

# Graduate Internship Report- Patterson High School



Patterson High School  
Home of the Tigers!

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AGED 539, Cal Poly State University  
Fall Quarter 2014



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# Section I



Patterson High School  
Home of the Tigers!

Reflection on Quality Criteria  
Standards

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## Section I: Reflection on Quality Criteria Standards

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Patterson High School Agriculture Department  
Quality Criteria 1: Curriculum and Instruction

Patterson High School (PHS) Agriculture Department currently uses the California Career Technical Education Model Curricular Standards. These standards were adopted by the California State Board of Education in May 2005. In addition to these CTE Standards, in our science courses that are UC/CSU approved to meet the A-G credit requirements, we also use the Science Content Standards for California Public Schools that was adopted in October of 1998. This year, we are also integrating in the Next Generation Science Standards that are in the process of adoption by the State of California. And lastly, our program has begun integrated the Common Core Standards for English Language Arts and Literacy in Science and Technical Subjects to further prepare our students for new common core phenomenon.

The curriculum used by PHS Agriculture Department is designed to allow students to follow one of three pathways- Ag Mechanics, Horticulture/ Floriculture and Agriscience. Entering as a freshman, students may choose to take the Ag Mechanics I course, the Agricultural Earth Science course (UC A-G approved) or Ornamental Horticulture. From Ag Mechanics I, students can continue through the Ag Mechanics pathway. From Ag Earth Science, students can continue to the Horticulture/ Floriculture pathway or to the Agriscience pathway. The Ag Earth Science, Ag Biology, Animal Science and the ROP The Art and History of Floral Design courses are all UC A-G approved for college credit. Meanwhile, the ROP The Art and History of Floral Design and the Animal Science courses have been articulated with Modesto Junior College. All Agriculture courses in the department count towards graduation requirements, which is indicated on the course enrollment forms provided to students and parents every spring semester.

Ag Mechanics Pathway:

Ag Mechanics I  
Ag Mechanics II  
Ag Power and Small Engines  
Advanced Mechanics Agriculture- Project Construction  
ROP Agriculture Welding and Fabrication

Horticulture/ Floriculture Pathway:

Ag Earth Science (UC A-G approved)  
Ag Biology (UC A-G approved)  
Ornamental Horticulture  
Ag Floral Design  
ROP The Art and History of Floral Design (UC A-G approved)

Agriscience:

Ag Earth Science (UC A-G approved)  
Ag Biology (UC A-G approved)  
Ornamental Horticulture  
Animal Science

In addition to these courses, this year, PHS had added an Ag Leadership course to provide further leadership development for FFA members.

All pathways provide opportunities for a variety of teaching techniques. The district has made a distinct focus on providing more writing strategies to the students in an effort to prepare for common core. Teachers are encouraged to reach beyond direct instruction and to become facilitators in the classroom so that our students can further develop their speaking and writing skills. With the on come of common core and the Next Generation Science Standards, students are being asked to create more products and analyze more in the classroom.

In addition, the high school has made great strides towards the use of new technologies. Each agriculture classroom is equipped with a teacher work station with a computer, an LCD projector and a document camera that are all run through a central control panel and include speakers. In addition, each teacher has an iPad for use in the classroom and the classrooms will soon all have Apple TV receivers installed to the LCD projector so that the teacher can stream wirelessly from their iPad to the projector. In addition, the Agriculture department has a laptop cart with 20 laptops and a printer for use within the classrooms. There is also a computer lab on campus which can be reserved through the school calendar via outlook. Also, two mobile chrome book carts can be reserved through the school calendar reservation system on outlook. All students and teachers also have access to PowerSchool which allows for open communication about grades. Each teacher and student also has a Google Drive account where documents can be shared digitally. Also, some of the Agriculture teachers have taken advantage of Edmodo and the Remind app to provide more open communication with students. With this technology, the department is working on shifting to the iRecordbook system for our students to keep track of their SAE projects.

Patterson High School Agriculture Department  
Quality Criteria 2: Leadership and Citizenship Development

Patterson FFA has been chartered since March 3, 1937. The program has changed and grown throughout the last 77 years. The program focuses on gaining the support of the students, teachers, staff, school district and community of Patterson in order to offer as many opportunities to our FFA members as possible.

Students enrolled in any agriculture course in the Patterson High School Agriculture department are automatically members of the FFA. Being a member of FFA provides our students opportunities for leadership and personal growth, that other members on campus might not be available to other students on campus. As the FFA claims, our program emphasizes the opportunities for students to take part in activities that will promote premier leadership, personal growth and career success. Students enrolled in agriculture courses have FFA and Supervised Agricultural Experiences as part of their course grade. For every class, FFA counts as 10% of the grade and SAE counts as an additional 10%. The FFA portion of the grade is earned through participation in at least 6 FFA activities throughout the semester. The SAE portion of the grade is based on students having a valid SAE project relating to agriculture and documenting that project in the FFA record book. The remainder 80% of the grades are based off of class participation, homework, labs, tests and projects.

In order for students to receive their 10% SAE grade, they must maintain a valid Supervised Agricultural Experience project. This project can either be an ownership or placement project in which they invest 20 hours per year or 10 hours per semester. This is graded using the FFA record book and presentation board at the end of the year. Students are given time every month to update their record books, specifically the journal, budget, calendar, business agreements, FFA activities and community service pages. At the end of the year, they will create poster presentation boards relating to the knowledge they have gained in their project and hours they have invested. These projects can vary greatly from horticulture, Ag mechanics, floral design and livestock projects. Students with livestock projects will also exhibit their projects at the Stanislaus County Fair in July. These students are required to attend weekly meetings with their assigned advisors.

In order for students to receive their 10% FFA grade, they must participate in at least 6 FFA activities at the beginning of the school year, all FFA members receive a yearly FFA calendar that contains most of the activities for the whole year. In addition, the advisors regularly announce all FFA activities in class and maintain FFA calendars that are updated in the classrooms. Attendance is recorded at all events. Extra credit is given to students who attend more than 6 FFA activities in a semester but only counts for an extra 6 activities. These FFA activities are organized by the chapter officer team or the chapter committee members. At all events, at least one FFA advisor is present; however, there is special effort for all advisors to be present at most events.

Patterson High School Agriculture Department  
Quality Criteria 3: Practical Application of Agricultural Skills

The Agriculture program has the unique opportunity to be able to allow students practical application of Agricultural skills in and outside of the classroom. All four of the Agriculture teachers here at Patterson High School have put a large emphasis on making sure that students are involved with hands on practical application of agricultural skills during class time. For instance, students are taught the basic knowledge and then are often asked to apply it in a hands on activity directly related to agriculture. In the Ag Mechanics pathway, students are given the opportunity to complete projects such as woodworking, welding, plumbing, concrete work. In the Floriculture/ Horticulture pathway, students design landscape plots, maintain plants in the greenhouse and shade house and put on floral and plant sales. In addition, the floral design classes themselves are actually designing flowers for weddings and gain experience running a floral shop through the Crimson Floral Shop on campus. In the Animal Science class, students have the opportunity to understand the physiology of animals through animal handling and through dissections of rumen stomachs and bones. In the Agriscience classes, students are learning agriscience techniques specifically through agriculturally based lab work and dissections. Specifically in the Agriculture Biology class, the final exam at the end of the year has a practical application with a fetal pig dissection in which students learn hands on about physiology but also learn about the swine species.

In addition to applying their skills during class time, students are also required to complete a Supervised Agricultural Experience project in which they demonstrate practical agricultural skills. 10% of the grade in all of our Agriculture classes is based on the student's SAE project. In order to receive that 10%, the students must document a designated number of hours working on their agriculturally related project in the FFA Record Book. At the beginning of the school year, students brainstorm their SAE project and pick an agriculturally related project that interests them. Then as the year proceeds, it is their responsibility to work on their project outside of class time and put in at least 10 hours per semester. This year, we plan to raise the hours requirement to encourage more students to meet the chapter degree requirements more easily. Approximately once a month, as a class, we take time to update their FFA Record Books to document their progress on their SAE project. They receive their SAE portion of their grade based on these record book entries as well as an SAE presentation at the end of the school year. Their SAE presentation requires them to create a poster board or visual aide that demonstrates the skills they learned and hours spent on their SAE project this year. It is exciting to see students chose a project that they really connect to and see them get excited about Agriculture. Our students receive recognition on these projects from competing in the project competition program and through the Stanislaus County Fair.

At Patterson High School, we have a greenhouse, shade house, raised planter beds, Ag Mechanics shop, a walk in floral cooler and on campus school farm to help facilitate the practical application of these skills. In addition, we have a suburban and truck that help us coordinate these hands on applications of skills.



Patterson High School Agriculture Department  
Quality Criteria 4: Qualified and Professional Personnel

All teachers within the Agriculture department have the appropriate teaching credentials for the subjects they are currently teaching. In addition, two of the four of us have finished the BTSA program to obtain cleared credentials and the other two are currently enrolled in the program. Please look below for a list of the teachers and their appropriate teaching credentials:

Kendall Green

Clear Single Subject Teaching Credential in Agriculture

Clear Specialist Instruction Credential in Agriculture

Classes Assigned: Ag Floral, ROP The Art and History of Floral Design, Ag Biology P

Samantha Cahill

Clear Single Subject Teaching Credential in Agriculture

Clear Specialist Instruction Credential in Agriculture

Classes Assigned: Ag Leadership, Ag Earth Science and Animal Science

Monica Lopes

Preliminary Single Subject Teaching Credential in Agriculture

Clear Specialist Instruction Credential in Agriculture

Classes Assigned: Ag Earth Science and Ag Biology

Michael Costa

Preliminary Single Subject Teaching Credential in Agriculture

Clear Specialist Instruction Credential in Agriculture

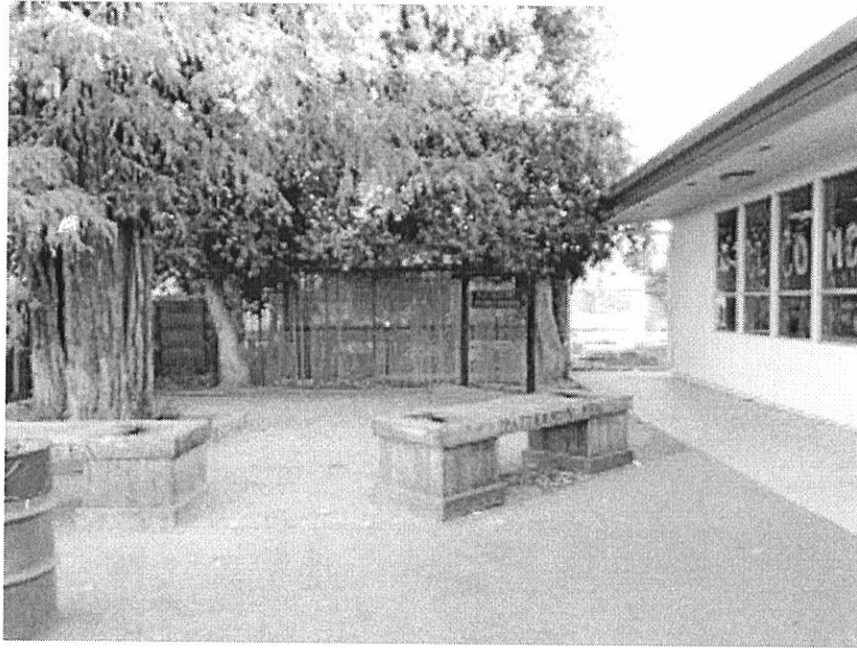
Classes Assigned: Ag Mechanics I, Ag Mechanics II, Ag Power and Small Engines, Advanced Mechanics Agriculture- Project Construction, ROP Agriculture Welding and Fabrication and Ornamental Horticulture.

In addition to having the appropriate credentials, all four of us have put an emphasis on staying up to date in our profession. We all attend a once monthly faculty meeting at Patterson High School. In addition, we all attend Patterson Unified School District Collaborations twice a month. At these collaborations, our district is trying to encourage more collaboration between teachers, introduce common core strategies and upcoming new standards. Each collaboration has a different focus to help us be the best teachers we can be. Also, we attend weekly Agriculture department meetings that we use as time to collaborate with each other about FFA and our department. We also attend the CTE department meeting every month as well as the science department meetings if we teach an agriscience course. Monica and I also attend a weekly collaboration with the biology teachers in which we share ideas of how best to teach biology in the classroom. In addition to all these collaboration type meetings, we recognize the importance of attending our sectional, regional and state CATA meetings. We all attend these meetings as a department together. Every year, there is a large focus that all of the Agriculture teachers attend the CATA Summer Conference in order to stay as updated in our profession as possible. At this conference, we have the opportunity to meet collaborative with other Agriculture teachers and attend professional workshops about both our program, its curriculum

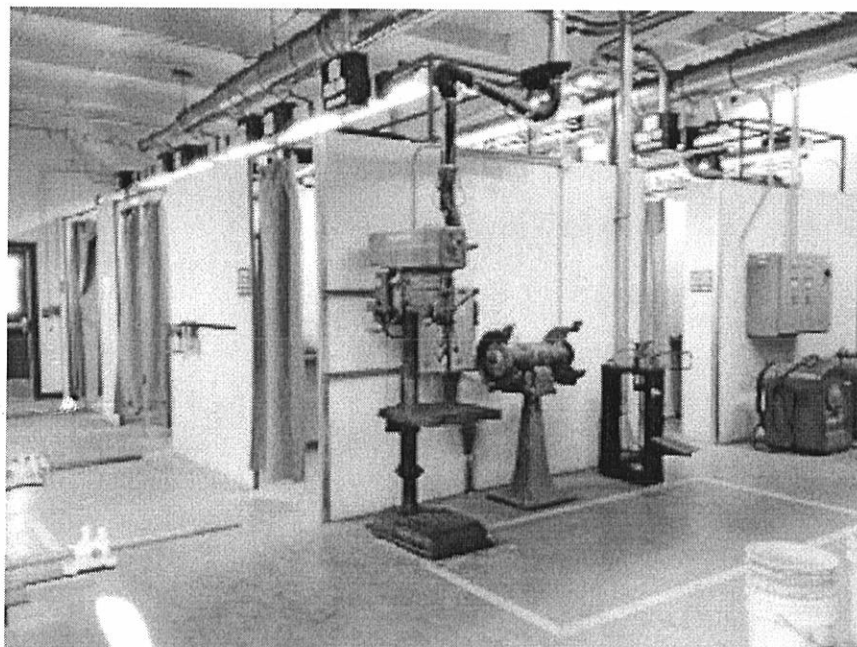
and the FFA. And lastly, since we all are a department of four young teachers, we also have put an emphasis on the importance of attending other professional development events such as New Professionals and the CATA Roadshow.

Patterson High School Agriculture Department  
Quality Criteria 5: Facilities, Equipment and Materials

The Agriculture Department was remodeled approximately six years ago so that there are 2 full classrooms, an Ag Mechanics shop and an Agriculture Office.



The Agricultural Mechanics shop is set up for both welding and woodworking. At the front of the shop is a classroom set up with tables for students to sit in. The shop has a projector, computer and document camera for teaching purposes. In addition, each teacher has an iPad that they can wirelessly stream to the projector using apple TV in the shop. The shop also has 20 welding booths with SMAW welders in each booth. In addition, we recently purchased 5 MIG welders for the shop. And in the middle of the shop, is a Plasma Cam. Not only is it set up for welding, but it has the equipment necessary for students to complete woodworking, plumbing and electrical work. In addition, it has storage space in student assigned lockers along the left wall of the shop. There are also lockers and cabinets at the front of the shop that are used to store small engines for the Ag Power and Small Engines class. The shop also has its own locked tool room for storage of all hand tools. Each tool has a designated location in the tool room. Behind the shop, there is an overhang and additional work tables and our metal and wood storage. This provides more room for students creating large scale projects.

