, ag mechanics or engine projects, and care of home pets or landscaping. Record of projects in the California Ag Record Books are used to earn awards and scholarships at the school, state, and national level. The California Ag Record Book will be kept in the classroom.

**Cheating/ Plagiarism Policy:**

Cheating and plagiarism will result in a failure of the assignment and/or failure of the course. It is expected that all work turned in by you is completely your own. Administration and the parent(s)/guardians(s) will be notified if cheating and/or plagiarism occurs.

**Once you have reviewed the syllabus with your parent/guardian, please fill-in and sign the portion below and return (only that portion) to Ms. Runnels by Friday, August 16, 2013.**

---

**I have read Ms. Runnels's procedures for success and understand the course requirements.**

Student Name (Print): \_\_\_\_\_ Period \_\_\_\_\_

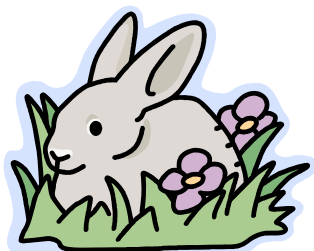
Student Signature: \_\_\_\_\_

Parent/ Guardian Name (Print): \_\_\_\_\_

Parent/ Guardian Signature: \_\_\_\_\_

Best time to call: \_\_\_\_\_ Work Number: \_\_\_\_\_

E-mail: \_\_\_\_\_ Home Number: \_\_\_\_\_



# **ADVANCED ANIMAL SCIENCE**



Instructor: Ms. Runnels

Rm: 16

Phone: 209.556.1920

E-mail: [mrunnels@ceres.k12.ca.us](mailto:mrunnels@ceres.k12.ca.us)

Graduation Credit: UC Elective Approved Course

## **Description:**

- **Pre-requisite: Introduction to Veterinary Science (1 year completed and passed course)**
- One year UC Elective approved course
- Course will focus mainly on large animal care (anatomy & physiology), management and responsibility. Students will be working with poultry animals and other small animals at the Small Animal Unit on CHS Campus.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - **Course Requirement:** agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

## **Attendance:**

You are expected to be in class prepared and on time every day. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. Students will have two days to complete and turn in all missed assignments.

## **Things you will need:**

1. **2 Notebooks** – spiral bound, at least 80 pages each
2. **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is \$5.00.
3. **Pens, Pencils, Eraser (colored pencils and glue will be provided for in-class activities only)**
4. **Work Shoes-** Students will be spending time in our Small Animal Unit on campus. It is optional but is a good idea for students to bring a pair of old tennis shoes (etc.) that can be worn inside the Small Animal Unit. (Closed- toed shoes only).

## **Course Procedures:**

1. **Homework** – Most work will be done in class, however if poor time management leads to assignments not completed the work become HOMEWORK.
2. **Late Work** – Late assignments will only be accepted for PARTIAL credit. If you wish to earn full credit, homework MUST be turned in when due.
3. **Extra credit will be distributed for extra effort** and at the discretion of the teacher.
4. **Office Hours and make up labs** –This is YOUR opportunity to make up any missed assignments or activities, or to receive additional assistance on difficult concepts. Students will two days to make- up and complete missed assignments and labs.

**Student Expectations:**

**Responsibility** – You are expected to keep track of your assignments and notes in your class notebooks. These will be graded as an assignment.

- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring class notebook, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in disciplinary action.
- **Respect** – All students have the right to learn and achieve without the interference of others. Exhibiting prejudice or prejudicial behaviors will NOT be tolerated. Appropriate language should be used at all times. Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. ALL electronic devices are strictly prohibited. **If you use it, expect to lose it.** Ceres High School dress code will be followed daily.
- **Be on Time!**– Tardiness will NOT be tolerated. This means being in your seat with pen, notebook, assignments, etc. ready before the tardy bell rings!

**Student Behavioral Consequences:**

Behavioral Consequences will be followed on the step- by- step process listed below.

Step 1: In class warning

Step 2: Contact parent(s)/guardians(s)

Step 3: Referral to Office

Step 4: Meeting with student and parent(s)/guardian(s)

**Parent Expectations:**

**Studying** – Provide student with a quiet place to study and needed materials.

**Monitor** – Monitor student progress (request a grade print out and keep in contact with their teachers).

**Encourage**– Encourage student to focus on their education and goals.

**Grading**

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

**Tests: 15%**

**Quizzes: 15%**

**Assignments/Classwork/Homework: 20%**

**Lab Activities: 25%**

**FFA: 10%**

**SAE Project: 5%**

**Final: 10%**

Students will be working on parts of the final project throughout the semester. Deadlines for each specific part, along with the project guidelines and requirements, will be given to

students the second week of instruction. Students will be given at least three days to work on the semester project in class prior to the day of the final. Students will need to complete any portion(s) of the project not finished on the three in-class days outside of class.

**\*\*Extra Credit may be offered throughout the year, per the decision of the instructor.**

**FFA Participation:**

**All students are required to attend 4 FFA activities per quarter.** This participation is worth 10% of your grade. Please see the FFA calendar for a list of all FFA activities offered.

All students must establish a Supervised Agriculture Experience (SAE) project and record activities in their record book. SAE projects are any agriculturally related activity completed by the student that amounts to 50 hours outside class time. Projects may include, but are not limited to, plants raised at home or in the greenhouse, livestock or small animals raised for breeding or market (generally exhibited at the county fair), work experience at an agriculturally related company, ag mechanics or engine projects, and care of home pets or landscaping. Record of projects in the California Ag Record Books are used to earn awards and scholarships at the school, state, and national level. The California Ag Record Book will be kept in the classroom.

**Cheating/ Plagiarism Policy:**

Cheating and plagiarism will result in a failure of the assignment and/or failure of the course. It is expected that all work turned in by you is completely your own. Administration and the parent(s)/guardians(s) will be notified if cheating and/or plagiarism occurs.

**Once you have reviewed the syllabus with your parent/guardian, please fill-in and sign the portion below and return (only that portion) to Ms. Runnels by Friday, August 16, 2013.**

**I have read Ms. Runnels's procedures for success and understand the course requirements.**

Student Name (Print):\_\_\_\_\_ Period\_\_\_\_\_

Student Signature:\_\_\_\_\_

Parent/ Guardian Name (Print):\_\_\_\_\_

Parent/ Guardian Signature:\_\_\_\_\_

Best time to call:\_\_\_\_\_ Work Number:\_\_\_\_\_

E-mail:\_\_\_\_\_ Home Number:\_\_\_\_\_

# Introduction to Agriculture Mechanics

## COURSE SYLLABUS

Prerequisite:  
Graduation:

None  
Elective credits only

Contacts:  
(209)556-1500 x6649  
[mpatterson@ceres.k12.ca.us](mailto:mpatterson@ceres.k12.ca.us)



### **Course Description:**

This is a two-semester course, which focuses on the integration of math and mechanics. The course will consist of classroom instruction and the application of skills in a shop setting. While developing mechanical skills, students will learn and apply the needed mathematic concepts. The class will also focus on developing those skills necessary to secure and maintain a job in the students' areas of interest. Students are required to participate in FFA Activities.

### **Power Standards:**

- Students will be able to demonstrate the importance of an accurate measurement as it relates to project planning, construction, and troubleshooting.
- Students will be able to safely secure loads with ropes.
- Students will be able to apply the electric welding process.
- Students will be able to apply oxy-fuel cutting processes..
- Students will display personal/group safety while working in an agriculture shop environment.

### **Course Format:**

- I. Classroom and shop instruction, including:
  - a. Demonstration
  - b. Discussion
  - c. Direct Instruction
  - d. Quizzes and practical exams
  - e. Daily participation grade
  - f. Shop instruction
  - g. Guided practice

### **Course Overview:**

- I. Shop Safety
  - a. Tool Identification
  - b. Fire safety
  - c. General safety
  - d. Cleanup as it relates to safety
- II. Mathematics
  - a. Review of arithmetic skills
  - b. Applications of mathematics in a shop setting
  - c. Use of measurement devices
  - d. Using basic algebra and geometry in a shop setting
- III. Shop skills
  - a. Bills of material
  - b. Electrical wiring and electricity
  - c. Plumbing
  - d. Rope work
  - e. Cold Metal work

- f. Concrete work
- g. Arc welding
- h. Oxy-fuel cutting
- IV. Miscellaneous
  - a. Use of oral and written reports in shop/classroom setting
  - b. Time and labor management skills
  - c. Application of problem-solving skills
  - d. Use of reference material

#### **Primary ESLR Addressed:**

- Technologically skilled workers. Learning vocational skills and applying them in a technologically advanced setting with state of the art equipment.

#### **Grading scale/format/weight of semester final:**

- Grades are determined by total points earned and weighted for each category. The grading scale is as follows:
  - A=100-90%
  - B=89-80%
  - C=79-70%
  - D=69-60%
  - F=59-50%
  - No Mark=49% or less
- Class work 40%
- Participation 30%
- FFA/SAE Participation 10%
- Tests/Quizzes 10%
- Semester final exam 10%
- Total 100%

#### **Textbooks & Resource Materials:**

- Agriculture Mechanics: Fundamentals and Applications
- Teacher generated materials
- Agriculture mechanics shop
- Class website (<https://sites.google.com/site/mrpattersonsagmechanics/home/intro-to-ag-mechanics>)

#### **Necessary Supplies:**

- Each student is required to obtain the following materials by: **8/29/14**
  - 3 ring binder
  - Pen and pencil
  - ANSI Z-87+ safety glasses
  - Slip-joint pliers
  - Closed toe shoes
  - 25 foot tape measure
  - Leather work gloves
  - Hair tie(if applicable)
- Optional items:
  - Welding helmet (shade 10 lens)
  - Long sleeve coveralls

If for some reason you are unable to acquire these materials by the date listed above, please contact the instructor to make arrangements **before** the due date.

# Agriculture Welding 1

## COURSE SYLLABUS

Prerequisite:

None

Graduation:

Elective credits only

Contacts:

(209)556-1500 x6649

[mpatterson@ceres.k12.ca.us](mailto:mpatterson@ceres.k12.ca.us)

### **Course Description:**

This is a two-semester course, which provides students the opportunity to build their skills related to agriculture mechanics. Welding and safety are the major goals of the course. Students must be self-motivated and be able to work independently and in small groups. Students are required to participate in FFA Activities.

### **Power Standards:**

- Students will be able to demonstrate the importance of an accurate measurement as it relates to project planning, construction, and troubleshooting.
- Students will be able to design, construct, and maintain an agriculture project
- Students will be able to apply the electric welding process.
- Students will be able to apply oxy-fuel cutting processes.
- Students will display personal/group safety while working in an agriculture shop environment.

### **Course Format:**

- I. Classroom and shop instruction, including:
  - a. Demonstration
  - b. Discussion
  - c. Direct Instruction
  - d. Quizzes and practical exams
  - e. Daily participation grade
  - f. Shop instruction
  - g. Guided practice

### **Course Overview:**

- I. Shop Safety
  - a. Proper tool usage
  - b. Fire safety
  - c. General safety
  - d. Cleanup as it relates to safety
- II. Shop skills
  - a. Bills of material
  - b. Hot metal work
  - c. SMAW welding
  - d. MIG welding
- III. Miscellaneous
  - a. Reinforce strong work ethic
  - b. Use of oral and written reports in shop/classroom setting
  - c. Determining the cost of a project
  - d. Time and labor management skills
  - e. Application of problem-solving skills



- f. Use of reference materials

**Assessment:**

- Daily evaluation, shop projects, FFA activity participation, and assessments

**Grading scale/format/weight of semester final:**

- Grades are determined by total points earned and weighted for each category. The grading scale is as follows:
  - A=100-90%
  - B=89-80%
  - C=79-70%
  - D=69-60%
  - F=59-50%
  - No Mark=49% or less
- Class work 40%
- Participation 30%
- FFA/SAE Participation 10%
- Tests/Quizzes 10%
- Semester final exam 10%
- Total 100%

**Textbooks:**

- Agriculture Mechanics: Fundamentals and Applications.
- Modern Welding

**Resource Materials:**

- Teacher generated materials
- Agriculture mechanics shop
- Class website (<https://sites.google.com/site/mrpattersonsagmechanics/home/ag-welding>)

**Necessary Supplies:**

- Each student is required to obtain the following materials by: **8/29/14**
  - 3 ring binder
  - Pen and pencil
  - ANSI Z-87+ safety glasses
  - Slip-joint pliers
  - Closed toe shoes
  - 25 foot tape measure
  - Leather work gloves
  - Hair tie(if applicable)
- Optional items:
  - Welding helmet (shade 10 lens)
  - Long sleeve coveralls

If for some reason you are unable to acquire these materials by the date listed above, please contact the instructor to make arrangements **before** the due date.

# ROP Agriculture Welding COURSE SYLLABUS

Prerequisite: None  
Graduation: Elective credits only

Contacts:  
(209)556-1500 x6649  
[mpatterson@ceres.k12.ca.us](mailto:mpatterson@ceres.k12.ca.us)



## **Course Description:**

This is a 2 period per day, year-long class designed with work-force preparation in mind. Students must be motivated and work continuously throughout the 2 hours of class time. The focus of the course is to combine welding skills with critical thinking and mathematical concepts. Each student must complete several required projects as well as a larger project of their own groups. Students are required to participate in FFA Activities.

## **Power Standards:**

- Students will be able to demonstrate the importance of an accurate measurement as it relates to project planning, construction, and troubleshooting.
- Students will be able to assess the design, construction, and maintenance of an agriculture structure.
- Students will be able to design, construct, and maintain an agriculture project
- Students will be able to apply the electric welding process.
- Students will be able to apply oxy-fuel cutting processes..
- Students will display personal/group safety while working in an agriculture shop environment.

## **Course Format:**

- I. Shop Safety
  - a. Proper tool usage
  - b. Fire safety
  - c. General safety
  - d. Cleanup as it relates to safety
- II. Project construction
  - a. Designing a project
  - b. Bills of material
  - c. Arc welding
  - d. MIG welding
  - e. Oxy-fuel and plasma cutting
  - f. Sequence of construction
  - g. Paint, finish, evaluation
- III. Job skills development
  - a. Welding certification
  - b. Reinforce strong work ethic
  - c. Develop professional telephone skills
  - d. Use of oral and written reports in shop/classroom setting
  - e. Development of a mechanics-based resume and portfolio
  - f. Job application & interview procedures
- IV. Miscellaneous
  - a. Time and labor management skills
  - b. Application of problem-solving skills

- c. Use of reference materials (the internet as a tool)
- d. Further development of teamwork abilities

**Assessment:**

- Daily evaluation, student project, FFA activity participation, and assessments

**Grading scale/format/weight of semester final:**

- Grades are determined by total points earned and weighted for each category. The grading scale is as follows:
  - A=100-90%
  - B=89-80%
  - C=79-70%
  - D=69-60%
  - F=59-50%
  - No Mark=49% or less
- Class work 40%
- Participation 20%
- FFA/SAE Participation 10%
- Tests/Quizzes 10%
- Project Completion 10%
- Semester final exam 10%
- Total 100%

**Textbooks:**

- Agriculture Mechanics: Fundamentals and Applications.

**Resource Materials:**

- Teacher generated materials
- Agriculture mechanics shop

**Necessary Supplies:**

- Each student is required to obtain the following materials by: **8/29/14**
  - 3 ring binder
  - Pen and pencil
  - ANSI Z-87+ safety glasses
  - Slip-joint pliers
  - 25 foot tape measure
  - Leather work gloves
  - Hair tie(if applicable)
  - Closed toe shoes
- Optional items:
  - Welding helmet (shade 10 lens)
  - Long sleeve coveralls

If for some reason you are unable to acquire these materials by the date listed above, please contact the instructor to make arrangements **before** the due date.

# **7. FFA School Board-Approved Policy Statement**

# **Ceres USD**

## **Administrative Regulation**

### **Student Organizations And Equal Access**

AR 6145.5  
**Instruction**

Because the district has established a limited open forum, the principal or designee shall not deny any student-initiated school group access to school facilities during noninstructional time on the basis of religious, political, philosophical, or any other content of speech to be addressed at such meetings. (20 USC 4071)

Such meetings shall not interfere with regular school activities. The Superintendent or designee shall identify the noninstructional time period(s) set aside for meetings of student groups either before or after actual classroom instruction times.

Meetings may also be held during the lunch period.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 USC 4071)

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings. The Superintendent or designee may deny the use of facilities to any group that he/she believes will materially disrupt the school program or threaten the health and safety of students and staff. (20 USC 4071)

#### **Authorization for Student Groups**

Any student wishing to create either a curriculum- or noncurriculum-related student group shall first request authorization from the principal or designee. The group shall provide the principal or designee with the following information:

1. Name of the organization and names of student contacts
2. A statement of the organization's purposes, objectives, and activities
3. A copy of the proposed bylaws of the student group, including a description of how officers will be selected, as well as the bylaws of any off-campus organization with which the group may be affiliated
4. The name of the proposed faculty advisor
5. The proposed dates, times, and location of meetings

6. Any special equipment to be used
7. A description of the qualifications for membership, if any
8. If a curriculum-related group, a statement of the relation of the club to the curriculum and/or instructional program

The principal or designee may establish school rules governing the meetings of curriculum-related groups, such as attendance or grade requirements. Such rules may vary depending on the group, such as whether or not academic credit is given for participation in the group.

#### Role of Staff Adviser

For any curriculum-related student group, the staff adviser shall provide guidance and teaching to students to ensure that the group's activities are aligned to the district's goals and objectives and shall provide supervision and leadership of the group. The principal shall have final authority in determining the assignment and role of the staff adviser.

For noncurriculum-related student groups, a staff adviser may be assigned voluntarily to observe meetings for purposes of maintaining order and protecting student safety. Staff advisers and other school employees shall not promote, lead, or participate in the meetings. (20 USC 4071, 4072)

A school employee may refuse to attend a meeting of a student group if the content of the speech at the meeting is contrary to the employee's beliefs. (20 USC 4071)

#### Hazing

Any student who engages in hazing may be subject to discipline including, but not limited to, suspension or expulsion. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by the district, 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 student. (Education Code 48900)

(cf. 5131 - Conduct)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Regulation	CERES UNIFIED SCHOOL DISTRICT
approved:	June 12, 2003 Ceres, California
revised:	September 4, 2008

# Ceres USD

## Board Policy

### Student Organizations And Equal Access

BP 6145.5

#### Instruction

The Board believes that student organizations reinforce the instructional program. Such groups can enhance students' social development, give them practice in democratic self-government, and honor outstanding student achievement.

All student organizations must meet approved district guidelines and be officially sponsored by the school.

(cf. 1321 - Solicitation of Funds)  
(cf. 1325 - Advertising and Promotion)  
(cf. 1330 - Use of School Facilities)  
(cf. 3452 - Student Activity Funds)  
(cf. 3554 - Other Food Sales)  
(cf. 5145.2 - Freedom of Speech/Expression)

#### Legal Reference:

##### EDUCATION CODE

52 Designation of secondary schools

53 Designation of high schools

200-262.3 Prohibition of discrimination on the basis of sex

221.5 Educational Equity, Article 4, Sex Equity in Education Act

221.7 Educational Equity, Article 4, Sex Equity in Education Act

33352 Supervision of physical education by State Department of Education

33353 California Interscholastic Federation; Implementation of Policies

33353.5 California Interscholastic Federation; direct participation in student athletic insurance program; limitation of receipt of funds

33354 Powers of State Department of Education over interscholastic athletics

35179 Powers and responsibilities of the board over interscholastic athletic programs, policies, and activities in its district; associations; nondiscrimination

48900 Hazing

48930-48938 Student organizations

49020 Athletic programs: Legislative intent

49021 Equal opportunity for male and female students

49022 Apportionment of funds for male and female students

49023 Expenditure of public funds; prohibited sex discrimination

##### PENAL CODE

245.6 Hazing



627-627.10 Access to school facilities

CODE OF REGULATIONS, TITLE 5

2 Definitions

5531 Supervision of extracurricular activities of pupils

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Perumal et al v. Saddleback Valley Unified School District, 88 Daily Journal D.A.R. 1426

Board of Education of Westside Community Schools v. Mergens, 58 U.S. Law Week 4720 (June 4, 1990)

Student Coalition for Peace v. Lower Merion School, (1985) 776 F.2d

Policy CERES UNIFIED SCHOOL DISTRICT

adopted: March 17, 1994 Ceres, California

## **8. FFA Program of Activities**

# Ceres High School FFA

Ceres High School Agriculture Department

*“Cultivate Your Potential”*

2014 - 2015

## Program of Activities





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## **President's Message**



Dear Chapter Members,

Hi. I am Caitlin Pfaff, and I am this years 2014-2015 Chapter President. I am now a senior. This is my third and final year in FFA, and also my third year being an officer, this past year was my first year showing an animal at fair, I showed a pig named Swinederella which we often called bacon. Another activity I'm passionate about is golf. I have been on the golf team for all four years, and will persue a college golf and agriculture career. What I am excited about for this school is to make our FFA activities as fun and involved as possible for all members. I can't wait to see what this year has in store for Ceres FFA.

Sincerely,

*Caitlin Pfaff*

Caitlin Pfaff  
2014-2015 Chapter President



## **Officer's Message**

**President: Caitlin Pfaff**  
**Vice President: Madison Zamaroni**  
**Secretary: Hannah Smith**  
**Treasurer: Kendall Neilson**  
**Reporter: Zachary Smith**  
**Sentinel: Kimberly Maggiora**

Dear Members,

Our 2014-2015 Ceres FFA theme is "Cultivate Your Potential". We encourage all of you to continue to take advantage of the opportunities FFA and agriculture education have to offer. So, the leadership is in your hands .... Keep calm, and continue to farm on!

Your 2014-2015 Ceres FFA chapter officer team would like to welcome you to the Ceres High School Agriculture program. We are beginning what is going to be another year of entertainment and production! You're invited to learn, grow, and develop in agriculture and FFA through chapter meetings, judging teams, community service activities, fundraisers, team competitions, recreational activities and much, much more! Everything we execute will be enjoyable, enlightening and dynamic. So FFA Members...get ready to "farm on"!

It is our goal to make sure that others are aware of the agriculture industry and its importance in our everyday life. There is so much to explore in the agriculture industry such as agriculture mechanics, animal science, horticulture, agriculture business, biotechnology, agronomy, floriculture, and computer technology. Our chapter goals for this year include maintaining our involvement in the community and their awareness of our program, activities, and making sure that more and more students are continuing to get involved in the FFA program.

We encourage students to get involved and take the many opportunities the FFA and the agriculture industry offer.

*Kim Maggiora, Kendall Neilson, Caitlin Pfaff, Hannah Smith, Zach Smith, Madison Zamaroni*  
2013-2014 Chapter Officers





## **Advisor's Message**

Dear Chapter Members,

The Advisors of the Ceres FFA would like to welcome each and every new and old member alike to the Ceres FFA and Agriculture program for the 2014-2015 school year.

The mission of the Ceres FFA and Ceres High School Agriculture Department is to lead, assist, and motivate the members of the FFA in providing high quality agricultural education that is equitable and efficient, that prepares students for higher education, employment, and citizenship, and promotes students' intellectual, ethical and cultural growth.

We are committed to make a positive difference in the lives of young people through the variety of resources and opportunities agriculture education and the FFA have to offer. We believe we have something of academic, personal, or career value for all of our students and we encourage all of you to take advantage of the opportunities that have made the Ceres High School agriculture program one of the most productive programs in the state!

We look forward to working with all of you and experience all the successes and adventures that the 2014-2015 school year has ahead!

Sincerely,

Michael Patterson  
Mardel Runnels

The Ceres FFA Advisors

# **Chapter Goals**

Our 2014-2015 FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held at Pinecrest Lake in June 2014:

## **1. Develop Strong and Effective Chapter Leadership**

- Develop and strengthen communication skills
- Increase student involvement & participation
- Expand leadership classroom resources / supplies
- Improve scrapbook efficiency, development, and equipment
- Improve secretary & treasurer record keeping
- Increase & improve agriculture leadership curriculum & resources
- Expand technology communication with student-made video announcements

## **2. Develop and Strengthen Agriculture Resources and Curriculum**

- Increase large and medium ag mechanics projects
- Expand curriculum technology resources – teaching/learning tools
- Expand and develop wood SAE projects
- Expand and develop horticulture SAE projects

## **3. Expand Student Involvement and Participation**

- Increase student attendance and participation at chapter meetings
- Increase SAE projects (animal, plant, and ag mech)
- Expand and strengthen FFA competition opportunities / teams
- Improve organization and planning of events/activities
- Increase state and improve development of national FFA applications (National Chapter Award)

## **4. Develop Strong Recruitment & Retention Program**

- Strengthen and expand middle school relationships & communication
- Maintain / improve recruitment presentations & education
- Strengthen advanced Ag Welding and Ag Wood enrollment #'s
- Maintain/strengthen agriculture “foundation” (9<sup>th</sup> grade) courses

## **Chapter Goals**

### **5. Expand & Develop Agriculture Facilities / Resources**

#### Small Animal Unit

- Install table for Egg Washer to permanently sit on
- Develop a feed storage system
- Construct a dark room for Egg Candling
- Construct a storage room for feed barrels and other chicken supplies
- Construct the “Free Range” operation

#### Agriculture Mechanics / Shops

- Create/install TIG welding lab / work area
- Develop pipe welding curriculum
- Organize storage containers
- Create an organization system for welding consumables and welder parts

# **Calendar of Activities**

## **AUGUST**

- 21 Welcome Back BBQ, 3 PM- 6 PM, Room 56 @ CHS
- 28 Ag Boosters of Ceres Meeting, 7 PM, G 101 @ CVHS

## **SEPTEMBER**

- 2 Officer Training Day
- 4 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 16 State FFA Conference Information Meeting, 6 PM- 7 PM @ Room 56
- 8- 19 Popcorn Palace Fundraiser, Room 17 @ CHS
- 24 Greenhand Leadership Conference (freshmen students only)

## **OCTOBER**

- 2 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 4-5 Chapter Officer Leadership Conference, Denair High School
- 15 Opening/ Closing Contest, Orestimba High School, 2:37 PM- 9:30 PM
- 23 Take- Out Dinner Fundraiser, 4-6 PM, Room 56 @ CHS
- 30 Trick or Treat for Cans, 2:37 PM- 7PM

## **NOVEMBER**

- 6 Greenhand & Chapter Awards Banquet, 6 PM -7 PM @ CHS Cafeteria
- 5- 25 Poinsettia Fundraiser, Room 17

## **DECEMBER**

- 4 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 4 Poinsettia Pick- Up, 4PM- 6PM, Room 56 @ CHS

# **Calendar of Activities**

## **JANUARY**

- 12- 23 Panda Express Fundraiser
- 29 Super Thursday, 2:37 PM- 9:30 PM, Pitman High School

## **FEBRUARY**

- 5 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 18 Stanislaus County Fair Parents Meeting, 6 PM- 7PM, PDR @ CVHS
- 20-21 MFE/ALA Leadership Conference
- 23-27 FFA Week (Lunch Activities)
- 27 Farm Tours

## **MARCH**

- 5 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 7 UC Davis Field Day
- 18 Capitol Ag Day, Sacramento
- 21 Merced Field Day
- 28 MJC Field Day
- 30 State Degree Ceremony, 6 PM, Modesto Junior College

## **APRIL**

- 2 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 16 Take- Out Dinner, 4 PM- 6PM, Room 56 @ CHS
- 18 Fresno State Field Day
- 18-21 State FFA Conference, Fresno

## **MAY**

- 1-3 State FFA Judging Finals, San Luis Obispo

## **Calendar of Activities**

6 Awards Banquet, 6 PM, CHS Cafeteria

11- 22 Fundraiser TBA

**JULY:** Stanislaus County Fair Date TBA

## **FFA and Agricultural Education**

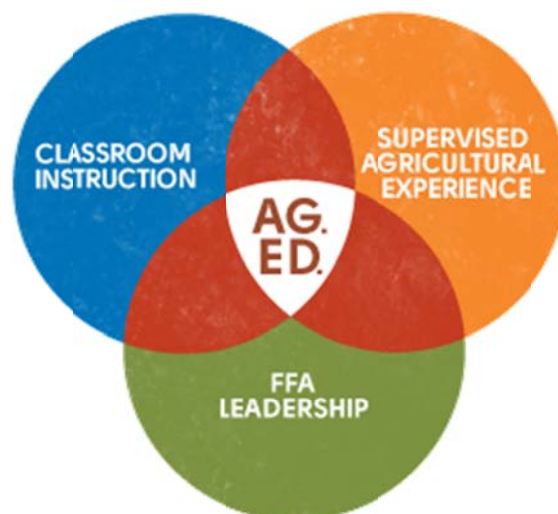
When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal,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

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

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

**FFA-** As an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.





## **FFA 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 agriculture education.**

To accomplish this mission, FFA:

- Develops competent and assertive agriculture 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 experience 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 lifestyles.
- Encourages excellence in scholarship.



## **FFA Emblem**

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.



**The cross-section of an ear of corn** serves as the emblem's foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.

**The rising sun** appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

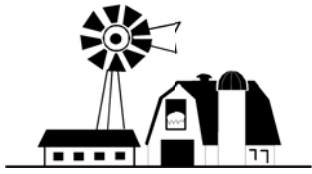
**The plow** is a symbol of labor and tillage of the soil.

**The owl** represents knowledge and wisdom.

**The eagle** is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the words, **"Agriculture Education"** surrounding the letters **"FFA"** indicate that the FFA is an important part of the agricultural education program.

## FFA Creed



The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3<sup>rd</sup> National FFA Convention. It was revised at the 38<sup>th</sup> and 63<sup>rd</sup> conventions to reflect changes in FFA members and the agricultural industry.

## The FFA Creed

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

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

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

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

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



## **FFA Colors and Motto**

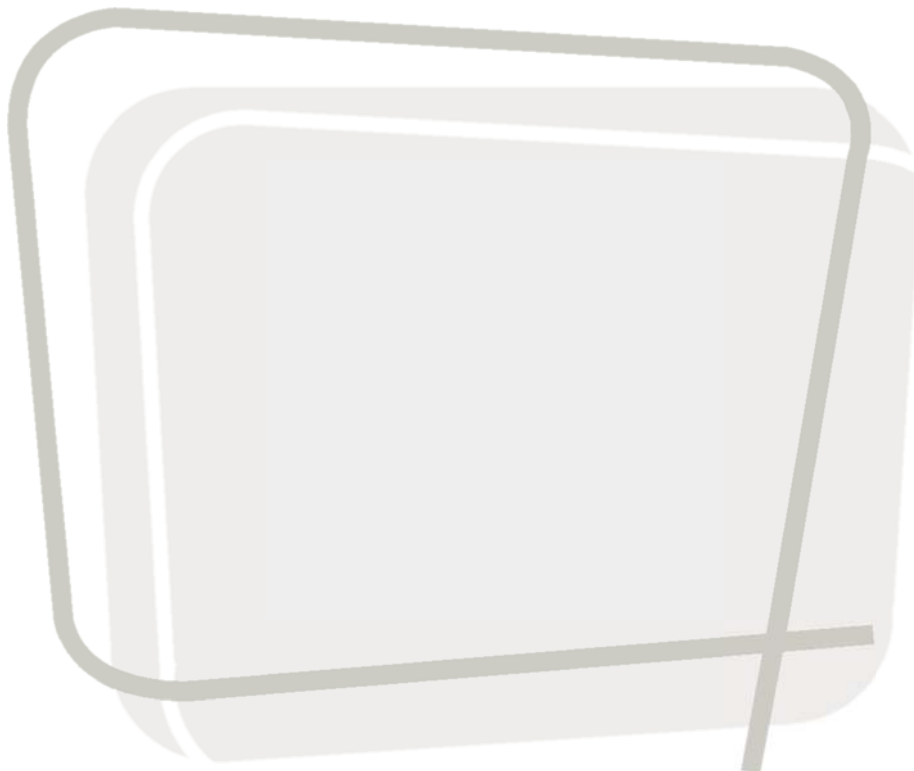
### **Colors**

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

### **Motto**

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

**Learning  
Doing to  
Earning  
Living to**



**to Do,  
Learn,  
to Live,  
Serve**

## **FFA Official Dress**

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

### **Proper Use of the FFA Jacket**

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

### **Official FFA Dress**

- Official dress for female members is a black skirt, white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
- The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.