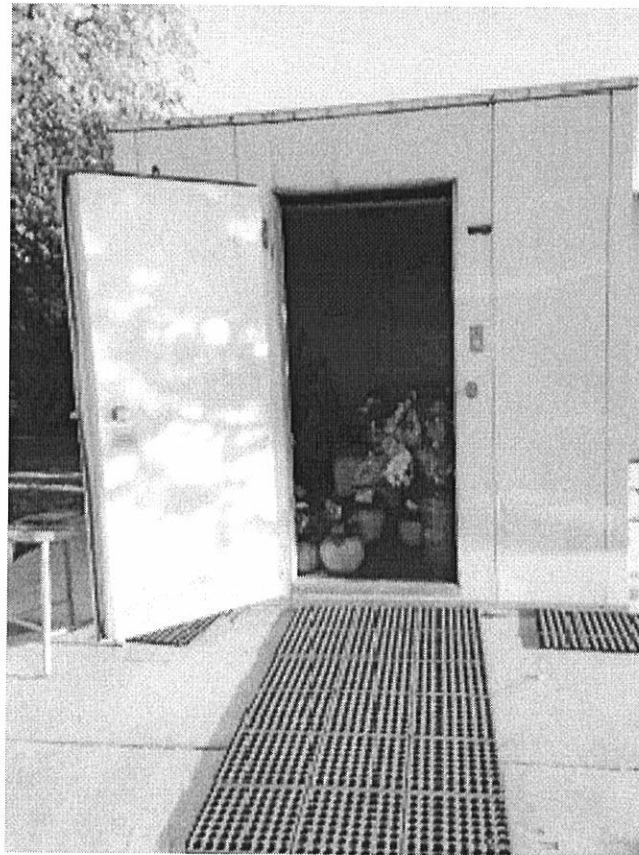


Outside of the Agricultural Mechanics shop are the greenhouse, shade house and raised planter bed area. The greenhouse has about 12 large growing tables inside and a cooling system. During the spring semester, students completely fill the greenhouse with plants for their plant sale. As these plants become larger and need to be transplanted, they end up in the shade house. The shade house has 10 wooden growing tables ready for these transplanted plants. Next to the shade house, we have our raised planted beds. These are a recent addition to our program. Our students constructed and installed the beds themselves. Currently, 6 of the beds will be in use this year due to the construction of a new building near the department. The last four beds will be put back in and used upon completion of the new building. For storing all of these supplies for the horticulture unit, we have a large storage warehouse behind the greenhouse.

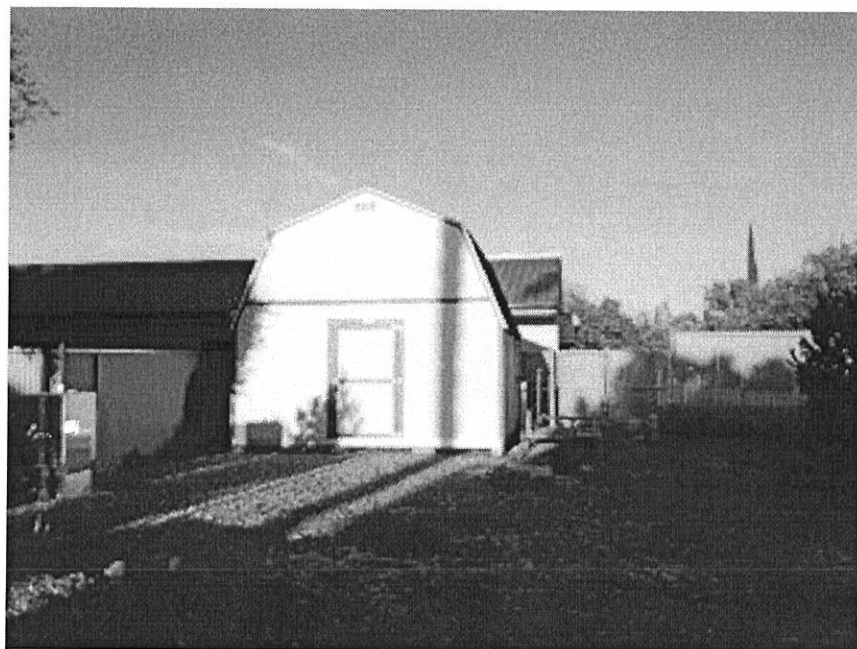


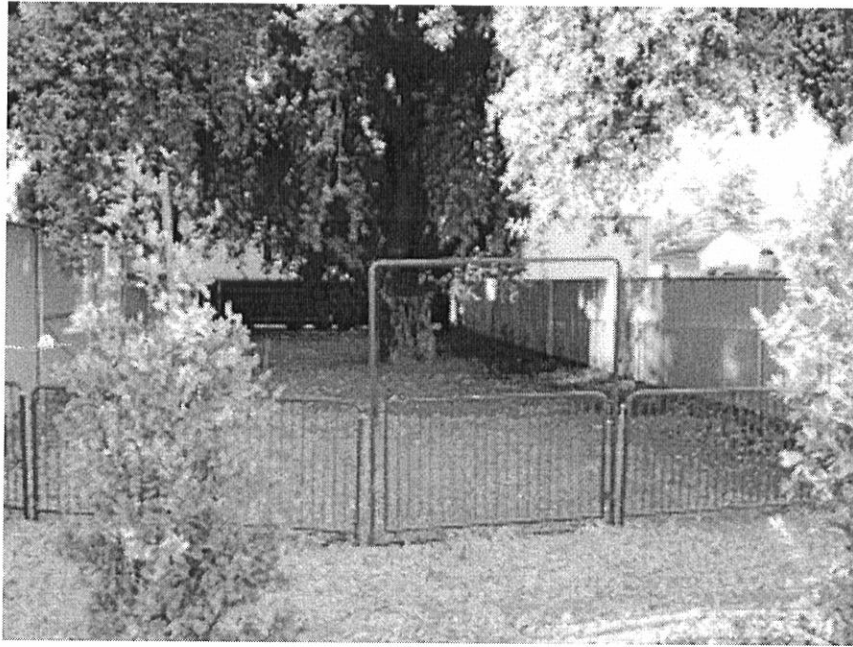


Near the greenhouse and shade house is our walk in floral cooler. This cooler allows us to keep flowers on hand and complete large orders of floral arrangements. With 160 floral design students, we fill up the cooler when completing our arrangements.



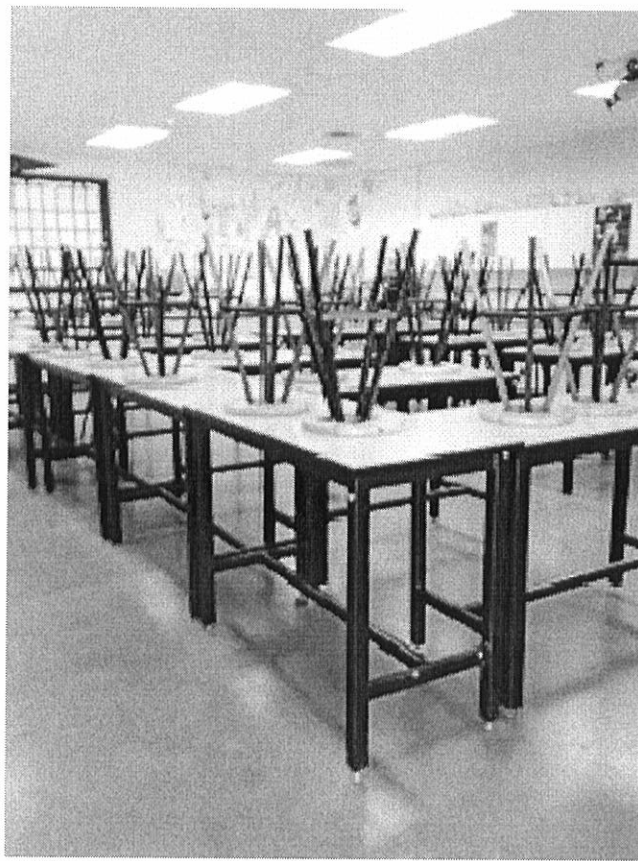
Across the driveway from our greenhouse and shade house is the working school farm. This school farm has room for 4-6 goats, 4-6 sheep and 6 hogs. It has an onsite wash rack, livestock scale, feed/ storage facility and show ring. On our five year plan, we have goals to update this facility. This past year, we installed the feed/ storage facility on the farm to better allow our students to access their feed and have ample storage room for tack. In this facility, there are two rooms. One room is made available to the students on the school farm for storing their feed and tack. The other room stores the livestock supplies used at the Stanislaus County fair as well as the digital livestock scale, clippers, blowers and other more expensive equipment. In addition, the show ring was another addition from this past year. The school district this past year allowed us to extend the school farm to allow for this show ring area. Since the school farm is right on campus and so close to our classrooms, we have the opportunity to take our students out there when needed for classroom lessons.

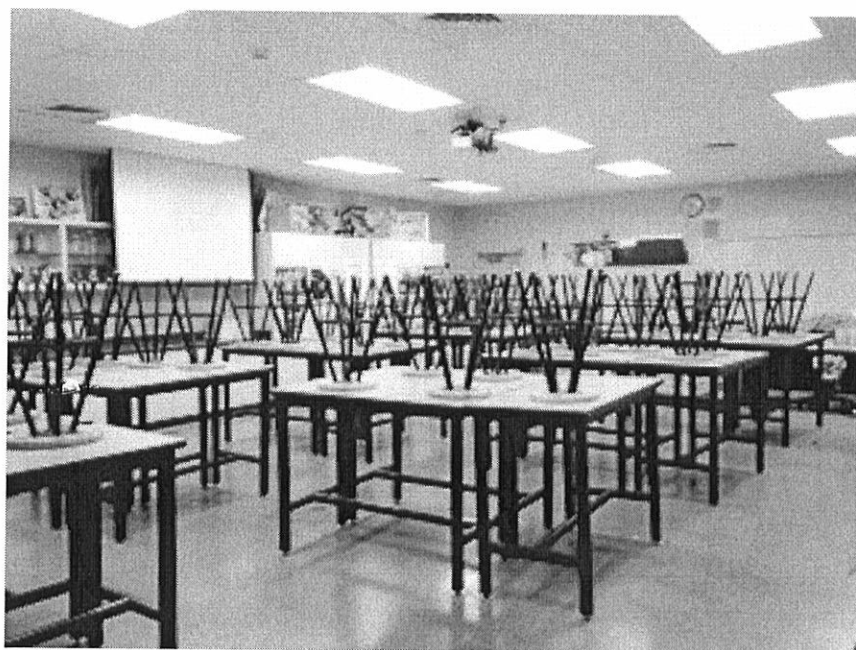




The two classrooms available for the Agriculture department include classrooms 901 and 903. In 901, there is a projector, computer, document camera, printer and Apple TV available for the teacher. In addition, there are 4-5 sinks and storage cabinets all around the room. Instead of desks, there are tables provided for the students to better allow for dissections and labs in the classroom. In 903, there again are tables for student use as well as a projector, computer, document camera, printer and Apple TV. In addition, there are larger storage cabinets for storing all the supplies needed for floral design. Also in the classroom is a smaller floral cooler used for keeping fresh flowers and arrangements on hand in the classroom. There is also a rack for a helium tank to be used for balloons in the floral shop. At the front of the classroom, there is a floral demonstration mirror that allows students to see arrangements from different angles as they are demonstrated to the class. And on the side of the room, there are 5 sinks and one sink on the front table. This classroom is set up near a drive through lane onto campus to allow for easy delivery of flowers right to the classroom door.







In addition to our classrooms, there is an Agriculture department office off of the shop. In this office, there are 4 desks with 2 filing cabinets for each desk. There is one computer used by the teacher moving between classrooms and a wireless printer. In addition, there is a copy machine available only for the Agriculture teachers and a refrigerator. In this room, there are also tall cabinets for storing FFA supplies and a clothing rack for the chapter FFA jackets. In the filing cabinets within this office are all of the Agriculture department permanent student files. This office allows for the department to coordinate and meet together.



For FFA activities, all of our students cannot fit into one classroom. Hence, we use the high school cafeteria or auditorium for meetings or banquets. On average, we have about 200 FFA members in attendance at FFA meetings and we fill up these facilities with excited students.

Patterson High School Agriculture Department  
Quality Criteria 6: Community, Business, and Industry Involvement

The Patterson High School Agriculture Advisory Committee is composed of agricultural leaders who represent local agriculture businesses and our community. We are fortunate to have advisory committee members who are dedicated to our agriculture program and are interested in helping us grow the program. The committee meets at least twice a year but usually three times. It meets twice in the fall semester and once in the spring semester. This group of individuals helps us update and improve our Comprehensive Program Plan as well as give us input on the needs and wants in our local agricultural community. Many of them are local business people in agriculture and often they can guide our program so we are better preparing our students for future careers or education. The committee specifically helps us update our Five Year Acquisition Plan, Course Outlines, Budget, Standards, Job Market Description, List of Active Placement Sites and Graduate Follow Up. With their input, we are better able to create ties with our community and local businesses to better provide for our program.

In addition to our advisory committee, we have another community group known as the Patterson Auction Boosters. They volunteer to assist our students in the sales of their FFA livestock projects. The students are required to help with a fundraiser for the group but then the boosters club purchases their animal at the Stanislaus County Livestock Auction for a fair price. These community members have been assisting our chapter with this for at least twenty years and always want to see our FFA members successful in their projects.

Besides these two groups of community members invested in our program, we have numerous businesses within our area that have helped our program. The local hardware store specifically sells livestock feed at a discounted price to our chapter members. We have two landscaping companies that are always happy to assist our members with their horticulture projects. For instance, they both helped our students install raised planter beds at no cost. We have a livestock feed company that has donated to our chapter in an effort to help fund student FFA conferences. The local Garden Club has invited our FFA members to speak at their events numerous times and actually included the Patterson Agriculture Department as one of the stops on their recent garden tour. Last year, FFA members taught this group of garden club members how to make floral wristlets. The local Lions Club is always supportive of our chapter and often provides donations for events and FFA members. We reciprocate their generosity by helping with their local Lions Club dinners. And lastly, the local American Legion Group coordinates with the floral FFA members to sell flowers and wreaths on patriotic holidays.

To be a successful chapter, we feel that it is necessary to raise awareness of the FFA and Agriculture in the community. Our advisory committee is dedicated to help us in education these young people and our community is excited to see FFA members active.

Patterson High School Agriculture Department  
Quality Criteria 7: Career Guidance

All students in our Agriculture department are required to complete the California FFA Data Sheet. This year, we transitioned to completing this data sheet online through [calaged.org](http://calaged.org). During the process of completing these data sheets, we explain the different pathways and courses needed to graduate in preparation for careers or college. We make plans with our students based on if they want to attend college or go straight to a career. The data sheets allow us to track this information accurately. As our students are enrolled in multiple years of Agriculture courses, they see these data sheets every year and are reminded of which pathway they need to choose to get to their desired career or college goals. On the data sheet, students are asked to write down a career they would be interested in. This is an opportunity for us as their teachers to introduce them to Agriculture careers available to them.

In addition to the data sheet, we start by introducing students to Agriculture careers at a young age through our Ag Days in which we educate kindergarten and third graders about Agriculture careers. In addition, when students are in the eighth grade, we continue to promote our program with career readiness as one of the key factors. Once our students then enter our program, we continue focusing on career guidance.

In all of our Agriculture courses, we have a career guidance unit. In this unit, most of the classes have to complete a work portfolio include resumes, cover letters and work samples geared toward Agricultural careers. In addition, specifically in my Floral Design classes and my Ag Biology classes, during Spring semester, I present different careers within the agriculture industry that relates to our coursework. For instance, I have guest speakers from the floral design industry come to talk to my students about career opportunities. For Ag Biology, I have guest speakers come to present on different careers in agriscience.

In addition, our ROP The Art and History of Floral Design course and the Animal Science course are articulated with Modesto Junior College. In these classes, our students are able to complete their high school classes and receive college credit. We spend a lot of extended time emphasizing the importance of careers and colleges in these classes, especially since they allow our students to receive college credit.

Lastly, our department works closely with our college counselor on campus. We are fortunate that our college counselor is related to an Agriculture teacher and has been a support of the FFA for a long time. He truly understands the Agriculture department and how to best support our students going onto college and careers.

Patterson High School Agriculture Department  
Quality Criteria 8: Program Promotion

Program Promotion at Patterson High School is done in a variety of ways. It is important to promote our program to students, administration, school staff and our community.

We believe that it is never too early to start promoting our program to students. Hence, we do a couple of different Agriculture Days with younger students (kindergarteners and third graders) throughout the year to start raising awareness of the FFA and the Agriculture department when they are young. We bring animals and information to the schools for them to learn more about agriculture but to also reinforce excitement to come to Patterson High School Agriculture department. In addition, we provide information and a recruitment video for the eighth graders coming into high school. We also try to have our FFA officers talk to our younger students at the schools as often as possible to raise awareness of our program.

In addition, during Food Court days and Club days in which we can share information about clubs and sell food or merchandise, we always have FFA Officers present and representing our department. In addition, during the spring semester, there is a Class day in which all teachers represent their classes and answer students' questions. On this day, the Agriculture department works together and brings out projects that students have completed, show the FFA or Agriculture department recruitment video and explain to our current high school students about the FFA and the Agriculture classes. During the class registration window, we also take time to discuss with our students what other opportunities and classes are available for them through the Agriculture department. We try to make sure that all of the students here know about each of the Agriculture classes. We also utilize our Back to School Night and Parent Teacher Conferences to highlight the benefits of being in the Agriculture program. Many parents are happy to hear that our classes count towards college credit or are A-G approved.

We do not only need to promote our department to our students, but also to our staff and administration. In order to promote our program to our staff and administration, we will always email out important events such as banquets and fundraisers asking staff and administration to come and be involved. We also have special events planned just for staff to become more involved with the FFA such as the Staff vs. FFA Softball Game and the Staff Appreciation Breakfast during FFA Week. We ask for volunteers from our staff and counselors for judging public speaking contest at the local level each year as a way to incorporate our staff into the FFA side of our program. We also try to promote our program by always inviting our administration to our Agriculture Advisory Committee meetings. We are lucky that our CATA Section puts on a Counselors and Administrators Night to acknowledge our administrators for being a part of our Agriculture program and thank them for their support. The more our staff and administration is involved in our program the better.

To promote our program to our community, we try to encourage our FFA members to be as active in the community as possible. Our FFA members have volunteered to demonstrate floral skills at the Patterson Garden Club Meetings and help serve dinners for the Lions Club



dinner. They participate in the winter lights on parade in Patterson and the Back to School Block Party in downtown Patterson. In addition, we plan several community service projects such as a canned food drive and a coat drive. In addition, we have started offering field trips to our FFA members to several Agricultural businesses in town. Just by visiting these businesses and taking tours, we are promoting our program because these agriculturists see the chapter being active and trying to learn more about agriculture.

Program promotion is a large aspect of our program. We strive to promote our program to not only students but also to our staff, administration and community.

Patterson High School Agriculture Department  
Quality Criteria 9: Program Accountability and Planning

The Patterson High School Comprehensive Program Plan is kept on file in the Agriculture Department Office at all times and is also on file with our Regional Supervisor. It is updated yearly as required by the Agriculture Incentive Grant. However, I tend to update it more often than that with minutes from our department meetings every week. In addition, as new materials come forward that need to be in the Program Plan binder, I make sure to add them immediately. As a department, we update the following documents within our binder yearly: AIG Checklist, 5 Year Expenditure Schedule, Staff Responsibilities, FFA Program of Work, Advisory Committee Minutes, Advisory Committee Members, FFA Checklist and the Inservice Checklist. These documents are then sent to our Regional Supervisor by November 15<sup>th</sup> of every year. In addition to these updates, we meet with our advisory committee about updating the Job Market Description, Total Program Goals and Objectives, Course Subject Matter Outlines, Graduate Follow Up, Targeted Occupations, Program Description, Program Completion Standards, Current Year Budget and our List of Active Placement Sites. In addition to these updates, by October 15<sup>th</sup> of every year, we submit our Membership Roster, Graduate Follow Up, R-2 Report and our Report of Expenditures for the Agriculture Incentive Grant to our Regional Supervisor. As a program with the Agricultural Incentive Grant, we perform yearly reviews of our program. Every three years our Regional Supervisor reviews the program.

As far as planning for our department, we are hoping to continue to grow our Agriculture program. This year, we added a fourth teacher to the department due to the large increase in enrollment numbers in our Ag Earth Science and Ag Biology classes. With such growth, we have plans for continued growth. We are constantly reviewing our chapter's limitations or weaknesses to see where we can improve. Currently, our enrollment numbers show a decrease in our junior level students so we are planning to add another course, Ag Chemistry to our Agriscience pathway. Each year, when registration ends, our Vice Principal of Curriculum reviews the enrollment numbers for each class period. She meets with us about our preferences for classes to teach. Often as a department, we have this discussion and she listens to our preferences. She has an open door policy and always wants to work with us to help our Agriculture department. She has been one of our biggest advocates for adding a fourth teacher and another course to our program.



Patterson High School Agriculture Department  
Quality Criteria 10: Student- Teacher Ratio

At Patterson High School, there has been a recent shift towards reducing class size numbers this year. However, as you can see from the Student Teacher Ratios chart below, that the Agriculture department does not meet the Agriculture Incentive Grant requirement of 25:1 student teacher ratio for classroom instruction and 20:1 student teacher ratio for mechanics and laboratory classes. In the Ag Mechanics pathway courses, the ratio is not above 26:1 and in some cases under the 20:1 ratio. However, in the ROP The Art and History of Floral Design class and the Ag Earth, Ag Floral and Agriscience courses, the ratio is usually above 32:1. While these are not the suggested class sizes for the Agriculture Incentive Grant, this does show the demand for Agriculture classes and the popularity in enrollment. Meanwhile, class sizes that are large can be a bit demanding, but we focus on teaching to the best of our abilities and meeting the needs of all of our students in the classroom. The goal is to provide them with quality lessons and hands on learning that they can apply within our classrooms.

Course	Green	Costa	Lopes	Cahill
Ornamental Horticulture		27:1		
Ag Floral	35:1			
ROP The Art and History of Floral Design	39:1			
Ag Biology	32:1		34:1	
Ag Earth Science			37:1	32:1
Animal Science				30:1
Ag Mechanics 1		17:1		
Ag Mechanics 2/ ROP Welding and Fabrication/ Ag Mechanics Advanced		24:1		
Ag Power and Small Engines		26:1		
Ag Leadership				24:1

With the following enrollment numbers, we do not meet the suggested total enrollment numbers of 75 students to 1 teacher. However, this again attests to the popularity and interest our students have in Agriculture.

Course	Green	Costa	Lopes	Cahill
Ornamental Horticulture		27		
Ag Floral	106			
ROP The Art and History of Floral	39			

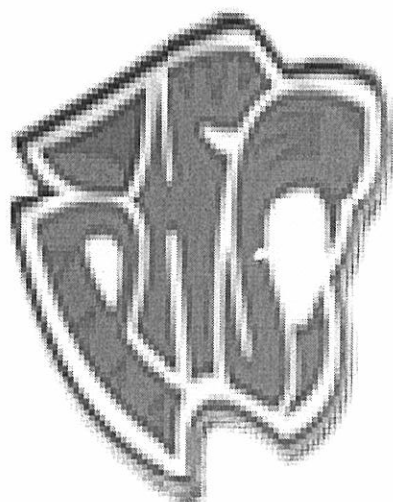
Design				
Ag Biology	32		101	
Ag Earth Science			74	70
Animal Science				60
Ag Mechanics 1		34		
Ag Mechanics 2/ ROP Welding and Fabrication/ Ag Mechanics Advanced		24		
Ag Power and Small Engines		26		
Ag Leadership				24
Total Enrollment	177	111	175	154

Patterson High School Agriculture Department  
Quality Criteria 11: Full Year Employment

Currently at Patterson High School, the Agriculture teachers have full year employment. We receive a stipend to cover the management of the livestock projects during the summer months for the Stanislaus County Fair that is approximately \$4000 per teacher. Hence, in addition to our regular contract, we receive this summer stipend. In addition, we all receive an FFA stipend that is \$2027 for each teacher.

We do not have a have project supervision period but we do have a prep period to prepare for lessons and grade.

## Section II



Patterson High School  
Home of the Tigers!

Support Materials

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## Support Material 1: Student Data Sheets

Student Data Sheets are completed at the beginning of every school year. In the past, we have had students complete hard copies of the student data sheet and then kept them in department files. This year, we reserved Chromebook laptops for each class and had them complete their student data sheets online. All of our data sheets are then automatically included in the R2 database. When students are completing their data sheets, we discuss the three pathways available at Patterson High School, career opportunities in Agriculture, course offerings in Agriculture, future educational plans and SAE participation as well as FFA participation. These data sheets help us plan out the four years of high school and beyond with our students and how Agriculture fits into them. Below are 10 examples of my students' data sheets from this school year:

STUDENT CAREER DATA SHEET

A. Name [Redacted]

Last Name First Name, MI

B. Gender: Male ☒ Female ☐

C. Date: 11/3/2014

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

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

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

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

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

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

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

- ☒ White  
☐ Asian  
☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Black  
☐ American Indian  
☐ Native Hawaian/Pacific Islander  
☐ Filipino  
☐ Guamanian  
☐ Samoan  
☐ Tahitian  
☒ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

Email:

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

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

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

Plan Updated: 2012-10-11

Student Number: 1130617

Huereca, Dillon

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Algebra 1	Geometry	Geometry	Animal Science
English 9 P	English 10P	T.A.	Performing Arts
P.E.	World History	AP English 11	T.A.

AG Earth Science	AG Biology	AG Floral	American Govt. 12
Health/Career Choices	Spanish 2	American History	NHD
Spanish 1	Weight Training	Spanish 3P	English 12P
		NHD	Ag Leadership

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Cattle		Small Animal		Small Animal		Welding	
Ranching		Care		Care/Floral		Project	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Monthly Meetings (Most)	Ice Skating	Monthly meetings	Monthly Meetings
	Corn Maze	(All)	(All)
	Monthly Meetings (Most)	MFE/ALA	MFE/ALA
Ice Skating		State Conference	State Conference
			Ice Skating



# STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

C. Date: 10/22/2014

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

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

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

☒ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

☐ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☐ White

☐ Asian

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black

☒ American Indian

☐ Native Hawaian/Pacific Islander

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

Email:

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

vet care  
(nursing)

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

Plan Updated: 2014-09-05

Student Number: 1126628



Chavez, Adrianna M

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Ag earth	Biology	History	English
Pe	Pe	English	Economics
English honors	English	Geometry	Animal science
Performing arts	History	Spanish	Ta
Health	Geometry	Floral	ROP floral
Algebra	Spanish	Chemistry	Math

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Market goat		Market goat		Market goat		Market goat	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Market goat at fair Sold tickets meetings donated jackets	Market goat at fair Sold tickets meetings donated jackets bowling activity	Market goat fair Meeting Sell tickets Buy at food court Go bowling	FFA meetings donate jackets food court bowling activity fair

STUDENT CAREER DATA SHEET

A. Name

Last Name First Name, MI

B. Gender: Male ☒ Female ☐

C. Date: 10/22/2014

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

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

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

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

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

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

H. Hispanic: Yes ☒ No ☐

Race: (Select Only One)

- ☒ White  
☐ Asian  
☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Black  
☐ American Indian  
☐ Native Hawaian/Pacific Islander  
☐ Filipino  
☐ Guamanian  
☐ Samoan  
☐ Tahitian  
☐ 2 or More

I. Locator Data:

Street Address:

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

Parent/Guardian Name (Print Full Name For Each)

Mr. \_\_\_\_\_

Miss/Mrs./Ms. \_\_\_\_\_

Email: \_\_\_\_\_

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

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

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1. Go to Work Full - Time  | _____                               |
| No Further Education       | _____                               |
| Some College Later         | _____                               |
| 2. Go to College           | <input checked="" type="checkbox"/> |
| Community College          | <input checked="" type="checkbox"/> |
| Four Year College          | _____                               |
| Full-Time Student          | _____                               |
| Part-Time Student          | _____                               |
| Agriculture Major          | _____                               |
| Non-Agriculture Major      | _____                               |
| 3 Go Into Military Service | _____                               |

Plan Updated: 2014-09-05

Student Number: 1121845

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
English 9p	ag biology	ag floral	English 12p
Health/career choices	ornamental hort	ag mech	economic/government 12p
pe	english 10p	animal science	ROP floral
lunch	wieght training	lunch	T.A.
ag earth science	history 10p	algebra 2	Adv Mech
algebra 1	geometery	history 11p	Lunch
		english 11p	Weight training

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
mech	o.h	floral	
Size	Size	Size	Size

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
meeting	meeting	meeting	meeting
tri tip fundraiser	softball game	softball game	softball game
can food drive	tri tip fundraiser	tri tip fundraiser	tri tip fundraiser
dog	field days	can food drive	can food drive

STUDENT CAREER DATA SHEET

A. Name

Last Name First Name, MI

B. Gender: Male Female ☒

C. Date: 10/22/2014

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

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

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

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

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

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

H. Hispanic: Yes No ☒

Race: (Select Only One)

- ☒ White  
☐ Asian  
☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Black  
☐ American Indian  
☐ Native Hawaiian/Pacific Islander  
☐ Filipino  
☐ Guamanian  
☐ Samoan  
☐ Tahitian  
☐ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

Email:

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

Large Animal Vet

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

Plan Updated: 2014-09-05

Student Number: 1127571





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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
ag earth science	ag biology	Ag Floral	AP English Lit 12
geometry	Honors English 10	Spanish 2	government and economics
English 9	Algebra 2	Ag Animal science	ROP Floral
Health	Spanish 2	AP Lang and Comp	PreCal
career choices	world history	Algebra 2	
O.H.	P.E.	AP US History	
P.E.			

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
dairy heifer	swine	Dairy Heifer	Dairy heifer
O.H.		Floral Design	
O.H.		Floral Design	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Fair	Fair	Meetings	meetings
meetings	meetings	COLC	Fair
State convention	plant sale	Tri Tip dinner	food court
MFE	tri tip dinner	Fair	Tri tip dinners
GLC		Food Court	State convention.



## STUDENT CAREER DATA SHEET

A. Name 

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐C. Date: 10/22/2014D. Year in Agriculture Program: 4  
(1st, 2nd, 3rd, 4th)E. Grade Level in School: 12  
(9, 10, 11, 12)

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

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

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

☒ I plan a career in agriculture☐ Not a career, just an interest in agriculture.☐ Not interested, placed in class.H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☐ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawaian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☒ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian:

Mr.

Miss/Mrs./Ms.

Email:

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

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

Plan Updated: 2014-09-05

Student Number: 1095307

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Career/Health	English	Bussiness Math	Ag leadership
Ag Mechanized	Ag mech 2	English	Geometry
PE	World History	US history	French 2
English	PE	French	Econ/Government
Ag earth and science	Algebra	Animal Science	TA
Algebra	Ag bio	AG floral	English
			ROP Floral

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
lawn work		Dog Care		Floral		ROP Floral	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
FFA Meetings	O/C	O/C	State Conference
August	MFE	Corn Maze	Opening And Closing
September	Meetings-All	Ice Skating	COLC
	Ag Day	ALA	Meetings
		State Conference	ALA
		All meetings	
		COLC	
		Ag DAY	

## STUDENT CAREER DATA SHEET

A. Name 

Last Name

First Name, MI

B. Gender: Male \_\_\_\_\_

Female ☒C. Date: 10/22/2014

D. Year in Agriculture Program: \_\_\_\_\_

3

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

E. Grade Level in School: \_\_\_\_\_

11

(9, 10, 11, 12)

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

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

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

☐ I plan a career in agriculture☐ Not a career, just an interest in agriculture.☐ Not interested, placed in class.H. Hispanic: Yes \_\_\_\_\_ No ☒

Race: (Select Only One)

☒ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawaiian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☐ 2 or MoreI. Locator Data: 

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

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

Parent/Guardian Name (Print Full Name For Each)

Mr. \_\_\_\_\_

Miss/Mrs./Ms. \_\_\_\_\_

Email: \_\_\_\_\_

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

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

1. Go to Work Full - Time \_\_\_\_\_

No Further Education \_\_\_\_\_

Some College Later \_\_\_\_\_

2. Go to College \_\_\_\_\_

Community College \_\_\_\_\_

Four Year College ☒

Full-Time Student \_\_\_\_\_

Part-Time Student \_\_\_\_\_

Agriculture Major \_\_\_\_\_

Non-Agriculture Major \_\_\_\_\_

3 Go Into Military Service \_\_\_\_\_

Plan Updated: 2012-10-10

Student Number: 1126652



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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
AVID 9	AVID 10	AVID 11	AVID 12
geometry P	geometry P	Algebra 2P	Business Math P
Ag Earth P	Ag Bio P	Chemistry P	Animal Science P
Health/Career Choices	World History P	Flush P	Gov/Econ P
Spanish 1P	Spanish 2P	Ag Floral	Adv Floral
English 1P	English 10P	English 11P	English 12P
Band P	Band P	Ag TA	Ag Mech

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
- Market Lamb	- Breeding Sheep - Market Lamb	- Floral design - Market Lamb - Breeding Sheep	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
- Meetings - Opening and Closing - Ice skating - MFE/ALA - B.I.G/ Field days	- State Conference - Opening & Closing - Pumpkin Patch - MFE/ALA - O.H./Field days	- State Conference - Opening & Closing - Tri-TIP dinner - MFE/ALA - Field days	- State Conference - Opening & Closing - Tri-TIP dinner - MFE/ALA - Field days

## STUDENT CAREER DATA SHEET

A. Name 

Last Name First Name, MI

B. Gender: Male ☒ Female ☐

C. Date: 10/22/2014

D. Year in Agriculture Program: 4  
(1st, 2nd, 3rd, 4th)E. Grade Level in School: 12  
(9, 10, 11, 12)

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

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

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

☒ I plan a career in agriculture☐ Not a career, just an interest in agriculture.☐ Not interested, placed in class.H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☒ White☐ Asian☐ Asian Indian☐ Cambodian☐ Chinese☐ Hmong☐ Japanese☐ Korean☐ Laotian☐ Vietnamese☐ Black☐ American Indian☐ Native Hawaiian/Pacific Islander☐ Filipino☐ Guamanian☐ Samoan☐ Tahitian☐ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

Email:

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

Weldor

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

Plan Updated: 2014-09-05

Student Number: 1095520

☒

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Ag. Earth	Ag. Bio	Ag. Floral	ROP Floral
AVID	spanish 2	Ag. Mech. 1	Rop welding
GEOMETRY	english 10 p	Animal Science	english 12 p
pe	pe	humanites	office ta
health	geometry	english 11 p	personal finance
english 9 p	world history	algebra 2	humanities
spanish 1		us history	gov/econ

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Ag mech repair	market goat production	floral	markey goat production ag mech production ag mech production

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
gle ice skating corn maze field days tri tip dinners every meeting	ice skating corn maze tri tip dinners impromptu	field days mpe	fields days mpe state conference ice skating corn maze

opening closing



# STUDENT CAREER DATA SHEET

A. Name

Last Name First Name, MI

B. Gender: Male Female ☒

C. Date: 10/22/2014

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

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

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

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

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

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

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

- ☒ White
- ☐ Asian
- ☐ Asian Indian
- ☐ Cambodian
- ☐ Chinese
- ☐ Hmong
- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ Vietnamese
- ☐ Black
- ☐ American Indian
- ☐ Native Hawian/Pacific Islander
- ☐ Filipino
- ☐ Guamanian
- ☐ Samoan
- ☐ Tahitian
- ☐ 2 or More

I. Locator Data:

Street Address:  
Phone Number  
Parent/Guardian  
Mr.