# **FFA Code of Ethics**

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization's image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

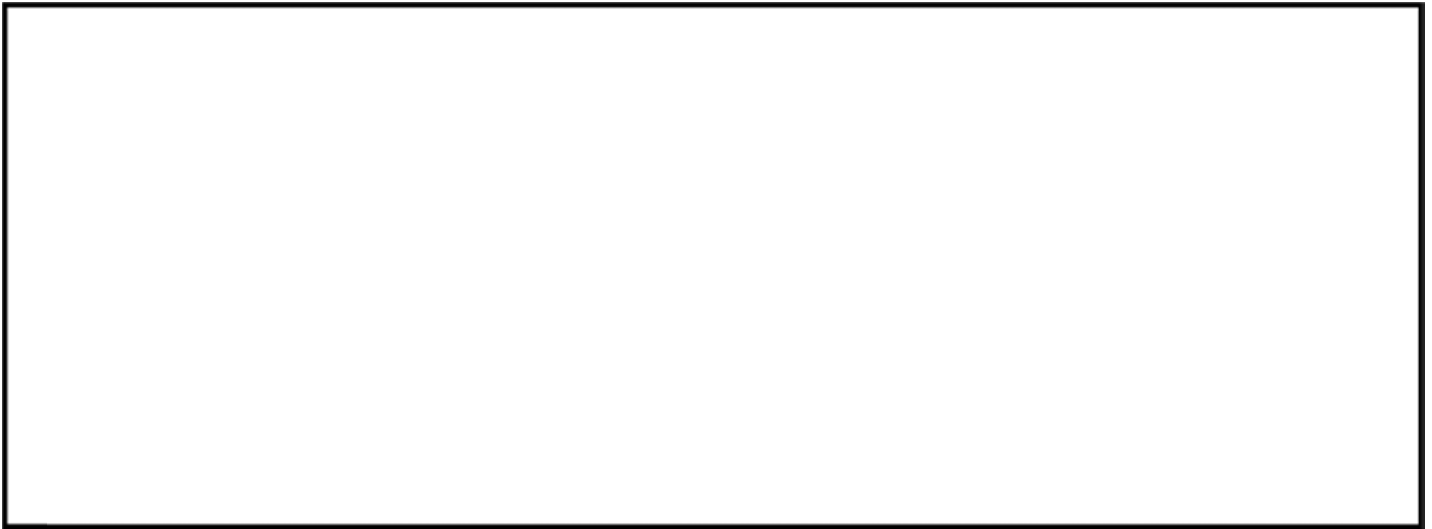
## **The FFA Code of Ethics**

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

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



## **S.A.E.**



What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to prove your abilities to future employers – and to yourself.

### **Ceres FFA SAE Program**

- ❖ The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.
- ❖ The Chapter will encourage members to compete at shows with their SAE.
  - All Chapter members are expected to work as a team at all fairs and shows.
  - The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.

- The Chapter will require parents of all exhibitors to attend a meeting conducted by the Chapter Advisors. This meeting will serve as an informal session to allow parents / exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
- All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
- Members exhibiting at fairs must maintain academic requirements set forth by Ceres High School and the Ceres Agriculture Program and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.0 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.

## **S.A.E.**

- Additional eligibility rule – Students will be given one chance for scholastic ineligibility for showing at fairs. If a student becomes ineligible to show at a fair that they had planned to show, the student will receive a warning. If the same student should become ineligible again to show at a fair that they had planned to show at, the student will no longer be eligible to show with Ceres FFA.
  - Members are encouraged to apply for local, regional and state proficiency awards.
  - Members are encouraged to apply for advanced degrees (i.e. State FFA Degree, American Degree)
  - Members are encouraged to compete in the Local and Sectional Project Competition.
  - Members are required to follow project Advisor's recommendations concerning their SAE.
  - Members are encouraged to strive to improve and develop their SAE each year.
    - ◆ Encourage members to develop skills within their SAE through participation and appropriate judging teams.
    - ◆ Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
- ❖ Members are encouraged to provide support and help their fellow Chapter members.



## **Cooperation**

The Ceres FFA chapter will develop a sense of cooperation among the entire membership.

- The Ceres Chapter will cooperate with other FFA chapters.
  - ◆ Participation in Sectional, Regional, and State activities.
  - ◆ Hosting Sectional activities as needed.
  
- The Chapter will cooperate with Ceres High School.
  - ◆ The chapter will remain in good standing with CHS ASB office
  - ◆ Participation in school functions and events
  - ◆ Chapter representation during school sponsored activities and functions
  
- The Chapter will participate in community cooperation.
  - ◆ Participating and working with Stanislaus County Office of Education's ROP program and awards ceremony.
  - ◆ Participating and cooperating with local elementary schools in various agriculture projects (example: school gardens)
  - ◆ Providing local middle schools with an informative recruitment presentation.
  - ◆ Participation in a local city beautification project(s).
  
- Members exhibiting at fairs and shows will cooperate together and compete as a team.

## **Community Service**

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

The Ceres FFA will develop a sense of community service among the entire membership.

- Our chapter will conduct a canned food drive during October to jump start helping families in need during the holiday season.
- We will assist with community projects and activities when called upon by the Chamber of Commerce.
- We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.
- Our chapter continues to strive towards participating in various community outreach programs.



# **Leadership**

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

## **Public Speaking**

- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview
- Opening and Closing Ceremonies Speaking Contest
- Creed

## **Committees**

- Every member is on at least one committee or involved in some kind of activity. The objective of each committee and committee chair(s) is to plan, prepare, organize, and implement each activity/event.
  - FFA Meetings Food & Refreshments
  - FFA Meetings Decorations
  - FFA Meetings Activities
  - Trick or Treat for Cans- Canned Food Drive
  - Wrecking Crew
  - Farm to Factory Day
    - Livestock
    - Seeds & Planting
    - Tractors
    - Staff BBQ
    - Scheduling
  - Greenhand / Chapter Degree Ceremony
- Select Chapter members as Chairpersons for Committees

### **Degrees and Awards**

- Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree Encourage every qualified member to apply for the State and American FFA degree
- Encourage members to apply for State Proficiency Awards

### **Officer / Leadership Training**

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training
- Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership / Washington DC Leadership Conference

### **Meetings**

- Conduct meetings in an orderly fashion by utilizing Parliamentary Procedures
- Have regularly scheduled Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

### **Offices**

- Encourage local members to run for local, sectional, regional, and state offices
- Invite Sectional, Regional, and State Officers to speak to your chapter



## **Earnings and Savings**

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our **2014-2015** school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

- Ceres Ag Booster Dinner
- Ceres FFA Popcorn Palace Fundraiser
- Ceres FFA Poinsettia Sale
- CHS Ag Mechanics Wood/Metal Project Sales
- BBQ Take-Out Dinners (2)

## **Conduct of Meetings**

### **Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation**

- Have weekly Chapter Officer Meetings
- Have regular monthly Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting





### Special Meetings Should be Held as Necessary

- A special dessert meeting will be held for the Greenhand/Chapter FFA Degree Installation Banquet
- A very special Awards Banquet will be held in May to wrap up the year.

### The Official Ceremonies will be used at all Meetings

- All officers are required to learn their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.

# **Scholastic Achievement and Scholarships**

The chapter will encourage students to strive for academic excellence.

## **1. Improve scholarship of FFA members in all academic subjects**

- A. Encourage members to strive for C.S.F. standards
- B. Strive to have all FFA members on the honor roll
- C. Award points on the Chapter Point Awards system for good grades
- D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
- E. Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.
- F. All members must be eligible per the Ceres High School's eligibility policy.

## **2. Will strive to improve home technology, reading and library use.**

- A. Encourage each member to subscribe and read at least one agriculture publication.
- B. Encourage each member to use school and county libraries for agriculture research projects.

## **3. Will encourage Seniors to apply for scholarships available to them in order to continue their education.**

- A. Twelfth grade members are encouraged to apply for scholarships including the Bloss, Fancher, Winton Grange, Farm Bureau, and Ceres Ag Booster Scholarship which are available to agriculture students.
- B. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
- C. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent's affiliation with a lodge or places of employment.

## **4. Scholastic Awards**

- A. Award certificates to the most involved Agriculture student in each grade level.

## **Recreation**

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills. It's also an opportunity to have some fun!

Here's a list of recreational activities scheduled for the 2014 – 2015 school year:

<b>August</b>	Welcome Back BBQ Parent Night/ Activity/ Games
<b>September</b>	Greenhand Leadership Conference
<b>October</b>	"Trick or Treat for Cans" – Ceres, CA
<b>December</b>	Sectional Bowling - Modesto, CA
<b>January</b>	Committee Meeting Social
<b>February</b>	Farm Tours
<b>May</b>	Sectional Volleyball - Ceres, CA
<b>June</b>	Point Awards Trip - TBD



# **Public Relations**

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

## **Media**

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc....)
- Continue to develop and promote the Ceres FFA Facebook page as an information resource

## **FFA Week**

- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

## **Various FFA Events and Activities**

- Select worthy persons as Honorary Chapter farmers
- Recognize worthy individuals to receive Certificates of Appreciation
- Provide community advertisements through Placemat Ad fundraiser
- Host various award recognition ceremonies for parents and families of FFA members
- Sponsor a parent / member banquet
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs

## **Ceres High School**

- Regular communication sessions with CHS administration and counselors
- Assist and support various school activities

## **Alumni Relations**

The Chapter will encourage graduating seniors to keep membership affiliation for the following year.

- o As graduate members, the chapter will encourage these members to:
  - Exhibit at fairs as long as the member is working towards their American Degree
  - Apply for advanced degrees such as the American FFA Degree
  - Apply for proficiency awards in their SAE area
  - Continue an active role in participation in local activities
  - Attend all chapter meetings
- o The Chapter will utilize the expertise of alumni members when needed by the Chapter.
  - To help coach judging teams
  - To serve as judges of local FFA contests
  - To assist in money raising activities such as ad sales, BBQ's, etc.
  - Provide facilities for SAE projects



## *Official Show Uniform*

The official Show Uniform for FFA members consists of:

White shirt or blouse, white pants, FFA tie, and FFA jacket. Shoes should be appropriate for what you are showing.

## **Fairs**

The Ceres FFA Chapter is involved in the Stanislaus County Fair each July. The livestock and agricultural mechanics projects are exhibited at the fair, where the chapter wins many awards and honors. The animals that are exhibited include market sheep, market and breeding beef, market swine, dairy cattle, rabbits, market, poultry, and market goats.

The Fairs that are attended are:

- (Summer) Stanislaus

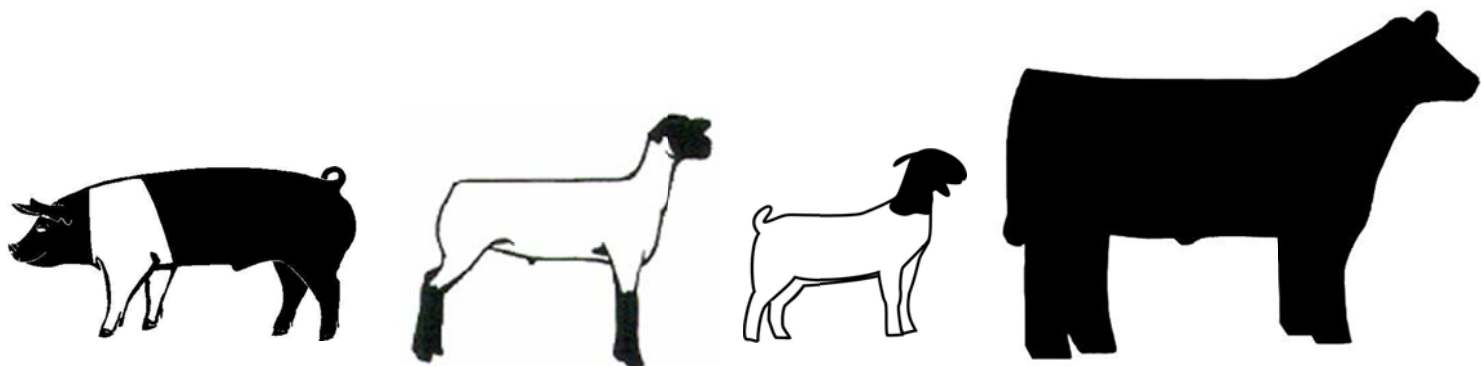
## Stanislaus County Fair SAE Budgets

		Market Hog	Market Lamb	Market Goat	Market Steer
<b>E x p e n s e s</b>					
	Purchase of animal	225	225	200	800
	Livestock Insurance	15	15	10	50
	Veterinary Supplies	10	5	5	20
	Fair Bedding	10	15	15	20
	Feed	190	100	100	640
	Show Supplies	15	20	20	30
<b>I n c o m e</b>					
	Sale of hog (230lbs @ \$2.25/lb)	465			
	Sale of lamb (130 lbs @ \$3/lb)		390		
	Sale of goat (100 lbs @ \$3.50/lb)			350	
	Sale of steer (1200 lbs @ \$1.30 /lb)				1560
<b>T o t a l E</b>					
		465	390	350	1560

s t i m a t e d R e c e i p t s					
T o t a l E s t i m a t e d E x p e n s e s		465	380	350	1560
E s t i m a t		0	10	0	0



e d N e t P r o f i t					
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## Stanislaus County Fair SAE Budgets

<u>E</u> <u>x</u> <u>p</u> <u>e</u> <u>n</u> <u>s</u> <u>e</u> <u>s</u>		Bred Heifer	Dairy Heifer	Fryer Rabbit	Rabbit Meat Pen
	Purchase of animal(s)	800	1200	20	60
	Livestock Insurance	60	60		
	Veterinary Supplies	60	75		
	Fair Bedding	20	40		
	Feed	650	500	10	10
	Show Supplies	30	75	25	25
	Breeding Fees	125			
<u>I</u> <u>n</u> <u>c</u> <u>o</u> <u>m</u> <u>e</u>					
	Sale of beef bred heifer	1800			
	Sale of dairy replacement heifer		2000		
	Sale of rabbit(s)			70	130
	Sale of steer (1200 lbs @ \$1.30 /lb)				
<u>T</u> <u>o</u> <u>t</u> <u>a</u> <u>l</u> <u>e</u> <u>s</u>					
		1800	2000	70	130

t i m a t e d R e c i p t s					
T o t a l E s t i m a t e d E x p e n s e s		1620	1950	55	95
E s t i m a t e d		180	50	15	35

Net profit					

## **Point Awards System**

The Point Award System was developed in order to recognize and award those members who are most active in various FFA activities throughout the year. The top fourteen individuals will receive an award and recognition at our awards banquet in May. The top fourteen members were invited to participate in a Point Award trip sponsored by the Ceres FFA. In 2014, the Point Award members took a tour of the FFA Center in Galt, Ca.

### **2013 – 2014 Point Award Winners**

Caitlin Pfaff  
Madison Zamaroni  
Myron Sichanpheng  
Erik Weststeyn  
Jasmine Connolly  
Alissa Atchison  
Zachary Smith  
Hannah Smith  
Kimberly Maggoira  
Kendall Neilson  
Sydney Elness  
Jasmine Awan



The Point Award System is an evaluation resource used by the Advisors towards selecting each year's Star Chapter Greenhand and Star Chapter Farmer award recipient

**Constitution**  
**of the**  
**Ceres FFA Chapter**

*Revised September 2004*

**Article I: Names and Purposes**

Section A. The name of this organization shall be the Ceres Chapter FFA (Future Farmers of America) #CA0344

Section B. The Purposes for which this Chapter is formed are as follows:

1. To improve agriculture conditions and practices in and about Stanislaus County
2. To develop agricultural skills or prepare for leadership, cooperative attitudes and rural responsibility, in individuals preparing to enter an agricultural occupation.
3. To advance the cause of agriculture education and to encourage the FFA.
4. FFA makes a positive difference in the lives of students by developing their potential for: premier leadership, personal growth and career success through agriculture education.

**Article II: Organization**

Section A. The Chapter of the Future Farmers of America is a chartered local entity of the Tri-Rivers Section of the California Association, made up of local members.

## **Article III: Membership Organization**

- Section A. Membership in this organization shall be active and honorary.
- Section B. Membership is limited to students enrolled in Agriculture education at Ceres High School.
- Section C. Membership of graduates is limited to students that were active members their Senior year and graduated from high school.
- Section D. The Ceres FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.
- Section E. No students may participate in any FFA activities unless they are members in good standing.
- Section F. The FFA Advisors at their own discretion have the right to dismiss any member from the Ceres FFA organization at any time.
- Section G. Active work in this chapter shall be carried on by active members.
- Section H. Award recipients must attend Chapter awards banquet to receive any awards.
- Section I. All members exhibiting livestock at fairs and shows must attend the fair awards ceremony with official uniform; jacket only.
- Section J. High School members exhibiting at fairs and shows must attend 6 chapter meetings to be eligible to show. All graduates are strongly encouraged to attend 6 agricultural related meetings or activities.

## **Article IV: Officers**

- Section A. The chapter officers for the Ceres FFA shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian.
- Section B. All elective chapter officers shall hold office for one year after election or until successors are selected as described in Article IV, Section G.
- Section C. Application for chapter office shall be available two weeks prior to selection of officers via the Nominating Committee . All applications will be screened by the nominating committee.
- Section D. Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.
- Section E. All officers must be enrolled in the Agriculture Leadership class that meets daily during the term of their office.
- Section F. All officers must have all of their SAE projects in the FFA.

- Section G. Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the Nominating Committee.
- Section H. No officer may be impeached without due process as defined in Article VII.
- Section I. The Nominating Committee shall select the chapter officers.
- Section J. The Nominating Committee shall be composed of two student representatives from the 9<sup>th</sup> grade, 10<sup>th</sup> grade, 11<sup>th</sup> grade, 12<sup>th</sup> grade, the retiring 12<sup>th</sup> grade FFA chapter president, and advisors. Nominating Committee members are not eligible to run for chapter office. In the event the current FFA chapter president is not in the 12<sup>th</sup> grade, their spot on the Nominating Committee will remain vacant. The Nominating Committee will review officer applications, conduct interviews of prospective candidates, and select each chapter officer via a unanimous vote within the Nominating Committee.
- Section K. The time for Nominating Committee selection shall be set by the FFA Officer Team, and the Advisors.
- Section L. All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for six week period. If by the end of the next six week period, the grade average has not improved to a 3.0 or above, or does not become academically eligible, they will be replaced by the manner described in Article IV, Section G.
- Section M. All newly elected officers are required to attend the Chapter Officer Leadership Retreat to be held the summer prior to the school year that they service as an officer as well as the fall Chapter Officer Leadership Conference (COLC). Officers which do not attend the conference, except for reasons beyond their control, i.e. severe illness, death in the family, will be replaced in the manner described in Article IV, Section G.

## **Article V: Duties of Officers**

- Section A. The duties and responsibilities of Chapter Officer shall be:
1. Attend all Chapter and Chapter Officer meetings.
  2. Attend Chapter and Regional Officer Leadership Training Conference
  3. Cooperate with advisors on all activities.
  4. Be able to lead by example. Act and perform in a manner which is becoming of an FFA Chapter officer at all times.



5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership **TEAM**.
7. Be familiar with the Chapter constitution and bylaws.
8. Be willing to accept responsibility.
9. Be familiar with parliamentary procedure.

Section B. The duties and responsibilities of the President shall be:

1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other officers to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.
8. Follow up Chapter activities and check on progress being made.
9. Keep Chapter activities moving in a satisfactory manner.
10. Prepare agenda for Executive and Chapter meetings with the secretary.
11. Coordinate the activities of the Chapter and keep in touch with the progress of activities.

Section C. The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.
2. Preside at meetings in absence of the president.
3. Be prepared to assume duties and responsibilities of the president.
4. In charge of insuring that all committee work of the Chapter is completed satisfactorily.
5. Responsible for the invocation at the Greenhand/Chapter Farmer awards ceremony, annual awards banquet and at other times when needed.

Section D. Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.
2. Have available for the President the list of business for each meeting.
3. Attend to office correspondence of the Chapter.
4. Prepare Chapter reports.

5. Keep the permanent records of the Chapter in the agriculture office.
6. Cooperate with the treasure in keeping an accurate membership role and issue membership cards.
7. Call meetings to order in the absent of a presiding officer.
8. Read communication at meetings.
9. Have on hand for each meeting the following:
  - a. Secretary's book and minutes of previous meeting.
  - b. Lists of committee and committee reports.
  - c. Copy of the Program of Activities.
  - d. The Official FFA Manual.
  - e. Copies of the Chapter Constitution and Bylaws.
10. Prepare, post and distribute motions.
  1. Prepare Point Award cards and distribute to advisors by the 27<sup>th</sup> of the presiding month.

Section E. Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and to the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Work closely with the advisors to maintain a log of FFAer's of the month for monthly publication.
6. Prepare a Chapter newsletter to be sent to members and alumni.
7. All news releases and articles must be approved by the Chapter Advisors prior to being released.
8. Prepare Monthly Newsletter to Chapter members.

Section F. Duties and responsibilities of the Treasure shall be:

1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Pay out Chapter funds as authorized by the student body.
6. Prepare financial statements and reports.
7. Encourage systematic saving—individual and Chapter thrift.
8. Build up chapter's financial standing.

9. Required to prepare a written report monthly.

Section G. Duties and responsibilities of a Sentinel shall be:

1. Set-up the meeting room and care for chapter paraphernalia and equipment.
2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment prior to their need.

Section H. Duties and responsibilities of the Historian shall be:

1. Keep and maintain the Chapter scrapbook.
2. Be in charge of the Chapter camera and make certain it is available for use at each and every FFA activity during the year.
3. Take pictures of contest winners for the newspaper and make them available to the Chapter reporter as soon as possible after the contest.

## **Article VI: Impeachment**

Section A. Immediate Impeachment

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

Section B. Steps of Impeachment

Step 1. Any FFA Chapter officer not fulfilling the duties as described by this constitution will be required to meet with fellow officers and two Advisors to discuss a plan for improvement.

Step 2. A written plan of improvement will be drawn by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice-President, and by the Officer in question.

Step 3. If the Officer in question still does not fulfill his/her duties, then a 2/3 vote of the Chapter officers and advisors will remove that Officer from office.

## **Article VII: Committees**

- Section A. A member may serve on not more than two committees at any one time and may only one committee if he/she is a chairperson of that committee.
- Section B. The committee chairperson is responsible to call committee meetings and to see that all work that committee is assigned is performed.
- Section C. That committee chairperson shall cooperate with the Chapter advisors and Chapter officers on all committee work.
- Section D. That committee chairperson's report to the Chapter in writing will be the result of all work performed by his/her committee including financial implications for the Chapter.
- Section E. No person having been chairperson on any committee shall be eligible to work on another committee until the written report is made by the committee.

## **Article XIII: Meetings**

- Section A. Meetings shall be held once a month.
- Section B. The president shall have the power to call special meetings as the need arises.

## **Article IX: Dues**

- Section A. As long as incentive grant funds are available, dues shall be paid for all members through that source.

## **Article X: Eligibility to Participate at Fairs and Judging Contests**

- Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's discretion.
- Section B. Members must maintain a 2.0 GPA with no F's in an Agriculture class to be eligible to exhibit at fairs and judging events.
- Section C. Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows.
- Section D. In the event that a student becomes academically ineligible to participate

at a fair at which they planned to exhibit livestock, he/she will be placed on academic probation by the Agriculture Department. If that student becomes ineligible again, he/she will lose his/her privilege to exhibit at all fairs with the Ceres FFA Chapter for the next semester.

### **Article XI: Amendments**

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

### **Article XII: Ratification of Constitution**

- Section A. The Constitution should become effective when passed by 2/3 vote of the members voting.

# CERES FFA BUDGET

2014-2015

	<b>Beginning Balance:</b>	\$ _____
<b>Items</b>	<b>Receipts</b>	<b>Expenses</b>
Take- Out BBQ		
Dinner	\$ 5,000.00	\$ 1,500.00
Placemat Ads	\$ 1,000.00	\$ 45.00
Banquet Decorations	\$ ~	\$ 200.00
Metal Art sales	\$ 1,000.00	\$ 200.00
Awards- Banquet	\$ ~	\$ 1,000.00
Banquet Food	\$ ~	\$ 500.00
FFA Jackets- Creed Winner	\$ ~	\$ 130.00
Achievement Trip	\$ ~	\$ 500.00
Leadership		
Conferences	\$ ~	\$ 350.00
Meeting Refreshments	\$ ~	\$ 320.00
Judging Teams	\$ ~	\$ 500.00
Sectional Activties	\$ ~	\$ 100.00
Sectional FFA Dues	\$ ~	\$ 150.00
Fair Supplies	\$ ~	\$ 150.00
Scrapbook	\$ ~	\$ 100.00
FFA Contests	\$ ~	\$ 200.00
Copies	\$ ~	\$ 50.00
Chapter Degrees	\$ ~	\$ 100.00
Officer Retreat	\$ ~	\$ 600.00
Small Animal Unit	\$ ~	\$ 300.00
Livestock Account	\$ 500.00	\$ 500.00
Egg Project	\$ 500.00	\$ 200.00
<b>Totals:</b>	<b>\$ 8,000.00</b>	<b>\$ 7,695.00</b>
	<b>Ending Balance:</b>	\$ _____

**CHART OF RESPONSIBILITIES  
2014-15**

<b>Project Supervision</b>	<b>Mike</b>	<b>Mardel</b>
<b>Ag Mechanics</b>	x	
<b>Beef</b>	x	
<b>Dairy</b>	X	
<b>Goat</b>	X	
<b>Ornamental Horticulture/Landscape</b>		X
<b>Poultry</b>	X	
<b>Rabbit</b>		X
<b>Sheep</b>	X	
<b>Swine</b>		X
<b>Work Experience</b>	X	X
<b>Judging Teams and Contests</b>		
<b>Agri Science fair</b>		X
<b>Ag Mechanics</b>	X	
<b>Job Interview</b>	X	x
<b>Opening Closing</b>	X	x
<b>Novice Team</b>		x
<b>Open Team</b>	X	X
<b>Officer Team</b>	X	X
<b>Prepared Speaking</b>		

<b>Transportation</b>	<b>Mike</b>	<b>Mardel</b>
<b>Fairs and shows</b>	x	X
<b>Contests</b>	x	X
<b>Meetings</b>	X	x
<b>“Fun” Trips</b>	x	x
Money Making Activities		
<b>Chicken BBQ</b>	x	
<b>Poinsettia Sales</b>		x
Banquets		
<b>Greenhand/Chapter Farmer</b>	x	X
<b>Food and Clean up</b>	X	
<b>Set up and Decorations</b>	X	X
<b>Program, Awards, Officers</b>		X
<b>End of the year</b>		
<b>Food and Clean up</b>	X	
<b>Set up and Decorations</b>	X	X
<b>Program, Awards, Officers</b>		X
Reports		
<b>Facility Reports</b>	X	
<b>Program of Work</b>	X	x
<b>Roster</b>	X	x
<b>Incentive Grant and Budget</b>	X	x
<b>R-2</b>	X	x
<b>Program Plan</b>	X	x
Other Assignments		
<b>Ag Advisory and Booster Meetings</b>	x	X
<b>FFA Meeting</b>	x	X
<b>Department</b>	X	
<b>FFA Advisors</b>	X	
<b>Department Chairperson</b>	X	



Other Activities	<u>Mike</u>	Mardel
FFA Week	X	
Eighth Grade Rally	X	
Food Drive		X
Toy Drive		X
Local & Sectional Project Competition		X
Officer Leadership Training –	x	X
Regional Meeting –	x	X
State Conference	x	X
National Convention –	x	X
Top Twenty Points	x	x
Responsibilities		
Ag Classrooms		X
Ag Shop	X	
Ag Office	X	
Barn		X
Computers	X	
Overall	x	

**DUTIES AND ACTIVITIES AS AGREED UPON BY THE AG STAFF.**

\_\_\_\_\_  
Michael Patterson

\_\_\_\_\_  
Mardel Runnels

**Ceres FFA**  
2320 Central Ave.  
Ceres, CA 95307  
209-556-1920  
**[www.FFA.org](http://www.FFA.org)**

# **9. Recruitment Program**

## **Recruitment Program**

The recruitment program at Ceres High School is a multi-step process. In January, we travel to the Jr. High schools that feed into CHS with a panel of FFA members. When at the feeder schools, the FFA members have a chance to explain the experiences they have in their Ag class and outside the class with FFA.

Ceres High School hosts an 8<sup>th</sup> grade parent night where all elective programs have an opportunity to display the benefits of their programs. This is the time where we show parents the value of FFA and also how their son/daughter can stay on the college prep course while still being an active FFA member enrolled in Ag classes. The next day, all 8<sup>th</sup> grade students tour the school and see the elective programs firsthand.

We also mail home postcards to all incoming freshman families

## Your Freshmen Year Plan

<b>Animal Science</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Agriculture Business	Choose an Elective

<b>Agricultural Mechanics</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Intro to Welding	Intro to Welding

## Your Sophomore Year Plan

### Animal Science

4 Year University	Jr. College/Vocational Ed.
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

### Agriculture Mechanics

4 Year University	Jr. College/Vocational Ed.
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

## Your Junior Year Plan

<b>Animal Science</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Agriculture Business	Choose an Elective

<b>Agricultural Mechanics</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Intro to Welding	Intro to Welding

## Your Senior Year Plan

<b>Animal Science</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

<b>Agriculture Mechanics</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective



**FEBRUARY 2014**      STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

*Mr. Patterson, Ms. Runnels*

**FEBRUARY 2014**      STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

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*Mr. Patterson, Ms. Runnels*

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307

*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
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*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



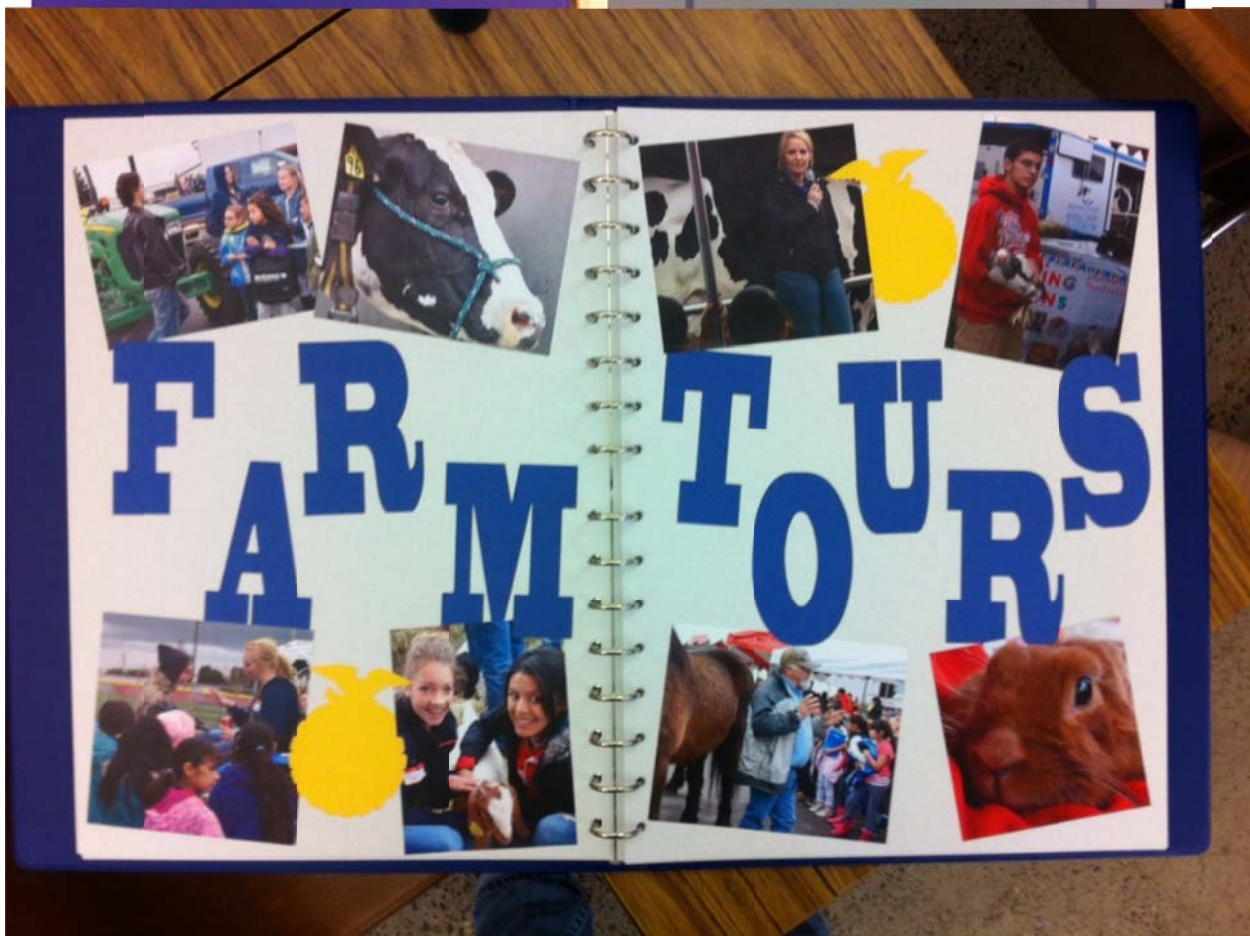
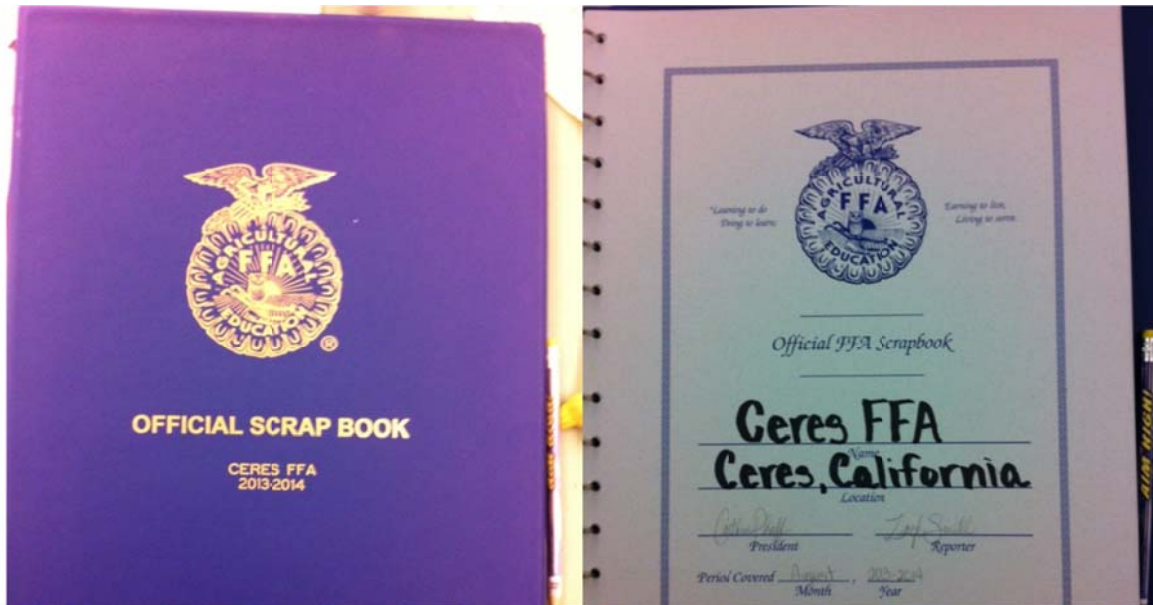
*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*

# **10. FFA Chapter Scrapbook**



## Chapter Scrap Book

The chapter scrap book at CHS is maintained through a joint effort. Since there is currently no Historian on the Ceres FFA Officer team, the Reporter and President keep the scrap book up to date with other chapter members who wish to participate.