Miss/Mrs./Ms.  
Email:

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

ag communications

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

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

Plan Updated: 2014-09-05

Student Number: 1095348



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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Ag Earth Science	Ag Biology	Ag Floral	Animal Science
Avid 9	Geometry	Chemistry	Ornamental Horticulture
Career Choices	Spanish 2	US history	ROP Floral
Health	English 10	Algebra 2	English 12
Spanish 1	PE	AVID 11	AP Statistics
Algebra 1	World History	Spanish 3	American Government
English 9	AVID 10	English 11	Economics
PE			AVID 12

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Large Animal Care	Large Animal Care	Floral Design	Floral Design Ornamental Horticulture Ornamental Horticulture

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Opening and Closing Contest	UC Davis Field Day	Fresno Football game	Opening and Closing contest
Creed Citation	MJC Field Day	CA State Conference	UC Davis field day
Chapter meeting	Fresno Field Day	UC Davis field Day	UC Merced Field day
Chapter meeting	Cal Poly State finals	Chapter Meeting	Fresno Field day
Banquet	CA State Conference	Opening and Closing Competions	Cal Poly State finals

# STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☐ Female ☒

C. Date: 10/22/2014

D. Year in Agriculture Program: 4

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

E. Grade Level in School: 12

(9, 10, 11, 12)

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

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

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

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

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

- ☒ White  
☐ Asian  
☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Black  
☐ American Indian  
☐ Native Hawian/Pacific Islander  
☐ Filipino  
☐ Guamanian  
☐ Samoan  
☐ Tahitian  
☐ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

Email:

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

*ag teacher*

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

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

Plan Updated: 2014-09-05

Student Number: 1095313

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Ag Earth	P.E	spanish 2	spanish 3
Art 1	geometry	algebra 2	english 12 p
Algebra 1	english 10 p	english 11 p	animal science
P.E	ag biology	us history	finite math
Health	spanish 1	chemistry	rop floral
career choices	world history	ag floral	ag leadership
English 9 p			government/ economics

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
small animal	small animal	floral	floral

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
greenhand	some field days	all meetings	all field days
all meetings	mfe	most field trips	mfe
o/c	all meetings	all field days	all meetings
	o/c	most conferences	all field trips
		o/c	o/c

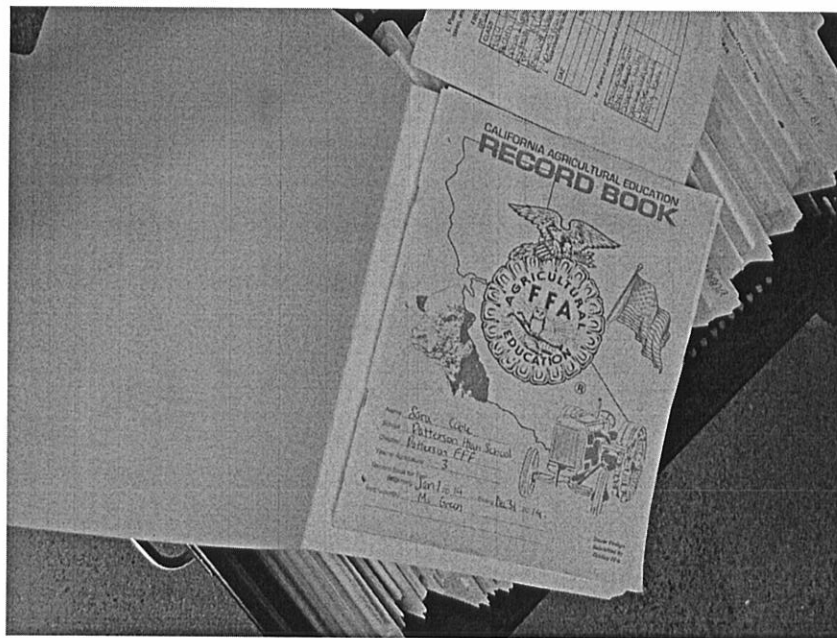
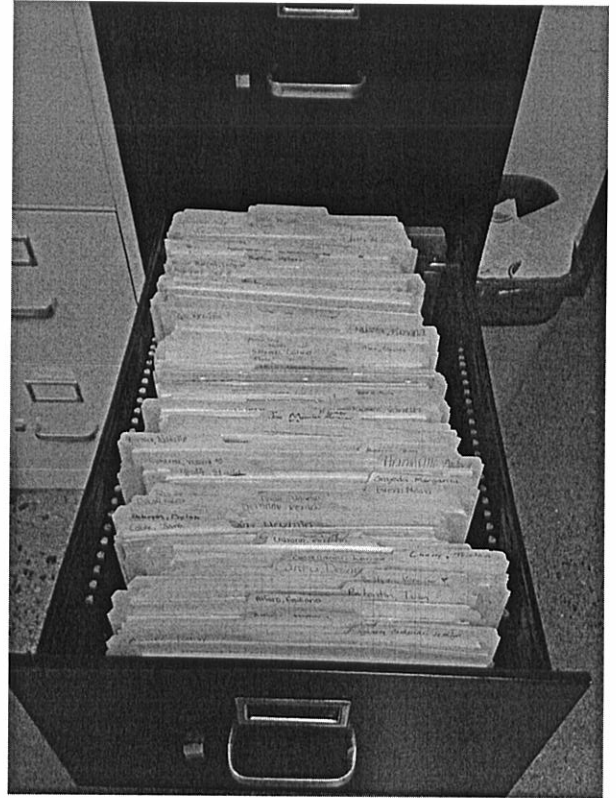
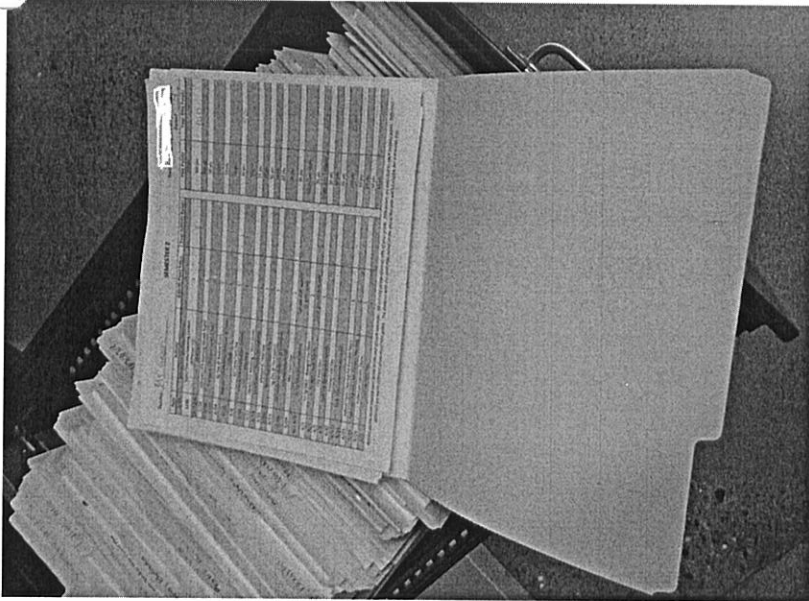


## Support Material 2: Permanent Student File

There are two types of permanent student files at Patterson High School. The first is the permanent file kept in the Administration office. The second is the Agriculture Student Permanent Student File. In the Agriculture Office at Patterson High School, filing cabinets hold the permanent student files of Agriculture students. In each file, you can find the following items: 1) Record Books, 2) FFA Data Sheets, 3) SAE Idea Sheets, 4) FFA Activities Worksheets and 5) Other FFA related pertinent paperwork.

All files are organized first by grade level. We keep files on students at least one year after graduation. By organizing by grade level, we are able to easily determine how long each file should be kept after graduation. In addition, students can easily find their files by first looking through their grade level. Secondly, the files are organized alphabetically by last name.

As stated above many items are stored in each file. The amount of documents in each file depends upon how long they have been an FFA member within the program. All of their record books should be kept in the file unless they are iRecordbooks or eRecordbooks. As students update record books, they will grab their book from the file and then replace it at the end of the class period. In addition, FFA Data sheets that are completed at the beginning of every school year will be kept in these files unless they are completed digitally. This year, almost every FFA member completed their data sheet digitally and hence, those can be found online in the R2 database. As first year members, as a department, we have started to have students complete an SAE Idea Sheet in which they brainstorm their SAE projects. These sheets are now stored in these files as well. The FFA Activities Worksheets are pages that keep track of FFA activities students have completed and the amount of FFA Point Awards they have received throughout the semester. After tallying these points, they are stored in the permanent files. And lastly, any degree applications, proficiency applications or other FFA related documents are kept in these files as well.





### Support Material 3: Agriculture Course Outlines

Course Outlines are submitted each year to the Assistant Principal of Curriculum. In addition, as department head of the Agriculture program, I collect updated outlines each year to add to the Program Plan binder. These outlines as well as course syllabi are reviewed by the Agriculture Advisory committee each year in order to keep our content current with industry standards. Prior to any courses being articulated with local community colleges, they must also be approved by the school board and hence, the district keeps copies of them as well. Below you will find the course outlines for all of the Agriculture courses at Patterson High School:

Patterson High School  
Course Outline

Course Title:		Ag Leadership	Grade Level(s):	9-12	Duration:	1 year	Credits:	10
Grading Format:		Required for Graduation:	No	Meets UC and CSU Requirements:		CBEDS Code:		
Co/Prerequisite(s)		Textbook(s)/Supplementary Books/Materials:						
<p>This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.</p>								
<p>Key Concepts/ Learning Goals:</p> <p>Key concepts include</p>								
Dates	Week(s) of School Year	# of Days	Unit	Activities/Labs	Standards	Assessment		
Semester 1								
8/11-8/15	1	5	Intro/FFA	FFA Emblem	AG 10.1, 10.2, 10.3	FFA Quiz		

8/18-8/29	2-3	10	Personality and Leadership	Personality Assessment 4 Sets of Differences Group Personalities Effectively Working With Other Personality Types Mutual Usefulness of Opposite Types Personality Assessment	AG 7.3, 9.1, 9.2,	
9/1-9/12	4-5	10	Emotional Intelligence	Emotional Intelligence Overview Three Good Employees Emotional Intelligence at Work EQ Skill Building EQ Development Emotional Intelligence Competency	AG 7.4, 8.3, 9.5	
9/15-10/10	6-9	20	Conflict Resolution/Assertiveness Decisions/Problem Solving	-Handling Emotions Effectively -Modes of Handling Conflict -Assertiveness – A Behavior Choice -Assertiveness Exercise -The Case of Mad Mechanics -Handling Conflict and Being Assertive 3 D Decisions Survival Exercise Analyzing Your Decisions	AG 5.0, 7.1, 9.4, 9.6	
10/13-10/31	10-12	15	Leading a Team	Win As Much As You Can Are You Rude How Trusting and Trustworthy Am I? Ten Coaching Skills	AG 7.4, 9.3, 9.6	

11/3-12/5	13-17	25	Career Readiness	Developing a Cover Letter, e. e. Completing an Application Interview Skills Ag Sales Interview Job Interview Competition	AG 2.2 (2.5), 2.4 (2.3), 3.0,	Portfolio Completion Job Interview Competition
Semester 2						
1/5-1/30	19-22	20	Communication	Communication Styles Johari's Window Listening Quiz The Extra Crew Case Absence of Non Verbal Communications Exercise Non Verbal Communication The 10 Tools for Effective Listening Listening and Questioning Medics, Computers, Steamrollers, Cheerleaders	AG 9.6	
2/2-2/27	23-26	20	Parliamentary Procedure	Public Meeting Review		
3/2-4/2	27-31	25	Team Development	Working in Teams Characteristics of an Effective Team Dealing with Team Issues Team Dynamics/Group Self-Assessment Team Climate	AG 7.5, 9.6	

4/13- 5/22			30 Second Commercial Sales Presentation Guideline Making a Presentation World's Worst and Best Presentations Basic Presentation Skills The Top 10 Tools of Selling Stephan Covey Sales Message Key Rules of Successful Selling Overcoming Speaking Anxiety Sales Career Interview Sheets	AG 2.2 (2.6), 2.4 (2.2), 8.1	Issues Forum?
		25	Sales Pitch or Ag Issue??		



# Ag Leadership

## Syllabus



**Mrs. Samantha Cahill/ Ms. Green**

[scahill@patterson.k12.ca.us](mailto:scahill@patterson.k12.ca.us) / [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**2014-2015**

### Course Description

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA.

### Grading

Tests, Quizzes, and Written Assignments	70%
FFA Record Book (SAE)	10%
FFA Committee Participation	10%
FFA Participation	10%

Letter Grades will be earned for the following overall percentages:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

### Class Materials

- 1+ inch binder
- Pens/pencils
- Markers and/or colored pencils
- Highlighter (optional)

} **Required**

### FFA Participation

Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.

### FFA Committee Participation

Students must also participate on one of the standing committees available through Patterson FFA. These committees include Fundraising, Publicity, Scrapbook, and Community Service. Each student must participate on at least one committee and attend the committee meetings and events outside of class time to receive the full 10% of their grade. **These committee meetings will not count towards overall FFA activity points.** Your committee participation will be evaluated by the advisor in charge of that committee.