# **11. Summer Activities Plan/ Calendar**

# 2014-2015 CERES UNIFIED SCHOOL DISTRICT WORK YEAR CALENDAR

EMPLOYEE NAME												TITLE												ID#	EMPLOYEE CLASSIFICATION										
PATTERSON, MICHAEL												TEACHER - AGRICULTURE												6177	CERTIFICATED AG										
FTE	FTE DAYS	EXTRA DAYS	ACTUAL DAYS	WORK LOCATION												TIMEPEACE SITE												CORRECT ???	DATE SUBMITTED BY EMPLOYEE						
1.00	187	43	230	CERES HIGH SCHOOL												CERES HIGH SCHOOL												☺	6/3/2014						
SUPERVISOR NAME: APPROVE BY ENTERING IN YOUR NAME HERE AND DATE SUBMITTED																								DATE SUBMITTED				ASST SUPT APPROVAL							
Calendar starts with 180 student days as "W" & 5 Prof. Dev/Tchr Work Days as "T" & "P" (Add "W" and "E" to balance to Actual Days) <span style="float: right;">W = work day BLANK= non-work day</span> IMPORTANT: For each non-working day press the "DELETE" key (not the space bar) and leave space blank. <span style="float: right;">T=Tchr Wrk Day P=Prof.Wrk Day E=Extra Work Day NH = Non-PD Holiday</span>																																			
																																	P.DEV./T. WK REQ.WK	WORK DAYS	
JULY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
		E	E	E	NH						E	E	E	E	E	E	E	E	E	E	E	E	E	E									0	17	
AUGUST		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
					E	E	E					P	P	W	W			W	W	W	W	W	W			W	W	W	W	W			2	16	
SEPTEMBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
		NH	W	W	W	W			W	W	W	W	W			W	W	W	W	W			W	W	W	W	W			W	W			0	21
OCTOBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
		W	W	W	E	E	W	W	W	W	W			W	W	W	W	W			W	W	W	W	W			W	W	W	W	P	1	24	
NOVEMBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
				W	W	W	W	W				NH	W	W	W	E		W	W	W	W	W			W	W	W	NH	NH				0	17	
DECEMBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
		W	W	W	W	W	E		W	W	W	W	W			W	W	W	W	T					NH	NH					NH	1	15		
JANUARY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
		NH				P	W	W	W	W	E	E	W	W	W	W	W			NH	W	W	W	W			W	W	W	W	W	1	20		
FEBRUARY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						
			W	W	W	W	W			P					E	E	NH	W	W	W	W			W	W	W	W	W	E				1	17	
MARCH		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
			W	W	W	W	W	E		W	W	W	W	W	E		W	W	W	W	W	E		W	W	W	W	W	E		W	W	0	26	
APRIL		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
		W	W	NH	E									W	W	W	W	W	E	E	W	W	W	W	W	E		W	W	W	W	0	20		
MAY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
		W	E		W	W	W	W	W			W	W	W	W	W			W	W	W	W	W			NH	W	W	W	W		0	21		
JUNE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
		W	W	W	W	T			E	E	E	E	E																			1	9		
EMPLOYEE: ADD "W" TO EQUAL THE CORRECT # OF WORK DAYS, THEN SAVE COMPLETED FORM AND EMAIL TO YOUR SUPERVISOR AS AN ATTACHMENT. (USE "DELETE" AND NOT "SPACE" TO REMOVE A "W")																								TOTAL DAYS WORKED				230							
SUPERVISOR: Review calendar and verify that the "TOTAL DAYS WORKED" match the "# OF SCHEDULED WORK DAYS". Upon approval, complete the "SUPERVISOR'S NAME" and "DATE SUBMITTED" fields above. Close file...when prompted to save, press YES and forward email to cbrowning@ceres.k12.ca.us																								REQUIRED WK. DAYS		7									
																								WORK DAYS		223									



# **12. Graduate Follow-Up Survey**

## R. GRADUATE FOLLOW UP

### Ceres High School Ag Department Graduate Follow-up Form

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

1. What are you doing at the present time?

\_\_\_\_\_ Attending school

\_\_\_\_\_ Full-time

\_\_\_\_\_ Part-time

\_\_\_\_\_ Working

\_\_\_\_\_ Full-time

\_\_\_\_\_ Part-time

\_\_\_\_\_ In the military

\_\_\_\_\_ Not working

\_\_\_\_\_ Looking for work

\_\_\_\_\_ Homemaker

\_\_\_\_\_ Not looking for work

\_\_\_\_\_ Other \_\_\_\_\_

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

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_

\_\_\_\_\_ I am using most of the skills I learned in the vo-ag program at CHS.

\_\_\_\_\_ I am using some of the skills I learned in the vo-ag program at CHS.

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

5. What type of school are you currently attending?

\_\_\_\_\_ High school

\_\_\_\_\_ Trade/technical school

\_\_\_\_\_ 4-year college

\_\_\_\_\_ Private business school

\_\_\_\_\_ Adult education

\_\_\_\_\_ Other \_\_\_\_\_

6. What is your major course of study?

\_\_\_\_\_



7. How would you rate the training received in the CHS vo-ag program?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

8. How do you rate the career guidance and counseling you received in vo-ag?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

### FFA

1. Please check the following areas you feel are valuable components of FFA.

\_\_\_\_\_Officer and committee chairman experience  
\_\_\_\_\_Judging contests  
\_\_\_\_\_Advanced degree and proficiency awards  
\_\_\_\_\_Participation in chapter activities, working with others  
\_\_\_\_\_Livestock raising, shows, fairs, etc.  
\_\_\_\_\_Other –please describe\_\_\_\_\_

2. What were the most valuable aspects of the SAE (supervised projects)?

\_\_\_\_\_Learning skills related to future ag employment  
\_\_\_\_\_Development of responsibility  
\_\_\_\_\_Learning record keeping  
\_\_\_\_\_Other-please describe\_\_\_\_\_

3. Please rate the facilities and equipment used at CHS for the vo-ag program:

Facilities:                      \_\_\_\_\_Overcrowded                      \_\_\_\_\_Adequate space provided  
   \_\_\_\_\_Modern                                      \_\_\_\_\_Out-of-date

Equipment:                      \_\_\_\_\_Modern                                      \_\_\_\_\_Out-of-date  
   \_\_\_\_\_Well-maintained                      \_\_\_\_\_Poorly maintained  
   \_\_\_\_\_Adequate amount of equipment for all students in class

\_\_\_\_\_Other-please describe\_\_\_\_\_

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

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# **13. Results from Graduate Follow-Up Survey**

**Ceres High School  
Agriculture Department**

**Program Completer Follow-up Results for "2013-2014"**

The following indicates information gathered from Program Completers of the Ceres Agriculture Department.

Percent of  
Students agree  
With statement.

**Which statement best applies to the students present occupation.**

20	I am using <b>most</b> of the skills I learned in the vo-ag program at CHS.
80	I am using <b>some</b> of the skills I learned in the vo-ag program at CHS.
	I am not using any of the skills I learned in the vo-ag program at CHS.

**How the students rated the training & career guidance/counseling they received in the CHS vo-ag program.**

<b><u>Training</u></b>		<b><u>Career guidance/counseling</u></b>	
20	Excellent	40	Excellent
60	Good	40	Good
20	Fair	20	Fair
	Poor		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
40	Participation in chapter activities, working with others
40	Livestock raising, shows, fairs, etc.
20	Other: Leadership Conference, National Convention, Overall experience

**What were the most valuable aspects of the SAE (supervised projects) ranked by the past students.**

20	Learning skills related to future ag employment
40	Development of responsibility
20	Learning record keeping
20	Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at CHS for the vo-ag program.**

<b><u>Facilities</u></b>		<b><u>Equipment</u></b>	
20	Overcrowded	40	Modern
40	Modern	40	Well-maintained
40	Adequate square space		Poorly maintained
	Out-of-date		Out-of-date
		20	Adequate amount of equipment For all students in class.
	Other: Not adequate equipment.		

Ceres High School had 6 graduating seniors from the Ag Department. 6 follow-up surveys were sent out, of the 6 sent, 4 were received back. We attempted to make contact with the two graduates who did not return the form, and were able to connect with one. The results above are from the 5 surveys taken.

# **14. Comprehensive Program Plan**



**CERES HIGH SCHOOL**

**AGRICULTURE DEPARTMENT**

**COMPREHENSIVE PROGRAM PLAN**



**OCTOBER 2014**

**CERES, CA**

***B.***  
***Targeted***  
***Occupations***

## TARGETED OCCUPATIONS

We hope to train our students to meet competencies in an occupation in one or more of the "Four Program Areas of Occupations in Agriculture." Listed below are various jobs/careers within each of the four program areas. We have listed the names of jobs/careers that our students can apply for within our local area.

### **Agriculture Production**

#### **Jobs**

Crop Production

Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance

Animal Production

Livestock Handler, Milker, Inseminator, Auctioneer, Vet Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control, Veterinarian, Animal Rights Activists

### **Agriculture Mechanics**

#### **Jobs**

Mechanics

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

Welder

Welder/Helper, Fabricator, Specialized Repair and Maintenance

Equipment Operator

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



## **Ornamental Horticulture**

Greenhouse Management

Nursery & Turf Operator

Landscape

Floriculture

## **Agribusiness**

Agribusiness

## **Jobs**

Greenhouse Worker, Foreman  
Maintenance, Propagator,  
Tissue Culture

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

Grounds Worker, Gardening  
Business, Garden Store Sales

Floral Design, Floral Sales,  
Floral Delivery

## **Jobs**

Ag Sales, Banking, Keyboard  
Operator, Farm Accounting,  
Ag Secretary/Bookkeeper,  
Inventory Maintenance, Product Design  
Specialist, Retail Sales Associate

*C.*  
*Total Program*  
*Goals and Objectives*

## **Agricultural Education Aims**

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.
2. An appreciation of conservation of our natural resources is developed in the student.
3. The student is given a knowledge of living and growing things.
4. Gives the student the ability to make intelligent selections of farm products for home use.
5. Teaches the student to provide and maintain attractive home surroundings.
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Acquaints the student with related agricultural fields. (Job and career prospects)
8. Trains the student for related agricultural fields.
9. Prepares the student to become engaged in an agricultural production enterprise.
10. Prepares the student for higher education in agriculture or its related fields.

## **PROGRAM GOALS AND OBJECTIVES**

### **AGRICULTURE PRODUCTION**

#### **A. Animal Science Pathway (01.01)**

This instructional program is designed to prepare persons employment in enterprise involved in the production of animal products associated with food, feed, clothing, etc. Most occupations served by this program are located on the farm or ranch.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those agricultural production occupations that do not require education beyond the secondary school level.
2. To prepare students for post-secondary level vocational education in agricultural education.
3. To enable students to acquire an understanding of the economic and social impact of the agriculture production industry upon society and its relationship to agriculture in general.
4. To provide the agricultural animal industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exists and that are developing in the industry.

B. Agricultural Mechanics Pathway (01.03)

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Agricultural mechanics maintain and repair farm equipment and machinery, fabricate parts, and perform welding tasks.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural mechanics occupations that do not require education beyond the secondary school level.
2. To prepare students for advanced post secondary vocational education in agricultural mechanics.
3. To enable students to acquire and understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.
4. To provide the agricultural mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations which presently exist and which are developing in the industry.

C. Agriculture Biology (01.05)

This instructional course is designed to prepare students to enter in to chemistry. Students will learn readiness skills to use throughout high school as well as study skills that can be used at the collegiate level. Students will learn the value and importance of SAE projects and FFA.

The goals of this instructional program are:

1. To prepare students for post secondary vocational education in agriculture.
2. To enable students to acquire an understanding of the need to researchers and scientists in the nation.

[illegible]

***D.***

***Program Description***

## **Program Description**

### **Ag Biology**

This college pre course follows a fundamental approach to biology as it relates to agri-science. Topics of study include organisms and their environments, plant science and animal science. Laboratory experiments will reinforce classroom concepts.

### **Intro to Veterinary Science**

This course provides a basic overview of the veterinary field covering career skills, career opportunities, sanitation, various species of small animals, anatomy and physiology, nutrition, disease control, lab skills, pharmacology, emergency procedures, radiology, and common surgery procedures.

### **Advanced Animal Science**

This advanced course in Animal Science will focus on livestock management practices. Included in this course will be livestock breeds, health care, handling facilities, anatomy and physiology, artificial insemination and breeding practices, judging and many other hands-on activities.

### **Intro to Ag Mechanics**

This course is designed to provide students with basic skills and knowledge in the areas of agricultural mechanics. Students will receive classroom instruction as well as “hands on” experience. Students will receive an introduction to and basic instruction in arc welding and oxy-acetylene welding and cutting techniques. Fusion welding, brazing and heating will also be covered as well as safety and machine operation. Basics in woodworking, electricity and plumbing as related to farm and home maintenance and repair will also be covered. Students will also learn how to identify shop tools and will be able to read and use a ruler or tape. Each unit of instruction includes a required project that is designed to allow the student to apply those skills learned in the classroom to a practical application and will be shown at the Stanislaus County Fair.

### **Ag Welding**

This course is designed to develop job entry and farm maintenance skills beyond those learned in the Introduction to Ag Mechanics class. Students will learn arc welding and hard facing with stick electrode, the most common methods of joining metals and maintaining and constructing equipment. Students will also learn how to oxy-acetylene weld, cut, braze, and MIG (wire feed) weld. All completed projects will be shown at the Stanislaus County Fair in Turlock.

**Prerequisite:** Successful Completion of Intro to Ag Mechanics, or Instructor Approval.



### **ROP Ag Welding**

This two period course is for the development of advanced welding skills. Students learn advanced skills in arc welding, MIG (wire feed), oxyacetylene welding and cutting, plasma cutting, and TIG (Tungsten and Inert Gas welding). Students will further develop job-related skills by becoming self-starters and acquiring necessary materials for projects, while developing safety and fire prevention attitudes. Students will earn college credits at Modesto Junior College if they complete the class and enroll at MJC. They will be prepared for a job in a welding shop. All completed projects will be shown at the Stanislaus County Fair.

### **ROP Welding Fabrication II**

This two period course, Welding & Fabrication provides serious students with entry-level skills at the completion of the course. Instruction is provided in advanced Shielded Metal and Gas Metal Arc Welding (M.I.G.) and advanced Oxy-Acetylene Welding. Gas Tungsten Arc Welding (T.I.G.) is also covered. Students are required to develop skills in welding overhead and completing welding certification tests, along with refining skills in operating the Air Carbon Arc, Plasma Arc, and Oxy-Acetylene cutting units. Students receive instruction in safety, hand and power tool usage, planning, and material selection and usage as related to the construction of items used around the shop and home. Students experiment with their own ideas and methods in the design and fabrication of an individual project. Students are allowed one semester to complete this task. If taken a second year, students are able to work on more complex projects that are more intense in design and fabrication. Students are encouraged to exhibit their projects at the local county fair and the California State Fair. **Prerequisite:** Course: ROP Ag Welding.

***E.***

***Program Course***

***Subject Matter***

***Content***

## E PROGRAM/COURSE SUBJECT MATTER CONTENT

### **Agriculture Biology**

#### **I. Course Information:**

- One year laboratory science course.
- Satisfies the UC subject “D” and CSU Lab Science Requirements.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - Course Requirement: agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

#### **II. Course Description:**

This college pre course follows a fundamental approach to biology as it relates to agri-science. Topics of study include organisms and their environments, plant science and animal science. Laboratory experiments will reinforce classroom concepts.

#### **III. Goals, Objectives, and Performance Indicators**

##### **Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept:
  - a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
  - b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
  - c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
  - d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.

- e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
- i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. j\* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

## **Genetics**

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

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

## **Ecology**

6. Stability in an ecosystem is a balance between competing effects.
- As a basis for understanding this concept:
- a. Students know

biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

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

## **Evolution**

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

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

## **Physiology**

- 9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
  - a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
  - b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
  - c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
  - d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
  - e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
  - f.\* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.

- g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
  - h.\* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin,  $\text{Ca}^{+2}$ , and ATP.
  - i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:
- a. Students know the role of the skin in providing nonspecific defenses against infection.
  - b. Students know the role of antibodies in the body's response to infection.
  - c. Students know how vaccination protects an individual from infectious diseases.
  - d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
  - e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
  - f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.



## **Advanced Animal Science**

### **I. Course Information:**

- **Pre-requisite:** Introduction to Veterinary Science (1 year completed and passed course)
- One year UC Elective approved course
- Course will focus mainly on large animal care (anatomy & physiology), management and responsibility. Students will be working with poultry animals and other small animals at the Small Animal Unit on CHS Campus.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - **Course Requirement:** agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

### **II. Course Description:**

- This advanced course in Animal Science will focus on livestock management practices. Included in this course will be livestock breeds, health care handling facilities, anatomy and physiology, artificial insemination and breeding practices, judging and many other hands-on activities. Completion of course projects and FFA participation are essential for a satisfactory grade.

### **III. Goals, Objectives, Performance Indicators:**

*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.

*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.

*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.

D6.6 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:*

D9.2 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.

*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.

## **Introduction to Veterinary Science**

### **I. Course Information:**

- One year UC Elective approved course
- Course will focus mainly on small animal care, management and responsibility. Students will be working with poultry animals and other small animals at the Small Animal Unit on CHS Campus.
- Allows you to be a member of the National FFA Organization and California State FFA Organization
  - Develop leadership, social, and public speaking skills
  - Course Requirement: agriculturally related project: Supervised Agriculture Experience Projects or SAEs.

### **II. Course Description:**

- This advanced course in Animal Science will focus on livestock management practices. Included in this course will be livestock breeds, health care handling facilities, anatomy and physiology, artificial insemination and breeding practices, judging and many other hands-on activities. Completion of course projects and FFA participation are essential for a satisfactory grade.

### **IV. Goals, Objectives, Performance Indicators:**

*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.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory 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:*
  - D5.3 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:*
  - D6.3 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.
- 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.
- 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.

## **Introduction to Agriculture Mechanics**

### *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
- B5.3 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.

### *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.

*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.

*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).

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

## **Ag Welding:**

### *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.

### *B5.0 Students understand agricultural cold metal processes:*

- B5.1 Know how to identify common metals, sizes, and shapes
- 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.

### *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.

### *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

### *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.



## **ROP Ag Welding**

### *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.

### *B5.0 Students understand agricultural cold metal processes:*

- B5.1 Know how to identify common metals, sizes, and shapes
- 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.

### *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.

### *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

### *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.

## **ROP Ag Welding 2**

### *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.

### *B5.0 Students understand agricultural cold metal processes:*

- B5.1 Know how to identify common metals, sizes, and shapes
- 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.

### *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.

### *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

### *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.

***F.***  
***Program Completion***  
***Standards***

## Advanced Animal Science

-----has completed-----

Courses of study and practice in Advanced Animal Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

### **Competency Level**

- \_\_\_\_\_ Basic Animal Science
- \_\_\_\_\_ Anatomy and Physiology of Farm Animals
- \_\_\_\_\_ Livestock Breeding and Genetics
- \_\_\_\_\_ Handling Livestock (Small and Large Animals)
- \_\_\_\_\_ Livestock Nutrition and Feeds
- \_\_\_\_\_ Animal Health
- \_\_\_\_\_ Beef Cattle
- \_\_\_\_\_ Swine
- \_\_\_\_\_ Sheep
- \_\_\_\_\_ Beef, Swine, and Sheep Husbandry
- \_\_\_\_\_ Dairy Cattle and Dairy Cattle Husbandry
- \_\_\_\_\_ Livestock Evaluation and Selection
- \_\_\_\_\_ Livestock Products
- \_\_\_\_\_ Poultry
- \_\_\_\_\_ Basic Plant Science
- \_\_\_\_\_ Animal Waste Management
- \_\_\_\_\_ Land Preparation and Planting
- \_\_\_\_\_ Irrigation and Drainage
- \_\_\_\_\_ Sanitation Practices & Management
- \_\_\_\_\_ Identification of By-Products
- \_\_\_\_\_ Agricultural Production Services
- \_\_\_\_\_ Agricultural Production Records
- \_\_\_\_\_ Marketing Agricultural Products
- \_\_\_\_\_ Financing Agricultural Production
- \_\_\_\_\_ Basic Veterinary Procedures
- \_\_\_\_\_ Artificial Insemination Procedures

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

### 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, no experience or knowledge in this area

Rating

Advanced Animal Science

- |       |    |   |
|-------|----|---|
| _____ | A. | To identify the importance of production agriculture.   |
| _____ | B. | Identify the seven basic agricultural career areas.   |
| _____ | C. | Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills. |
| _____ | D. | Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.  |
| _____ | E. | Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.   |
| _____ | F. | Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.  |
| _____ | G. | Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.  |
| _____ | H. | Demonstrate an understanding of the terminology associated with each species of livestock.  |
| _____ | I. | Demonstrate artificial insemination procedures used in industry.  |
| _____ | J. | Identify several ways to remove and manage animal waste in an operation.  |
| _____ | K. | Identify basic parts of common agriculture equipment used to manage animal agriculture operations.  |
| _____ | L. | Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.  |

# Introduction to Veterinary Science

-----has completed-----

Courses of study and practice in Introduction to Veterinary Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards;

(1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

## **Competency Level**

- \_\_\_\_\_ Basic Animal Science
- \_\_\_\_\_ Anatomy and Physiology of Farm Animals
- \_\_\_\_\_ Livestock Breeding and Genetics
- \_\_\_\_\_ Handling Livestock
- \_\_\_\_\_ Livestock Nutrition and Feeds
- \_\_\_\_\_ Animal Health
- \_\_\_\_\_ Beef Cattle
- \_\_\_\_\_ Swine
- \_\_\_\_\_ Sheep
- \_\_\_\_\_ Beef, Swine, and Sheep Husbandry
- \_\_\_\_\_ Dairy Cattle and Dairy Cattle Husbandry
- \_\_\_\_\_ Livestock Evaluation and Selection
- \_\_\_\_\_ Livestock Products
- \_\_\_\_\_ Poultry
- \_\_\_\_\_ Feed Management of Specialty Animals
- \_\_\_\_\_ Basic Veterinary Procedures and Terminology
- \_\_\_\_\_ Basic Veterinary Tool Identification
- \_\_\_\_\_ Maintain Growth Management Records
- \_\_\_\_\_ Basic Small Animal Unit management
- \_\_\_\_\_ Irrigation and Drainage
- \_\_\_\_\_ Harvesting
- \_\_\_\_\_ Identification of By-Products
- \_\_\_\_\_ Agricultural Production Services
- \_\_\_\_\_ Agricultural Production Records
- \_\_\_\_\_ Marketing Agricultural Products
- \_\_\_\_\_ Financing Agricultural Production

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

### **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, no experience or knowledge in this area

**Rating**

**Introduction to Veterinary Science**

- |       |    |   |
|-------|----|---|
| _____ | A. | To identify the importance of production agriculture.   |
| _____ | B. | Identify the seven basic agricultural career areas.   |
| _____ | C. | Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills. |
| _____ | D. | Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.  |
| _____ | E. | Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.   |
| _____ | F. | Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.  |
| _____ | G. | Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.  |
| _____ | H. | Demonstrate an understanding of the terminology associated with each species of livestock.  |
| _____ | I. | Demonstrate veterinary practices and procedures.  |
| _____ | J. | Demonstrate the usage of veterinary tools.  |
| _____ | K. | Explain how common pathogens, viruses, and bacteria can affect animals.   |
| _____ | L. | Explain the role of specialty animals within the industry in terms of production.   |
| _____ | M. | Explain how to develop, maintain, and use growth and management records for specialty animals.  |

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

\_\_\_\_\_ O. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.



## Agriculture Biology

-----has completed-----

Courses of study and practice in Agriculture Biology and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

### **Competency Level**

- \_\_\_\_\_ Basic knowledge of SAE project
- \_\_\_\_\_ Basic knowledge of FFA procedures, practices, and information
- \_\_\_\_\_ Maintain Growth Management Records
- \_\_\_\_\_ Basic Small Animal Unit management
- \_\_\_\_\_ Irrigation and Drainage
- \_\_\_\_\_ Agricultural Production Services
- \_\_\_\_\_ Agricultural Production Records
- \_\_\_\_\_ Financing Agricultural Production
- \_\_\_\_\_ Identify lab equipment and materials used in the Ag Science Lab
- \_\_\_\_\_ Understand the interrelationship between agriculture and the environment
- \_\_\_\_\_ Understand the important of the role of agriculture in California ` economy
- \_\_\_\_\_ Understand plant growth and development
- \_\_\_\_\_ Understand the scientific method

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

### **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, no experience or knowledge in this area

**Rating**

**Agriculture Biology**

- \_\_\_\_\_ A. To identify the importance of production agriculture.
- \_\_\_\_\_ B. Identify the seven basic agricultural career areas.
- \_\_\_\_\_ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- \_\_\_\_\_ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- \_\_\_\_\_ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- \_\_\_\_\_ F. Demonstrate the ability to correctly use a microscope.
- \_\_\_\_\_ G. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.
- \_\_\_\_\_ H. Demonstrate the skills necessary to earn the Greenhand Degree.

## Agriculture Mechanics Pathway

-----has completed-----

Courses of study and practice in the Agriculture Mechanics Pathway and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

### **Competency Level**

- \_\_\_\_\_ Show competency in measurement
- \_\_\_\_\_ Understand personal and group safety in the shop
- \_\_\_\_\_ Understand the basic electricity principles and wiring practices commonly used in agriculture.
- \_\_\_\_\_ Understand basic plumbing system practices commonly used in agriculture
- \_\_\_\_\_ Understand cold metal processes
- \_\_\_\_\_ Understand oxy fuel cutting
- \_\_\_\_\_ Understand SMAW, GMAW, and FCAW welding processes
- \_\_\_\_\_ Understand the principles of basic woodworking
- \_\_\_\_\_ Understand the basic level of operating the CNC plasma & laser machines

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

***G.***  
***Description of  
Facilities and Major  
Equipment***

Agriculture Department  
Shop Inventory  
6,000 Square Feet(shop)  
1250(classroom)

Lincoln C300 inverter multi-process welders	19
Portable Miller110v wire feed welder	1
Lincoln Tig welder	1
Hypertherm max 43 plasma cutter	1
Mobile Oxy-Acet hand torches & Misc. Tips.	6
Arcair gouger torch	4
Piranha Iron worker	2
Pedastal Grinders	2
Ellis Drill Pres.	2
Vises	4
DeWalt Compound Miter Saw	1
Jet vertical Band Saw	1
Ellis 1600 metal cutting band saw	1
Rigid 10" Table Saw	1
Sand blasting cabinet	1
Dewalt Metal cut off saw	2
Makita Dry-cut metal saw	1
Baileigh box and Pan Brake	1
Anvil	1
Jancy tubing bender	1
Jancy tubing notcher/belt sander	1
Metal working benches	5
Clausing Metosa 14x40 Lathe	1
Clausing vertical knee mill	1
Miller portable spot welders	2
Granite Surface Plate	1
Dynatorch cnc plasma/oxy-fuel cutting table	1
Thermal dynamics A80 plasma cutter	1
Thermal dynamics 101 plasma cutter	1
Thermal dynamics 102 plasma cutter	1
Lincoln invertec 350v welder and wire feeder	1
Lincoln powerMIG 255	1
Nissan 30 fork lift	1
Baileigh 96" straight brake	1
Jet slip roll	1
Jet squaring shear	1
Pro-light 1000 cnc milling machine	1
Metal rolling wheel	1
½ cu. Yd. self-dumping hopper	4

Sullivan air compressor	1
Shop locker/work bench combination	60
Hallway lockers	128
DeWalt pressure washer	1
Bluco Modular fixturing table and tooling	1
Fire Extinguisher trainer	1
desktop computers	35
plotter	1
laser printers	3
Nikon D5100 Digital SLR camera	1

#### BIOLOGY LAB Inventory

Dissection Kits	36
Dropping bottles	30
Beaker Tongs	9
Test tube racks	5
Graduated pipettes	5
Micro-pipette	4
Micro Balance	2
Beakers 50ml	30
Beakers 100ml	48
Beakers 250ml	40
Beakers 1000ml	18
Electric hot plate	10
Test tubes	500

#### Animal Science lab Area 1380 Sq. ft.

Hanging layer cages	2
Chick brooder	4
Layer nesting boxes	3
Egg washer	1
Poultry feeders	6
Poultry Waterers	8

*H.*  
*Five Year Facility*  
*And Equipment*  
*Acquisition*  
*Schedule*

**CERES HIGH SCHOOL  
AGRICULTURE DEPARTMENT  
FIVE YEAR PLAN**

**Year 1 2014-15**

1. Continue facility/equipment repairs.
2. Purchase new meat bird fences
3. Build dark/storage room inside small animal unit.
4. Purchase new TIG welders

**Year 2 2015-16**

1. Purchase 2 lap top computers
2. Expand poultry barn to include free-range area
3. Replace layer cages with Prop 2 complian/Cozy Coupe.
4. Purchase new livestock scales

**Year 3 2016-17**

1. Buy a new ag van/suburban
2. Purchase new Vet Science Lab materials

**Year 4 2017-18**

1. Purchase new Ag truck
2. Expand Animal science laboratory

**Year 5 2018-19**

3. Replace shop equipment as needed.
4. Purchase livestock panels



***I.***  
***Staff Assignments***

**AGRICULTURE DEPARTMENT  
CHART OF RESPONSIBILITIES  
2014-15**

<b>Project Supervision</b>	<b>Mike</b>	<b>Mardel</b>
Ag Mechanics	x	
Beef	x	
Dairy	X	
Goat	X	
Ornamental Horticulture/Landscape		X
Poultry	X	
Rabbit		X
Sheep	X	
Swine		X
Work Experience	X	X
<b>Judging Teams and Contests</b>		
Agri Science fair		X
Ag Mechanics	X	
Job Interview	X	x
Opening Closing	X	x
Novice Team		x
Open Team	X	X
Officer Team	X	X
Prepared Speaking		

<b>Transportation</b>	<b>Mike</b>	<b>Mardel</b>
Fairs and shows	x	X
Contests	x	X
Meetings	X	x
"Fun" Trips	x	x
<b>Money Making Activities</b>		
Chicken BBQ	x	
Poinsettia Sales		x
<b>Banquets</b>		
Greenhand/Chapter Farmer	x	X
Food and Clean up	X	
Set up and Decorations	X	X
Program, Awards, Officers		X
End of the year		
Food and Clean up	X	
Set up and Decorations	X	X
Program, Awards, Officers		X
<b>Reports</b>		
Facility Reports	X	
Program of Work	X	x
Roster	X	x
Incentive Grant and Budget	X	x
R-2	X	x
Program Plan	X	x
<b>Other Assignments</b>		
Ag Advisory and Booster Meetings	x	X
FFA Meeting	x	X
Department	X	
FFA Advisors	X	
Department Chairperson	X	

<b>Other Activities</b>	<b>Mike</b>	<b>Mardel</b>
FFA Week	X	
Eighth Grade Rally	X	
Food Drive		X
Toy Drive		X
Local & Sectional Project Competition		X
Officer Leadership Training –	x	X
Regional Meeting –	x	X
State Conference	x	X
National Convention –	x	X
Top Twenty Points	x	x
<b>Responsibilities</b>		
Ag Classrooms		X
Ag Shop	X	
Ag Office	X	
Barn		X
Computers	X	
Overall	x	

**DUTIES AND ACTIVITIES AS AGREED UPON BY THE AG STAFF.**

\_\_\_\_\_  
Michael Patterson

\_\_\_\_\_  
Mardel Runnels

*J.*  
*FFA Program*  
*Of Work*

# Ceres High School 2014-2015 PROGRAM OF WORK

Activity	Goals	Ways and Means
<u>Division 1. Supervised Experience</u>		
Improving SAE Programs	Chapter/booster sponsored activity to increase size and scope of SAE programs of members	<ul style="list-style-type: none"> <li>a. Chapter members obtain loans from bank</li> <li>b. Pumpkin patch/crops unit</li> <li>c. Market poultry at fair</li> </ul>
<u>Division 2. Cooperation</u>		
Learning to work together	Cooperate with civic clubs, agricultural agencies, and agricultural business organizations	<ul style="list-style-type: none"> <li>a. Arrange to send chapter members to organizations</li> <li>b. Assist with Agribusiness luncheon</li> <li>c. Community outreach for Ceres Ag Center development</li> </ul>
<u>Division 3. Community Services</u>		
Assist in community	<p>To make the community a better place to live</p> <p>To improve public relations</p> <p>To develop civic responsibility</p>	<ul style="list-style-type: none"> <li>a. "Trick or treat for cans" food drive</li> <li>b. 3<sup>rd</sup> grade farm day</li> </ul>
<u>Division 4. Leadership</u>		
Providing leadership	Members participate in chapter public speaking and creed contest	<ul style="list-style-type: none"> <li>a. Give grade and/or points</li> <li>b. Have challenging and</li> </ul>

Activity	Goals	Ways and Means
		well planned Program of Work
		c. Provide members with information in FFA Constitution
<u>Division 5. Investments and Savings</u>		
Encouraging thrift and investments	Each chapter member complete one activity that encourages thrift and increased investments	a. Prepare a chapter budget
	Chapter to earn sufficient money to finance activities	b. Have treasurer make a report at each meeting c. Recognize members in increasing their investments d. Check candidates' earnings before raising to next degree e. Use one or more of the following to raise chapter funds: <ol style="list-style-type: none"> <li>1. fundraiser sales</li> <li>2. BBQs</li> </ol>
<u>Division 6. Conduct of Meetings</u>		
Planning and conducting satisfactory chapter meetings	Hold ten regular meetings during the year.	a. Have meetings once monthly
	Use all of the official chapter paraphernalia	b. Schedule executive committee meetings
	Use proper official ceremonies at meetings	c. Prepare well planned programs for meetings d. Provide activity after each meeting e. Discuss calendar with school administration f. All officers memorize parts for all meetings g. Acquire all necessary paraphernalia and equipment from

Activity	Goals	Ways and Means
		FFA Supply Service
		h. Officers wear official FFA jacket at meetings
		i. Display FFA banner
		j. Have Sentinel prepare FFA meeting room
		k. Provide special training on ceremonies for new officers
Using officers effectively	Chapter select qualified officers	a. Select by May 6
	Invite state officers to visit chapter	b. Keep chapter minutes up to date
	Chapter use official secretary's binder	c. Follow approved method of recording minutes
		d. Treasurer keeps balance checked
<u>Division 7. Recreation</u>		
Having "fun" through planned recreation	Chapter provide organized recreational activities in:	a. Organize an achievement trip for the chapter
	a. Sports	b. Plan social activities
	b. Social	c. Host Sectional volleyball Tournament
	c. Organized tours	
<u>Division 8. Public Relations</u>		
Promoting the FFA	Use various media to keep the public informed of FFA activities	a. Make use of local newspaper
		b. Encourage proper wearing of official FFA clothing by members
		c. Maintain a scrapbook
		d. Conduct an 8 <sup>th</sup> grade orientation program
		e. Present FFA awards at an annual awards banquet
	Sponsor awards banquet	f. Use radio and TV media



Activity	Goals	Ways and Means
<u>Division 9. Participation in State and National Activities</u>		
Attending conventions	Two chapter members participate in State Convention activities	<ul style="list-style-type: none"> <li>a. Have chapter delegates attend State Convention</li> <li>b. Advisor counsel delegates prior to State Convention</li> <li>c. Wear official FFA uniform to convention activities</li> </ul>
Promoting National FFA	Observe National FFA Week during the week of George Washington's Birthday by sponsoring two activities	<ul style="list-style-type: none"> <li>a. Use material supplied by state association to promote FFA Week</li> <li>b. Bulletin board displays of FFA information</li> </ul>
Using National Foundation Awards	Chapter have entries in Foundation Award	<ul style="list-style-type: none"> <li>a. Provide information and application forms</li> <li>b. Keep accurate records on file for award programs</li> <li>c. Submit applications to state office on time</li> </ul>
Subscribing to National FFA Magazine	100 percent of members subscribe to magazine	<ul style="list-style-type: none"> <li>a. Include subscription rate in dues</li> </ul>
Competing in National Chapter Award Program	Meeting the requirements for Superior Chapter	<ul style="list-style-type: none"> <li>a. Plan Program of Work in fall</li> <li>b. Committee chairman and chapter officers consolidate each committee's accomplishments</li> <li>c. Keep program of work up to date</li> <li>d. Keep minutes of all community meetings and officer meetings in</li> </ul>

<b>Activity</b>	<b>Goals</b>	<b>Ways and Means</b> notebook
Participating in judging activities	Enter qualified teams in judging contests	<ul style="list-style-type: none"> <li>a. Hold chapter contests</li> <li>b. Chapter assists individuals and contestants as needed</li> </ul>

# Ceres High School FFA

Ceres High School Agriculture Department

*“Cultivate Your Potential”*

2014 - 2015

## Program of Activities



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## **President's Message**



Dear Chapter Members,

Hi. I am Caitlin Pfaff, and I am this years 2014-2015 Chapter President. I am now a senior. This is my third and final year in FFA, and also my third year being an officer, this past year was my first year showing an animal at fair, I showed a pig named Swinederella which we often called bacon. Another activity I'm passionate about is golf. I have been on the golf team for all four years, and will persue a college golf and agriculture career. What I am excited about for this school is to make our FFA activities as fun and involved as possible for all members. I can't wait to see what this year has in store for Ceres FFA.

Sincerely,

*Caitlin Pfaff*

Caitlin Pfaff  
2014-2015 Chapter President

## **Officer's Message**

**President: Caitlin Pfaff**  
**Vice President: Madison Zamaroni**  
**Secretary: Hannah Smith**  
**Treasurer: Kendall Neilson**  
**Reporter: Zachary Smith**  
**Sentinel: Kimberly Maggiora**

Dear Members,

Our 2014-2015 Ceres FFA theme is "Cultivate Your Potential". We encourage all of you to continue to take advantage of the opportunities FFA and agriculture education have to offer. So, the leadership is in your hands .... Keep calm, and continue to farm on!

Your 2014-2015 Ceres FFA chapter officer team would like to welcome you to the Ceres High School Agriculture program. We are beginning what is going to be another year of entertainment and production! You're invited to learn, grow, and develop in agriculture and FFA through chapter meetings, judging teams, community service activities, fundraisers, team competitions, recreational activities and much, much more! Everything we execute will be enjoyable, enlightening and dynamic. So FFA Members...get ready to "farm on"!

It is our goal to make sure that others are aware of the agriculture industry and its importance in our everyday life. There is so much to explore in the agriculture industry such as agriculture mechanics, animal science, horticulture, agriculture business, biotechnology, agronomy, floriculture, and computer technology. Our chapter goals for this year include maintaining our involvement in the community and their awareness of our program, activities, and making sure that more and more students are continuing to get involved in the FFA program.

We encourage students to get involved and take the many opportunities the FFA and the agriculture industry offer.

*Kim Maggiora, Kendall Neilson, Caitlin Pfaff, Hannah Smith, Zach Smith, Madison Zamaroni*  
2013-2014 Chapter Officers



## **Advisor's Message**

Dear Chapter Members,

The Advisors of the Ceres FFA would like to welcome each and every new and old member alike to the Ceres FFA and Agriculture program for the 2014-2015 school year.

The mission of the Ceres FFA and Ceres High School Agriculture Department is to lead, assist, and motivate the members of the FFA in providing high quality agricultural education that is equitable and efficient, that prepares students for higher education, employment, and citizenship, and promotes students' intellectual, ethical and cultural growth.

We are committed to make a positive difference in the lives of young people through the variety of resources and opportunities agriculture education and the FFA have to offer. We believe we have something of academic, personal, or career value for all of our students and we encourage all of you to take advantage of the opportunities that have made the Ceres High School agriculture program one of the most productive programs in the state!

We look forward to working with all of you and experience all the successes and adventures that the 2014-2015 school year has ahead!

Sincerely,

Michael Patterson  
Mardel Runnels

The Ceres FFA Advisors

# **Chapter Goals**

Our 2014-2015 FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held at Pinecrest Lake in June 2014:

## **1. Develop Strong and Effective Chapter Leadership**

- Develop and strengthen communication skills
- Increase student involvement & participation
- Expand leadership classroom resources / supplies
- Improve scrapbook efficiency, development, and equipment
- Improve secretary & treasurer record keeping
- Increase & improve agriculture leadership curriculum & resources
- Expand technology communication with student-made video announcements

## **2. Develop and Strengthen Agriculture Resources and Curriculum**

- Increase large and medium ag mechanics projects
- Expand curriculum technology resources – teaching/learning tools
- Expand and develop wood SAE projects
- Expand and develop horticulture SAE projects

## **3. Expand Student Involvement and Participation**

- Increase student attendance and participation at chapter meetings
- Increase SAE projects (animal, plant, and ag mech)
- Expand and strengthen FFA competition opportunities / teams
- Improve organization and planning of events/activities
- Increase state and improve development of national FFA applications (National Chapter Award)

## **4. Develop Strong Recruitment & Retention Program**

- Strengthen and expand middle school relationships & communication
- Maintain / improve recruitment presentations & education
- Strengthen advanced Ag Welding and Ag Wood enrollment #'s
- Maintain/strengthen agriculture “foundation” (9<sup>th</sup> grade) courses



## **Chapter Goals**

### **5. Expand & Develop Agriculture Facilities / Resources**

#### Small Animal Unit

- Install table for Egg Washer to permanently sit on
- Develop a feed storage system
- Construct a dark room for Egg Candling
- Construct a storage room for feed barrels and other chicken supplies
- Construct the “Free Range” operation

#### Agriculture Mechanics / Shops

- Create/install TIG welding lab / work area
- Develop pipe welding curriculum
- Organize storage containers
- Create an organization system for welding consumables and welder parts

# **Calendar of Activities**

## **AUGUST**

- 21 Welcome Back BBQ, 3 PM- 6 PM, Room 56 @ CHS
- 28 Ag Boosters of Ceres Meeting, 7 PM, G 101 @ CVHS

## **SEPTEMBER**

- 2 Officer Training Day
- 4 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 16 State FFA Conference Information Meeting, 6 PM- 7 PM @ Room 56
- 8- 19 Popcorn Palace Fundraiser, Room 17 @ CHS
- 24 Greenhand Leadership Conference (freshmen students only)

## **OCTOBER**

- 2 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 4-5 Chapter Officer Leadership Conference, Denair High School
- 15 Opening/ Closing Contest, Orestimba High School, 2:37 PM- 9:30 PM
- 23 Take- Out Dinner Fundraiser, 4-6 PM, Room 56 @ CHS
- 30 Trick or Treat for Cans, 2:37 PM- 7PM

## **NOVEMBER**

- 6 Greenhand & Chapter Awards Banquet, 6 PM -7 PM @ CHS Cafeteria
- 5- 25 Poinsettia Fundraiser, Room 17

## **DECEMBER**

- 4 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 4 Poinsettia Pick- Up, 4PM- 6PM, Room 56 @ CHS

# **Calendar of Activities**

## **JANUARY**

- 12- 23 Panda Express Fundraiser
- 29 Super Thursday, 2:37 PM- 9:30 PM, Pitman High School

## **FEBRUARY**

- 5 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 18 Stanislaus County Fair Parents Meeting, 6 PM- 7PM, PDR @ CVHS
- 20-21 MFE/ALA Leadership Conference
- 23-27 FFA Week (Lunch Activities)
- 27 Farm Tours

## **MARCH**

- 5 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 7 UC Davis Field Day
- 18 Capitol Ag Day, Sacramento
- 21 Merced Field Day
- 28 MJC Field Day
- 30 State Degree Ceremony, 6 PM, Modesto Junior College

## **APRIL**

- 2 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 16 Take- Out Dinner, 4 PM- 6PM, Room 56 @ CHS
- 18 Fresno State Field Day
- 18-21 State FFA Conference, Fresno

## **MAY**

- 1-3 State FFA Judging Finals, San Luis Obispo

## **Calendar of Activities**

6 Awards Banquet, 6 PM, CHS Cafeteria

11- 22 Fundraiser TBA

**JULY:** Stanislaus County Fair Date TBA

## **FFA and Agricultural Education**

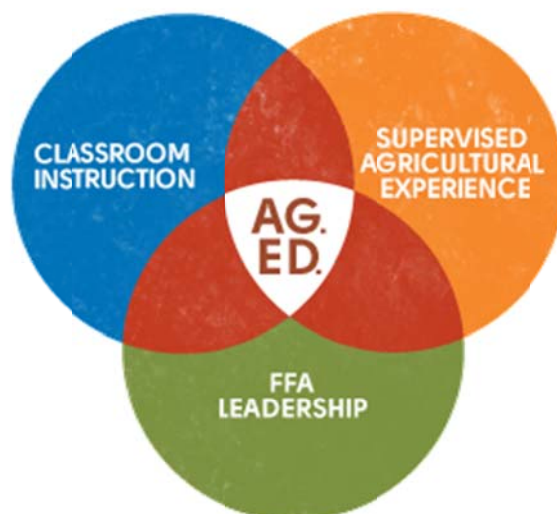
When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal,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

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

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

**FFA-** As an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.



## **FFA 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 agriculture education.**

To accomplish this mission, FFA:

- Develops competent and assertive agriculture 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 experience 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 lifestyles.
- Encourages excellence in scholarship.



## **FFA Emblem**

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.



**The cross-section of an ear of corn** serves as the emblem's foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.

**The rising sun** appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

**The plow** is a symbol of labor and tillage of the soil.

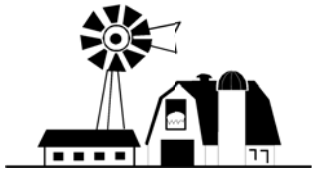
**The owl** represents knowledge and wisdom.

**The eagle** is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the words, **"Agriculture Education"** surrounding the letters **"FFA"** indicate that the FFA is an important part of the agricultural education program.



## FFA Creed



The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3<sup>rd</sup> National FFA Convention. It was revised at the 38<sup>th</sup> and 63<sup>rd</sup> conventions to reflect changes in FFA members and the agricultural industry.

## The FFA Creed

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

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

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

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

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



## **FFA Colors and Motto**

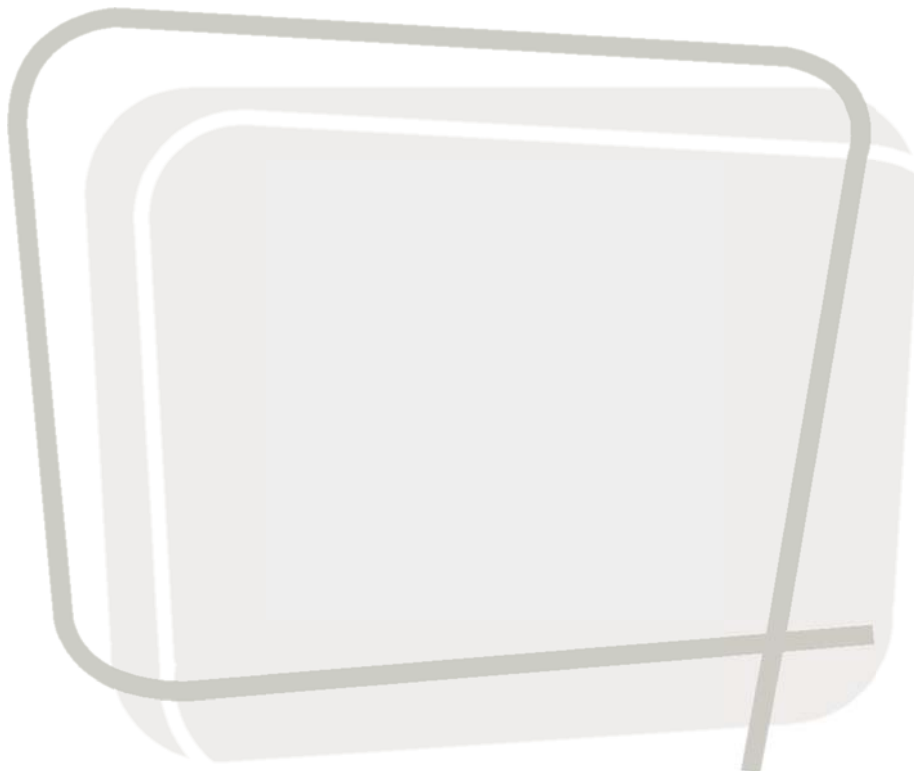
### **Colors**

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

### **Motto**

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

**Learning  
Doing to  
Earning  
Living to**



**to Do,  
Learn,  
to Live,  
Serve**

## **FFA Official Dress**

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

### **Proper Use of the FFA Jacket**

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

### **Official FFA Dress**

- Official dress for female members is a black skirt, white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
- The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.

## **FFA Code of Ethics**

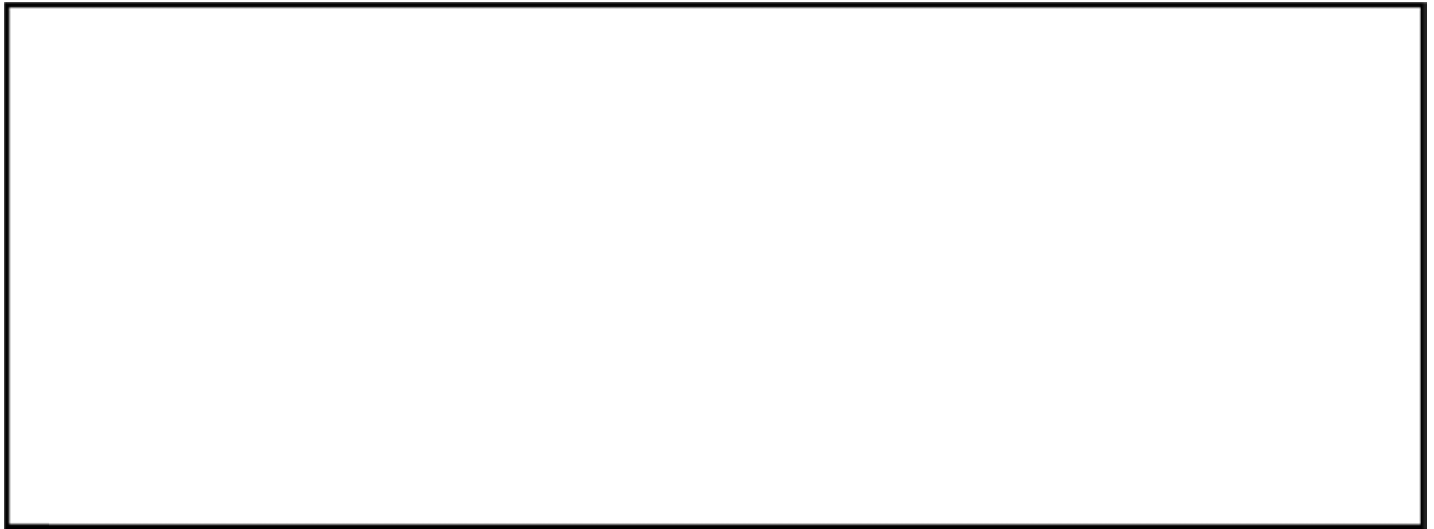
People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization's image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

### **The FFA Code of Ethics**

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

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

## **S.A.E.**



What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to prove your abilities to future employers – and to yourself.

### **Ceres FFA SAE Program**

- ❖ The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.
- ❖ The Chapter will encourage members to compete at shows with their SAE.
  - All Chapter members are expected to work as a team at all fairs and shows.
  - The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.

- The Chapter will require parents of all exhibitors to attend a meeting conducted by the Chapter Advisors. This meeting will serve as an informal session to allow parents / exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
- All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
- Members exhibiting at fairs must maintain academic requirements set forth by Ceres High School and the Ceres Agriculture Program and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.0 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.

## **S.A.E.**

- Additional eligibility rule – Students will be given one chance for scholastic ineligibility for showing at fairs. If a student becomes ineligible to show at a fair that they had planned to show, the student will receive a warning. If the same student should become ineligible again to show at a fair that they had planned to show at, the student will no longer be eligible to show with Ceres FFA.
- Members are encouraged to apply for local, regional and state proficiency awards.
- Members are encouraged to apply for advanced degrees (i.e. State FFA Degree, American Degree)
- Members are encouraged to compete in the Local and Sectional Project Competition.
- Members are required to follow project Advisor's recommendations concerning their SAE.
- Members are encouraged to strive to improve and develop their SAE each year.
  - ◆ Encourage members to develop skills within their SAE through participation and appropriate judging teams.
  - ◆ Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
- ❖ Members are encouraged to provide support and help their fellow Chapter members.



## **Cooperation**

The Ceres FFA chapter will develop a sense of cooperation among the entire membership.

- The Ceres Chapter will cooperate with other FFA chapters.
  - ◆ Participation in Sectional, Regional, and State activities.
  - ◆ Hosting Sectional activities as needed.
  
- The Chapter will cooperate with Ceres High School.
  - ◆ The chapter will remain in good standing with CHS ASB office
  - ◆ Participation in school functions and events
  - ◆ Chapter representation during school sponsored activities and functions
  
- The Chapter will participate in community cooperation.
  - ◆ Participating and working with Stanislaus County Office of Education's ROP program and awards ceremony.
  - ◆ Participating and cooperating with local elementary schools in various agriculture projects (example: school gardens)
  - ◆ Providing local middle schools with an informative recruitment presentation.
  - ◆ Participation in a local city beautification project(s).
  
- Members exhibiting at fairs and shows will cooperate together and compete as a team.

## **Community Service**

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

The Ceres FFA will develop a sense of community service among the entire membership.

- Our chapter will conduct a canned food drive during October to jump start helping families in need during the holiday season.
- We will assist with community projects and activities when called upon by the Chamber of Commerce.
- We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.
- Our chapter continues to strive towards participating in various community outreach programs.





# **Leadership**

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

## **Public Speaking**

- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview
- Opening and Closing Ceremonies Speaking Contest
- Creed

## **Committees**

- Every member is on at least one committee or involved in some kind of activity. The objective of each committee and committee chair(s) is to plan, prepare, organize, and implement each activity/event.
  - FFA Meetings Food & Refreshments
  - FFA Meetings Decorations
  - FFA Meetings Activities
  - Trick or Treat for Cans- Canned Food Drive
  - Wrecking Crew
  - Farm to Factory Day
    - Livestock
    - Seeds & Planting
    - Tractors
    - Staff BBQ
    - Scheduling
  - Greenhand / Chapter Degree Ceremony
- Select Chapter members as Chairpersons for Committees

### **Degrees and Awards**

- Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree Encourage every qualified member to apply for the State and American FFA degree
- Encourage members to apply for State Proficiency Awards

### **Officer / Leadership Training**

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training
- Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership / Washington DC Leadership Conference

### **Meetings**

- Conduct meetings in an orderly fashion by utilizing Parliamentary Procedures
- Have regularly scheduled Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

### **Offices**

- Encourage local members to run for local, sectional, regional, and state offices
- Invite Sectional, Regional, and State Officers to speak to your chapter



## **Earnings and Savings**

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our **2014-2015** school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

- Ceres Ag Booster Dinner
- Ceres FFA Popcorn Palace Fundraiser
- Ceres FFA Poinsettia Sale
- CHS Ag Mechanics Wood/Metal Project Sales
- BBQ Take-Out Dinners (2)

## **Conduct of Meetings**

### **Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation**

- Have weekly Chapter Officer Meetings
- Have regular monthly Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting



### Special Meetings Should be Held as Necessary

- A special dessert meeting will be held for the Greenhand/Chapter FFA Degree Installation Banquet
- A very special Awards Banquet will be held in May to wrap up the year.

### The Official Ceremonies will be used at all Meetings

- All officers are required to learn their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.

# **Scholastic Achievement and Scholarships**

The chapter will encourage students to strive for academic excellence.

## **1. Improve scholarship of FFA members in all academic subjects**

- A. Encourage members to strive for C.S.F. standards
- B. Strive to have all FFA members on the honor roll
- C. Award points on the Chapter Point Awards system for good grades
- D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
- E. Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.
- F. All members must be eligible per the Ceres High School's eligibility policy.

## **2. Will strive to improve home technology, reading and library use.**

- A. Encourage each member to subscribe and read at least one agriculture publication.
- B. Encourage each member to use school and county libraries for agriculture research projects.

## **3. Will encourage Seniors to apply for scholarships available to them in order to continue their education.**

- A. Twelfth grade members are encouraged to apply for scholarships including the Bloss, Fancher, Winton Grange, Farm Bureau, and Ceres Ag Booster Scholarship which are available to agriculture students.
- B. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
- C. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent's affiliation with a lodge or places of employment.

## **4. Scholastic Awards**

- A. Award certificates to the most involved Agriculture student in each grade level.

## **Recreation**

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills. It's also an opportunity to have some fun!

Here's a list of recreational activities scheduled for the 2014 – 2015 school year:

<b>August</b>	Welcome Back BBQ Parent Night/ Activity/ Games
<b>September</b>	Greenhand Leadership Conference
<b>October</b>	"Trick or Treat for Cans" – Ceres, CA
<b>December</b>	Sectional Bowling - Modesto, CA
<b>January</b>	Committee Meeting Social
<b>February</b>	Farm Tours
<b>May</b>	Sectional Volleyball - Ceres, CA
<b>June</b>	Point Awards Trip - TBD



# **Public Relations**

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

## **Media**

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc....)
- Continue to develop and promote the Ceres FFA Facebook page as an information resource

## **FFA Week**

- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

## **Various FFA Events and Activities**

- Select worthy persons as Honorary Chapter farmers
- Recognize worthy individuals to receive Certificates of Appreciation
- Provide community advertisements through Placemat Ad fundraiser
- Host various award recognition ceremonies for parents and families of FFA members
- Sponsor a parent / member banquet
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs

## **Ceres High School**

- Regular communication sessions with CHS administration and counselors
- Assist and support various school activities

## **Alumni Relations**

The Chapter will encourage graduating seniors to keep membership affiliation for the following year.

- o As graduate members, the chapter will encourage these members to:
  - Exhibit at fairs as long as the member is working towards their American Degree
  - Apply for advanced degrees such as the American FFA Degree
  - Apply for proficiency awards in their SAE area
  - Continue an active role in participation in local activities
  - Attend all chapter meetings
- o The Chapter will utilize the expertise of alumni members when needed by the Chapter.
  - To help coach judging teams
  - To serve as judges of local FFA contests
  - To assist in money raising activities such as ad sales, BBQ's, etc.
  - Provide facilities for SAE projects





## *Official Show Uniform*

The official Show Uniform for FFA members consists of:

White shirt or blouse, white pants, FFA tie, and FFA jacket. Shoes should be appropriate for what you are showing.

## **Fairs**

The Ceres FFA Chapter is involved in the Stanislaus County Fair each July. The livestock and agricultural mechanics projects are exhibited at the fair, where the chapter wins many awards and honors. The animals that are exhibited include market sheep, market and breeding beef, market swine, dairy cattle, rabbits, market, poultry, and market goats.

The Fairs that are attended are:

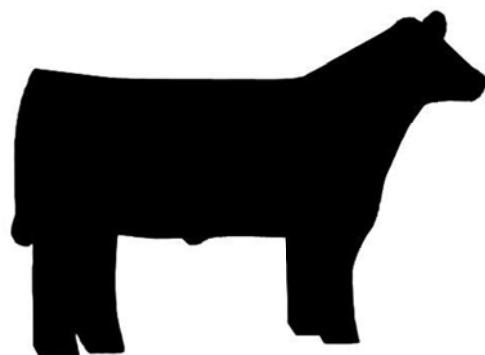
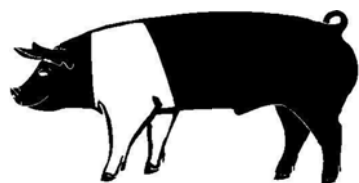
- (Summer) Stanislaus

## Stanislaus County Fair SAE Budgets

		Market Hog	Market Lamb	Market Goat	Market Steer
<b>E x p e n s e s</b>					
	Purchase of animal	225	225	200	800
	Livestock Insurance	15	15	10	50
	Veterinary Supplies	10	5	5	20
	Fair Bedding	10	15	15	20
	Feed	190	100	100	640
	Show Supplies	15	20	20	30
<b>I n c o m e</b>					
	Sale of hog (230lbs @ \$2.25/lb)	465			
	Sale of lamb (130 lbs @ \$3/lb)		390		
	Sale of goat (100 lbs @ \$3.50/lb)			350	
	Sale of steer (1200 lbs @ \$1.30 /lb)				1560
<b>T o t a l E</b>					
		465	390	350	1560

s t i m a t e d R e c e i p t s					
T o t a l E s t i m a t e d E x p e n s e s		465	380	350	1560
E s t i m a t		0	10	0	0

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## Stanislaus County Fair SAE Budgets

<u>E</u> <u>x</u> <u>p</u> <u>e</u> <u>n</u> <u>s</u> <u>e</u> <u>s</u>		Bred Heifer	Dairy Heifer	Fryer Rabbit	Rabbit Meat Pen
	Purchase of animal(s)	800	1200	20	60
	Livestock Insurance	60	60		
	Veterinary Supplies	60	75		
	Fair Bedding	20	40		
	Feed	650	500	10	10
	Show Supplies	30	75	25	25
	Breeding Fees	125			
<u>I</u> <u>n</u> <u>c</u> <u>o</u> <u>m</u> <u>e</u>					
	Sale of beef bred heifer	1800			
	Sale of dairy replacement heifer		2000		
	Sale of rabbit(s)			70	130
	Sale of steer (1200 lbs @ \$1.30 /lb)				
<u>T</u> <u>o</u> <u>t</u> <u>a</u> <u>l</u> <u>e</u> <u>s</u>					
		1800	2000	70	130

t i m a t e d R e c i p t s					
T o t a l E s t i m a t e d E x p e n s e s		1620	1950	55	95
E s t i m a t e d		180	50	15	35

Net  
profit

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## **Point Awards System**

The Point Award System was developed in order to recognize and award those members who are most active in various FFA activities throughout the year. The top fourteen individuals will receive an award and recognition at our awards banquet in May. The top fourteen members were invited to participate in a Point Award trip sponsored by the Ceres FFA. In 2014, the Point Award members took a tour of the FFA Center in Galt, Ca.