### Supervised Agricultural Experience (SAE)

Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

### Classroom Rules and Policies

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

### Discipline Procedures

1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

### Absences

If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### Academic Integrity

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGIARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_



# Patterson High School

## Course Outline

Course Title:		Agricultural Earth and Environmental Science (P)		Grade Level(s): 9th - 12th		Duration: 1 year		Credits: 10	
Grading Format:		A-F		Required for Graduation: yes		Meets UC/CSU requirements: Yes, g		CBEDS Code:	
Co/Prerequisite(s)				Textbook(s)/Supplementary Books/Materials: Holt: Earth Science					
Course Description:		This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.							
Key Concepts/ Learning Goals:		Geology, Meteorology, Astronomy, Oceanography							
Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST%	Activities/Labs		Assessment	
1st - 5th (8/13 - 9/14)	25	Unit1 Ch1	Earth as a System	AG E1.1 4:a,b,c		Subspecialties Fold-Out Discovery Lab		Test Test	
		Ch2	Intro to Earth Science	7: a,b,c,d AG C13.1, C13.3		Mapping the Earth Open vs. Closed Systems Demo		Test	
		Ch 3	Mapping, Cycles in the Earth			Earth's Cycles Drawings Making a Map			
6th -12th (9/17 - 10/30)	32	Unit 4	Dynamic Earth Process						
		Ch 6	Rock types	9:a, 3: b, c		Rock Lab		Test	
10/1 - 10/2		Benchmark 1	Administration	Window					
		Ch 10 Ch 12	Plate Tectonics Earthquakes	3: a,b,c 3: d		Snack Tectonics Lab Demo: Model an Earthquake Research Major Earthquakes		Quiz Quiz Test	
		Ch 13	Volcanoes	3: e		Ranking Hazardous Volcanoes Types of Volcanoes		Quiz Test	
13th - 17th (11/5 - 12/7)	25	Unit 6	Oceanography						
		Ch 19 Ch 20	Ocean Basins Ocean Water	3:a, 7:c 5: d; 7: b,d				Test Test	
		Ch 21	Ocean Movements	6: b 5: a,b,d				Test	
26-11/28		Benchmark 2	Administration	Window					
(12/10- 12/14)	5	N/A	Review						
			Finals					Final Exam	

		End of	Semester 1				
18- 23 ( 1/7-2/15)	30	Unit 7	Atmospheric Forces	4: b,c,d			
		Ch 22	The Atmosphere	5:a,b,c		Absorbed Solar Radiation	Test
		Ch 23	Water in the Atmosphere	7:a,c;8:a,b,c		Energy Absorption & Reflection Lab	
				7: a,c		Precipitation in the United States	Test
		Chapter 24	Weather	5: a, 6a		Relative Humidity Lab	
		Ch 25	Climate	5: a,f,g; 6: a,b,c		Weather Related Disasters	Test
				7: b,d		Factors that Affect Climate Lab	Quiz
						Climates of the World	Test
2/21-2/22		Benchmark3	Administrative	Window			
24-29 (2/19-3/28)	30	Unit 8	Earth's Place in the Universe				
		Ch 26	Studying Space	2: b,d		Earth-Sun Motion Lab	Test
		Ch 27	Planets	1:a,b,c,d; 7: 4: d; 8: b		Crater Analysis Lab	Test
		Ch 29	The Sun	1: a, e		Energy of the Sun Lab	Test
		Ch 30	Stars, Galaxies, the Universe	1: d 2: a,b,d, f		Star Magnitudes Lab	Test
30-31 (4/8-4-15)	7	CST	Review				
31(4/17-4/19)	3	CST	Testing				
32-35 (4/22 - 5/17)		Unit 5	Reshaping the Crust				Test
		Ch 14	Weathering and Erosion	7: c; 9: c		Soil Chemistry	Test
		Ch 15	River Systems	7: c; 9: c		Sediments and Water Lab	Test
		Ch 16	Ground Water	7: c; 9: c		Porosity Lab	Test
		Ch 18	Erosion by Wind and	7: c		Beaches Lab	Test
36 (5/20-5/24)			Finals	Week			

\*

California  
Geology is  
integrated  
into the  
course.

# **Agricultural Earth and Environmental Science**

## **Course Syllabus**

Teacher: Mrs. Lopes

Email: [mlopes@patterson.k12.ca.us](mailto:mlopes@patterson.k12.ca.us)

**Course Description:** This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder ( Needed by Friday, August 15<sup>th</sup>)
- Pencils or Pens
- Dry erase marker (white board marker)

### **Grading:**

I do not give out grades, you earn them! Think of my class as your job. If you want to get your paycheck at the end of the week, or month , then you need to put in the time and the effort to get your check. If you don't put in the time and the effort, then I can't pay you for the work you didn't do.

### **Grading Scale:**

A= 90% and above  
B= 80-89%  
C= 70-79%  
D= 60-69%  
F= 59% and below

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

Class Participation and Homework: Binder checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guides will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are mini labs, which mean a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The FFA is an integral part of every agricultural class. Participating in this organization will enhance every student's grade. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. *There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester.* FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA activities. This will be primarily an in-class activity, but the activities and participation recorded are extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agricultural students will develop a plan for agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal and wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will NOT be accepted.

Absent Work: If absent it is the student's responsibility to ask the teacher for any works that the student may be missing prior to their absence. You will have the number of days absent to make up any absent work. For example: if absent for 3 days you have 3 days after you return to turn in your work. If you know you will be absent for a test or quiz prior to leaving, it is your responsibility to make arrangements with Mrs. Lopes to take the test or quiz before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test or quiz with Mrs. Lopes.

"No Name" Work: If a name is not written on an assignment, you will receive a ZERO on that assignment. We are all capable of writing our names on our papers and being responsible of our work.

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

---

Student Signature

---

Date

---

Parent Signature

---

Date



# Ag Earth Science

## Syllabus

---

**Mrs. Samantha Cahill**  
scahill@patterson.k12.ca.us

**2014-2015**

### Course Description

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources, and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

### Grading

Tests, Quizzes, and Written Assignments	70%
FFA Record Book (SAE)	10%
Class Notebook (*checked once per grading period)	10%
FFA Participation	10%

Letter Grades will be earned for the following overall percentages:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

### Class Materials

- 1+ inch binder (may be left in classroom in designated cabinet)
  - Pens/pencils
  - Markers and/or colored pencils
  - Highlighter (optional)
- } **Required**

### FFA Participation

Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.



### **Supervised Agricultural Experience (SAE)**

Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

### **Classroom Rules and Policies**

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

### **Discipline Procedures**

1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

### **Absences**

If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### **Academic Integrity**

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Course Title: Agriculture Biology		Grade Level(s): 9-12		Duration: 1 Yr		Credits: 10	
Grading Format: A-F		Meets Graduation Requirement: Yes		Meets UC and CSU requirements: Yes			
Co/Prerequisite(s):							
Text Book: Biology—Glencoe Copyright 2007							
Course Description: This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.							
Courses at Patterson High School that fit within this program include: Ag Biology. This course is mostly taught to 9 <sup>th</sup> and 10 <sup>th</sup> graders. The goals and objectives of this course are: 1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations. 2. To supply students with the knowledge and understanding about biological sciences. 1. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.							
Week(s) of school year	Chapter/U nit	Key Theme	Standard(s)	CST %	Activities	Assessment	
1-2	1	*Establish Class Rules *Scientific Method *Introduction to FFA	Investigation and Experimentation 1: d, f, k AG 1.2, C13.1, C13.2, C13.3	10%	*Various Handouts *Scientific Method Labs		
3-5	6	Macromolecules	1: b, h AG C8.1	10%	*Curds and Whey pH Lab *Drawing Macromolecules Activity	Macromolecules Test	
5	7 (touch upon 18.2)	Cell Biology	1: a, c, e AG C5.1, C5.2, C5.4, G2.1, G2.6	10%	*Cell Structure Worksheet *Cell Analogy Worksheet		
5-9	8	Cell Energy	1: f, g	10%	*Photosynthesis	Cell Energy Test	

(10/8-10/26)			AG C11.5, C11.6		Concept Map *Photosynthesis/ Cell Respiration Worksheet *Photosynthesis/ Cellular Respiration Lab	Vocabulary Quizzes
10-11	9.1 & 9.2	Mitosis	Review 7 <sup>th</sup> grade Standard AG C5.3, C7.5		*Diagram Mitosis Activity *Mitosis Model *Mitosis Lab	Mitosis Test Vocabulary Quizzes
12-13	10.1	Meiosis	2: a, b 3: b AG C7.5	30%	*Diagram Meiosis Activity *Meiosis Model	Meiosis Test Vocabulary Quizzes
14-15	10.2	Mendelian Genetics	2: a – g AG C7.1, C7.2, C7.3, G2.5	30%	*Genetics Worksheets *Reebop Lab *Edible DNA Lab	Mendelian Genetics Test Vocabulary Quizzes
17 Final Review (12/7-12/11)						
18 (12/12-12/14) FINALS						
16-20	11	Complex Inheritance	2: c, d 3: a	30%	*Various Worksheets *Karyotype Lab	
21-24	12 (touch upon 13)	Molecular Genetics (Touch upon Genetic Engineering)	1: d 4: a-d 5: a-c	30%	*Strawberry lab *DNA replication activity *DNA synthesis activity	Complex Inheritance and Molecular Genetics Test
25-29	14.1 15	Evolution	8: e 7: a-d 8: a-d	15%	*Natural Selection Activity *Evolution Worksheets	Evolution Test
30-33	2 3.1 4.1 5.1	Ecology	6: a-f	12%	*Food Web Activity	Ecology Test
34-35	32 33 34 35 37	Physiology	9: a-e 10: a-e AG C6.1, C6.2, D3.1		*Physiology Worksheets *Fetal Pig Dissection	Fetal Pig Dissection

35		Careers in Agricultural Science	AG 3.2		*Career Presentations	Verbal Presentations
36 (5/15-5/21)		Review for Finals				
37	<b>FINALS (5/22-5/24)</b>					

Physiology Standards are covered in health (CST's 18%).

# Agricultural Biology

## Course Syllabus

Teacher: Mrs. Lopes

Email: [mlopes@patterson.k12.ca.us](mailto:mlopes@patterson.k12.ca.us)

**Course Description:** This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skill/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder ( Needed by Friday, August 15<sup>th</sup>)
- Pencils or Pens and Dry erase marker (white board marker)

### **Grading:**

***I do not give out grades, you earn them!*** Think of my class as your job. If you want to get your paycheck at the end of the week, or month, then you need to put in the time and the effort to get your check. If you don't put in the time and the effort, then I can't pay you for the work you didn't do.

### **Grading Scale:**

A= 90% and above  
B= 80-89%  
C= 70-79%  
D= 60-69%  
F= 59% and below

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

Class Participation and Homework: Binder checks will be included as a grade towards class participation. Homework will include short homework assignments

and worksheets as well as larger take home projects. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guides will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are mini labs, which mean a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The FFA is an integral part of every agricultural class. Participating in this organization will enhance every student's grade. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA.

***There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester.*** FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA activities. This will be primarily an in-class activity, but the activities and participation recorded are extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agricultural students will develop a plan for agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal and wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will NOT be accepted.

Absent Work: If absent it is the student's responsibility to ask the teacher for any works that the student may be missing prior to their absence. You will have the number of days absent to make up any absent work. For example: if absent for 3 days you have 3 days after you return to turn in your work. If you know you will be absent for a test or quiz prior to leaving, it is your responsibility to make arrangements with Mrs. Lopes to take the test or quiz before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test or quiz with Mrs. Lopes.

"No Name" Work: If a name is not written on an assignment, you will receive a ZERO on that assignment. We are all capable of writing our names on our papers and being responsible of our work.



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

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Student Signature

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Date

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Parent Signature

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Date

# Agricultural Biology

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out starting on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. Binder

checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. On every Monday and Wednesday, you will get a homework assignment called an Ag Connection that connects biology to Agriculture. These are due on Tuesday and Thursday every week. Prior to tests, flash cards and/ or a study guide will be assigned. These flashcards and study guide will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are a mini lab, which means a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

"No Name" Work: If a name is not written on an assignment, you will receive a zero on that assignment.

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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

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**Parent/ Guardian Email Address**

# PATTERSON HIGH SCHOOL

<b>Course Title:</b> Agriculture Chemistry P	<b>Grade Level(s):</b> 10-12	<b>Duration:</b> 1 year	<b>Credits:</b> 10 credits
<b>Grading Format:</b> A-F	<b>Required for Graduation:</b>	<b>Meets UC and CSU Requirements:</b> Will be applying upon course approval	<b>CBEDS Code:</b>
<b>Co/Prerequisite(s):</b> Passed Geometry with C or better. Enrolled in algebra II. Passed Biology with C or better.	<b>Textbooks(s)/Supplementary Books/Materials:</b> Wilbraham, Staley, Matta and Waterman. (2007). Chemistry. Boston, Massachusetts: Pearson/Prentice Hall.		
<b>Course Description:</b> This course presents the principles of matter supplemented with laboratory experimentation with emphasis on chemistry's applications to the environment and agricultural practices. It is strongly recommended for students taking this course to have a strong chemistry background on the topics of elements, atoms, ions, ionic bonds, covalent bonds, hydrogen bonding and organic molecules. This course requires at least ½ hour of additional time outside of class to do daily assignments or reading, note taking, and group projects. This course requires collaborative work in projects, laboratories, and class activities. Students will also be involved in leadership skills/training and record keeping.			
<b>Key Concepts/ Learning Goals:</b> Key concepts include: <ul style="list-style-type: none"><li>-Introduction to Ag Chemistry</li><li>-Safety in Ag Chemistry</li><li>-Scientific Method</li><li>-Scientific Measurement</li><li>-Matter: States of Matter, Atomic Model, Periodic Table, Bonding</li><li>-Chemical Names and Formulas</li><li>-Chemical Quantities</li><li>-Chemical Reactions</li><li>-Stoichiometry</li><li>-States of Matter and Behavior of Gases</li><li>-Aqueous Systems and Solutions</li><li>-Thermochemistry, Reaction Rates and Equilibrium</li><li>-Acids, Bases and Salts</li><li>-Hydrocarbon Compounds</li><li>-Nuclear Chemistry</li><li>-Ideal Gases and Mixtures of Gases</li><li>-AgriScience Fair</li></ul>			

Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/ Theme	Standard(s)	CST %	Activities	Assessment
1	5	Introduction to Ag Chemistry	- Explain clear classroom expectations and routines. -Introduce students to the FFA and the opportunities available within the FFA.	CTE Foundation: 10.1, 10.2, 10.3		-Classroom Expectations Worksheet -FFA Emblem Project -FFA History Timeline	-FFA Quiz
2-3	10	Safety in Ag Chemistry	- Describe safety procedures used in agricultural and chemical environments. - Demonstrate safety procedures when working with agricultural chemicals. - Describe common tools and equipment used in chemistry. - Describe basic safety procedures using scientific equipment.	CTE Foundation: 6.1, 6.2, 6.4, 6.5, 6.6  Investigation and Experimentation : 1a		-Various Safety Situations Worksheets -Chemistry Equipment and Tool Identification Worksheets -Agricultural Safety Lab	-Agricultural Chemistry -Safety Test
4	5			Investigation and Experimentation : 1a, 1b, 1d, 1f  Agriculture: C13.1, C13.3		-Scientific Method Worksheets -Scientific Method Chemical Lab	-Scientific Method -Chemical Lab
5-6	10	Scientific Method	-Review of the Scientific Method with chemicals.  - Review the	Chemistry: 4e,		-Measurement/ Density Lab -Dimensional Analysis Practice	-Measurement/ Density Lab



		Measurement	origins and purpose of the System of International Units. -Study volume, mass, and density. - -Demonstrate the use of appropriate tools to determine the density of agricultural soils. -Start building students understanding of dimensional analysis and conversion problems which will culminate in the use of stoichiometry.	4f		-Scientific Notation Practice -Metric System Worksheet -Temperature Conversion Practice	
7	5	Matter: States of Matter	-Determine states of matter. -Examine homogeneous and heterogeneous mixtures. -Research and present advances in agricultural chemistry.	Chemistry: 6a, 6b, 6c  Agriculture: C1.1, C3.2	-Agricultural Chemistry Advances Research Paper - Mixtures Worksheet -Mixtures Lab	-Matter Test -Research Paper	
8-9	10	Matter: Atomic Models	-Understand the development of atomic models that led to the quantum theory of the atom. -Describe the development of atomic theories. - Be able to write	Chemistry: 1e, 1h, 1i  NGSS: HS-PS1-1.	-Atomic Theories Worksheet -Element Advertisement detailing electron configuration -Quantum Mechanical Model Worksheet -Electron Configuration Problems	-Matter Test -Element Advertisement	

			electron configurations for atoms.			
10-11	10	Matter: The Periodic Table	-Investigate the periodic table and periodic table trends. - Be able to relate electron configurations to the atom's structure, position on the periodic table and their spectra.	Chemistry: 1a, 1b, 1c, 1d, 1e Agriculture: C1.4 NGSS: HS-PS1-1, HS-PS1-2	-Element Poster detailing the role of an element in modern agriculture -Periodic Table Element Problems	-Matter Test -Element Poster
12-13	10	Matter: Bonding	-Understand and be able to distinguish the different types of chemical bonds and how they work on the atomic level. Be able to identify the type of bonding exhibited by compounds by their characteristic properties. -Describe the differences and similarities between chemical bonds such as covalent, ionic, polar and nonpolar bonds. -Investigate the VSEPR theory and intermolecular forces. -Evaluate the chemicals and bonds present in	Chemistry: 2a, 2b, 2c, 2d, 2e NGSS: HS-PS1-3, HS-PS1-4.	-Lewis Dot Structure Activity -Covalent and Ionic Bonds Worksheets -VSEPR Theory Worksheet -Intermolecular Forces Worksheet	-Matter Test -Bonding Quiz

			agricultural commodities.			
14-15	10	Chemical Names and Formulas	<ul style="list-style-type: none"> <li>-Understand and be able to use the rules for naming ionic and molecular compounds as well as acids and bases.</li> <li>-Describe the rules for naming compounds.</li> <li>-Review knowledge of naming compounds and apply information to modern agricultural compounds.</li> <li>-Evaluate the highlights of a compound and apply to agricultural practices. Sell that compound to a prospective agricultural producer.</li> <li>-Relate ionic nomenclature to physical characteristics.</li> <li>-Determine water percentages in agriculturally-used hydrates.</li> </ul>	Agriculture: C2.3  Chemistry: 5d, 5a	<ul style="list-style-type: none"> <li>-Acid and Base Lab using pH scale</li> <li>-Naming Compounds Nomenclature Worksheets</li> <li>-Agriculture Compounds Research</li> <li>-Sell a Compound! Project</li> <li>-Hydrate Lab</li> </ul>	<ul style="list-style-type: none"> <li>-Sell a Compound! Project</li> <li>-Hydrate Lab</li> <li>-Nomenclature Quiz</li> </ul>
16-17	10	Chemical Quantities	<ul style="list-style-type: none"> <li>-Present the concept of the mole as the</li> </ul>	Chemistry: 3a, 3b, 3c, 3d, 3e	<ul style="list-style-type: none"> <li>-Percent Composition of Elements Worksheet</li> <li>-Empirical vs. Molecular Formula</li> </ul>	-The Mole Lab

			<p>chemical measurement of matter, and understand how it relates to mass on the periodic table.</p> <p>-Describe the concept of the model as well as how it relates to mass.</p> <p>-Assess knowledge of the mole and its relationship to mass.</p> <p>-Evaluate Avogadro's number as it relates to mass and moles.</p> <p>-Understand how to calculate percent composition of elements in a compound and how empirical and molecular formulas relate.</p>		Worksheet -The Mole Lab	
18	5	Semester Final	-Review for semester final exam or project.			Semester Final Exam or Project
19-21	15	Chemical Reactions	<p>-Understand how to write and balance chemical equations. Be able to characterize chemical reactions as single replacement, double replacement,</p>	<p>Chemistry: 3a</p> <p>Agriculture: C2.3, C2.4</p> <p>NGSS: HS-PS1-5, HS-PS1-8, HS-PS1-4</p>	<p>-Balancing Equations Practice Problems</p> <p>-Reaction Demonstrations</p> <p>-Single Replacement Reaction Lab</p> <p>-Soil Chemistry and Liming Lab</p>	<p>-Chemical Reactions Quiz</p> <p>-Single Replacement Reaction Lab</p> <p>-Soil Chemistry and Liming Lab</p>

			combination, decomposition, or combustion. -Describe the methods for balancing equations. -Observe and assess methods for balancing chemical equations as they relate to reactions. -Assess knowledge of balancing chemical equations. -Describe chemical reactions involved in explosives commonly used in agriculture. -Investigate and describe characteristics of reactions using agricultural chemicals. -Evaluate reactions in agricultural soils.			
22-23	10	Stoichiometry	-Discuss and practice the arithmetic of equations. Integrate all the concepts of mole ratios, dimensional analysis and algebra to solve chemical problems. -Determine the	Chemistry: 3a, 3e, 3f CTE Foundation: 1.1, 10.0 NGSS: HS-PS1-7	Stoichiometry Lab Chemical Practice Problems Worksheets	-Stoichiometry Lab -Stoichiometry Quiz

			<ul style="list-style-type: none"> <li>mathematical methods for solving chemical problems.</li> <li>-Assess knowledge of mathematically solving chemical problems.</li> <li>-Investigate and analyze stoichiometry in a lab exercise.</li> </ul>			
24-25	10	States of Matter and Behavior of Gases	<ul style="list-style-type: none"> <li>-Compare the natures of gases and liquids, and then examine the properties of gases in more detail.</li> <li>-Practice solving gas law problems, and discuss kinetic molecular theory as it relates to real and ideal gases.</li> <li>-Describe molecular theory as it relates to gases.</li> <li>-Assess knowledge of molecular theory as it relates to gasses.</li> <li>-Investigate the relationship between pressure and volume of gasses.</li> <li>-Present information about a gas law.</li> <li>-Examine the</li> </ul>	Chemistry: 4s, 4d, 4f, 4g, 7a, 2d, 2h, 4c  CTE Foundation: 6.1, 6.2, 6.3	<ul style="list-style-type: none"> <li>-Hydrogen Lab</li> <li>-Oxygen Lab</li> <li>-Gas Law Problems Worksheet</li> <li>-Molecular Theory Description Assignment</li> <li>-Pressure vs. Volume of Gas Activity</li> <li>-Gas Law Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Gas Law Presentations</li> <li>-Hydrogen Lab</li> <li>-Oxygen Lab</li> </ul>



			properties of hydrogen gas. -Examine the properties of oxygen.			
27	5	Aqueous Systems and Solutions	-Discuss mixtures with an emphasis on solutions. The detailed characteristics of aqueous solutions and the calculation of solution concentration will be discussed. -Describe aqueous systems and solutions. -Assess knowledge of aqueous systems and solutions. -Analyze characteristics of saturated solutions produced in agriculture.	Chemistry: 6a, 6b, 6c, 6d  Agriculture: D12.6	Aqueous Solutions Worksheet Saturated Solutions Lab	-Saturated Solutions Lab -Aqueous Solutions Quiz
28-29	10	Thermochemistry, Reaction Rates and Equilibrium	-Discuss the related topics of the flow of energy (heat) and rates of reactions, and the concept of chemical equilibrium. -Describe the flow of heat as it relates to reaction rate and chemical equilibrium.	Chemistry: 7a, 7b, 8a, 8b, 8c, 8d  Agriculture: C3.3, C3.4  NGSS: HS-PS1-6, HS-PS1-5.	-Flow of Heat Worksheet -Reaction Rates Investigation Activity -Equilibrium Worksheet -Thermochemistry in Food Processing Research Paper/ Visual -Food Heat Lab	-Thermochemistry in Food Processing -Research Paper/ Visual -Food Heat Lab -Reaction Rates and Equilibrium Quiz

			<ul style="list-style-type: none"> <li>-Assess knowledge of the flow of heat, reaction rates and chemical equilibrium.</li> <li>-Analyze the nature of equilibrium.</li> <li>-Compose an essay and a visual describing the use of thermochemistry in modern food processing.</li> <li>-Evaluate endothermic and exothermic reactions in chemicals found in modern food products.</li> </ul>			
30-31	10	Acids, Bases and Salts	<ul style="list-style-type: none"> <li>-Discuss the three main theories of acids and bases, and the real-life characteristics of acids, bases and salts.</li> <li>-Describe the theories of acids and bases.</li> <li>-Apply knowledge of acids and bases to soil science and agricultural productivity.</li> <li>-Demonstrate titration with acids and bases.</li> </ul>	Chemistry: 5a, 5b, 5e. Agriculture: G6.2, G6.4	<ul style="list-style-type: none"> <li>-Titration Lab</li> <li>-Agriculture Acids and Bases Research Project</li> <li>-Acid and Bases Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>-Acid and Base Theory Quiz</li> <li>-Titration Lab</li> <li>-Agriculture Acids and Bases Research Project</li> </ul>

31-32	10	Hydrocarbon Compounds	<ul style="list-style-type: none"> <li>-Relate the bonding and structure of simple carbon compounds to their characteristics.</li> <li>Simple organic nomenclature will be practiced.</li> <li>-Describe the bonding and structure of carbon compounds.</li> <li>-Assess knowledge of carbon compounds.</li> <li>-Draw structural formulas of hydrocarbons.</li> <li>-Demonstrate proper molecular structure of organic molecules.</li> <li>-Examine hydrocarbons as found in a real-world application.</li> </ul>	Chemistry: 10b, 10d. Agriculture: G9.2, G10.1	<ul style="list-style-type: none"> <li>-Organic Nomenclature Worksheet</li> <li>-Carbon Compounds Worksheet</li> <li>-Hydrocarbon Formulas Worksheet</li> <li>-Organic Models Lab</li> <li>-What's in Your Produce? Lab</li> </ul>	<ul style="list-style-type: none"> <li>-Organic Models Lab</li> <li>-What's in Your Produce? Lab</li> </ul>
33	5	Nuclear Chemistry	<ul style="list-style-type: none"> <li>- Discuss nuclear radiation, as well as the fission and fusion processes.</li> <li>- Describe nuclear radiation, fission and fusion.</li> <li>- Assess knowledge of nuclear radiation, fission and fusion.</li> <li>- Examine historical understandings of</li> </ul>	Chemistry: 11c, 11d, 11e NGSS: HS-PS1-8	<ul style="list-style-type: none"> <li>-Nuclear Radiation Worksheet</li> <li>-History of Nuclear Fission Assignment</li> </ul>	-Nuclear Chemistry Quiz

34	10	Ideal Gases and Mixtures of Gases	fission. - Applications of the Ideal Gas Law will be practiced as will Dalton's Law of partial pressures. - Describe the Ideal Gas Law. - Assess knowledge of the Ideal Gas Law. - Examine and assess demonstrations of liquid nitrogen and vacuum use. - Apply knowledge of ideal gases to atmospheric gases. - Apply knowledge of gases to weather and agriculture.	Chemistry: 4c, 4h. Agriculture: C2.1, C2.2, C2.3, C2.4	-Ideal Gas Laws Worksheet -Dalton's Law Worksheet -Liquid Nitrogen demonstration -Atmospheric Gas Research Project	-Atmospheric Gas Research Project -Ideal Gases Quiz
35	5	Agriscience Fair	- Develop, execute and analyze a research program related to both agriculture and chemistry. - Describe the effects of scientific research on agriculture. - Develop and present a scientifically-valid agricultural chemistry science fair project.	CTE Foundation: 1.1, 1.2, 2.2, 11.0 Agriculture: C13.0	-Agriscience Fair Project	-Agriscience Fair Project

36	5	Semester Final	-Review for semester final exam or project				-Semester Final exam or project
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Course Title:		Animal Science		Grade Level(s):		11-12		Duration: 1 year		Credits: 10	
Grading Format:		Required for Graduation:		No		Meets UC and CSU Requirements:		CBEDS Code:			
Co/Prerequisite(s)				Textbook(s)/Supplementary Books/Materials:				Class set: Introduction to Livestock and Companion Animals			
Course Description:		<p>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.</p>									
Key Concepts/ Learning Goals:											
Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	CTE Standard(s)	Activities/Labs	Assessment					
1	5	FFA	FFA		Your emblem	Quiz					
2	5		Domestication		Timeline	Quiz					
3	5		Importance of Animals/Lab Safety	D 2.1	What is YOUR name? Animal Industry Fold Out Lab Safety Poster	Quiz					



Week	Days	Classifications	Classifications	Classifications	Classifications	Classifications	Classifications	Classifications
		Sheep/Goats Anatomy	3.1, 3.2, D 9.0, D 12.0	Goat Lab Pin the Term Competition	Picasso Animals			
6	5	Pigs	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Anatomy, Operations, Ear Notching	Quiz Ear Notching			
7	5	Beef	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Anatomy, Industry Operations, Branding, Rangeland Management	Quiz			
8-9	10	Dairy	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Lactation cycle comic strip, Ice Cream Lab, Waste Management	Quiz			
10-11	10	Poultry	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Naked egg, egg strength lab, porosity lab,	Quiz			
12-15	5	Other Species (Horses, dogs, cats, etc.)	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0, D 11.0	Group presentations	Quiz			
Winter Break								
19-23	20	Musculoskeletal System	D 6.0, D 12.0	Build a spine, toothpick skeleton, femur lab, chicken wing dissection	Test			
24-27	15	Digestive Systems	D 2.3, D 6.0	Monogastric, Ruminant, Other, Build a digestive tract, Ruminant digestive tract dissection, Clay models	Build a digestive tract Quiz			
28-29	10	Nutrition	D 2.2, D 2.4, D 6.0	Grasses vs. Legumes, Feedstuffs ID, Feed Tags, Silage	Feedstuffs ID			
30-35	30	Reproduction	D 3.3, D 4.0, D 6.0	Different systems, Gestation, Parturition, Artificial Insemination	Lab write ups Quiz			
36-37	10	Genetics	D 5.0, D 6.0	Semen lab, AI lab, Incubation Cloning, Punnet Square, Selecting Traits, Pedigrees	Quiz			

Patterson High School  
Course Outline

Animal Science		11-12					
Course Title:	Grade Level(s):			Duration: 1 year	Credits: 10		
Grading Format:	No	Required for Graduation:	Meets UC and CSU Requirements:	CBEDS Code:			
Co/Prerequisite(s)	Textbook(s)/Supplementary Books/Materials:		Class set: Introduction to Livestock and Companion Animals				
<p><b>Course Description:</b> This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.</p>							
<b>Key Concepts/ Learning Goals:</b>							
Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST%	Activities/Labs	Assessment
1	5	FFA	FFA			Your emblem	Quiz
2	5		Domestication			Timeline	Quiz
3	5		Importance of Animals/Lab Safety			What is YOUR name? Animal Industry Fold Out Lab Safety Poster	Quiz

Board approved: March 4, 2013

4-5	9		Classification Sheep/Goats Anatomy			Classification Rap Goat Lab Pin the Term Competition	Quiz Picasso Animals
6-7	10		Pigs			Anatomy, Operations, Ear Notching	Quiz Ear Notching
8-9	10		Beef			Anatomy, Industry Operations, Branding	Quiz
10-12	12		Dairy			Lactation cycle comic strip, Milk lab, butter lab	Quiz
13-15	13		Poultry			Naked egg, egg strength lab, porosity lab,	Quiz
16	5		Horses			Group reading activity, section review	Quiz
Winter Break							
19-23	20		Musculoskeletal System			Build a spine, toothpick skeleton, femur lab, chicken wing dissection	Test
24-27	15		Digestive Systems			Monogastric, Ruminant, Other, Build a digestive tract Ruminant digestive tract dissection Clay models	Build a digestive tract Quiz
28-29	10		Nutrition			Grasses vs. Legumes, Feedstuffs ID, Feed Tags, Silage	Feedstuffs ID
30-35	30		Reproduction			Different systems, Gestation, Parturition, Artificial Insemination Semen lab, AI lab, Incubation	Lab write ups Quiz
36-37	10		Genetics			Cloning, Punnet Square, Selecting Traits, Pedigrees	Quiz



# Animal Science

## Syllabus



**Mrs. Samantha Cahill**  
scahill@patterson.k12.ca.us

2014-2015

### Course Description

This course will provide the student with principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiments are designed to enhance the students' understanding of Agriculture, the environment, and society.

### Grading

Tests, Quizzes, and Written Assignments	70%
FFA Record Book (SAE)	10%
Class Notebook (*checked once per grading period)	10%
FFA Participation	10%

Letter Grades will be earned for the following overall percentages:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

### Class Materials

- 1+ inch binder (may be left in classroom in designated cabinet)
  - Pens/pencils
  - Markers and/or colored pencils
  - Highlighter (optional)
- } **Required**

### FFA Participation

Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.

### **Supervised Agricultural Experience (SAE)**

Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

### **Classroom Rules and Policies**

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

### **Discipline Procedures**

1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

### **Absences**

If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### **Academic Integrity**

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGIARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# Course Outline

Course Title: Ornamental Horticulture		Grade Level(s): 9-12		Duration: 1 year		Credits: 10	
Grading Format:		Required for Graduation: No		Meets UC and CSU Requirements:		CBEDS Code:	
Co/Prerequisite(s)		Textbook(s)/Supplementary Books/Materials:		Biology by Glencoe Science/McGraw-Hill Copyright 2007			
Course Description:		This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.					
Key Concepts/ Learning Goals:		Key concepts include anatomy and physiology of plants, plant identification, tool identification, propagation techniques, soil science, fertilizer application, herbicide and pesticide use and regulations, irrigation design and maintenance, and landscape design.					
Week(s) of School Year	# of Days	Unit	Strand/ Key Idea/Theme	Standard(s)	Activities/Labs	Assessment	
Semester 1							
1-2	10	FFA	FFA	N/A	-FFA Emblem	FFA Quiz	
3	5	Classification	General Classification Dichotomous Key Plant Taxonomy	F1.1- 1.3	-Karaoke E-Moment -Classification Webquest -Alien Dichotomous Key	Create Your Own Dichotomous Key	
4-5	10	Introduction to Horticulture	Horticulture, Pomology, Olericulture CA Commodities	N/A	-Horticulture Poster -CA Commodity Research Project & Presentation	Commodity Presentations	



6-8	15	Plant Anatomy and Functions	Leaf, Stem, Root, and Flower Anatomy	F2.1-2.6	-“Why do leaves change color?” Lab -Stem Identification Worksheet -Watch Me Grow Lab	Test
9-12	20	Internal Plant Anatomy and Functions	Plant Processes	F2.1-2.6	-Stomata Lab -Celery Lab -Rainbow Flower Lab -Seed Dissection Lab	Test
13-16	20	Propagation	Sexual and Asexual Reproduction Propagation Techniques Monitoring Plant Reproduction	F3.1-3.3	-Cootie Catcher (Vocab) -Seed in a Glove Lab -Cuttings/Rooting Hormone Lab -Grafting Lab	Test

Week 17: Review for Finals  
Week 18: Finals

Semester 2

Each week will include 10 tool identification, including standards 9.1-9.4. The students will properly identify the tool and demonstrate or describe the proper use for that tool.