### **2013 – 2014 Point Award Winners**

Caitlin Pfaff  
Madison Zamaroni  
Myron Sichanpheng  
Erik Weststeyn  
Jasmine Connolly  
Alissa Atchison  
Zachary Smith  
Hannah Smith  
Kimberly Maggoira  
Kendall Neilson  
Sydney Elness  
Jasmine Awan



The Point Award System is an evaluation resource used by the Advisors towards selecting each year's Star Chapter Greenhand and Star Chapter Farmer award recipient



**Constitution  
of the  
Ceres FFA Chapter**

*Revised September 2004*

**Article I: Names and Purposes**

Section A. The name of this organization shall be the Ceres Chapter FFA (Future Farmers of America) #CA0344

Section B. The Purposes for which this Chapter is formed are as follows:

1. To improve agriculture conditions and practices in and about Stanislaus County
2. To develop agricultural skills or prepare for leadership, cooperative attitudes and rural responsibility, in individuals preparing to enter an agricultural occupation.
3. To advance the cause of agriculture education and to encourage the FFA.
4. FFA makes a positive difference in the lives of students by developing their potential for: premier leadership, personal growth and career success through agriculture education.

**Article II: Organization**

Section A. The Chapter of the Future Farmers of America is a chartered local entity of the Tri-Rivers Section of the California Association, made up of local members.

## **Article III: Membership Organization**

- Section A. Membership in this organization shall be active and honorary.
- Section B. Membership is limited to students enrolled in Agriculture education at Ceres High School.
- Section C. Membership of graduates is limited to students that were active members their Senior year and graduated from high school.
- Section D. The Ceres FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.
- Section E. No students may participate in any FFA activities unless they are members in good standing.
- Section F. The FFA Advisors at their own discretion have the right to dismiss any member from the Ceres FFA organization at any time.
- Section G. Active work in this chapter shall be carried on by active members.
- Section H. Award recipients must attend Chapter awards banquet to receive any awards.
- Section I. All members exhibiting livestock at fairs and shows must attend the fair awards ceremony with official uniform; jacket only.
- Section J. High School members exhibiting at fairs and shows must attend 6 chapter meetings to be eligible to show. All graduates are strongly encouraged to attend 6 agricultural related meetings or activities.

## **Article IV: Officers**

- Section A. The chapter officers for the Ceres FFA shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian.
- Section B. All elective chapter officers shall hold office for one year after election or until successors are selected as described in Article IV, Section G.
- Section C. Application for chapter office shall be available two weeks prior to selection of officers via the Nominating Committee . All applications will be screened by the nominating committee.
- Section D. Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.
- Section E. All officers must be enrolled in the Agriculture Leadership class that meets daily during the term of their office.
- Section F. All officers must have all of their SAE projects in the FFA.

- Section G. Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the Nominating Committee.
- Section H. No officer may be impeached without due process as defined in Article VII.
- Section I. The Nominating Committee shall select the chapter officers.
- Section J. The Nominating Committee shall be composed of two student representatives from the 9<sup>th</sup> grade, 10<sup>th</sup> grade, 11<sup>th</sup> grade, 12<sup>th</sup> grade, the retiring 12<sup>th</sup> grade FFA chapter president, and advisors. Nominating Committee members are not eligible to run for chapter office. In the event the current FFA chapter president is not in the 12<sup>th</sup> grade, their spot on the Nominating Committee will remain vacant. The Nominating Committee will review officer applications, conduct interviews of prospective candidates, and select each chapter officer via a unanimous vote within the Nominating Committee.
- Section K. The time for Nominating Committee selection shall be set by the FFA Officer Team, and the Advisors.
- Section L. All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for six week period. If by the end of the next six week period, the grade average has not improved to a 3.0 or above, or does not become academically eligible, they will be replace by the manner described in Article IV, Section G.
- Section M. All newly elected officers are required to attend the Chapter Officer Leadership Retreat to be held the summer prior to the school year that they service as an officer as well as the fall Chapter Officer Leadership Conference (COLC). Officers which do not attend the conference, except for reasons beyond their control, i.e. sever illness, death in the family, will be replace in the manner described in Article IV, Section G.

## **Article V: Duties of Officers**

- Section A. The duties and responsibilities of Chapter Officer shall be:
1. Attend all Chapter and Chapter Officer meetings.
  2. Attend Chapter and Regional Officer Leadership Training Conference
  3. Cooperate with advisors on all activities.
  4. Be able to lead by example. Act and perform in a manner which is becoming of an FFA Chapter officer at all times.

5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership **TEAM**.
7. Be familiar with the Chapter constitution and bylaws.
8. Be willing to accept responsibility.
9. Be familiar with parliamentary procedure.

Section B. The duties and responsibilities of the President shall be:

1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other officers to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.
8. Follow up Chapter activities and check on progress being made.
9. Keep Chapter activities moving in a satisfactory manner.
10. Prepare agenda for Executive and Chapter meetings with the secretary.
11. Coordinate the activities of the Chapter and keep in touch with the progress of activities.

Section C. The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.
2. Preside at meetings in absence of the president.
3. Be prepared to assume duties and responsibilities of the president.
4. In charge of insuring that all committee work of the Chapter is completed satisfactorily.
5. Responsible for the invocation at the Greenhand/Chapter Farmer awards ceremony, annual awards banquet and at other times when needed.

Section D. Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.
2. Have available for the President the list of business for each meeting.
3. Attend to office correspondence of the Chapter.
4. Prepare Chapter reports.

5. Keep the permanent records of the Chapter in the agriculture office.
6. Cooperate with the treasure in keeping an accurate membership role and issue membership cards.
7. Call meetings to order in the absent of a presiding officer.
8. Read communication at meetings.
9. Have on hand for each meeting the following:
  - a. Secretary's book and minutes of previous meeting.
  - b. Lists of committee and committee reports.
  - c. Copy of the Program of Activities.
  - d. The Official FFA Manual.
  - e. Copies of the Chapter Constitution and Bylaws.
10. Prepare, post and distribute motions.
  1. Prepare Point Award cards and distribute to advisors by the 27<sup>th</sup> of the presiding month.

Section E. Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and to the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Work closely with the advisors to maintain a log of FFAer's of the month for monthly publication.
6. Prepare a Chapter newsletter to be sent to members and alumni.
7. All news releases and articles must be approved by the Chapter Advisors prior to being released.
8. Prepare Monthly Newsletter to Chapter members.

Section F. Duties and responsibilities of the Treasure shall be:

1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Pay out Chapter funds as authorized by the student body.
6. Prepare financial statements and reports.
7. Encourage systematic saving—individual and Chapter thrift.
8. Build up chapter's financial standing.

9. Required to prepare a written report monthly.

Section G. Duties and responsibilities of a Sentinel shall be:

1. Set-up the meeting room and care for chapter paraphernalia and equipment.
2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment prior to their need.

Section H. Duties and responsibilities of the Historian shall be:

1. Keep and maintain the Chapter scrapbook.
2. Be in charge of the Chapter camera and make certain it is available for use at each and every FFA activity during the year.
3. Take pictures of contest winners for the newspaper and make them available to the Chapter reporter as soon as possible after the contest.

## **Article VI: Impeachment**

Section A. Immediate Impeachment

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

Section B. Steps of Impeachment

Step 1. Any FFA Chapter officer not fulfilling the duties as described by this constitution will be required to meet with fellow officers and two Advisors to discuss a plan for improvement.

Step 2. A written plan of improvement will be drawn by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice-President, and by the Officer in question.

Step 3. If the Officer in question still does not fulfill his/her duties, then a 2/3 vote of the Chapter officers and advisors will remove that Officer from office.

## **Article VII: Committees**

- Section A. A member may serve on not more than two committees at any one time and may only one committee if he/she is a chairperson of that committee.
- Section B. The committee chairperson is responsible to call committee meetings and to see that all work that committee is assigned is performed.
- Section C. That committee chairperson shall cooperate with the Chapter advisors and Chapter officers on all committee work.
- Section D. That committee chairperson's report to the Chapter in writing will be the result of all work performed by his/her committee including financial implications for the Chapter.
- Section E. No person having been chairperson on any committee shall be eligible to work on another committee until the written report is made by the committee.

## **Article XIII: Meetings**

- Section A. Meetings shall be held once a month.
- Section B. The president shall have the power to call special meetings as the need arises.

## **Article IX: Dues**

- Section A. As long as incentive grant funds are available, dues shall be paid for all members through that source.

## **Article X: Eligibility to Participate at Fairs and Judging Contests**

- Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's discretion.
- Section B. Members must maintain a 2.0 GPA with no F's in an Agriculture class to be eligible to exhibit at fairs and judging events.
- Section C. Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows.
- Section D. In the event that a student becomes academically ineligible to participate

at a fair at which they planned to exhibit livestock, he/she will be placed on academic probation by the Agriculture Department. If that student becomes ineligible again, he/she will lose his/her privilege to exhibit at all fairs with the Ceres FFA Chapter for the next semester.

### **Article XI: Amendments**

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

### **Article XII: Ratification of Constitution**

- Section A. The Constitution should become effective when passed by 2/3 vote of the members voting.



# CERES FFA BUDGET

2014-2015

	<b>Beginning Balance:</b>	\$ _____
<b>Items</b>	<b>Receipts</b>	<b>Expenses</b>
Take- Out BBQ		
Dinner	\$ 5,000.00	\$ 1,500.00
Placemat Ads	\$ 1,000.00	\$ 45.00
Banquet Decorations	\$ ~	\$ 200.00
Metal Art sales	\$ 1,000.00	\$ 200.00
Awards- Banquet	\$ ~	\$ 1,000.00
Banquet Food	\$ ~	\$ 500.00
FFA Jackets- Creed Winner	\$ ~	\$ 130.00
Achievement Trip	\$ ~	\$ 500.00
Leadership		
Conferences	\$ ~	\$ 350.00
Meeting Refreshments	\$ ~	\$ 320.00
Judging Teams	\$ ~	\$ 500.00
Sectional Activties	\$ ~	\$ 100.00
Sectional FFA Dues	\$ ~	\$ 150.00
Fair Supplies	\$ ~	\$ 150.00
Scrapbook	\$ ~	\$ 100.00
FFA Contests	\$ ~	\$ 200.00
Copies	\$ ~	\$ 50.00
Chapter Degrees	\$ ~	\$ 100.00
Officer Retreat	\$ ~	\$ 600.00
Small Animal Unit	\$ ~	\$ 300.00
Livestock Account	\$ 500.00	\$ 500.00
Egg Project	\$ 500.00	\$ 200.00
<b>Totals:</b>	<b>\$ 8,000.00</b>	<b>\$ 7,695.00</b>
	<b>Ending Balance:</b>	\$ _____

**CHART OF RESPONSIBILITIES  
2014-15**

<b>Project Supervision</b>	<b>Mike</b>	<b>Mardel</b>
<b>Ag Mechanics</b>	x	
<b>Beef</b>	x	
<b>Dairy</b>	X	
<b>Goat</b>	X	
<b>Ornamental Horticulture/Landscape</b>		X
<b>Poultry</b>	X	
<b>Rabbit</b>		X
<b>Sheep</b>	X	
<b>Swine</b>		X
<b>Work Experience</b>	X	X
<b>Judging Teams and Contests</b>		
<b>Agri Science fair</b>		X
<b>Ag Mechanics</b>	X	
<b>Job Interview</b>	X	x
<b>Opening Closing</b>	X	x
<b>Novice Team</b>		x
<b>Open Team</b>	X	X
<b>Officer Team</b>	X	X
<b>Prepared Speaking</b>		

<b>Transportation</b>	<b>Mike</b>	<b>Mardel</b>
<b>Fairs and shows</b>	x	X
<b>Contests</b>	x	X
<b>Meetings</b>	X	x
<b>“Fun” Trips</b>	x	x
<b>Money Making Activities</b>		
<b>Chicken BBQ</b>	x	
<b>Poinsettia Sales</b>		x
<b>Banquets</b>		
<b>Greenhand/Chapter Farmer</b>	x	X
<b>Food and Clean up</b>	X	
<b>Set up and Decorations</b>	X	X
<b>Program, Awards, Officers</b>		X
<b>End of the year</b>		
<b>Food and Clean up</b>	X	
<b>Set up and Decorations</b>	X	X
<b>Program, Awards, Officers</b>		X
<b>Reports</b>		
<b>Facility Reports</b>	X	
<b>Program of Work</b>	X	x
<b>Roster</b>	X	x
<b>Incentive Grant and Budget</b>	X	x
<b>R-2</b>	X	x
<b>Program Plan</b>	X	x
<b>Other Assignments</b>		
<b>Ag Advisory and Booster Meetings</b>	x	X
<b>FFA Meeting</b>	x	X
<b>Department</b>	X	
<b>FFA Advisors</b>	X	
<b>Department Chairperson</b>	X	

<b>Other Activities</b>	<b><u>Mike</u></b>	<b>Mardel</b>
FFA Week	X	
Eighth Grade Rally	X	
Food Drive		X
Toy Drive		X
Local & Sectional Project Competition		X
Officer Leadership Training –	x	X
Regional Meeting –	x	X
State Conference	x	X
National Convention –	x	X
Top Twenty Points	x	x
<b>Responsibilities</b>		
Ag Classrooms		X
Ag Shop	X	
Ag Office	X	
Barn		X
Computers	X	
Overall	x	

**DUTIES AND ACTIVITIES AS AGREED UPON BY THE AG STAFF.**

\_\_\_\_\_  
Michael Patterson

\_\_\_\_\_  
Mardel Runnels

**Ceres FFA**  
2320 Central Ave.  
Ceres, CA 95307  
209-556-1920  
**[www.FFA.org](http://www.FFA.org)**

**K.**  
**School and/or**  
**Department Policies**  
**Pertaining to:**

*\*Student Eligibility to Participate in out-of-class  
Activities*

*\*Leadership Development Integrations into Program*

*\*SOE Integration into Program and other Policies*

# **CERES HIGH SCHOOL SCHOOL AND DEPARTMENT POLICIES**

## **Student Eligibility**

1. Students must maintain a 2.0 GPA to participate in out-of-class activities.
2. Students must be cleared by his/her teachers prior to being out of class.

## **Leadership Activities**

1. FFA will be taught in all Ag Classes.
2. Parli-Pro and Public Speaking will be a part of the curriculum.

## **Supervised Agricultural Experience Program**

1. Students will have an SAE by the end of his/her Freshman year.
2. The curriculum will incorporate SAE.
3. Students will keep accurate records on all SAE's.
4. Students will submit a completed Record Book in order to receive any capital relating to their SAE project to Advisors.

## **Grading Policies**

1. Grading policies are dependent per instructor in the department. Please see course syllabi's for specific grading policies for each course offered at Ceres High School.

**CERES HIGH SCHOOL**  
**Agriculture Department Policy**

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

**General Expectations:**

- Students are to be seated when the tardy bell rings. Failure to do so will result in a tardy. One participation point will be taken from that day's points for the 1<sup>st</sup> and 2<sup>nd</sup> tardy. The 3<sup>rd</sup> and subsequent tardies will result in 0 participation points.
- Students must bring all materials necessary for class as outlined below.
- Students must secure a pass from the teacher before leaving class.
- Students must place his/her name and class period on all papers which are to be turned in for credit. Non-named papers may not receive credit.

Each student must have the following items before he/she will be allowed to participate in shop activities.

**\*Note: failure to participate in shop activities will result in a failing grade.**

- Three-ring binder (1 1/2")
- Pen and pencil
- Closed toed shoes
- Hair tie(if applicable)
- ANSI Z-87+ approved safety glasses

**Department rules:**

- Eating, drinking, or chewing in the classroom is not allowed in the classroom without prior permission from the instructor.
- The possession and/or use of any tobacco product is strictly prohibited and will result in disciplinary action.
- Students are expected to behave in a safe, orderly, mature, and cooperative fashion.
- Students are to follow instructors directions at all times.
- Violations of the rules above may result in appropriate disciplinary action as outlined in the student handbook.
- **Note: any personal effects left in student lockers or in shop are assumed to be property of Ceres High School after the last official school day.**

**Grading scale/format/weight of semester final:**

- Grades are determined by total points earned and calculated as a percentage of points earned. The grading scale is as follows:
  - A=100-90%
  - B=89-80%
  - C=79-70%
  - D=69-60%
  - F=59-50%
  - No Mark=49% or less
- Semester final exam scores will be calculated as 10% of the semester final grade.
- Daily score evaluation criteria:
  - Active participation
  - Appropriate behavior
  - Appropriate language
  - Appropriate attire
- Students with an unexcused **absence** (unable to earn participation credit) will receive a score of "0" for their daily participation score. Students who miss a portion of a class period due to an excused absence will receive credit based on their participation during the time they were in class.



### **Make Up work**

- The student is responsible for obtaining make-up work on the day he/she returns to class. The assignments are to be obtained before or after class, during lunch, or on breaks.
- The student has the number of days absent plus one to turn in the make-up work. **No late work is accepted.**
- Unless prior clearance was obtained, unexcused absence work can't be made up.
- Daily evaluation scores can be made up through arrangement with the instructor or at designated times scheduled by the instructor (ie. Late start days, after school...etc.). The students must complete the same amount of time he/she was absent from class in order to adjust the score to full credit. Making up missed time may involve the student assisting in Teacher Assistant type activities such as working around the classroom/shop areas, assisting with paperwork, etc.
- Students who receive an unsatisfactory grade because of missing "Assignments" or "Evaluations" have two weeks to complete the necessary work prior to a grade change. If the work is not completed in the time allowed, the student's grade will be calculated as a percentage of the student's actual points earned during the grading period.

### **Video Permission**

- On various occasions (during certain instructional units, etc.) The students may be shown videos of events that have actually occurred and/or movies (rated PG-13 or below) that relate to course objectives. In some cases the student will be required to answer questions for a grade that pertain to the video being shown. By signing below, you are granting permission for the student to view videos as described above.
- You may change your mind at any time by rescinding your permission in writing.

### **Photo clearance:**

- The Ceres High School Agriculture Department and FFA chapter would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA newsletters, community presentations, staff training, and recruitment.
- You may change your mind at any time by rescinding your permission in writing.

I have read and fully understand the expectations, rules, grading procedures, and make-up regulations for the Ceres High School Agriculture Department. In addition, I am granting "Photo Clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign.

### **Please return entire form to the instructor.**

If you would like a copy of this policy, please contact the instructor at 556-1920.

To be read, signed, and returned by **August 20, 2014**

Student\_\_\_\_\_ Date\_\_\_\_\_

Parent/Guardian\_\_\_\_\_ Date\_\_\_\_\_

**CERES UNIFIED SCHOOL DISTRICT AGRICULTURE DEPARTMENTS**  
**School Farm Contract**

**Terms of Agreement:**

1. Students must clean pens and feed before 8 a.m. and between 5 p.m. and 8p.m., unless designated by the Advisor.
2. Animals must have clean fresh water at all times.
3. Animals must have good quality fresh feed fed to them twice a day or more, as designated by the Advisor.
4. Students must store all feed in the proper containers and in storage areas.
5. Students must spread all solid animal manure in the pasture.
6. Students must wash down the liquid swine manure twice a day.
7. Students must clean up around the pens before leaving the farm.
8. Students must roll up all of the hoses when finished using them and before leaving the farm.
9. Students must watch for signs of illness or poor animal health, and report it to the advisor immediately.

**DO NOT wait to see if the animal gets better.**

10. Students who share a pen must work together to share the responsibility of feeding and caring for their animals. Students must share equal responsibility. **Both students must be out at the school farm twice a day.**
11. Students and parents must present themselves in a professional and civil manner. Any violation of this will result in termination of the student project and removal from the school farm.
12. Students must keep all the gates and store room locked. Students must not loose their keys; there will be a \$5.00 charge to replace the key.
13. There is a fee of \$10.00 per animal monthly charge to use the facilities at the school farm. Payments are due on the 1<sup>st</sup> of every month. All project meetings are mandatory, if made 100% attendance for the month the fee can be waived.
14. All School and Ceres Unified School District rules apply at all times.
15. CUSD Agriculture Departments require the student to purchase insurance on their project(s)
16. First year member of a project is given priority pen space followed by those individuals who have shown previously.
17. The School Farm is reserved for current students of Ceres Unified School District.
18. The exhibitor is responsible for any third party (friends, parents, ...etc) vistsitors at the school farm. Any third party actions that are deemed inappropriate by the FFA Advisors or administration are subject to the disciplinary actions of this contract.

**CERES UNIFIED SCHOOL DISTRICT PROVIDES THE SCHOOL FARM AS A CONVIENCE AND ASSUMES NO LIABILITY FOR ANIMALS HOUSED AT THE FACILITY.**

**If the student chooses to violate the above rules, the following disciplinary steps will be taken.**

1<sup>st</sup> Violation: The student is given a verbal and written warning and the parent will be notified of the violation.  
2<sup>nd</sup> Violation: The student will be notified in writing that their project must be removed from the school farm within 5 days of the second violation. If the animal is not removed by the 6<sup>th</sup> day the animal will be disposed of by the advisor as they see fit. The student will receive any profit after all bills are settled with the Ceres Unified School District Agriculture Departments.

I have read and understand the rules and consequences to housing my animal at the Ceres Unified School District Farm.

_____ Student's Signature	_____ Date
_____ Parent's Signature	_____ Date
_____ Advisor's Signature	_____ Date
_____ Principal's Signature	_____ Date

**CERES UNIFIED SCHOOL DISTRICT AGRICULTURE DEPARTMENTS  
GENERAL FAIR RULES**

1. All rules and regulations of Ceres Unified School District will apply to students who participate in fairs, since showing is a school activity.
2. All exhibitors are to follow the directions and advice given to them by the designated advisor for that project. The advisor's directions are to be followed for the length of time the project is eligible for show and during the fair when the project is being exhibited.
3. Each exhibitor is expected to read and understand the rules and regulations in the Fair's premium book.
4. All exhibitors are expected to remain on the fairgrounds or approved area while under the supervision of a chapter advisor.
5. Each exhibitor is responsible for feeding, water, grooming, and caring for his or her own animals during the entire length of the fair. It is not the job of the student on barn duty to care for the animals in that area.
6. Each exhibitor is required to serve barn duty as assigned and specified by the species advisor. An exhibitor will be expected to serve barn duty in each area where he or she has an exhibit. SEE FAIR FINE SCHEDULE.
7. All FFA exhibitors will be required to wear the official FFA uniform while showing their animals.  
  
Boys - White pants, white shirt with collar, official FFA tie, and official FFA jacket.  
Girls – White pants, white blouse with collar, official scarf, and official FFA jacket.
8. All FFA exhibitors are required to attend the awards program at the end of the fair.
9. Exhibitors that sell animals are required to write a THANK YOU letter to each of their buyers and a copy of the letter must be given to the advisor prior to receiving their check.
10. All exhibitors must attend all assigned meetings, unless prior arrangements have been made.
11. All exhibitors are expected to make arrangements with the advisors to haul their animals and tack to the fair.
12. All exhibitors are required to participate in the showmanship contest for their species area.
13. All exhibitors must turn in their record books in July to be checked for progress and are current. Then the exhibitors must turn in their books in August after the fair to check for completeness.
14. All exhibitors must check out with the species advisor and have their record books up to date before checks will be given out.
15. Any graduate of Ceres Unified School District Agriculture Departments may show animals one calendar year after the date of graduation. They must meet the following requirements to do so.
  1. Have attended 3 of the FFA meetings prior to the Fair meeting.
  2. Have their record books up to date and on the computerized record book program as of September 1 of the year they graduate.
  3. Be no more than \$300.00 and 200 hours away from getting their State FFA or American Degree, as proven by the computerized record book.
  4. Abide by all of the fair rules and guidelines set by the species advisor.

I have read each of these general rules and understand each of them. I understand that any of the advisors, of Ceres Unified School District Agriculture Departments will have the authority to take whatever disciplinary action is necessary toward any student that fails to comply with these rules.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**CERES UNIFIED SCHOOL DISTRICT  
AGRICULTURE DEPARTMENT  
SWINE  
SCHOOL FARM**

If you are more than 15 minutes or a specified time: late to feed, clean pens, attend project meetings, attend awards ceremony and or out of uniform or to barn duty, you will be assigned 1 hour labor per 15 minutes late.

**Every 15 minutes = 1 hour labor to be determined by the Advisors**

I have read and understand the fine schedule. I understand that any of the advisors, of Ceres Unified School District Agriculture Departments will have the authority to take whatever disciplinary action is necessary toward any student that fails to comply with these rules.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Ceres Unified School District**  
*Agriculture Department*  
P.O. Box 307  
Ceres, CA 95307

**April 16, 2014**

Dear Parents,

I am writing you this note to keep you informed on the status of your student's animal project.

In accordance to the Ceres Unified School Farm Contract, this will serve as a written warning for the following infractions:

On April 10, your student was involved in a verbal altercation with another exhibitor/parent at the school farm. This show of inappropriate behavior will not be tolerated by anyone at the school farm. I have already spoken all parties involved, and have found no party to be more at fault than the other.

FFA is a national organization that prides itself on producing hard-working leaders. I believe that every student has the ability and the potential to succeed in life if given the opportunity. It is for this reason that I sincerely hope this kind of behavior ceases to exist at the school farm. The sole purpose of livestock projects is to promote responsibility and leadership skills through learning about agriculture.

Remember this letter serves as a warning only. If no other infractions of the school farm contract are made, this letter is as far as the discipline will go. If there is a 2<sup>nd</sup> violation of the contract, you will be notified in writing that the animal must be removed from the school farm within 5 days of the 2<sup>nd</sup> violation.

If you have a question, please don't hesitate to ask.

Sincerely,

Michael Patterson  
556-1500 x-6649

Mardel Runnels  
556-1500 x 6647

**L.**  
**Proficiency Standards for  
Program Completers**

## **CERES AGRICULTURE DEPARTMENT** **PROFICIENCY STANDARDS**

Students in the agriculture program at Ceres High School must meet the California State Standards at a minimum of 70% in order to be considered proficient in the specific pathway. All standards that are applicable to our program and potential classes are listed below. Also, below you will find a certificate template example that can be awarded to any student who completes a pathway in the agriculture program at Ceres High School.

# Certificate of Skills

Agricultural Science



*This is to certify that \_\_\_\_\_ was Enrolled in the  
Agricultural Science Courses at Ceres High School and is a  
Program Completer.*

*To be a program completer the student has demonstrated the skills and knowledge  
listed on the reverse side of this certificate.*



## **AG SCIENCE COMPETENCIES**

### **I. California Agriculture**

#### **A. Economic importance of the agricultural sector in California**

1. Identify the major agricultural production areas of California and commodities produced in each.
2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
3. List the approximate dollar value of the five leading agricultural commodities produced in California.
4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

#### **B. Agricultural and Society**

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
2. Identify government agencies which influence and affect agricultural production in California.

#### **C. Agricultural Production on the Environment**

1. Define the economic effects of air pollution on agricultural production in California.
2. List major environmental effects of production agriculture in California.

## **ANIMAL SCIENCE COMPETENCIES**

### **A. Importance of Domestic Animals**

1. Describe the importance of animal domestication.
2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
3. Identify the major sources of animal protein in the world.
4. Be aware of the public health issues related to growth hormones and their use in meat production.

### **B. Basic Understanding of Animal Behavior**

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
2. Describe the basic differences between animal and plant cells and identify examples of each.

### **C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System**

1. Describe the basic physiological function of the primary components of the digestive systems.
2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
4. Identify with reduction in both male and female animals.

D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.
2. Identify common feed additives.
3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.
4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.
2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.
3. Demonstrate a method of control for an internal and external parasite.
4. Identify ways that infectious agents may gain entrance and do harm to an animal.
5. Properly determine the body temperature of an animal.
6. Identify unhealthy animals by using both visual and non-visual indicators of health.

## **Agriculture Mechanics Competencies**

- Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- Students understand how to make effective decisions, use career information, and manage personal career plans.
- Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
- Students understand the concept of a weld puddle and how to manipulate it.
- Students understand the use of various types of welding machines.
- Students understand the need for precision and accuracy in the fabrication and repair sectors
- 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.
- Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machines and formed parts and products.
- Students understand industrial welding processes and their application to specific types of materials.

**M.**  
**Teacher Data Sheet**  
**for each Teacher**



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

***MICHAEL PATTERSON***

*is hereby awarded a*

***Clear Single Subject Teaching Credential: Renewal***

*AUTHORIZED SUBJECT(S):*

***Agriculture***

*SUBJECT MATTER AUTHORIZATION(S):*

***Agriculture***

*SUPPLEMENTARY AUTHORIZATION(S):*

Valid from 04/06/2011 to 05/01/2016

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

***MICHAEL PATTERSON***

*is hereby awarded a*

***Clear Single Subject Teaching Credential: Renewal***

*AUTHORIZED SUBJECT(S):*

***Agriculture***

*SUBJECT MATTER AUTHORIZATION(S):*

***Agriculture***

*SUPPLEMENTARY AUTHORIZATION(S):*

Valid from 04/06/2011 to 05/01/2016

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**MARDEL RUNNELS**

*is hereby awarded a*

***Clear Specialist Instruction Credential (Agriculture): New Credential Type***

**AUTHORIZED SUBJECT(S):**  
*Agriculture*

**SUBJECT MATTER AUTHORIZATION(S):**  
*Agriculture*

**SUPPLEMENTARY AUTHORIZATION(S):**

Valid from 06/25/2012 to 07/01/2017





*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**MARDEL RUNNELS**

*is hereby awarded a*

***Preliminary Single Subject Teaching Credential: New Credential Type***

***AUTHORIZED SUBJECT(S):  
Agriculture,***

***SUBJECT MATTER AUTHORIZATION(S):  
Agriculture,***

***SUPPLEMENTARY AUTHORIZATION(S):***

***Valid from 06/25/2012 to 07/01/2017***

**This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)**

**N.**  
**Roster of Agriculture**  
**Advisory Committe**

**ADVISORY BOARD ROSTER**  
**FOR 2014- 2015**

<b><u>Name:</u></b>	<b><u>Address:</u></b>	<b><u>Phone Number:</u></b>	<b><u>Employer:</u></b>
1. Brian Smith	1420 Coldwell Ave Modesto, CA	209-587-1291	Champion Industrial
2. George Cobarrubias		209-538-0122	Ceres Pipe and Metal
3. Matthew Scott		209-602-9447	Self employed
4. Scott Burner		209-541-8657	Hughson Fire Dept.
5. Scott Campbell		209-761-6240	Fresno Oxygen
6. Marlies Boyd			MJC
7. Heather Rose			JS West

**O.**  
**Advisory Committee**  
**Minutes**

**CERES HIGH SCHOOL AGRICULTURE DEPARTMENT  
ADVISORY COMMITTEE MEETING  
OCTOBER 1, 2014  
6:00 PM**

**MEMBERS PRESENT:**

<b>Brian Smith</b>	<b>Champion Industrial</b>	<b>Sheet Metal Superintendent</b>
<b>Scott Berner</b>	<b>Hughson Fire Department</b>	<b>Chief</b>
<b>Matt Scott</b>	<b>Farmer</b>	<b>Owner/Mechanic</b>
Donald Borges	Ca Cooperative Extention	
<b>George Cobarrubias</b>	<b>Ceres Pipe and Metal</b>	<hr/> <b>Inside Sales</b>
Marlies Boyd	Modesto Jr. College	Poultry Science Professor
Heather Rose	JS West	Feed Store Manager

The meeting was called to order at 6:00 pm . Introductions were made.

The committee was then given a guided tour of the classrooms, welding shop facility, and the small animal unit.

The purpose of the Ceres High School Ag advisory committee was to explain the pathways that are offered at CHS. Future plans for the class were discussed with the new members. Advisory committee members were asked for their input regarding establishing more shop procedures to be taught to high school students and input on the updates/modifications to the Small Animal Unit.

Committee members were interested in seeing several shop practices put to good use so that students have those skills before entering the work force. These practices include pipe threading and sharpening. The committee members were updated on the new construction that is going to be breaking ground this year and should be finished by the end of the school year.

Both the animal science pathway and the ag mechanics pathway were discussed at length. Future classes that could be added to the pathway's and established in the next few years were also discussed to give the advsiory board a five year perspective. We discussed the expansion of 8th grade recruitment and how to bring in more freshmen students into the program next year. The advisory members thought that CHS FFA students should visit the jr. high schools to recruit students.

Course outlines and 2+2 articulations were discussed and updated with the new board members to assure them that the curriculum in the classes is meeting the entry- level standards at Modesto Junior College.

Committee members discussed revisions being made to existing and future metal orders with Ceres Pipe and Metal. Invoices must be made by George in order to be honored.

Welding certification was discussed with the committee members and the status update of that process. CHS students can not be certified by the instructor at the school, so certification will not be happening this year. Mike presented that he is teaching the students the skills needed to leave the class certified ready. The end goal of the ag mechanics program is to have students that are ready to be certified by Modesto Junior College or proceed right to employment to take the test there.

Committee member advised to try and incorporate oxy-acetylene welding to students and use portable facility to do so.

The meeting was adjourned at 7:20 p.m.

**Advisory Board Meeting**

**October 1, 2014**

**Signature Page**

Brian Smith

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George Cobarrubias

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Matthew Scott

---

Scott Berner

---

Scott Campbell

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*P.*  
*Current Year's*  
*Budget*



PO #	vendor	Ag Incentive	ROP	LCAP	Perkins Ag Mech	Perkins animal	additional	total
	Nasco			1000				
	Nasco					37.57		
150977	Fresno Oxygen		5000					
150986	CA FFA	2500						
	CA FFA			1070				
	CA FFA					120		
	CATA			500				
	Nasco					897.87		
151042	Fresno Oxygen			5822.06				
	Fresno Oxygen				9717.39			
150976	Modesto Steel			200				
150984	Modesto Steel	491.31						
150947	Home Depot			500				
150949	Home Depot			500				
150962	Furguson	281.06						
150975	Slakey Brothers	181.51						
150985	JS west	1000						
	MJC					1000		
	MJC					200		
	Fresno State					200		
	Merced College					200		
	Cal Poly SLO					200		
	MJC					200		
	Wards Scientific			5990.51				
	Ceres pipe and me	3000						
	Tractor Supply Cor	1000						
	Prime Scales			1720.53				
	CATA				75	75		
	CATA					764		
	CATA					125		
	Quality Inn				1700			
	Michael Patterson					500		
	Mardel Runnels					500		

	CA FFA			300				
	CA FFA			300				
	CWI seminar/test				2300			
	hotel				1000			
	subs				1600	1600		
	mega fab		155					
	Propane	60.49						
	Strand Ag					369.07		
	Enco			440.02				
	warehouse order			502.75				
		8514.37	5155	18845.87	16392.39	6988.51		0
	budget	9198		22000	17000	13000		
		91						
		9289	5029					14318
	remaining	774.63	-126	3154.13	607.61	6011.49		14318
		Ag Incentive	ROP					

# CERES FFA BUDGET

2014-2015

Beginning Balance:

\$ \_\_\_\_\_

Items	Receipts	Expenses
Take- Out BBQ Dinner	\$ 5,000.00	\$ 1,500.00
Placemat Ads	\$ 1,000.00	\$ 45.00
Banquet Decorations	\$ -	\$ 200.00
Metal Art sales	\$ 1,000.00	\$ 200.00
Awards- Banquet	\$ -	\$ 1,000.00
Banquet Food	\$ -	\$ 500.00
FFA Jackets- Creed Winner	\$ -	\$ 130.00
Achievement Trip	\$ -	\$ 500.00
Leadership Conferences	\$ -	\$ 350.00
Meeting Refreshments	\$ -	\$ 320.00
Judging Teams	\$ -	\$ 500.00
Sectional Activities	\$ -	\$ 100.00
Sectional FFA Dues	\$ -	\$ 150.00
Fair Supplies	\$ -	\$ 150.00
Scrapbook	\$ -	\$ 100.00
FFA Contests	\$ -	\$ 200.00
Copies	\$ -	\$ 50.00
Chapter Degrees	\$ -	\$ 100.00
Officer Retreat	\$ -	\$ 600.00
Small Animal Unit	\$ -	\$ 300.00
Livestock Account	\$ 500.00	\$ 500.00
Egg Project	\$ 500.00	\$ 200.00
<b>Totals:</b>	<b>\$ 8,000.00</b>	<b>\$ 7,695.00</b>

Ending Balance:

\$ \_\_\_\_\_

**Q.**  
**Signed Articulation**  
**Agreement and/or**  
**Evidence of Articulation**

**SECONDARY-POST SECONDARY ARTICULATION  
2+2 AGREEMENT****STATEMENT OF INTENT**

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

**TERMS OF AGREEMENT**

This agreement shall remain in force for three years but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College Director or the principal/ROP Director of the high school.

**SECONDARY INSTITUTION****Ceres High School**

*School/District or ROP*

agrees to certify those students who have successfully completed

**Agriculture Welding**



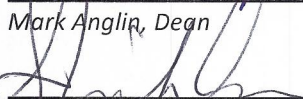
with a letter grade of B or better.

**COLLEGE DATA**


Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9<sup>th</sup>-11<sup>th</sup> grades must fill out a High School Petition for Advanced Placement. Upon completion of ROP Agriculture Welding students will receive credit for AGM 210 by either passing the written and practical final or completing and passing AGM 211 at MJC.

**AGM 210 – Agriculture Welding (3)**


Maximum Articulated Agriculture Units Per Student: 3 units

**Contract Date:****FALL 2014 – SUMMER 2017****Modesto Junior College**  
Steve Amador, MJC Faculty 1/28/14  
Date  
Mark Anglin, Dean 1/28/14  
Date  
Florida Arias, Director 2/20/14  
Date

Early College/Tech Prep 2 + 2

**Ceres High School**  
Michael Patterson, Faculty

Date

  
Linda Stubbs, Principal 2/11/14  
Date

**SECONDARY-POST SECONDARY ARTICULATION  
2+2 AGREEMENT****STATEMENT OF INTENT**

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

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**SECONDARY INSTITUTION****Ceres High School**

*School/District or ROP*

agrees to certify those students who have successfully completed

**ROP Agriculture Welding**

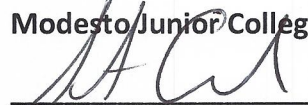

with a letter grade of B or better.

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Steve Amador, MJC Faculty  
Date  
Mark Anglin, Dean  
Date  
Florida Arias, Director

Early College/Tech Prep 2 + 2

  
Date**Ceres High School**  
Michael Patterson, Faculty

Date

  
Linda Stubbs, Principal  
Date





## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

### SECONDARY-POST SECONDARY ARTICULATION 2+2 AGREEMENT

#### STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

#### TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College Director or the principal/ROP Director of the high school.

#### SECONDARY INSTITUTION

##### Ceres High School

*School/District or ROP*

agrees to certify those students who have successfully completed

##### Introduction to Agriculture Mechanics

with a letter grade of B or better.

#### COLLEGE DATA

Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9<sup>th</sup>-11<sup>th</sup> grades must fill out a High School Petition for Advanced Placement.


#### AGM 50 – Preparation for Mechanical Technology (3)

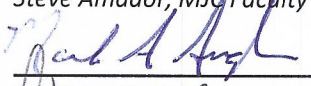
Maximum Articulated Agriculture Units Per Student: 3 units

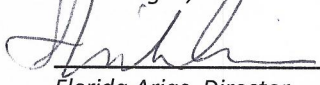
Contract Date:

FALL 2014 – SUMMER 2017


#### Modesto Junior College

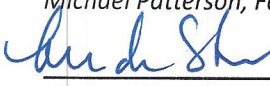
 1/17/14  
Steve Amador, MJC Faculty Date

 1/24/14  
Mark Anglin, Dean Date

 2/20/14  
Florida Arias, Director Date  
Early College/Tech Prep 2 + 2

#### Ceres High School

  
Michael Patterson, Faculty Date

 1/29/14  
Linda Stubbs, Principal Date



## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

### SECONDARY-POST SECONDARY ARTICULATION 2+2 AGREEMENT

#### STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

#### TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College Director or the principal/ROP Director of the high school.

#### SECONDARY INSTITUTION

##### Ceres High School

*School/District or ROP*

agrees to certify those students who have successfully completed

##### Advanced Animal Science

with a letter grade of B or better.

#### COLLEGE DATA

Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9<sup>th</sup>-11<sup>th</sup> grades must fill out a High School Petition for Advanced Placement.

#### ANSC 50 – Preparatory Animal Science (3)

Maximum Articulated Agriculture Units Per Student: 3 units

Contract Date:

FALL 2014 – SUMMER 2017

#### Modesto Junior College

John A. Mendes 1/24/14  
John Mendes, MJC Faculty Date

Mark Anglin 2/18/14  
Mark Anglin, Dean Date

Flerida Arias 3/31/14  
Flerida Arias, Director Date  
Early College/Tech Prep 2 + 2

#### Ceres High School

Mardel Runnels 3/24/14  
Mardel Runnels, Faculty Date

Linda Stubbs 3/24/14  
Linda Stubbs, Principal Date



**SECONDARY-POST SECONDARY ARTICULATION  
2+2 AGREEMENT****STATEMENT OF INTENT**

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

**TERMS OF AGREEMENT**

This agreement shall remain in force for three years but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College Director or the principal/ROP Director of the high school.

**SECONDARY INSTITUTION****Ceres High School**

*School/District or ROP*

agrees to certify those students who have successfully completed

**Introduction to Veterinary Science**

with a letter grade of B or better.

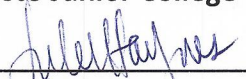
**COLLEGE DATA**

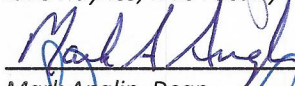
Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9<sup>th</sup>-11<sup>th</sup> grades must fill out a High School Petition for Advanced Placement.

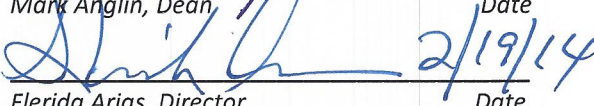
**ANSC 55 – Introduction to Veterinary Technology (3)**

**Maximum Articulated Agriculture Units Per Student: 3 units**

**Contract Date:****FALL 2014 – SUMMER 2017****Modesto Junior College**

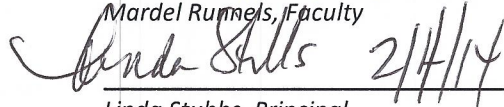
 1/21/14  
\_\_\_\_\_  
Julie Haynes, MJC Faculty Date

 1/21/14  
\_\_\_\_\_  
Mark Anglin, Dean Date

 2/19/14  
\_\_\_\_\_  
Florida Arias, Director  
Early College/Tech Prep 2 + 2 Date

**Ceres High School**

  
\_\_\_\_\_  
Mardel Runnels, Faculty Date

 2/17/14  
\_\_\_\_\_  
Linda Stubbs, Principal Date

**R.**  
**Graduate Follow-up**  
**System**

## R. GRADUATE FOLLOW UP

### Ceres High School Ag Department Graduate Follow-up Form

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

1. What are you doing at the present time?

\_\_\_\_\_ Attending school

\_\_\_\_\_ Full-time

\_\_\_\_\_ Part-time

\_\_\_\_\_ Working

\_\_\_\_\_ Full-time

\_\_\_\_\_ Part-time

\_\_\_\_\_ In the military

\_\_\_\_\_ Not working

\_\_\_\_\_ Looking for work

\_\_\_\_\_ Homemaker

\_\_\_\_\_ Not looking for work

\_\_\_\_\_ Other \_\_\_\_\_

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

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_

\_\_\_\_\_ I am using most of the skills I learned in the vo-ag program at CHS.

\_\_\_\_\_ I am using some of the skills I learned in the vo-ag program at CHS.

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

5. What type of school are you currently attending?

\_\_\_\_\_ High school

\_\_\_\_\_ Trade/technical school

\_\_\_\_\_ 4-year college

\_\_\_\_\_ Private business school

\_\_\_\_\_ Adult education

\_\_\_\_\_ Other \_\_\_\_\_

6. What is your major course of study?

\_\_\_\_\_

7. How would you rate the training received in the CHS vo-ag program?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

8. How do you rate the career guidance and counseling you received in vo-ag?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

### FFA

1. Please check the following areas you feel are valuable components of FFA.

\_\_\_\_\_Officer and committee chairman experience  
\_\_\_\_\_Judging contests  
\_\_\_\_\_Advanced degree and proficiency awards  
\_\_\_\_\_Participation in chapter activities, working with others  
\_\_\_\_\_Livestock raising, shows, fairs, etc.  
\_\_\_\_\_Other –please describe\_\_\_\_\_

2. What were the most valuable aspects of the SAE (supervised projects)?

\_\_\_\_\_Learning skills related to future ag employment  
\_\_\_\_\_Development of responsibility  
\_\_\_\_\_Learning record keeping  
\_\_\_\_\_Other-please describe\_\_\_\_\_

3. Please rate the facilities and equipment used at CHS for the vo-ag program:

Facilities:                      \_\_\_\_\_Overcrowded                      \_\_\_\_\_Adequate space provided  
   \_\_\_\_\_Modern                                      \_\_\_\_\_Out-of-date

Equipment:                      \_\_\_\_\_Modern                                      \_\_\_\_\_Out-of-date  
   \_\_\_\_\_Well-maintained                      \_\_\_\_\_Poorly maintained  
   \_\_\_\_\_Adequate amount of equipment for all students in class

\_\_\_\_\_Other-please describe\_\_\_\_\_

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

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**Ceres High School  
Agriculture Department**

**Program Completer Follow-up Results for "2013-2014"**

The following indicates information gathered from Program Completers of the Ceres Agriculture Department.

Percent of  
Students agree  
With statement.

**Which statement best applies to the students present occupation.**

20	I am using <b>most</b> of the skills I learned in the vo-ag program at CHS.
80	I am using <b>some</b> of the skills I learned in the vo-ag program at CHS.
	I am not using any of the skills I learned in the vo-ag program at CHS.

**How the students rated the training & career guidance/counseling they received in the CHS vo-ag program.**

<b><u>Training</u></b>		<b><u>Career guidance/counseling</u></b>	
20	Excellent	40	Excellent
60	Good	40	Good
20	Fair	20	Fair
	Poor		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
40	Participation in chapter activities, working with others
40	Livestock raising, shows, fairs, etc.
20	Other: Leadership Conference, National Convention, Overall experience

**What were the most valuable aspects of the SAE (supervised projects) ranked by the past students.**

20	Learning skills related to future ag employment
40	Development of responsibility
20	Learning record keeping
20	Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at CHS for the vo-ag program.**

<b><u>Facilities</u></b>		<b><u>Equipment</u></b>	
20	Overcrowded	40	Modern
40	Modern	40	Well-maintained
40	Adequate square space		Poorly maintained
	Out-of-date		Out-of-date
		20	Adequate amount of equipment For all students in class.
	Other: Not adequate equipment.		

Ceres High School had 6 graduating seniors from the Ag Department. 6 follow-up surveys were sent out, of the 6 sent, 4 were received back. We attempted to make contact with the two graduates who did not return the form, and were able to connect with one. The results above are from the 5 surveys taken.

There are currently no work experience students this school year, 2014- 2015. When we do have work experience students, this is the template we will use.

## **S. List of Active Placement Sites**

There are currently no work experience students this school year. 2014- 2015. When we do have work experience students, this is the template we will use.

# AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Ceres High School

Year: 2013-2014

### ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

[illegible]



**T.**  
**Recruitment Activities**  
**And Materials**

## **T. RECRUITMENT ACTIVITIES**

Eighth grade recruitment was a day for us, Ceres FFA, to inform the incoming freshmen about all the amazing opportunities our organization gives. Throughout the day, the eighth graders came to our booth, some asked questions and some were silent. We answered questions for those who had them and gave information about FFA to all of the kids that stuck around and listened. We talked about all the wonderful leadership conferences we get to go to and all the fun trips to colleges for field days. We told them about our personal experiences within the FFA and how this organization has helped us personally in life. It was an insightful, informative day for the eighth graders to learn about the agriculture classes we offer at Ceres High School and to be excited for FFA.

In addition to 8<sup>th</sup> grade recruitment, both Ag instructors discuss the student data sheets with their classes as the students fill them out. The four year plans below are discussed with the students so they can take full advantage of the ag pathways at CHS

## Your Freshmen Year Plan

<b>Animal Science</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Agriculture Business	Choose an Elective

<b>Agricultural Mechanics</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Intro to Welding	Intro to Welding

## Your Sophomore Year Plan

### Animal Science

4 Year University	Jr. College/Vocational Ed.
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

### Agriculture Mechanics

4 Year University	Jr. College/Vocational Ed.
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

## Your Junior Year Plan

<b>Animal Science</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Agriculture Business	Choose an Elective

<b>Agricultural Mechanics</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Intro to Welding	Intro to Welding

## Your Senior Year Plan

<b>Animal Science</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

<b>Agriculture Mechanics</b>	
<b>4 Year University</b>	<b>Jr. College/Vocational Ed.</b>
English 10	English 10
Alg IB (State) or Geometry (U.C.)	Math
Foreign Language	Foreign Language
Ag Biology	Ag Science II
World History	World History
P.E.	P.E.
Choose an Elective	Choose an Elective

**FEBRUARY 2014**      STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

*Mr. Patterson, Ms. Runnels*

**FEBRUARY 2014**      STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

REGISTRATION TIME IS UPON US! TAKE A MOMENT TO THINK ABOUT THE COURSES YOU CAN TAKE NEXT YEAR. THE CHOICES YOU MAKE NOW CAN AFFECT THE REST OF YOUR LIFE. THE LEADERSHIP OPPORTUNITIES AND PUBLIC SPEAKING TRAINING OFFERED BY THE CERES FFA CHAPTER WILL SERVE YOU WELL IN ALL OF LIFE'S ENDEAVORS. PLEASE MAKE SURE TO ASK THE AGRICULTURE INSTRUCTORS IF YOU HAVE ANY QUESTIONS!

*Mr. Patterson, Ms. Runnels*

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*Mr. Patterson, Ms. Runnels*

**FEBRUARY 2014**      STUDENT'S NAME: \_\_\_\_\_

DEAR PARENTS AND STUDENTS,

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*Mr. Patterson, Ms. Runnels*

CERES HIGH SCHOOL  
AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307

*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*

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AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307

*Please indicate which Agriculture  
Class you are interested in:*

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CERES, CA 95307



*Please indicate which Agriculture  
Class you are interested in:*

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- ☐ INTRO TO VETERINARY SCIENCE



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EARNING TO LIVE, LIVING TO SERVE"*

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AGRICULTURE DEPT./FFA  
2320 CENTRAL AVE.  
CERES, CA 95307



*Please indicate which Agriculture  
Class you are interested in:*

- ☐ INTRO TO AG MECHANICS
- ☐ AG BIOLOGY
- ☐ INTRO TO VETERINARY SCIENCE



*"LEARNING TO DO, DOING TO LEARN, EARNING TO LIVE, LIVING TO SERVE"*



**U.**  
**Staff In-Service Record**

## INCENTIVE GRANT INSERVICE ACTIVITIES DOCUMENTATION

### CRITERIA

Ceres High School  
School

2013-2014  
School Year

- 4.B 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	TEACHER'S NAMES							
	Michael Patterson	Mardel Runnels						
Fall Region Meeting	X	X						
Region Inservice Day	X							
Spring Region Meeting	X	X						
Section Inservice	X	X						
Section Inservice	X	X						
Section Inservice								
Summer Conference		X						
University Ag Ed Skills Week								
1. Professional Development*	X	XX						

\* Explain the Professional Development:

1. Mardel Runnels: New Professionals Institute

2. CTE Common Core workshop

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**V.**  
**Staff Minutes**

## AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

Date: 10/5/14

In Attendance: Mardel Runnels  
Michael Patterson

Activities for the Week:

Monday-wed: O/C practice  
Takeout dinner sales start

Tuesday: \_\_\_\_\_

Wednesday: \_\_\_\_\_  
\_\_\_\_\_

Thursday: Funding/Booster meeting w/ Ms. Stubbs @3PM \_\_\_\_\_  
\_\_\_\_\_

Friday: End of 1<sup>st</sup> quarter \_\_\_\_\_  
\_\_\_\_\_

Saturday: \_\_\_\_\_

Sunday: \_\_\_\_\_

Important Dates During the Month:

October 15<sup>th</sup> is O/C at orestimba  
October 16<sup>th</sup> Popcorn pickup Rm 17@ 3-6PM  
October 17<sup>th</sup> is AIG review @9AM  
October 17<sup>th</sup> – last day for bbq sales  
October 23<sup>rd</sup> BBQ dinner  
October 30<sup>th</sup> Trick or Treat for cans

Vehicle Needs for the Coming Week:

MP- ag truck 10/21

Project Visitations Made (prior week):

N/A

Informational Items for Departmental Consideration:

Collect information for boosters meeting concerning auction sales items

**W.**  
**Department Inventory**

Agriculture Department  
 Shop Inventory  
 6,000 Square Feet(shop)  
 1250(classroom)

Lincoln C300 inverter multi-process welders	19
Portable Miller110v wire feed welder	1
Lincoln Tig welder	1
Hypertherm max 43 plasma cutter	1
Mobile Oxy-Acet hand torches & Misc. Tips.	6
Arcair gouger torch	4
Piranha Iron worker	2
Pedastal Grinders	2
Ellis Drill Pres.	2
Vises	4
DeWalt Compound Miter Saw	1
Jet vertical Band Saw	1
Ellis 1600 metal cutting band saw	1
Rigid 10" Table Saw	1
Sand blasting cabinet	1
Dewalt Metal cut off saw	2
Makita Dry-cut metal saw	1
Baileigh box and Pan Brake	1
Anvil	1
Jancy tubing bender	1
Jancy tubing notcher/belt sander	1
Metal working benches	5
Clausing Metosa 14x40 Lathe	1
Clausing vertical knee mill	1
Miller portable spot welders	2
Granite Surface Plate	1
Dynatorch cnc plasma/oxy-fuel cutting table	1
Thermal dynamics A80 plasma cutter	1
Thermal dynamics 101 plasma cutter	1
Thermal dynamics 102 plasma cutter	1
Lincoln inverttec 350v welder and wire feeder	1
Lincoln powerMIG 255	1
Nissan 30 fork lift	1
Baileigh 96" straight brake	1
Jet slip roll	1
Jet squaring shear	1
Pro-light 1000 cnc milling machine	1
Metal rolling wheel	1
½ cu. Yd. self-dumping hopper	4

Sullivan air compressor	1
Shop locker/work bench combination	60
Hallway lockers	128
DeWalt pressure washer	1
Bluco Modular fixturing table and tooling	1
Fire Extinguisher trainer	1
desktop computers	35
plotter	1
laser printers	3
Nikon D5100 Digital SLR camera	1

#### BIOLOGY LAB Inventory

Dissection Kits	36
Dropping bottles	30
Beaker Tongs	9
Test tube racks	5
Graduated pipettes	5
Micro-pipette	4
Micro Balance	2
Beakers 50ml	30
Beakers 100ml	48
Beakers 250ml	40
Beakers 1000ml	18
Electric hot plate	10
Test tubes	500

#### Animal Science lab Area

Hanging layer cages	2
Chick brooder	4
Layer nesting boxes	3
Egg washer	1
Poultry feeders	6
Poultry Waterers	8

# **15. Advisory Committee Agenda**



## Advisory Board Meeting

10/1/14

### Agenda

1. Introductions
2. Dinner
3. Purpose of Advisory Boards
4. Advisory Board duties
5. Meeting bylaws
6. Tour of Facilities
7. Program status and updates
8. Pathway updates
9. Items from the floor
10. Suggestions from Advisory
11. Next Meeting date: \_\_\_\_\_
12. Adjourn

# **16. Advisory Committee Minutes**

**CERES HIGH SCHOOL AGRICULTURE DEPARTMENT  
ADVISORY COMMITTEE MEETING  
OCTOBER 1, 2014  
6:00 PM**

**MEMBERS PRESENT:**

<b>Brian Smith</b>	<b>Champion Industrial</b>	<b>Sheet Metal Superintendent</b>
<b>Scott Berner</b>	<b>Hughson Fire Department</b>	<b>Chief</b>
<b>Matt Scott</b>	<b>Farmer</b>	<b>Owner/Mechanic</b>
Donald Borges	Ca Cooperative Extention	
<b>George Cobarrubias</b>	<b>Ceres Pipe and Metal</b>	<hr/> <b>Inside Sales</b>
Marlies Boyd	Modesto Jr. College	Poultry Science Professor
Heather Rose	JS West	Feed Store Manager

The meeting was called to order at 6:00 pm . Introductions were made.

The committee was then given a guided tour of the classrooms, welding shop facility, and the small animal unit.

The purpose of the Ceres High School Ag advisory committee was to explain the pathways that are offered at CHS. Future plans for the class were discussed with the new members. Advisory committee members were asked for their input regarding establishing more shop procedures to be taught to high school students and input on the updates/modifications to the Small Animal Unit.

Committee members were interested in seeing several shop practices put to good use so that students have those skills before entering the work force. These practices include pipe threading and sharpening. The committee members were updated on the new construction that is going to be breaking ground this year and should be finished by the end of the school year.

Both the animal science pathway and the ag mechanics pathway were discussed at length. Future classes that could be added to the pathway's and established in the next few years were also discussed to give the advsiory board a five year perspective. We discussed the expansion of 8th grade recruitment and how to bring in more freshmen students into the program next year. The advisory members thought that CHS FFA students should visit the jr. high schools to recruit students.

Course outlines and 2+2 articulations were discussed and updated with the new board members to assure them that the curriculum in the classes is meeting the entry- level standards at Modesto Junior College.

Committee members discussed revisions being made to existing and future metal orders with Ceres Pipe and Metal. Invoices must be made by George in order to be honored.

Welding certification was discussed with the committee members and the status update of that process. CHS students can not be certified by the instructor at the school, so certification will not be happening this year. Mike presented that he is teaching the students the skills needed to leave the class certified ready. The end goal of the ag mechanics program is to have students that are ready to be certified by Modesto Junior College or proceed right to employment to take the test there.

Committee member advised to try and incorporate oxy-acetylene welding to students and use portable facility to do so.

The meeting was adjourned at 7:20 p.m.

**Advisory Board Meeting**

**October 1, 2014**

**Signature Page**

Brian Smith

Brian Smith 209-587-1291

George Cobarrubias

George 209-538-0122

Matthew Scott

Matthew Scott 209 602 7447

Scott Berner

Scott Berner 209 541-8657

Scott Campbell 207-765-6240

# **17. Ag Advisory Constitution and By-Laws**





# Ceres FFA

2014-15  
Agricultural Education Student Organization

## Instructions for the Ceres High School

### 2014-2015 Agricultural Education Advisory Committees

1. You constitute an advisory committee for Ceres Unified High School District.
2. I welcome you on behalf of the board and administration.
3. You are appointed by the Ceres High School Agriculture Department.
4. While you are not policy making body, you are advisory to the staff of the Ceres High School Agricultural Education Department and through channels, to principal, superintendent, and board. We need your expertise in this area.
5. The Ceres High School Agricultural Education Department 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 student & school staff expects to benefit from your work.
7. We need help to:
  - Review existing programs, course or study, facilities, equipment.
  - Propose new programs and/or course when needed based on solid data for this community.
  - Evaluate existing programs and proposed new programs
  - 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.)
  - Help develop building plans; review architects plans, etc., where new buildings are being proposed.
  - Help point out changes needed for the future in your area of interest- Keep the program up to date.
  - Help in placement and in evaluating performance of our Agricultural Education students at your school, college, or workplace.
8. You will be a "helping group" (as well as advisory) to the instructors, as the program is progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.
10. Your term will last three years and all nominees have been submitted to the board of trustees for approval.
11. The offices of Chairperson and Secretary will be elected by the Advisory Committee.

**WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.**

# **Functions and Duties of Advisory Committees**

1. Help to determine what type of Agricultural Education Tech Prep 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 Tech Prep 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 and/or Chancellors Office California Community Colleges. (Assessment and certification tools will be made available.)
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 Tech Prep 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.

# **Ag Advisory Meeting Bylaws**

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 vocational education director, the principal/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.

# **18. Proficiency Standards**

## **CERES AGRICULTURE DEPARTMENT** **PROFICIENCY STANDARDS**

Students in the agriculture program at Ceres High School must meet the California State Standards at a minimum of 70% in order to be considered proficient in the specific pathway. All standards that are applicable to our program and potential classes are listed below. Also, below you will find a certificate template example that can be awarded to any student who completes a pathway in the agriculture program at Ceres High School.

# Certificate of Skills

Agricultural Science



*This is to certify that \_\_\_\_\_ was Enrolled in the  
Agricultural Science Courses at Ceres High School and is a  
Program Completer.*

*To be a program completer the student has demonstrated the skills and knowledge  
listed on the reverse side of this certificate.*

## **AG SCIENCE COMPETENCIES**

### **I. California Agriculture**

#### **A. Economic importance of the agricultural sector in California**

1. Identify the major agricultural production areas of California and commodities produced in each.
2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
3. List the approximate dollar value of the five leading agricultural commodities produced in California.
4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

#### **B. Agricultural and Society**

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
2. Identify government agencies which influence and affect agricultural production in California.

#### **C. Agricultural Production on the Environment**

1. Define the economic effects of air pollution on agricultural production in California.
2. List major environmental effects of production agriculture in California.

## **ANIMAL SCIENCE COMPETENCIES**

### **A. Importance of Domestic Animals**

1. Describe the importance of animal domestication.
2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
3. Identify the major sources of animal protein in the world.
4. Be aware of the public health issues related to growth hormones and their use in meat production.

### **B. Basic Understanding of Animal Behavior**

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
2. Describe the basic differences between animal and plant cells and identify examples of each.

### **C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System**

1. Describe the basic physiological function of the primary components of the digestive systems.
2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
4. Identify with reduction in both male and female animals.



D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.
2. Identify common feed additives.
3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.
4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.
2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.
3. Demonstrate a method of control for an internal and external parasite.
4. Identify ways that infectious agents may gain entrance and do harm to an animal.
5. Properly determine the body temperature of an animal.
6. Identify unhealthy animals by using both visual and non-visual indicators of health.

## **Agriculture Mechanics Competencies**

- Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- Students understand how to make effective decisions, use career information, and manage personal career plans.
- Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
- Students understand the concept of a weld puddle and how to manipulate it.
- Students understand the use of various types of welding machines.
- Students understand the need for precision and accuracy in the fabrication and repair sectors
- 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.
- Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machines and formed parts and products.
- Students understand industrial welding processes and their application to specific types of materials.