19-20	10	Plant Nutrition	Primary and Secondary Nutrients Nutrient Testing Procedures Fertilizers	F6.1-6.4	-Essential Nutrients Sales Pitch -Reading a Fertilizer Label	Sales Pitch Test
21-22	10	Irrigation	Irrigation Design and Installation Water Issues	F5.1, 5.2, 5.4	-Guest Speaker	Quiz
23-24	10	Soil	Preparing/Amending Soils Soil Conservation Soil Types Soilless Media	F5.3, 5.5	-Clay, Sand, Silt Lab -Mixing Soilless Media Lab	Quiz
25-27	15	Integrated Pest Management	Pesticides Pest/Disease Identification and Prevention	F4.1-4.4	-Wanted Posters -Local Plant Pests Project	Project Pest ID

28-29	10	Nursery Production	Nursery and Equipment Maintaining Crops to Sale Merchandising	F8.1-8.4	-Field Trip to a Nursery -Plant Sale Merchandising Ideas	Merchandising Posters
30-31	10	Turf	Selection and Management of Turf Installing Turf Benefits of Turf	F7.1-7.3	-Campus Walk -Professional Turf Management Project	Professional Turf Management Project
32-37	30	Landscape Design	Plant Selection and Identification Residential Design Planting and Maintenance Principles Pruning Landscape Business Contracts	F1.4, 1.5, 10.1-10.5	-Landscape Design -Plants for Our Zone -Pruning Lab -Field Trip/Guest Speaker -Business Contract	Plant Identification Landscape Design Pruning Skills Quiz
38-39	10	Intro. to Floral Design	Basic Arrangement Designs Tools Bows	F11.1-11.4	-Tool ID -Bow Lab -Bud Arrangement	Tool ID Completion of a Bow Bud Arrangement

# Ornamental Horticulture



## Course syllabus



**Mr. Costa**

**2014-2015**

Email: [mcosta@patterson.k12.ca.us](mailto:mcosta@patterson.k12.ca.us)

### **Course Description:**

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

### **Materials:**

- 3 Ring binder
- Pen or pencil
- Binder paper for note taking
- Highlighter (optional)
- Markers (optional)

### **Make-up Policy:**

- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!
- Late work will receive a 20% penalty for each day late and will not be accepted if the assignment has already been returned to the class.

### **FFA & SAE**

FFA is an integral part of our class!

Students will be required to have a Supervised Agricultural Experience project (SAE). These include, but are not limited to, raising a project for fair, agriculturally-related work experience, yard maintenance, etc, etc, etc! We will discuss the projects in class, and each student will complete the FFA record book to track their project.

## Assessment

### Grading standards:

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

### Weighted Assignments:

Tests & Class Assignments, FFA/ SAE	40%
Class Work	40%
Attendance Citizenship	20%

### **Class Rules**

1. All school rules must be followed.
2. Respect others and school equipment/facilities.
3. Be on time and be prepared.
4. Phones, MP3 players, etc. are not tolerated.

## Discipline Procedures

1. Verbal warning
2. Teacher/student conference and phone call to student's parents
3. Detention with teacher and phone call to student's parents
4. Detention with teacher and Teacher/student/parent conference
5. Refer student to administration (Principal, Vice Principal) for discipline

## Academic Integrity

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. There is a **ZERO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# Ag Floral Design I

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Assignments	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

Patterson High School  
Course Outline

Course Title: Ag Floral Design		Grade Level(s): 10-12	Duration: 1 year	Credits: 10
Grading Format:	Required for Graduation:	No	Meets UC and CSU Requirements:	CBEDS Code:
Co/Prerequisite(s)		Textbook(s)/Supplementary Books/Materials: The Art of Floral Design by Norah Hunter		
Course Description:		Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.		
Key Concepts/ Learning Goals:		<p>This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.</p> <p>The goals and objectives of this instructional program are:</p> <ol style="list-style-type: none"> <li>1. To supply students with the knowledge and skills required for entry into and successful progress in those floriculture occupations that do not require education beyond the secondary school level.</li> <li>2. To prepare students for post secondary vocational education in agriculture.</li> <li>3. To enable students to acquire an understanding of the economic and social impact of the floriculture industry on society and its relationship to agriculture in general.</li> <li>4. To provide the floriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.</li> </ol>		

Week(s), School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST %	Activities/Labs	Assessment
1	3	Syllabus/ Classroom Management	Syllabus/ Classroom Management			Syllabus Handout Parent Signature Sheet Student Data Sheet	Signed Syllabus by Parent and Student
1	2	FFA	FFA			3 Circles Worksheet FFA Emblem Assignment	
2-3	6	NA/ 1	Floral Safety	AG Foundation – Health & Safety: 6.1, 6.2, 6.4, 6.5, 6.6 Tech. Skills: 10.0, 11.0		Direct Instruction on Overall Rules, Use of Knives, Shears, Scissors, Helium, Wire, Hot Glue, Floral Cooler and Aerosol Cans Posters based on Specific Safety Sections Demonstration of Proper Use of Floral Supplies	Safety Test Safety Poster
3-4	7	8/ 2	Tool Identification	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1		Direct Instruction on Tools and Materials “Name That Tool” Activity Interactive Worksheets on Ribbon, Wire and Floral Foam	Tools and Materials Quiz Name That Tool Activity Worksheet Ribbon, Wire and Floral Foam Worksheets



4-6	9	NA/3	Ribbon, Wire and Floral Tape	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1	Demonstration and Hands on Activity including taping wooden dowels and floral wire Creating Flower Pen using taping skills Direct Instruction on Bow Making Arranging a Floral Bud Vase with floral bow Direct Instruction on Wiring Techniques Hands on Activity using Clutch Wiring and Stitch Wiring Creating a Professional Boutonniere	Flower Pen Bud Vase Arrangement Boutonniere
6-7	8	9-11/4	Flower Physiology	AG OH – 1.2, 1.3, 1.4, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 8.1, 8.2, 8.3, 8.4, 9.3	Direct Instruction on Parts of a Flower Flower Vocabulary Terms Worksheet Creating a Balloon Flower as a Replica with labeled flower anatomy Direct Instruction on Flower Types Types of Flowers Worksheet Flower Dissection Lab	Flower Vocabulary Terms Worksheet Balloon Flower Parts of a Flower and Flower Types Test

12	18	3,6,7/ 5	Elements of Design	AG OH – 1.0 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 History/Culture: 3.2, 3.3, 3.4 Connect/Apply: 5.4	Direct Instruction on Color, Line, Shape, Depth and Texture Elements Vocabulary Terms Worksheet Color Cookie Lab Color Wheel Color Schemes Project Texture Lab Elements Test	Elements Vocabulary Terms Worksheet Color Cookie Lab Color Wheel Color Schemes Project Texture Lab Elements Test
13- 14	2	12/ 6	Round Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Demonstration on Proper Steps to arranging a round arrangement	Pumpkin Round Arrangement
15	8	6,7/ 7	Principles of Design	AG OH: F 11.0 VA – Artistic Percept. : 1.1, 1.2, 1.4, 1.5 Creative Exp. : 2.1, 2.2, 2.6 Aesthetic Val. : 4.4	Direct Instruction on Balance, Scale, Focal Point, Harmony and Unity Principles Vocabulary Terms Worksheet Focal Point Project Principles Worksheet	Principles Test Principles Vocabulary Worksheet Focal Point Project
	3	12/8	Oblong Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Demonstration on proper steps to arranging an oblong arrangement	Thanksgiving Oblong Arrangement

6-17	10	13/9	Seasonal Flowers/ Holiday Flowers	Ag Foundation – History/Soc.: 1.3 (12.2.2,5,6,7,10) VA – Artistic Perc.: 1.5 Creative Exp.: 2.6 Aesthetic Val.: 4.1 Connect Apply: 5.2 History/Culture: 3.1, 3.3, 3.4	Direct Instruction on Seasonal Flowers Holiday Project Wreath Arrangement	Holiday Project Wreath Arrangement
18	5		Semester I Final		Final Review Activities	Semester Final
Winter Break						
1-2	7	14/ 10	Personal Flowers	AG Foundation – History/Soc. 1.3 AG OH – F 11.0 VA – Artistic Perc.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.2, 2.6 History/Culture: 3.1, 3.4	Direct Instruction on Personal Flowers Personal Flowers Terms Worksheet Corsage Construction Wristlet Construction	Personal Flowers Test Corsage Construction Wristlet Construction
2-5	16	12/ 11	Arrangement Shapes and Styles	VA – Artistic Perc.: 1.4, 1.5 Creative Exp: 2.1 History/Culture: 3.3, 3.4 Connect Apply : 5.4	Direct Instruction on Arrangement Shapes and Styles Shapes Posters Shapes Worksheet Valentine's Day Biedermeier	Shapes and Styles Test Valentine's Day Biedermeier
4	2	12/ 12	Vase Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Demonstration on proper steps to arranging a vase arrangement	Vase Arrangement

6-8	15	10/ 13	Cut Flower Care and Handling	AG OH- F11.5	Valentine's Day Flower Care	Direct Instruction on Cut Flower Care and Handling Flower Care Demonstrations Valentine's Day Preparations	Valentine's Day Flower Care Cut Flower Care and Handling Test
9-10	10	15/ 14	Permanent Botanicals	AG OH – F 11.0 VA – Artistic Perc.: 1.5 Aesthetic Val.: 4.4 History/Culture: 3.2	Dried Flower Arrangement Permanent Botanicals Test	Direct Instruction on use of silk flowers and dried or preserved flowers Dried Flower Arrangement	
11-12	7	1/ 15	History of Floral Design	AG Foundation – Comm. 2.2, 2.4 AG OH – F 11.0 VA – Artistic Perc.: 1.5 Creative Exp.: 2.2, 2.6 History/Culture: 3.1, 3.2, 3.3, 3.4 Aesthetic Val.: 4.1, 4.5 Connect Apply: 5.2, 5.4	History of Floral Design Timeline	History of Floral Design Timeline	
12	3	12/ 16	Novelty Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Funny Bunny Arrangement	Demonstration on proper steps to arranging a novelty arrangement for Easter.	
Spring Break							

13-14	7	NA/ 17	Careers	AG Foundation – Communications 2.0, Career Planning 3.0, Technology 4.0, Responsibility 7.0, Ethics & Legal 8.0, Technical Skills 10.0, Demo/Apply 11.0 VA – Connect/Apply: 5.4	Direct Instruction on Floral Careers Career Research Project	Career Research Project
14-15	8	NA/ 18	Retail Floristry	AG Foundation – History/ Soc.: 1.3 (12.2.3,6,7,10) AG OH – 11.4 VA – Connect/Apply: 5.4	Direct Instruction on Retail Floristry Efficiency Worksheet in a Floral Shop Floral Pricing	Retail Floristry Test
16	2	12/ 19	Spring Triangular Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Demonstration on proper steps to arranging a spring triangular arrangement	Triangular Arrangement
16-19	16	18/ 20	Wedding	Ag Foundation – Math 1.0 (13.0) History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5	Direct Instruction on Floristry with Weddings Wedding Consultation Worksheet Wedding Project	Wedding Project including table arrangement

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turn in the day of the test or quiz.

**Tests, Labs and Projects:** Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. All large project grades will be entered under the category as well.

**FFA and SAE:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**Late Work:** Late work will not be accepted.

**Absent Work:** If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

**"No Name" Work:** If a name is not written on an assignment, you will receive a zero on that assignment.

**Arrangement Cost or Fundraising Option:** Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.



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

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**Student Signature**

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**Date**

---

**Parent/ Guardian Signature**

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**Date**

---

**Parent/ Guardian Email Address**

Littleton High School  
Course Outline

Course Title:	ROP Advanced Floral Design: The Art and History of Floral Design	Grade Level(s):	11-12	Duration: 1 year	Credits:	10
Grading Format:	Required for Graduation:	No	Meets UC and CSU Requirements:		CBEDS Code:	
Co/Prerequisite(s)	Textbook(s)/Supplementary Books/Materials:					
Course Description:	<p>The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.</p>					

This advanced floral design class is designed to provide the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

**Key Concepts/  
Learning Goals:**

This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.

The goals and objectives of this instructional program are:

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

Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST %	Activities/Labs	Assessment
1	3	Syllabus/ Classroom Management	Syllabus/ Classroom Management			Syllabus Handout Parent Signature Sheet Student Data Sheet	Signed Syllabus by Parent and Student
1	2	FFA	FFA			3 Circles Worksheet FFA Emblem Assignment	

2	3	NA/ 1	Floral Safety	AG Foundation Health & Safety: 6.1, 6.2, 6.4, 6.5, 6.6 Tech. Skills: 10.0, 11.0	Direct Instruction on Overall Rules, Use of Knives, Shears, Scissors, Helium, Wire, Hot Glue, Floral Cooler and Aerosol Cans  Demonstration of Proper Use of Floral Supplies	Safety Test
2-3	5	8/ 2	Tool Identification	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1	Direct Instruction on Tools and Materials “Name That Tool” Activity Interactive Worksheets on Ribbon and Wire	Tools and Materials Test Name That Tool Activity Worksheet Ribbon and Wire Worksheets
3-5	9	NA/ 3	Ribbon, Wire and Floral Tape	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1	Creating Flower Pen using taping skills Direct Instruction on Bow Making Basket Handle Enhancement Project Direct Instruction on Wiring Techniques Hands on Activity using Clutch Wiring and Stitch Wiring Creating a Professional Boutonniere	Flower Pen Basket Handle Enhancement Project Tools and Materials Test Boutonniere
5-6	4		Arrangement and Flower Shapes and Styles	VA – Artistic Perc.: 1.4, 1.5 Creative Exp: 2.1 History/Culture: 3.3, 3.4 Connect Apply : 5.4	Direct Instruction on Arrangement Shapes and Styles Shapes Posters Shapes Worksheet Flower Types Worksheets Vertical Arrangement	Shapes and Styles Quiz Vertical Arrangement

6	9	Introduction to Art and Artists	<p>AG OH – 1</p> <p>VA – Art. Perc.: 1.1, 1.2, 1.4, Creative Exp.: 2.1</p> <p>History/Culture: 3.1, 3.2, 3.3, 3.4</p> <p>Aesthetic Val.: 4.1</p> <p>Connect/Apply: 5.4</p>		<p>Introduction to Art Concepts Worksheets</p> <p>Introduction to Artists Worksheet: Vincent Van Gogh,</p> <p>Pablo Picasso, Edouard Monet, Edward Manet, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir and Diego Rivera</p> <p>Flower Symbolism Worksheets</p> <p>Flower Symbolism Mini Project</p> <p>Artist Research Paper and Floral Art Piece</p>	Artist Research Paper and Floral Art Piece
8-11	20	Floral and Art History	<p>AG Foundation – Comm. 2.2, 2.4</p> <p>AG OH – F 11.0</p> <p>VA – Artistic Perc.: 1.3, 1.5</p> <p>Creative Exp.: 2.2, 2.6</p> <p>History/Culture: 3.1, 3.2, 3.3, 3.4</p> <p>Aesthetic Val.: 4.1, 4.5</p> <p>Connect Apply: 5.2, 5.4</p>		<p>Direct Instruction on Ancient, Renaissance, Baroque &amp; Dutch Flemish, Impressionism and Modern Art</p> <p>Direct Instruction on Ancient, European, American, Colonial, Oriental and Modern Floral Art</p> <p>Activity: Garland or Head Wreath</p> <p>Activity: Victorian Posy Timeline or Time Period Project</p>	<p>Floral and Art History Test</p> <p>Victorian Posy Project</p> <p>Head Wreath/ Garland Project</p>
12	2	Round Arrangement			Demonstration on Proper Steps to arranging a round arrangement	Round Arrangement

3	13	3,6,7/6	Elements of Design	AG OH – 1 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 History/Culture: 3.2, 3.3, 3.4 Connect/Apply: 5.4		Direct Instruction on Elements Emotions and Color Influence Project Color Classroom Display Board Shape and Color Portfolio Project Elements of Design Arrangement	Elements Test Emotions and Color Influence Project Color Classroom Display Shape and Color Portfolio Project Elements of Design Arrangement
16-18	12	6	Principles of Design	AG OH: F 11.0 VA – Artistic Percept. : 1.1, 1.2, 1.4, 1.5 Creative Exp. : 2.1, 2.2, 2.6 Aesthetic Val. : 4.4		Direct Instruction on Balance, Scale, Focal Point, Harmony and Unity Principles Vocabulary Terms Worksheet Principles Worksheet	Principles Test Principles Vocabulary Worksheet
18	3		Semester 1 Final Review				
16-17	10						
18	5		Semester 1 Final			Final Review Activities	Semester Final Lab Practical Arrangement: L Shaped Arrangement
Winter Break							
1-4	19		Advanced Floral Techniques			Direct Instruction on Advanced Techniques	Advanced Techniques Test Hand Tied Bouquet Vase Arrangements with Lacing