# **19. Credentials/ Authorization Letters**



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**MICHAEL PATTERSON**

*is hereby awarded a*

***Clear Single Subject Teaching Credential: Renewal***

**AUTHORIZED SUBJECT(S):**

***Agriculture***

**SUBJECT MATTER AUTHORIZATION(S):**

***Agriculture***

**SUPPLEMENTARY AUTHORIZATION(S):**

**Valid from 04/06/2011 to 05/01/2016**



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**MICHAEL PATTERSON**

*is hereby awarded a*

***Clear Specialist Instruction Credential (Agriculture): Renewal***

**AUTHORIZED SUBJECT(S):**

*Agriculture*

**SUBJECT MATTER AUTHORIZATION(S):**

*Agriculture*

**SUPPLEMENTARY AUTHORIZATION(S):**

Valid from 06/01/2013 to 05/01/2016



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**MARDEL RUNNELS**

*is hereby awarded a*

***Clear Specialist Instruction Credential (Agriculture): New Credential Type***

**AUTHORIZED SUBJECT(S):**  
*Agriculture*

**SUBJECT MATTER AUTHORIZATION(S):**  
*Agriculture*

**SUPPLEMENTARY AUTHORIZATION(S):**

Valid from 06/25/2012 to 07/01/2017





*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**MARDEL RUNNELS**

*is hereby awarded a*

***Preliminary Single Subject Teaching Credential: New Credential Type***

***AUTHORIZED SUBJECT(S):  
Agriculture,***

***SUBJECT MATTER AUTHORIZATION(S):  
Agriculture,***

***SUPPLEMENTARY AUTHORIZATION(S):***

***Valid from 06/25/2012 to 07/01/2017***

**This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)**

# **20. Calendar of Department/ Chapter**



# ***CERES FFA CALENDAR***

***2014-2015***

## **AUGUST**

- 21 Welcome Back BBQ, 3 PM- 6 PM, Room 56 @ CHS
- 28 Ag Boosters of Ceres Meeting, 7 PM, G 101 @ CVHS

## **SEPTEMBER**

- 2 Officer Training Day \*
- 4 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 16 State FFA Conference Information Meeting, 6 PM- 7 PM @ Room 56
- 8- 19 Popcorn Palace Fundraiser, Room 17 @ CHS
- 24 Greenhand Leadership Conference (freshmen students only)

## **OCTOBER**

- 2 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 4-5 Chapter Officer Leadership Conference, Denair High School \*
- 15 Opening/ Closing Contest, Orestimba High School, 2:37 PM- 9:30 PM\*
- 23 Take- Out Dinner Fundraiser, 4-6 PM, Room 56 @ CHS
- 30 Trick or Treat for Cans, 2:37 PM- 7PM

## **NOVEMBER**

- 6 Greenhand & Chapter Awards Banquet, 6 PM -7 PM @ CHS Cafeteria
- 5-25 Poinsettia Fundraiser

## **DECEMBER**

- 4 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS
- 4 Poinsettia Pick- Up, 4PM - 6PM, Room 56 @ CHS

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<sup>1</sup> \* Full Official dress required

## **JANUARY**

12- 23 Panda Express Fundraiser

29 Super Thursday FFA Speaking contest, 2:37 PM- 9:30 PM, Pitman High School \*

## **FEBRUARY**

5 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS

18 Stanislaus County Fair Parents Meeting, 6 PM- 7PM, PDR @ CVHS

20-21 MFE/ALA Leadership Conference\*

23-27 FFA Week (Lunch Activities)

27 Farm Tours

## **MARCH**

5 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS

7 UC Davis Field Day\*

18 Capitol Ag Day, Sacramento \*

21 Merced Field Day\*

28 MJC Field Day\*

30 State Degree Ceremony, 6 PM, Modesto Junior College \*

## **APRIL**

2 FFA Lunch Meeting, 12 PM- 12:35 PM, Room 56 @ CHS

16 Take- Out Dinner, 4 PM- 6PM, Room 56 @ CHS

18 Fresno State Field Day\*

18-21 State FFA Conference, Fresno \*

## **MAY**

1-3 State FFA Judging Finals, San Luis Obispo\*

6 Awards Banquet, 6 PM, CHS Cafeteria

## **JUNE**

5-7 Camp Sylvester Leadership Conference

## **JULY:**

TBA Stanislaus County Fair Date

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<sup>2</sup>\* Full Official dress required

# **21. Expected Professional Growth/Activities**

### **Expected Professional Growth Activities**

As I enter my ninth year of teaching, I find myself stepping up into positions of higher responsibility. As the senior member of the Ag department at CHS, I find it necessary to participate in all professional development opportunities that present themselves. The shift from CST's to the Smarter Balanced Assessment has caused great turmoil in many departments across campus. Since Ag Education lends itself so easily to the "new" Common Core State Standards, we have been early adopters on campus. I continually attend conferences on Common Core integration, and often step up to help others at my school to transition in their classrooms.

Growing as a professional doesn't just mean attending conferences though. Seeking my Master's degree has opened my eyes to the possibilities of growth as a professional. Once earned, I hope to earn a position at the Community College level teaching Mechanics and Welding.



# **22. R-2 Report**

## Data for Year: 2014-2015

### School:

# CA0038 Ceres

Ceres HS

2320 Central Ave.

P.O. Box 307

Ceres, CA 95307

[Get Map](#)

**Teachers: 2**

### Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	27	Life Science	
Ag Biology	Ag Biology	26	Life Science	
Ag Biology	Ag Biology	26	Life Science	
Ag Mechanics	Ag Welding 1	22	Does Not Meet	
Ag Mechanics	Ag Welding/ROP Ag Welding	19	Does Not Meet	
Ag Mechanics	Intro to Ag Mechanics	32	Does Not Meet	
Ag Mechanics	Intro to Ag Mechanics	30	Does Not Meet	
Ag Mechanics	ROP Ag Welding	7	Does Not Meet	
Animal Science	Advanced Animal/Vet Science	24	Does Not Meet	
Animal Science	Intro to Vet Science	25	Does Not Meet	
	TOTAL	238		
	Average Class Size	23.8		

### FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Mech.	78
Agriscience	90
An. Science	26
	194

### FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	102
10	37
11	33
12	22
Total	194

## FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	145
2	33
3	14
4	2
Total	194

Average Years 1.3

## Freshman Persistence:

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	29	81%
2	2	6%
3	3	8%
4	2	6%

Freshman Cohort Students 36

Average Years Completed 1.4

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Congressional District 10

Assembly District 21

State Senate District 12

County Stanislaus

County-District-School Code 50710435030879

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
0				Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
600620807				Ceres	Ca	95307	3	11	F	X	White	An. Science
0				Ceres	ca	95307	1	09	M	X	2 or More	Agriscience
600620417				Ceres	Ca	95307	3	11	F		White	An. Science
0				Ceres	CA	95307	1	11	F	X	White	Agriscience
0				Ceres	ca	95307	1	12	F	X	2 or More	An. Science
0				Ceres	Ca	95307	1	09	M		White	Agriscience
600895556				Ceres	CA	95307	2	10	M		White	Agriscience
0				Modesto	CA	95351	1	09	M		Asian	Agriscience
600895558				Ceres	CA	95307	2	10	M	X	White	Ag Mech.
0				Ceres	CA	95307	1	09	F		White	Ag Mech.
0				Modesto	Ca	95351	1	09	M		White	Agriscience
0				Modesto	CA	95351	1	09	M		Am. Ind.	Ag Mech.
0				Ceres	CA	95358	1	09	F		Hawaiian/Pac Is.	Agriscience
600895567				Ceres	CA	95307	2	11	F	X	White	An. Science
600895568				Ceres	CA	95307	2	10	M		White	Ag Mech.
0				Ceres	Ca	95307	1	09	F		White	An. Science
0				Ceres	CA	95307	1	09	M		White	Ag Mech.
0				Ceres	ca	95307	1	09	F		White	Agriscience
600895571				Ceres	CA	95351	2	10	F		White	Agriscience
600895574				Ceres	CA	95307	2	11	F		Hawaiian/Pac Is.	An. Science
0				Ceres	CA	95307	1	09	M	X	White	Ag Mech.



600620947		Ceres	C A	95307	3	11	M		White	Ag Mech.
0		Ceres	C A	95351	1	09	F	X	2 or More	Agriscience
0		Ceres	C A	95307	1	09	M		Am. Ind.	Ag Mech.
0		Ceres	C A	95307	1	12	M		White	Ag Mech.
0		Ceres	C A	95307	1	12	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	09	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	12	M	X	White	Ag Mech.
600895583		Ceres	C A	95307	2	10	M	X	White	Ag Mech.
0		Modest o	C A	95351	1	10	F	X	White	Agriscience
600895585		Ceres	C A	95307	2	10	F	X	White	Agriscience
0		Ceres	C A	95307	1	09	M		Asian	Ag Mech.
0		Modest o	C A	95351	1	09	M	X	White	Ag Mech.
0		Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
0		Ceres	C A	95307	1	11	M	X	White	Ag Mech.
0		Ceres	Ca	95358	1	09	F	X	2 or More	Agriscience
600620165		Modest o	C A	95358	3	12	F		2 or More	Agriscience
0		Ceres	C A	95307	1	11	F		White	Agriscience
0		Ceres	C A	95307	1	10	M	X	White	Ag Mech.
0		Ceres	Ca	95307	1	10	F		White	An. Science
600895592		Ceres	Ca	95307	2	10	F	X	White	Agriscience
0		Ceres	C A	95307	1	10	M	X	White	Agriscience
0		Modest o	Ca	95351	1	09	F	X	2 or More	Agriscience
0		Ceres	C A	95307	1	09	M	X	White	Ag Mech.
600894519		Ceres	Ca	95307	2	10	F		White	Agriscience
0		Ceres	C	95307	1	09	M		Asian	Agriscience

	er	Road #49	A								
0			Modest o	C A	95351	1	09	M	X	2 or More	Agriscience
600894523			Modest o	C A	95351	2	10	M		White	An. Science
0			Modest o	C A	95307	1	09	F	X	2 or More	Agriscience
600620354			Ceres	C A	95307	3	11	F	X	2 or More	Ag Mech.
0			Ceres	C A	95307	1	09	M		White	Agriscience
600620317			Ceres	C A	95307	2	10	M	X	2 or More	Ag Mech.
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0			Ceres	C A	95307	1	09	M		White	Ag Mech.
0			Ceres	C A	95307	1	09	M	X	White	Ag Mech.
0			Ceres	C A	95351	1	09	M		White	Agriscience
600620314			Modest o	C A	95351	3	11	F		White	An. Science
600894531			Modest o	C A	95351	2	10	M	X	White	Ag Mech.
0			Ceres	Ca	95307	1	09	F	X	2 or More	Agriscience
0			Ceres	C A	95307	1	09	M	X	2 or More	Agriscience
600894536			Ceres	C A	95307	2	12	F	X	White	An. Science
0			Ceres	C A	95307	1	11	M	X	White	Ag Mech.
0			Ceres	C A	95307	1	09	M	X	White	Ag Mech.
0			Modest o	C A	95351	1	09	M	X	White	Agriscience
0			Modest o	C A	95358	1	09	M		Am. Ind.	Agriscience
600894541			Ceres	Ca	95307	2	10	F		White	An. Science
0			Ceres	C A	95351	1	10	F	X	White	Agriscience
0			Modest o	C A	95358	1	12	M		White	Ag Mech.
0			Ceres	Ca	95307	1	09	F	X	2 or More	Agriscience
0			Ceres	C A	95307	1	09	M	X	White	Ag Mech.

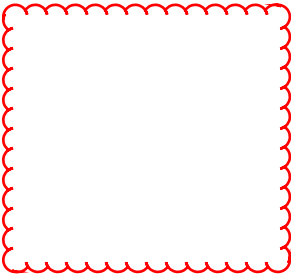
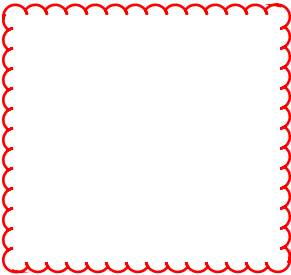
0	600894544	Ceres	C A	95307	1	09	M		Black	Ag Mech.
		Ceres	C A	95307	2	10	F		White	Agriscience
		Ceres	Ca	95307	1	09	F	X	Am. Ind.	Agriscience
0	600894548	Ceres	C A	95307	1	09	F		White	Agriscience
0		Ceres	C A	95307	1	09	M		White	Ag Mech.
		Modest o	C A	95351	2	11	M		White	Ag Mech.
0	600620040	Ceres	C A	95307	1	11	M		Black	Ag Mech.
0		Modest o	C A	95351	1	09	M	X	2 or More	Agriscience
0		Modest o	C A	95351	1	09	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	12	M	X	White	Ag Mech.
0		Ceres	C A	95351	1	09	M		White	Agriscience
		Ceres	C A	95307	3	11	M		2 or More	Ag Mech.
0		Ceres	C A	95307	1	11	M	X	White	Ag Mech.
0		Ceres	Ca	95307	1	09	M		Am. Ind.	Agriscience
0		Ceres	C A	95307	1	09	F		White	Agriscience
0		Ceres	C A	95307	1	12	M		White	Ag Mech.
0		Ceres	C A	95307	1	10	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	09	M		Asian	Agriscience
0		Ceres	C A	95307	1	11	F	X	White	Agriscience
0		Ceres	C A	95307	1	09	F	X	2 or More	Agriscience
0		Ceres	Ca	95307	1	09	F		White	Agriscience
0	600895079	Ceres	C A	95307	1	09	M		White	Agriscience
		Ceres	C A	95307	2	10	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	10	F	X	White	Ag Mech.

	Drive									
0		Modest o	ca	95358	1	09	M	X	White	Agriscience
0		Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
0		Ceres	C A	95307	1	11	M	X	White	Ag Mech.
0		Modest o	C A	95351	1	09	M	X	White	Ag Mech.
0		Ceres	Ca	95307	1	09	F	X	2 or More	Agriscience
0		Ceres	C A	95307	1	09	F	X	2 or More	Agriscience
600895088		Oakdal e	C A	95361	2	12	F	X	White	An. Science
600895089		Ceres	C A	95307	2	10	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	09	M	X	White	Agriscience
600619960		Modest o	C A	95351	3	11	M	X	2 or More	Ag Mech.
0		Modest o	C A	95358	1	09	F	X	Asian	Agriscience
0		Ceres	C A	95307	1	09	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	11	F	X	2 or More	Agriscience
0		Hughso n	C A	95326	1	09	M	X	White	Ag Mech.
0		Ceres	Ca	95307	1	09	M		White	Agriscience
0		Ceres	C A	95307	1	09	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	09	M		Asian	Agriscience
0		Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
0		Ceres	ca	95307	1	09	M	X	2 or More	Agriscience
0		Modest o	C A	95351	1	11	M		White	Ag Mech.
0		Ceres	C A	95307	1	11	M	X	White	Ag Mech.
0		Modest o	Ca	95307	1	09	M	X	2 or More	Agriscience
0		Ceres	C A	95351	1	10	F	X	White	Agriscience
0		Ceres	C A	95307	1	11	M	X	White	Agriscience

0		Ceres	Ca	95307	1	12	F	X	2 or More	An. Science
0		Ceres	Ca	95358	1	09	M	X	2 or More	Agriscience
0		Modest o	Ca	95351	1	09	F		White	Agriscience
0		Ceres	Ca	95307	1	09	M		Asian	Agriscience
600895112		Ceres	C A	95307	2	10	F		White	Ag Mech.
0		Ceres	C A	95307	1	10	F		White	Agriscience
0		Modest o	C A	95351	1	09	M	X	White	Ag Mech.
0		Ceres	Ca	95351	1	09	M		White	Agriscience
600278484		Ceres	C A	95307	3	11	M	X	White	Ag Mech.
0		Modest o	C A	95358	1	09	F	X	White	Agriscience
600895122		Ceres	Ca	95307	2	11	M	X	White	An. Science
0		Modest o	C A	95351	1	12	F	X	White	Agriscience
0		Keyes	C A	95328	1	12	M	X	White	Ag Mech.
0		Modest o	C A	95351	1	10	M	X	Black	Ag Mech.
0		Ceres	C A	95307	1	10	M		White	Ag Mech.
0		Ceres	C A	95307	1	12	M	X	White	Ag Mech.
0		Ceres	C A	95307	1	09	M		White	Agriscience
0		Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
600620716		Ceres	C A	95307	3	12	F		White	An. Science
0		Ceres	C A	95307	1	09	M		Asian	Agriscience
0		Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
0		Modest o	C A	95351	1	09	M		Asian	Ag Mech.
0		Ceres	Ca	95307	1	09	M	X	2 or More	Agriscience
0		Modest	C	95358	1	09	M	X	White	Ag Mech.

600895139		o	A							
	Modest	C	95351	2	10	M		White	Ag Mech.	
0	o	A								
	Ceres	Ca	95307	1	09	F	X	2 or More	Agriscience	
0										
	Ceres	C	95307	1	11	F	X	White	Agriscience	
		A								
600895143	Modest	C	95306	2	10	F		White	An. Science	
	o	A								
0	Ceres	C	95307	1	09	M	X	2 or More	Agriscience	
		A								
0	Ceres	Ca	95307	1	09	F	X	2 or More	An. Science	
0	Ceres	C	95307	1	11	M	X	2 or More	Agriscience	
		A								
0	Modest	Ca	95351	1	09	M	X	2 or More	Agriscience	
	o									
0	Ceres	C	95307	1	09	M	X	White	Ag Mech.	
		A								
600895151	Ceres	C	95307	2	10	M	X	White	Ag Mech.	
		A								
600895152	Ceres	C	95307	2	11	M	X	White	Ag Mech.	
		A								
0	Ceres	C	95307	1	11	M	X	White	Ag Mech.	
		A								
0	Modest	ca	95354	1	11	F		Am. Ind.	An. Science	
	o									
600894556	Ceres	C	95307	2	10	F		White	An. Science	
		A								
600620402	Ceres	ca	95307	3	11	M		Asian	An. Science	
0	Ceres	Ca	95307	1	09	F		White	Agriscience	
600894559	Ceres	C	95307	2	10	F		White	An. Science	
		A								
601089678	Ceres	C	95307	2	10	M		2 or More	An. Science	
		A								
0	Ceres	C	95307	1	09	M	X	2 or More	Agriscience	
		A								
0	Modest	C	95351	1	09	M	X	2 or More	Agriscience	
	o	A								
0	Modest	C	95351	1	09	F		Asian	Agriscience	
	o	A								
0	Modest	Ca	95351	1	09	F		White	Agriscience	
	o									
0	Modest	C	95351	1	10	M		Asian	Ag Mech.	
	o	A								
0	Modest	C	95351	1	09	M	X	White	Ag Mech.	
	o	A								

0		Ceres	C A	95307	1	09	M		Asian	Agriscience
600894566		Ceres	Ca	95351	2	12	M	X	White	An. Science
600278987		Ceres	C A	95307	4	12	F		White	An. Science
0		Ceres	C A	95351	1	09	M	X	White	Agriscience
0		Ceres	C A	95307	1	09	M	X	White	Agriscience
0	ht	Ceres	C A	95307	1	10	M	X	White	Ag Mech.
0	h	Ceres	C A	95307	1	09	M	X	Hawaiian/P ac Is.	Ag Mech.
0		Ceres	Ca	95307	1	09	F	X	2 or More	Agriscience
0		Ceres	C A	95307	1	09	M	X	2 or More	Agriscience
600894574	de	Ceres	C A	95307	2	11	M	X	White	Ag Mech.
600290426		Modest o	C A	95351	3	11	M	X	White	Ag Mech.
0		Ceres	Ca	95307	1	09	M	X	2 or More	An. Science
0		Ceres	C A	95307	1	09	F		White	Agriscience
0		Ceres	C A	95307	1	09	M		White	Agriscience
0		Ceres	C A	95307	1	09	M		Black	Agriscience
0	de	Ceres	C A	95307	1	09	M		White	Ag Mech.
600277770		Modest o	C A	95351	4	12	M		White	Ag Mech.
600894586		Hughso n	C A	95326	2	12	M		White	Ag Mech.
0		Ceres	C A	95307	1	10	M		Black	Ag Mech.
0		Ceres	C A	95307	1	12	M	X	White	Ag Mech.
0	vy	Ceres	C A	95307	1	09	M		White	Agriscience
0	h	Ceres	Ca	95307	1	09	M		White	Agriscience
0	de	Modest o	C A	95351	1	11	M		White	Ag Mech.
0		Ceres	Ca	95307	1	09	M		White	Ag Mech.
600894590		Modest	Ca	95351	2	10	F		White	An. Science

600619928	Zamora	Jaime		C	95307	3	12	M	X	2 or More	Ag Mech.
				A							
600619900	Zavala	Jesus		C	95307	3	12	M	X	2 or More	Ag Mech.
				A							

Count: 194



# **23. Travel Request**

## **FIELD TRIPS**

### **DAY FIELD TRIP PROCEDURES**

**A list of potential attendees must be submitted one week prior to payment deadlines  
(to check for academic and behavior eligibility).**

<b>All</b>	<b>And using ASB funds</b>
Verify with appropriate front office staff if substitute is needed. <i>If there are no substitutes available you may be required to change the date of your trip</i>	No additional action needed
Verify with Activity Director that there are no conflicting instructional activities, i.e. testing, etc.	No additional action needed
Submit to the Activities Office a completed Day Field Trip Request Form a minimum of 1 week in advance. When the field trip is approved and you have received the yellow copy of the form, you may proceed with your plans for the trip.	Additional Action needed: <ul style="list-style-type: none"> <li>• Submit an Activity Request with appropriate signatures</li> <li>• Submit a Purchase Order with appropriate signatures, back-up data, and signed minutes</li> </ul>
Email a complete list of students that you intend to take on the field trip to the Activity Director (Athletic if Activity not available) a minimum of 1 week in advance (eligibility check).	No additional action needed
Email a list of approved students to the attendance office and teaching staff a minimum of 48 hours in advance.	No additional action needed
Submit completed permission slips to the Activity Office 48 hours in advance. Also due at this time, any teacher permission forms for behavioral or academic eligibility issues.	No additional action needed
On the day of the field trip, a list of the students who actually participate must be submitted to the attendance office before departure.	No additional action needed

**CERES HIGH SCHOOL  
DAY FIELD TRIP  
Request Form**

Name of teacher/sponsor \_\_\_\_\_

Name of class/group \_\_\_\_\_

Number of students \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

Name of chaperones \_\_\_\_\_

Date of trip \_\_\_\_\_ Time of trip \_\_\_\_\_

Destination \_\_\_\_\_

Activity \_\_\_\_\_

Educational value of activity \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Source of funding for activity: \_\_\_\_\_

Type of transportation: \_\_\_\_\_

Name of driver(s): \_\_\_\_\_

Source of funding for transportation \_\_\_\_\_

*(If you are using district transportation appropriate forms must be completed.)*

.....

- 1) After completing this form submit to activity office one week in advance.
- 2) When field trip is approved and you have received the yellow copy of this form, you may proceed with plans for the trip.
- 3) Submit completed permission slips to the activity office 48 hours in advance..

.....

Teacher/Advisor  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's  
Signature \_\_\_\_\_ Date \_\_\_\_\_

# **24. CATA Membership Card**



CALIFORNIA AGRICULTURAL  
TEACHERS' ASSOCIATION

Michael Patterson

SERVING AGRICULTURE BY TEACHING  
2014/2015 ACTIVE MEMBER

# **25. Professional Development Activity Report**

# INCENTIVE GRANT INSERVICE ACTIVITIES DOCUMENTATION

CRITERIA

Ceres High School      2013-2014  
School                      School Year

4.B      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	TEACHER'S NAMES				
	Michael Patterson	Mardel Runnels			
Fall Region Meeting	X	X			
Region Inservice Day	X				
Spring Region Meeting	X	X			
Section Inservice	X	X			
Section Inservice	X	X			
Section Inservice					
Summer Conference		X			
University Ag Ed Skills Week					
1. Professional Development*	X	XX			

\* Explain the Professional Development:

1. Mardel Runnels: New Professionals Institute
2. CTE Common Core workshop
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# **26.5-Year Plan/ Wish List**



**CERES HIGH SCHOOL  
AGRICULTURE DEPARTMENT  
FIVE YEAR PLAN**

**Year 1 2014-15**

1. Continue facility/equipment repairs.
2. Purchase new meat bird fences
3. Build dark/storage room inside small animal unit.
4. Purchase new TIG welders

**Year 2 2015-16**

1. Purchase 2 lap top computers
2. Expand poultry barn to include free-range area
3. Replace layer cages with Prop 2 complian/Cozy Coupe.
4. Purchase new livestock scales

**Year 3 2016-17**

1. Buy a new ag van/suburban
2. Purchase new Vet Science Lab materials

**Year 4 2017-18**

1. Purchase new Ag truck
2. Expand Animal science laboratory

**Year 5 2018-19**

3. Replace shop equipment as needed.
4. Purchase livestock panels

# **27. Operating Budget**

PO #	vendor	Ag Incentive	ROP	LCAP	Perkins Ag Mech	Perkins animal	additional	total
	Nasco			1000				
	Nasco					37.57		
150977	Fresno Oxygen		5000					
150986	CA FFA	2500						
	CA FFA			1070				
	CA FFA					120		
	CATA			500				
	Nasco					897.87		
151042	Fresno Oxygen			5822.06				
	Fresno Oxygen				9717.39			
150976	Modesto Steel			200				
150984	Modesto Steel	491.31						
150947	Home Depot			500				
150949	Home Depot			500				
150962	Furguson	281.06						
150975	Slakey Brothers	181.51						
150985	JS west	1000						
	MJC					1000		
	MJC					200		
	Fresno State					200		
	Merced College					200		
	Cal Poly SLO					200		
	MJC					200		
	Wards Scientific			5990.51				
	Ceres pipe and me	3000						
	Tractor Supply Con	1000						
	Prime Scales			1720.53				
	CATA				75	75		
	CATA					764		
	CATA					125		
	Quality Inn				1700			
	Michael Patterson					500		
	Mardel Runnels					500		

	CA FFA				300						
	CA FFA				300						
	CWI seminar/test						2300				
	hotel						1000				
	subs						1600	1600			
	mega fab			155							
	Propane		60.49								
	Strand Ag							369.07			
	Enco					440.02					
	warehouse order					502.75					
			8514.37	5155	18845.87		16392.39	6988.51		0	
	budget		9198		22000		17000	13000			
			91								
			9289	5029						14318	
	remaining		774.63	-126	3154.13		607.61	6011.49		14318	
		Ag Incentive	ROP								

Account classifications selected				Field ranges selected	
FD	RESC	Y	OBJT	GOAL	FUNC
STE	ORGN	D2			
				FI	RANGE
1.	01-0000-?	-????-????-301-0112-??			
2.	01-3550-?	-????-????-301-????-??			
3.	01-7010-?	-????-????-301-????-??			
4.	01-9010-?	-????-????-301-5315-??			
5.	-	-	-		
6.	-	-	-		
7.	-	-	-		
8.	-	-	-		
9.	-	-	-		
10.	-	-	-		

Sort / Rollup on

Fund  
Resource  
Site  
Organization

Page Break on

Organization

FY Start Date

: 07/01/2013

Budget Type

: Revised

Include Budget Tfrs:

N

Budget Detail

: Not Included

Warnings Only

: N

Restricted Fld Nbr

: 02 RESOURCE

Separation Option

: No Separation of Restricted and UnRestricted

Extraction Type

: Restricted and UnRestricted

GL Transactions

: Approved and Unapproved

Pre-Encumbrances

: Included

Account Description:

Not Shown

Detail line format

: 3 Object ,ALL FIELDS

1 Line(s) per detail

N

Print Revenue Sub Totals:

N

Report prepared

: TUE, DEC 2, 2014, 12:05 PM

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014

UNAPPROVED TRANSACTIONS INCLUDED  
 FUND :01 GENERAL FUND RESOURCE:0000 UNRESTRICTED  
 SITE :301 CERES HIGH ORGNZTN :0112 AGRICULTURE

FD RESC Y OBJT GOAL FUNC STE ORGN D2		REVISED BUDGET		EXPENDED/RECEIVED		UNENCUMBERED	
				CURRENT	YEAR TO DATE	ENCUMBERED	BALANCE
					%		%
4310 MATERIALS & SUPPLIES							
01-0000-0-4310-1110-1000-301-0112-XX		2,221.00		4,277.96	4,277.96 100	0.00	2,056.96-
TOTAL: 4310		2,221.00		4,277.96	4,277.96 100	0.00	2,056.96-
TOTAL: 4xxx		2,221.00		4,277.96	4,277.96 100	0.00	2,056.96-
5730 D.C.-IMC/MEDIA CENTER							
01-0000-0-5730-1110-1000-301-0112-XX		500.00		1,034.40	1,034.40 100	0.00	534.40-
TOTAL: 5730		500.00		1,034.40	1,034.40 100	0.00	534.40-
TOTAL: 5xxx		500.00		1,034.40	1,034.40 100	0.00	534.40-
TOTAL: 1xxx - 5xxx		2,721.00		5,312.36	5,312.36 100	0.00	2,591.36-

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014  
UNAPPROVED TRANSACTIONS INCLUDED  
FUND :01 GENERAL FUND RESOURCE:3550 VOC'L, VOC & APPL TECH SEC II  
SITE :301 CERES HIGH ORGNZTN :0532 DISTRICT CONTROLLED

FD RESC Y OBJT GOAL FUNC STE ORGN D2		REVISED BUDGET		EXPENDED/RECEIVED		ENCUMBERED		UNENCUMBERED	
				CURRENT	YEAR TO DATE	%		BALANCE	%
-----									
1204	COUNSELORS	3,743.00		3,990.55	3,990.55	100	0.00	247.55-	0
01-3550-0-1204-0000-3110-301-0532-XX		3,743.00		3,990.55	3,990.55	100	0.00	247.55-	0
TOTAL: 1204									
TOTAL: 1xxx		3,743.00		3,990.55	3,990.55	100	0.00	247.55-	0
-----									
3101	STRS-CERTIFICATED	309.00		333.36	333.36	100	0.00	24.36-	0
01-3550-0-3101-0000-3110-301-0532-XX		309.00		333.36	333.36	100	0.00	24.36-	0
TOTAL: 3101									
3311	MEDICARE-CERTIFICATED	54.00		53.22	53.22	98	0.00	0.78	1
01-3550-0-3311-0000-3110-301-0532-XX		54.00		53.22	53.22	98	0.00	0.78	1
TOTAL: 3311									
3401	HEALTH & WELFARE-CERTIFICATED	353.00		232.46	232.46	65	0.00	120.54	34
01-3550-0-3401-0000-3110-301-0532-XX		353.00		232.46	232.46	65	0.00	120.54	34
TOTAL: 3401									
3501	S.U.I.-CERTIFICATED	2.00		1.84	1.84	92	0.00	0.16	8
01-3550-0-3501-0000-3110-301-0532-XX		2.00		1.84	1.84	92	0.00	0.16	8
TOTAL: 3501									
3601	WORKERS' COMP-CERTIFICATED	47.00		45.90	45.90	97	0.00	1.10	2
01-3550-0-3601-0000-3110-301-0532-XX		47.00		45.90	45.90	97	0.00	1.10	2
TOTAL: 3601									
3901	OTHER BENEFITS-CERTIFICATED	0.00		45.55	45.55	100	0.00	45.55-	0
01-3550-0-3901-0000-3110-301-0532-XX		0.00		45.55	45.55	100	0.00	45.55-	0
TOTAL: 3901									
TOTAL: 3xxx		765.00		712.33	712.33	93	0.00	52.67	6
TOTAL: 1xxx - 5xxx		4,508.00		4,702.88	4,702.88	100	0.00	194.88-	0

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014  
UNAPPROVED TRANSACTIONS INCLUDED

FUND :01 GENERAL FUND RESOURCE:3550 VOC'L, VOC & APPL TECH SEC II  
SITE :301 CERES HIGH ORGNZTN :5403 VEA-AGRICULTURE

FD RESC Y OBJT GOAL FUNC STE ORGN D2

-----		REVISED BUDGET		EXPENDED/RECEIVED		ENCUMBERED		UNENCUMBERED	
-----		-----		-----		-----		-----	
				CURRENT	YEAR TO DATE	%		BALANCE	%
1181	SUBSTITUTE TEACHER-OTHER								
01-3550-0-1181-3800-1000-301-5403-XX		1,600.00		1,426.66	1,426.66	89	0.00	173.34	10
TOTAL: 1181		1,600.00		1,426.66	1,426.66	89	0.00	173.34	10
TOTAL: 1xxx		1,600.00		1,426.66	1,426.66	89	0.00	173.34	10
3101	STRS-CERTIFICATED								
01-3550-0-3101-3800-1000-301-5403-XX		132.00		75.90	75.90	57	0.00	56.10	42
TOTAL: 3101		132.00		75.90	75.90	57	0.00	56.10	42
3301	OASDI/MEDI/ALT-CERTIFICATED								
01-3550-0-3301-3800-1000-301-5403-XX		0.00		14.88	14.88	100	0.00	14.88-	0
TOTAL: 3301		0.00		14.88	14.88	100	0.00	14.88-	0
3311	MEDICARE-CERTIFICATED								
01-3550-0-3311-3800-1000-301-5403-XX		23.00		18.17	18.17	79	0.00	4.83	21
TOTAL: 3311		23.00		18.17	18.17	79	0.00	4.83	21
3501	S.U.I.-CERTIFICATED								
01-3550-0-3501-3800-1000-301-5403-XX		1.00		0.63	0.63	63	0.00	0.37	37
TOTAL: 3501		1.00		0.63	0.63	63	0.00	0.37	37
3601	WORKERS' COMP-CERTIFICATED								
01-3550-0-3601-3800-1000-301-5403-XX		20.00		15.67	15.67	78	0.00	4.33	21
TOTAL: 3601		20.00		15.67	15.67	78	0.00	4.33	21
TOTAL: 3xxx		176.00		125.25	125.25	71	0.00	50.75	28
4310	MATERIALS & SUPPLIES								
01-3550-0-4310-3800-1000-301-5403-XX		3,238.00		1,050.13	1,050.13	32	0.00	2,187.87	67
TOTAL: 4310		3,238.00		1,050.13	1,050.13	32	0.00	2,187.87	67
4400	NONCAP EQUIPMENT								
01-3550-0-4400-3800-1000-301-5403-XX		0.00		1,811.09	1,811.09	100	0.00	1,811.09-	0
TOTAL: 4400		0.00		1,811.09	1,811.09	100	0.00	1,811.09-	0
TOTAL: 4xxx		3,238.00		2,861.22	2,861.22	88	0.00	376.78	11



13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014

UNAPPROVED TRANSACTIONS INCLUDED  
 RESOURCE:3550 VOC'L, VOC & APPL TECH SEC II  
 ORGNZTN :5403 VEA-AGRICULTURE

FUND :01 GENERAL FUND  
 SITE :301 CERES HIGH

FD RESC Y OBJT GOAL FUNC STE ORGN D2

	REVISED BUDGET	EXPENDED/RECEIVED CURRENT YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
5213 CONFERENCE EXPENSE						
01-3550-0-5213-3800-1000-301-5403-XX	3,047.00	2,698.62	88	0.00	348.38	11
TOTAL: 5213	3,047.00	2,698.62	88	0.00	348.38	11
5870 PERSONAL SERVICES						
01-3550-0-5870-3800-1000-301-5403-XX	480.00	642.00	100	0.00	162.00-	0
TOTAL: 5870	480.00	642.00	100	0.00	162.00-	0
TOTAL: 5xxx	3,527.00	3,340.62	94	0.00	186.38	5
TOTAL: 1xxx - 5xxx	8,541.00	7,753.75	90	0.00	787.25	9
6405 INSTRUCTIONAL EQUIPMENT						
01-3550-0-6405-3800-1000-301-5403-XX	11,266.00	11,265.55	99	0.00	0.45	0
TOTAL: 6405	11,266.00	11,265.55	99	0.00	0.45	0
TOTAL: 6xxx	11,266.00	11,265.55	99	0.00	0.45	0
TOTAL: 1xxx - 6xxx	19,807.00	19,019.30	96	0.00	787.70	3

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014  
UNAPPROVED TRANSACTIONS INCLUDED  
FUND :01 GENERAL FUND RESOURCE:3550 VOC'L, VOC & APPL TECH SEC II  
SITE :301 CERES HIGH ORGNZTN :5405 MANF PROD - GRAPHIC ARTS

FD RESC Y OBJT GOAL FUNC STE ORGN D2	REVISED BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE			BALANCE	%
3101 STRS-CERTIFICATED	20.00	19.81	19.81	99	0.00	0.19	0
01-3550-0-3101-3800-1000-301-5405-XX	20.00	19.81	19.81	99	0.00	0.19	0
TOTAL: 3101							
3301 OASDI/MEDI/ALT-CERTIFICATED	29.00	28.52	28.52	98	0.00	0.48	1
01-3550-0-3301-3800-1000-301-5405-XX	29.00	28.52	28.52	98	0.00	0.48	1
TOTAL: 3301							
3311 MEDICARE-CERTIFICATED	10.00	10.14	10.14	100	0.00	0.14-	0
01-3550-0-3311-3800-1000-301-5405-XX	10.00	10.14	10.14	100	0.00	0.14-	0
TOTAL: 3311							
3501 S.U.I.-CERTIFICATED	4.00	3.50	3.50	87	0.00	0.50	12
01-3550-0-3501-3800-1000-301-5405-XX	4.00	3.50	3.50	87	0.00	0.50	12
TOTAL: 3501							
3601 WORKERS' COMP-CERTIFICATED	9.00	8.77	8.77	97	0.00	0.23	2
01-3550-0-3601-3800-1000-301-5405-XX	9.00	8.77	8.77	97	0.00	0.23	2
TOTAL: 3601							
TOTAL: 3xxx	72.00	70.74	70.74	98	0.00	1.26	1
4317 COMPUTER SOFTWARE	1,618.00	1,617.13	1,617.13	99	0.00	0.87	0
01-3550-0-4317-3800-1000-301-5405-XX	1,618.00	1,617.13	1,617.13	99	0.00	0.87	0
TOTAL: 4317							
TOTAL: 4xxx	1,618.00	1,617.13	1,617.13	99	0.00	0.87	0
5870 PERSONAL SERVICES	395.00	395.00	395.00	100	0.00	0.00	0
01-3550-0-5870-3800-1000-301-5405-XX	395.00	395.00	395.00	100	0.00	0.00	0
TOTAL: 5870							
TOTAL: 5xxx	395.00	395.00	395.00	100	0.00	0.00	0
TOTAL: 1xxx - 5xxx	2,085.00	2,082.87	2,082.87	99	0.00	2.13	0

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014  
UNAPPROVED TRANSACTIONS INCLUDED

FUND :01 GENERAL FUND  
SITE :301 CERES HIGH

RESOURCE:3550 VOC'L, VOC & APPL TECH SEC II  
ORGNZTN :5406 MANF PROD - MACHINE & FORMING

FD RESC Y OBJT GOAL FUNC STE ORGN D2

		REVISED BUDGET		EXPENDED/RECEIVED		ENCUMBERED		UNENCUMBERED	
				CURRENT	YEAR TO DATE			BALANCE	%
-----		-----		-----		-----		-----	
1181	SUBSTITUTE TEACHER-OTHER	2,300.00	0.00	0.00	0.00	0	0.00	2,300.00	100
01-3550-0-1181-1110-1000-301-5406-XX		0.00	6,259.95	6,259.95	6,259.95	100	0.00	6,259.95	0
01-3550-0-1181-3800-1000-301-5406-XX		2,300.00	6,259.95	6,259.95	6,259.95	100	0.00	3,959.95	0
TOTAL: 1181									
TOTAL: lxxx		2,300.00	6,259.95	6,259.95	6,259.95	100	0.00	3,959.95	0
3101	STRS-CERTIFICATED	190.00	0.00	0.00	0.00	0	0.00	190.00	100
01-3550-0-3101-1110-1000-301-5406-XX		0.00	339.93	339.93	339.93	100	0.00	339.93	0
01-3550-0-3101-3800-1000-301-5406-XX		190.00	339.93	339.93	339.93	100	0.00	149.93	0
TOTAL: 3101									
3301	OASDI/MEDI/ALT-CERTIFICATED	0.00	109.54	109.54	109.54	100	0.00	109.54	0
01-3550-0-3301-3800-1000-301-5406-XX		0.00	109.54	109.54	109.54	100	0.00	109.54	0
TOTAL: 3301									
3311	MEDICARE-CERTIFICATED	33.00	0.00	0.00	0.00	0	0.00	33.00	100
01-3550-0-3311-1110-1000-301-5406-XX		0.00	90.75	90.75	90.75	100	0.00	90.75	0
01-3550-0-3311-3800-1000-301-5406-XX		33.00	90.75	90.75	90.75	100	0.00	57.75	0
TOTAL: 3311									
3501	S.U.I.-CERTIFICATED	1.00	0.00	0.00	0.00	0	0.00	1.00	100
01-3550-0-3501-1110-1000-301-5406-XX		0.00	3.16	3.16	3.16	100	0.00	3.16	0
01-3550-0-3501-3800-1000-301-5406-XX		1.00	3.16	3.16	3.16	100	0.00	2.16	0
TOTAL: 3501									
3601	WORKERS' COMP-CERTIFICATED	29.00	0.00	0.00	0.00	0	0.00	29.00	100
01-3550-0-3601-1110-1000-301-5406-XX		0.00	78.28	78.28	78.28	100	0.00	78.28	0
01-3550-0-3601-3800-1000-301-5406-XX		29.00	78.28	78.28	78.28	100	0.00	49.28	0
TOTAL: 3601									
TOTAL: 3xxx		253.00	621.66	621.66	621.66	100	0.00	368.66	0
4310	MATERIALS & SUPPLIES	7,306.00	6,406.96	6,406.96	6,406.96	87	0.00	899.04	12
01-3550-0-4310-3800-1000-301-5406-XX		7,306.00	6,406.96	6,406.96	6,406.96	87	0.00	899.04	12
TOTAL: 4310									
TOTAL: 4xxx		7,306.00	6,406.96	6,406.96	6,406.96	87	0.00	899.04	12
TOTAL: lxxx - 5xxx		9,859.00	13,288.57	13,288.57	13,288.57	100	0.00	3,429.57	0

01 Ceres Unified	J4499	BUDGET REPORT	BDX110	H.00.30	12/02/14	12:05	PAGE	7
13/14 CHS AG REPORTS								
FROM 07/01/2013 TO 06/30/2014								
UNAPPROVED TRANSACTIONS INCLUDED								
FUND :01	GENERAL FUND	RESOURCE:3550	VOC'L, VOC & APPL TECH SEC II					
SITE :301	CERES HIGH	ORGNZTN :5406	MANF PROD - MACHINE & FORMING					
FD RESC Y	OBJT GOAL FUNC STE	ORGN D2	EXPENDED/RECEIVED	ENCUMBERED	UNENCUMBERED			
			CURRENT YEAR TO DATE	%	BALANCE	%		
			REVISED BUDGET	%	BALANCE	%		

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014  
UNAPPROVED TRANSACTIONS INCLUDED

FUND :01 GENERAL FUND RESOURCE:3550 VOC'L, VOC & APPL TECH SEC II  
SITE :301 CERES HIGH ORGNZTN :5407 INFO TECHNOLOGY

FD RESC Y OBJT GOAL FUNC STE ORGN D2		REVISED BUDGET		EXPENDED/RECEIVED		UNENCUMBERED	
				CURRENT	YEAR TO DATE	%	BALANCE %
4310	MATERIALS & SUPPLIES			5,932.48	5,932.48	98	67.52 1
01-3550-0-4310-3800-1000-301-5407-XX		6,000.00		5,932.48	5,932.48	98	67.52 1
TOTAL: 4310		6,000.00		5,932.48	5,932.48	98	67.52 1
TOTAL: 4xxx		6,000.00		5,932.48	5,932.48	98	67.52 1
TOTAL: 1xxx - 5xxx		6,000.00		5,932.48	5,932.48	98	67.52 1

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014

UNAPPROVED TRANSACTIONS INCLUDED  
 FUND :01 GENERAL FUND  
 SITE :301 CERES HIGH  
 RESOURCE:7010 AGRICULTURAL VOC'L INCENTIVE G  
 ORGNZTN :0112 AGRICULTURE

FD RESC Y OBJT GOAL FUNC STE ORGN D2	REVISED BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED		UNENCUMBERED	
		CURRENT	YEAR TO DATE				BALANCE	%
4310 MATERIALS & SUPPLIES								
01-7010-0-4310-1110-1000-301-0112-XX	6,276.00	6,402.19	6,402.19	100	0.00		126.19-	0
TOTAL: 4310	6,276.00	6,402.19	6,402.19	100	0.00		126.19-	0
4400 NONCAP EQUIPMENT								
01-7010-0-4400-1110-1000-301-0112-XX	1,000.00	1,088.82	1,088.82	100	0.00		88.82-	0
TOTAL: 4400	1,000.00	1,088.82	1,088.82	100	0.00		88.82-	0
TOTAL: 4xxx	7,276.00	7,491.01	7,491.01	100	0.00		215.01-	0
5213 CONFERENCE EXPENSE								
01-7010-0-5213-0000-2700-301-0112-XX	0.00	50.00	50.00	100	0.00		50.00-	0
01-7010-0-5213-0000-3110-301-0112-XX	0.00	75.00	75.00	100	0.00		75.00-	0
01-7010-0-5213-1110-1000-301-0112-XX	1,978.00	250.00	250.00	12	0.00		1,728.00	87
TOTAL: 5213	1,978.00	375.00	375.00	18	0.00		1,603.00	81
5870 PERSONAL SERVICES								
01-7010-0-5870-1110-1000-301-0112-XX	0.00	263.00	263.00	100	0.00		263.00-	0
TOTAL: 5870	0.00	263.00	263.00	100	0.00		263.00-	0
TOTAL: 5xxx	1,978.00	638.00	638.00	32	0.00		1,340.00	67
TOTAL: 1xxx - 5xxx	9,254.00	8,129.01	8,129.01	87	0.00		1,124.99	12

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014

UNAPPROVED TRANSACTIONS INCLUDED  
 RESOURCE:9010 OTHER LOCAL  
 ORGNZTN :5315 ROP WELDING

FUND :01 GENERAL FUND  
 SITE :301 CERES HIGH

FD RESC Y OBJT GOAL FUNC STE ORGN D2

		REVISED BUDGET		EXPENDED/RECEIVED		UNENCUMBERED	
				CURRENT	YEAR TO DATE	ENCUMBERED	BALANCE
					%		%
4310	MATERIALS & SUPPLIES	5,292.00	5,193.59	5,193.59	98	0.00	98.41
01-9010-0-4310-7110-1000-301-5315-XX		5,292.00	5,193.59	5,193.59	98	0.00	98.41
TOTAL: 4310							
TOTAL: 4xxx		5,292.00	5,193.59	5,193.59	98	0.00	98.41
TOTAL: 1xxx - 5xxx		5,292.00	5,193.59	5,193.59	98	0.00	98.41

13/14 CHS AG REPORTS FROM 07/01/2013 TO 06/30/2014

UNAPPROVED TRANSACTIONS INCLUDED Summary

FUND :01 GENERAL FUND

FD RESC Y OBUT GOAL FUNC STE ORGN D2

	REVISED BUDGET	EXPENDED/RECEIVED CURRENT YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME	( 8000 - 8999 )	0.00	0.00	0.00	0.00
TOTAL: 1xxx - 5xxx	48,260.00	52,395.51	52,395.51 100	0.00	4,135.51-
TOTAL: 1xxx - 6xxx	59,526.00	63,661.06	63,661.06 100	0.00	4,135.06-
TOTAL: 1xxx - 7xxx	59,526.00	63,661.06	63,661.06 100	0.00	4,135.06-
TOTAL EXPENSES	( 1000 - 7999 )	63,661.06	63,661.06 100	0.00	4,135.06-



# **28. District/ Department Budget Process**

### **District and Department Budget Process**

The district budgetary process at Ceres High School is fairly standard in that the major instructional supplies budget is based on the Ag Incentive Grant. This dollar amount fluctuates from year to year based on the amount applied for. The welding classes are funded through county ROP funds based on enrollment in the ROP system. The principal allots VEA Perkins funding to the various eligible programs on campus on an as-needed basis.

Since the LCFF has begun, our funding structure is in a period of flux. The ROP system has been terminated, so that pool of money is no longer available. There is LCAP funding available to take its place.

The third funding source for our department is site funds. These are the same “per pupil” dollars that most other departments receive. This generally is just enough to cover copies and fuel for transportation for the year.

Date: 7/9 2014

Address: \_\_\_\_\_

FAX# \_\_\_\_\_

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

Fax P.O. \_\_\_\_\_

Quantity	Item Number	Description	Unit Cost	Total
		Field day Registration for		
		Students		
		NTE \$200		

Total: 200

# PURCHASE ORDER

## CERES UNIFIED SCHOOL DISTRICT

2503 Lawrence Street/P.O. Box 307  
Ceres, California 95307-0307  
(209) 556-1560 Accounts Payable  
(209) 537-7301 Fax

FOR PROMPT PAYMENT, ALL INVOICES MUST  
BE SUBMITTED IN DUPLICATE TO ACCOUNTS  
PAYABLE AT: P.O. BOX 307, CERES, CA 95307

PURCHASE ORDER NUMBER

**Nº 73670**

Purchase order number must be shown  
on all packages, invoices and  
correspondence

FOR EMERGENCY P.O. CK HERE ☐

MAIL P.O.: YES ☐ NO ☐ OR RETURN P.O. TO SITE: ☒

MAIL ATTACHMENTS: ☐

DATE: **7/27/11**

DATE DELIVERY REQUIRED: **8/10/11**

VENDOR FAX#:

VENDOR REMITTANCE #: **123541**

TO:

**Cal Tool Industrial Supply  
470 Hester St.  
San Leandro, CA 94577**

ORDERED BY: **M. Patterson**

/ **SV**

SCHOOL/DEPT: **CHS/Ag**

SHIP ORDER TO BOX CHECKED

☒

**Ceres High School  
M. Patterson  
2320 Central Ave.  
Ceres, CA 95307**

CERES UNIFIED SCHOOL DIST.  
6TH & MAGNOLIA ST/BLDG A  
CERES, CA 95307

REVOLVING FUND \_\_\_\_\_ Return check to: \_\_\_\_\_ Ext: \_\_\_\_\_ Advance Payment Needed By: \_\_\_\_\_

### IMPORTANT CONDITIONS, PLEASE READ:

1. The vendor agrees to provide equipment and/or installation or service that meet all local, state, and federal code requirements and regulations for use in schools and places of public assemblage, and all California State Industrial Safety requirements.
2. Unless otherwise stipulated, all prices are F.O.B. destination.
3. No deviation in price nor substitution will be permitted. Permission in writing should be secured or a new purchase order requested if any change is necessary.

*A/C	QUANTITY RECEIVED ORDERED	ITEM NO.	DESCRIPTION	UNIT COST	TOTAL COST
			<b>Shear Blade set for Beverly 2B1A</b>		<b>127.48</b>
			<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2011 AUG 5 AM 8 02 C.U.S.D. DISTRICT OFFICE </div> <div style="text-align: center;"> <i>Phone in 8/12 mp</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> AUG 8 2011 </div> </div>		

<b>PURPOSE AND USE OF PURCHASE:</b>	<b>Ag Incentive</b>	SUB TOTAL	<b>\$127.48</b>
<b>GOALS AND OBJECTIVES:</b>		TAX	<b>11.31</b>
		SHIPPING	<b>12.00</b>
<b>OTHER NOTES:</b>		OTHER	
		<b>TOTAL</b>	<b>\$150.79</b>

*A/C	ACCOUNT CODE NUMBER	AMOUNT	OK'D BY
01	<b>01 7010 0 4310 1110 1000 301 0112</b>	<b>\$150.79</b>	<i>[Signature]</i>
02			
03			
04			

REQUESTED BY (SITE/DEPT) *[Signature]* DATE **8/3/11** AUTHORIZED BY (ED/DEPT/PERSONL) *[Signature]* DATE **8/9/11** APPROVED BY (FISCAL SERV) *[Signature]* DATE **8/9/11** FISCAL SERVICE USE ONLY **AUG - 9 2011**

WHITE - VENDOR YELLOW - ACCOUNTING PINK - ACCTNG GREEN - SCHOOL/DEPT GOLDENROD - SCHOOL/DEPT

# **29. Chairperson Duties/ Responsibilities**

### **Department Chair Responsibilities**

As the Ag department chair, I am responsible for keeping and maintaining the department calendar, overseeing the budget, submitting the final R-2 data, and communicating with the Ag department chair of the other High school in the district. I also keep and maintain the permanent department records.

I keep department meeting minutes and make arrangements for the advisory committee. I also serve as the site liaison for the district Ag Boosters.



# **30. Chart of Responsibilities**

**AGRICULTURE DEPARTMENT  
CHART OF RESPONSIBILITIES  
2014-15**

<b>Project Supervision</b>	<b>Mike</b>	<b>Mardel</b>
Ag Mechanics	x	
Beef	x	
Dairy	X	
Goat	X	
Ornamental Horticulture/Landscape		X
Poultry	X	
Rabbit		X
Sheep	X	
Swine		X
Work Experience	X	X
<b>Judging Teams and Contests</b>		
Agri Science fair		X
Ag Mechanics	X	
Job Interview	X	x
Opening Closing	X	x
Novice Team		x
Open Team	X	X
Officer Team	X	X
Prepared Speaking		



<b>Transportation</b>	<b>Mike</b>	<b>Mardel</b>
Fairs and shows	x	X
Contests	x	X
Meetings	X	x
"Fun" Trips	x	x
<b>Money Making Activities</b>		
Chicken BBQ	x	
Poinsettia Sales		x
<b>Banquets</b>		
Greenhand/Chapter Farmer	x	X
Food and Clean up	X	
Set up and Decorations	X	X
Program, Awards, Officers		X
End of the year		
Food and Clean up	X	
Set up and Decorations	X	X
Program, Awards, Officers		X
<b>Reports</b>		
Facility Reports	X	
Program of Work	X	x
Roster	X	x
Incentive Grant and Budget	X	x
R-2	X	x
Program Plan	X	x
<b>Other Assignments</b>		
Ag Advisory and Booster Meetings	x	X
FFA Meeting	x	X
Department	X	
FFA Advisors	X	
Department Chairperson	X	

<b>Other Activities</b>	<b>Mike</b>	<b>Mardel</b>
FFA Week	X	
Eighth Grade Rally	X	
Food Drive		X
Toy Drive		X
Local & Sectional Project Competition		X
Officer Leadership Training –	x	X
Regional Meeting –	x	X
State Conference	x	X
National Convention –	x	X
Top Twenty Points	x	x
<b>Responsibilities</b>		
Ag Classrooms		X
Ag Shop	X	
Ag Office	X	
Barn		X
Computers	X	
Overall	x	

**DUTIES AND ACTIVITIES AS AGREED UPON BY THE AG STAFF.**

\_\_\_\_\_  
Michael Patterson

\_\_\_\_\_  
Mardel Runnels

# **31. Substitute Teacher Procedure/Plans**

# Sub Plans

## 11/21/14

### Period 1-2

#### Intro to Ag Mechanics

- Please take attendance
- Assignments are as follows:

Students are working on the computers. They should be using headphones to listen to the instructional videos on how to use the drafting software. There may be some questions that arise, and if the students get stuck, they really need to pay attention to every single step the video goes through. Every mouse movement and every click. They may need to go back and complete each step up to the point where they got stuck in order to complete the assignment.

Please make sure all students **LOG OFF** and push in their chairs at the end of the period

Trustworthy students are:

1<sup>st</sup> Per.

2<sup>nd</sup> Per.

Please Rate the class and list students misbehaving:

1<sup>st</sup> per

Uh-Oh

Perfect Angels

0    1    2    3    4    5    6    7    8    9    10

2<sup>nd</sup> per

Uh-Oh

Perfect Angels

0    1    2    3    4    5    6    7    8    9    10

# Period 3-5

## Ag Welding

- Please take attendance

Assignment is as follows:  
Same as period 1-2

Please make sure all students **LOG OFF** and push in their chairs at the end of the period

Trustworthy students are:

3<sup>rd</sup> Per  


5<sup>th</sup> Per  


Please Rate the class and list students misbehaving:

3<sup>rd</sup> per

Uh-Oh

0 1 2 3 4 5 6 7 8 9 10

5<sup>th</sup> per

Uh-Oh

0 1 2 3 4 5 6 7 8 9 10

## Period 6

### ROP Welding

- Please take attendance

Students should continue working on their assignment from 5<sup>th</sup> period

Please make sure all computers **SHUT DOWN** and the chairs are pushed in at the end of the period

Trustworthy students are:



Please Rate the class and list students misbehaving:

**6<sup>th</sup> per**  
Uh-Oh

0      1      2      3      4      5      6      7      8      9      10

# **32. Program Completer**

## **CERES AGRICULTURE DEPARTMENT** **PROFICIENCY STANDARDS**

Students in the agriculture program at Ceres High School must meet the California State Standards at a minimum of 70% in order to be considered proficient in the specific pathway. All standards that are applicable to our program and potential classes are listed below. Also, below you will find a certificate template example that can be awarded to any student who completes a pathway in the agriculture program at Ceres High School.



# Certificate of Skills

Agricultural Science



*This is to certify that \_\_\_\_\_ was Enrolled in the  
Agricultural Science Courses at Ceres High School and is a  
Program Completer.*

*To be a program completer the student has demonstrated the skills and knowledge  
listed on the reverse side of this certificate.*

## **AG SCIENCE COMPETENCIES**

### **I. California Agriculture**

#### **A. Economic importance of the agricultural sector in California**

1. Identify the major agricultural production areas of California and commodities produced in each.
2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
3. List the approximate dollar value of the five leading agricultural commodities produced in California.
4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

#### **B. Agricultural and Society**

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
2. Identify government agencies which influence and affect agricultural production in California.

#### **C. Agricultural Production on the Environment**

1. Define the economic effects of air pollution on agricultural production in California.
2. List major environmental effects of production agriculture in California.

## **ANIMAL SCIENCE COMPETENCIES**

### **A. Importance of Domestic Animals**

1. Describe the importance of animal domestication.
2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
3. Identify the major sources of animal protein in the world.
4. Be aware of the public health issues related to growth hormones and their use in meat production.

### **B. Basic Understanding of Animal Behavior**

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
2. Describe the basic differences between animal and plant cells and identify examples of each.

### **C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System**

1. Describe the basic physiological function of the primary components of the digestive systems.
2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
4. Identify with reduction in both male and female animals.

D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.
2. Identify common feed additives.
3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.
4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.
2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.
3. Demonstrate a method of control for an internal and external parasite.
4. Identify ways that infectious agents may gain entrance and do harm to an animal.
5. Properly determine the body temperature of an animal.
6. Identify unhealthy animals by using both visual and non-visual indicators of health.

## **Agriculture Mechanics Competencies**

- Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- Students understand how to make effective decisions, use career information, and manage personal career plans.
- Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
- Students understand the concept of a weld puddle and how to manipulate it.
- Students understand the use of various types of welding machines.
- Students understand the need for precision and accuracy in the fabrication and repair sectors
- 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.
- Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machines and formed parts and products.
- Students understand industrial welding processes and their application to specific types of materials.

# **33. Articulation 2+2 Agreements**

**SECONDARY-POST SECONDARY ARTICULATION  
2+2 AGREEMENT****STATEMENT OF INTENT**

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

**TERMS OF AGREEMENT**

This agreement shall remain in force for three years but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College Director or the principal/ROP Director of the high school.

**SECONDARY INSTITUTION****Ceres High School**

*School/District or ROP*

agrees to certify those students who have successfully completed

**Agriculture Welding**

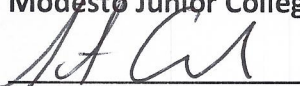
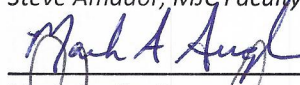
with a letter grade of B or better.

**COLLEGE DATA**


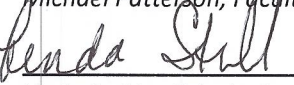
Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9<sup>th</sup>-11<sup>th</sup> grades must fill out a High School Petition for Advanced Placement. Upon completion of ROP Agriculture Welding students will receive credit for AGM 210 by either passing the written and practical final or completing and passing AGM 211 at MJC.

**AGM 210 – Agriculture Welding (3)**

Maximum Articulated Agriculture Units Per Student: 3 units

**Contract Date:****FALL 2014 – SUMMER 2017****Modesto Junior College**  
Steve Amador, MJC Faculty 1/28/14  
Date  
Mark Anglin, Dean 1/28/14  
Date  
Florida Arias, Director 2/20/14  
Date

Early College/Tech Prep 2 + 2

**Ceres High School**  
Michael Patterson, Faculty  
Date  
Linda Stubbs, Principal 2/11/14  
Date



**SECONDARY-POST SECONDARY ARTICULATION  
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**SECONDARY INSTITUTION****Ceres High School**

*School/District or ROP*

agrees to certify those students who have successfully completed

**ROP Agriculture Welding**

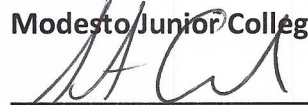

with a letter grade of B or better.

**COLLEGE DATA**


Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9<sup>th</sup>-11<sup>th</sup> grades must fill out a High School Petition for Advanced Placement. Upon completion of ROP Agriculture Welding students will receive credit for AGM 210 by either passing the written and practical final or completing and passing AGM 211 at MJC.

**AGM 210 – Agriculture Welding (3)**


Maximum Articulated Agriculture Units Per Student: 3 units

**Contract Date:****FALL 2014 – SUMMER 2017****Modesto Junior College**  
Steve Amador, MJC Faculty  
Date  
Mark Anglin, Dean  
Date  
Florida Arias, Director

Early College/Tech Prep 2 + 2

  
Date**Ceres High School**  
Michael Patterson, Faculty

Date

  
Linda Stubbs, Principal  
Date





## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

### SECONDARY-POST SECONDARY ARTICULATION 2+2 AGREEMENT

#### STATEMENT OF INTENT

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#### SECONDARY INSTITUTION

##### Ceres High School

*School/District or ROP*

agrees to certify those students who have successfully completed

##### **Introduction to Agriculture Mechanics**

with a letter grade of B or better.

#### COLLEGE DATA

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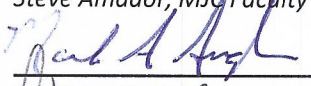
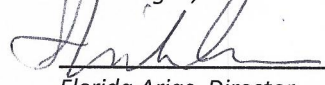
#### AGM 50 – Preparation for Mechanical Technology (3)

Maximum Articulated Agriculture Units Per Student: 3 units

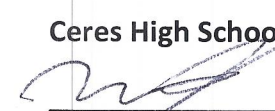
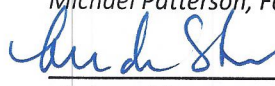
Contract Date:

FALL 2014 – SUMMER 2017

#### Modesto Junior College

 1/17/14  
Steve Amador, MJC Faculty Date  
 1/24/14  
Mark Anglin, Dean Date  
 2/20/14  
Florida Arias, Director Date  
Early College/Tech Prep 2 + 2

#### Ceres High School

 Date  
Michael Patterson, Faculty Date  
 1/29/14  
Linda Stubbs, Principal Date



## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

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#### SECONDARY INSTITUTION

##### Ceres High School

*School/District or ROP*

agrees to certify those students who have successfully completed

##### Advanced Animal Science

with a letter grade of B or better.

#### COLLEGE DATA

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#### ANSC 50 – Preparatory Animal Science (3)

Maximum Articulated Agriculture Units Per Student: 3 units

Contract Date:

FALL 2014 – SUMMER 2017

#### Modesto Junior College

John A. Mendes 1/24/14  
John Mendes, MJC Faculty Date

Mark Anglin 2/18/14  
Mark Anglin, Dean Date

Flerida Arias 3/31/14  
Flerida Arias, Director Date  
Early College/Tech Prep 2 + 2

#### Ceres High School

Mardel Runnels 3/24/14  
Mardel Runnels, Faculty Date

Linda Stubbs 3/24/14  
Linda Stubbs, Principal Date



**SECONDARY-POST SECONDARY ARTICULATION  
2+2 AGREEMENT****STATEMENT OF INTENT**

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**SECONDARY INSTITUTION****Ceres High School**

*School/District or ROP*

agrees to certify those students who have successfully completed

**Introduction to Veterinary Science**

with a letter grade of B or better.

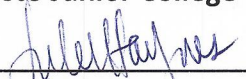
**COLLEGE DATA**

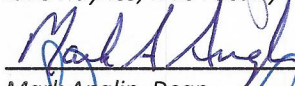
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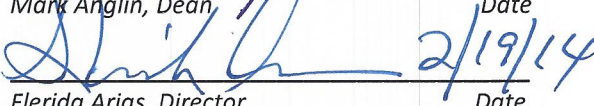
**ANSC 55 – Introduction to Veterinary Technology (3)**

Maximum Articulated Agriculture Units Per Student: 3 units

**Contract Date:****FALL 2014 – SUMMER 2017****Modesto Junior College**

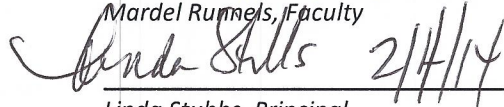
 1/21/14  
Julie Haynes, MJC Faculty Date

 1/21/14  
Mark Anglin, Dean Date

 2/19/14  
Florida Arias, Director Date  
Early College/Tech Prep 2 + 2

**Ceres High School**

  
Mardel Runnels, Faculty Date

 2/14/14  
Linda Stubbs, Principal Date