5			Advanced Seasonal Flowers/ Holiday Flowers	Ag Foundation History/Soc.: 1.1, 1.2, 2.2, 2.5, 6, 7, 10) VA – Artistic Perc.: 1.5 Creative Exp.: 2.6 Aesthetic Val.: 4.1 Connect Apply: 5.2 History/Culture: 3.1, 3.3, 3.4		Direct Instruction on Seasonal Flowers Valentine's Day Arrangements	Valentine's Day Arrangement Holiday Theme Project
7-8	10		Advanced Wedding Flowers	Ag Foundation – Math 1.0 (13.0) History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5		Wedding Flowers Demonstrations Traditional Altar Triangular Arrangement Wedding Flowers Pricing Assignment	Triangular Arrangement Advanced Wedding Flowers Test
9-10	10		Sympathy Flowers			Direct Instruction on Sympathy Flowers Sympathy Flowers Types Worksheet Casket Arrangement Sympathy Wreath Arrangement	Sympathy Flowers Test Casket Arrangement Group Project Sympathy Wreath Arrangement Group Project
11-12	10		Alternative Art Forms				



			Professional Portfolio	AG Foundation or Communications 2.0, Career Planning 3.0, Technology 4.0, Responsibility 7.0, Ethics & Legal 8.0, Technical Skills 10.0, Demo/Apply 11.0 VA – Connect/Apply: 5.4		Compilation of Professional Portfolio including	Dried Flower Arrangement Permanent Botanicals Test
11-12	7		History of Floral Design			History of Floral Design Timeline	History of Floral Design Timeline
12	3		Novelty Arrangement			Demonstration on proper steps to arranging a novelty arrangement for Easter.	Funny Bunny Arrangement
Spring Break							
13-14	7		Careers	AG Foundation – Communications 2.0, Career Planning 3.0, Technology 4.0, Responsibility 7.0, Ethics & Legal 8.0, Technical Skills 10.0, Demo/Apply 11.0 VA – Connect/Apply: 5.4		Direct Instruction on Floral Careers Career Research Project	Career Research Project
14-15	8		Retail Floristry	AG Foundation – History/ Soc.: 1.3 (12.2.3,6,7,10) AG OH – 11.4 VA – Connect/Apply: 5.4		Direct Instruction on Retail Floristry Efficiency Worksheet in a Floral Shop Floral Pricing	Retail Floristry Test
16	2		Spring Advanced Arrangement			Demonstration on proper steps to arranging a spring advanced arrangement	Advanced Arrangement

16	16	Wedding	<p>Ag Found or Math 1.0 (1.3.0), History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5</p>			<p>Direct Instruction on Floristry with Weddings Wedding Consultation Worksheet Wedding Project</p>	<p>Wedding Project including table arrangement</p>
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# **ROP Advanced Floral Design: The Art and History of Floral Design**

## **Course Syllabus**

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work.

### **Materials Needed:**

- 3 Ring Binder Any Color (Needed by Friday, August 1<sup>th</sup>)
- 3 Ring Binder White (Needed by beginning of May)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class

participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turn in the day of the test or quiz and will count towards the homework grade.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. The First Semester final will consist of a 3-5 page written paper on Floral Art History as well as an in class floral arrangement. The Second Semester Final will consist of a complete Professional Portfolio including but not limited to a resume, cover letter, table of contents, samples of work, job application.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

“No Name” Work: If a name is not written on an assignment, you will receive a zero on that assignment.

**Arrangement Cost or Fundraising Option:** Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.

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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

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**Parent/ Guardian Email Address**

# PATTERSON HIGH SCHOOL

Course Title: Ag Mechanics 1	Grade Level(s): 9-12th	Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:
Co/Prerequisite(s):	Textbooks(s)/Supplementary Books/Materials: Agricultural Mechanics Fundamentals and Applications	
Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. Students will be introduced to general shop safety, electrical systems, concrete work, plumbing, cold metal work, Oxyfuel welding and cutting, SMAW welding, woodworking, and project layout.		
Key Concepts/ Learning Goals:		

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	B1.2	Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.	
2	2	FFA	FFA		Notes and review worksheet	FFA Quiz
3-6	20	Unit 4, 5	General Safety	B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will discuss shop safety in groups	General shop safety test that students must pass with 100%
7-8	10	Unit 31	Electrical Principles	B3.1, B3.4	Chapter notes and review worksheets. Wire an electrical	Electrical quiz and wire a new plug on an extension cord and



					circuit.	test it
9-10	10	Unit 38	Concrete	B6.1, B6.2, B6.3	Chapter notes and review worksheets. Demonstrations and practice pouring concrete	Concrete Quiz. Making a stepping stone
11-12	10	Unit 35	Plumbing	B4.1, B4.2	Chapter notes and review worksheets. Demonstrations and hands on plumbing project	Make a PVC sprinkler.
13-15	15	Unit 9-11	Woodworking	B2.1 B2.2 B2.3 B2.4	Chapter notes review worksheets. Demonstrations and hands on project	Woodworking Quiz. Make and finish a small wood shelf
16	5	Finals	Finals		Finals	Semester Final
17	5	Unit 17	Project Layout		Chapter notes and review worksheets. Demonstrations and hands on practice	Design and layout a small project they would like to complete
18	5	Unit 12, 13	Cold Metal Working	B5.1 B5.3 B5.4 B5.5	Chapter notes and review worksheets. Demonstrations and hands on project	Make a triangle dinner bell
19- 23	25	Unit 22-24	Oxy Fuel welding and cutting	B7.1 B7.2 B7.3 B7.4 B7.5	Chapter notes review worksheets. Demonstrations and hands on practice	Unit practical final
24-32	45	Unit 25	SMAW welding	B8.1 B8.2 B8.3 B8.4	Chapter notes review worksheets. Demonstrations and hands on practice	Unit Practical Final
33	5		Ag Mech Careers		Notes, discussion guest speakers	One page paper on an Ag mech career of their choice
34	5		Finals			Semester Final

# PATTERSON HIGH SCHOOL

Course Title:Ag Mechanics 2	Grade Level(s): 10-12th		Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:	CBEDS Code:
Co/Prerequisite(s): Ag Mechanics 1	Textbooks(s)/Supplementary Books/Materials: Agricultural Mechanics Fundamentals and Applications		
Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The Ag mechanics 2 course further familiarizes students with shop safety, shop safety, project design and fabrication .			
Key Concepts/ Learning Goals:			

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	B1.2	Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.	
2	5	FFA	FFA		Notes and review worksheet	FFA Quiz
3-6	20	Unit 4, 5	General Safety	B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will discuss shop safety in groups	General shop safety test that students must pass with 100%
7-8	10	Unit 1,2	Careers		Students will be introduced to Ag mech careers, work on a	2-3 page paper on Ag mech careers

					portfolio and resume and listen to speakers from technical schools	
9-10	10	Unit 14-16	Tool ID		Students will review common shop tools from their Ag mech 1 class	Tool ID quiz
11	5		Measuring		Student will learn/review how to read a tape measure	Tape measure quiz
13	5		Project Planning		Students will take notes on project planning and get hands on practice	Students design a project they want to complete
14-20	35	Unit 22-26	Arc welding (SMAW, MIG), Oxyfuel cutting and welding	B7.1 B7.2 B7.3 B7.4 B7.5 B8.1 B8.2 B8.3 B8.4	Review notes, practicing running beads on scrap metal and practice cutting different thicknesses of metal. Students will be introduced to out of position welds	Practical Unit Final
21-34	70		Project Construction		Students select and design a wood or metal project of their choice	Project is graded by the instructor based on the student drawn plans, and overall workmanship

# PATTERSON HIGH SCHOOL

<b>Course Title: ROP Agricultural Welding and Fabrication</b>	<b>Grade Level(s): 11-12th</b>		<b>Credits: 10</b>
<b>Grading Format: A-F</b>	<b>Required for Graduation: No</b>	<b>Meets UC and CSU Requirements: No</b>	<b>CBEDS Code:</b>
<b>Co/Prerequisite(s): Ag Mechanics 1 Ag Mechanics 2</b>	<b>Textbooks(s)/Supplementary Books/Materials:</b> Agricultural Mechanics Fundamentals and Applications		
<b>Course Description:</b> The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The welding course further familiarizes students with shop safety, shop safety, project design and fabrication.			
<b>Key Concepts/ Learning Goals:</b> Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience.			

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	CTE Agriculture: B1.2	A shop orientation will occur. Demonstrations on safe shop practices will be given. Students will complete notes and worksheets based on safe shop procedures.	
2	5	FFA	FFA	CTE	Introduction to the FFA will	FFA Quiz

3-6	20	Unit 4, 5	General Safety	Foundation: 10.1, 10.2, 10.3	occur. Students will complete an FFA packet while creating a timeline of FFA history. Students will complete an FFA emblem project.	General Shop Safety Test (100% score is required to participate in the shop)
7-8	10	Unit 1, 2	Careers	CTE Agriculture: B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will discuss shop safety in collaborative activities.	Ag Mechanics Career Research Paper Career Portfolio with Resume
9-10	10	Unit 14-16	Tool ID and Measuring	CTE Agriculture: B5.1, B5.2, B5.3	Students will be introduced to Ag mechanics careers. Speakers from technical schools will introduce a variety of Ag Mechanics careers. Students will complete a portfolio and resume.	Tool ID and Measurement Quiz
11	5		Project Planning	CTE Agriculture: B5.1, B5.2, B5.3	Students will review common shop tools such as those found in the Patterson High School shop. Measurement practice will be applied in various smaller projects. Students will complete project planning exercises along with notes. Students will begin planning hands on project to be	Project Planning Assignment

12-13	10	Unit 22-26	Arc welding (SMAW, MIG)	B8.1 B8.2 B8.3 B8.4	<p>completed using basic welding skills. They will be responsible for every aspect of planning this project.</p> <p>Students will review notes on SMAW and MIG welding processes.</p> <p>Students will practice running beads on scrap metal in preparation for their own projects.</p>	Practical Unit Final
14-15	10	Unit 22-26	Oxyfuel cutting and welding	B7.1 B7.2 B7.3 B7.4 B7.5	<p>Students will practice cutting different thickness of metal in preparation for their own projects.</p>	Practical Unit Final
15-34	100		Project Construction	B5.1, B5.2, B5.3, B5.4, B7.1 B7.2 B7.3 B7.4 B7.5, B8.1 B8.2 B8.3 B8.4, B9.2, B9.3, B9.4, B9.5, B9.6, B9.7	<p>Students select and design a metal project of their choice. They will use their prior knowledge of project planning and basic welding skills to complete this project. The goal is for them to pick a project that challenges them.</p> <p>Students will have to operate welding and cutting systems safely and appropriately as well as understand how to properly finish a metal project. Through this project, they will have to complete a plan, bill of materials and create a</p>	<p>Project is graded by the instructor based on the student drawn plans and overall workmanship.</p>

						fabrication contract.		
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# PATTERSON HIGH SCHOOL

Course Title: Advanced Ag Mechanics	Grade Level(s): 11-12th		Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:	CBEDS Code:
Co/Prerequisite(s): Ag Mechanics 1 Ag Mechanics 2	Textbooks(s)/Supplementary Books/Materials: Agricultural Mechanics Fundamentals and Applications		
Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The Advanced Ag mechanics course further familiarizes students with shop safety, shop safety, project design and fabrication			
Key Concepts/ Learning Goals:			

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	B1.2	Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.	
2	5	FFA	FFA		Notes and review worksheet	FFA Quiz
3-6	20	Unit 4, 5	General Safety	B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will	General shop safety test that students must pass with 100%

7-8	10	Unit 1,2	Careers			discuss shop safety in groups Students will be introduced to Ag mech careers, work on a portfolio and resume and listen to speakers from technical schools	2-3 page paper on Ag mech careers
9-10	10	Unit 14-16	Tool ID and Measuring			Students will review common shop tools and measurement	Tool ID and measurement quiz
11	5		Project Planning			Students will take notes on project planning and get hands on practice	Students design a project they want to complete
12-15	20	Unit 22-26	Arc welding (SMAW, MIG), Oxyfuel cutting and welding	B7.1 B7.2 B7.3 B7.4 B7.5 B8.1 B8.2 B8.3 B8.4		Review notes, practicing running beads on scrap metal and practice cutting different thicknesses of metal	Practical Unit Final
15-34	100		Project Construction			Students select and design a wood or metal project of their choice	Project is graded by the instructor based on the student drawn plans, and overall workmanship

# PATTERSON HIGH SCHOOL

Course Title: Ag Power and Small Engines	Grade Level(s): 9th-12th	Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:
Co/Prerequisite(s):	Textbooks(s)/Supplementary Books/Materials: Small Gas Engines by Alfred C. Roth	
Course Description: This course is designed to give students an introduction to working with small engines. It includes shop safety, measurement and tools, fasteners, sealants, gaskets, engine construction, engine operation, two cycle engines, four cycle engines, fuel systems, carburetors, ignition systems, lubrication systems, cooling systems, maintenance, and diagnostics.		
Key Concepts/ Learning Goals:		

Week of school	# of days	Ch/Unit	Theme	Standard	Activities	Assessment
1-4	20	Syllabus and classroom management	Syllabus and classroom management	B1.1, B1.2, B1.3	Shop orientation, demonstration of safe shop practices, notes and review worksheets. Chapter outline and review	General shop safety test that students must pass with 100%
5	5	FFA	FFA		FFA worksheets	Quiz
6	5	2	Tool ID		Chapter outline and review. Introduce students to the tools that they will be using	Tool ID quiz
7-8	10		Part ID		Chapter outline and review. Introduce students to the	Part ID Quiz

						engine parts that they will be using	
9	5	4	Principles of operation	B10.1, B10.2	Chapter outline and review. Use engines to demonstrate principles	Unit Test	
10-12	15	5,8,9	Carburetion, ignition and compression	B10.3	Chapter outline and review. Notes and review worksheets. Disassembly and reassembly of carburetor	Carburetor and ignition system part test	
13-14	10		Problem Solving	B10.6	Notes and review worksheets. Real life engine problems discussed and how to go about fixing them	Practical problem solving quiz	
15-18	20	12	Trouble shooting	B10.4	Students will work in groups to discuss how to trouble shoot certain engine problems	Group presentation	
19-24	30	15	Engine Disassembly	B10.5	Chapter outline and notes. Students will disassemble one of the class set engines	Display of correct technique during shop work time	
25-31	35	16, 17	Overhaul and Reassembly	B10.5, B10.6	Chapter outline and notes. Students will overhaul and reassemble one of the engines form the class set	Displaying correct skills and techniques during shop work	
32-34	20	18, 19	Tune Up Service	B10.6	Students will have the opportunity to bring in an engine of their own to tune up or to work on one of the class engines	Tune up Quiz and displaying correct technique during shop work	
35	5		Work Orders	B10.6	Notes and review worksheets	Properly completing a work order	

Patterson High School  
Agriculture Department

Course Title: Ag Mechanics

Length of Class: One Year

Prerequisites: 9-12 grade

Materials Needed: Notebook, three ring Binder, pencil/pen everyday, appropriate clothing (pants, long sleeve shirt, no open toed shoes), Personal Safety Glasses Z87.1

Recommended: Coveralls, auto darkening welding hood, welding gloves, soapstone or silver pencil, 25' tape measure.

Instructors: Mr. Costa  
([mcosta@patterson.k12.ca.us](mailto:mcosta@patterson.k12.ca.us))

Course Description: This course is designed to introduce students to various Ag mechanics principals and techniques used in industry. Students will study safety, tool identification, woodworking, basic electrical work, basic irrigation/plumbing principles, basic concrete work, Oxyacetylene welding/cutting, and Shielded Metal Arc Welding

**GRADING: A-F:**

A- 90-100%

B- 80-89%

C- 70-79%

D- 60-69%

F- Below 60%

A point system will be used for grading:

Approximately 50% will come from work in the shop

Approximately 30% will come from classroom work/participation

Approximately 20% will come from attendance, citizenship, and FFA SAE. This includes attitude, clean-up and punctuality.

## Class Rules:

1. Be in your assigned seat ready to work.
2. Respect the rights of others within the classroom. Rude comments, swearing, and disruptive behavior will not be tolerated.
3. Respect the classroom, shop, and the equipment within it.
4. No food or drink, IPOD's, cell phones, or inappropriate attire (dress code)  
Bottled water is fine.

**SAFETY:** All students must pass the mandatory safety exam with a 100% score before they may beginning work. It is expected that all students observe the safety rules at all times. Failure to do so can result in removal from the class. Safety glasses must be worn in the Shop/Lab at all times... NO EXCEPTIONS. Proper protective clothing (including closed toed shoes) must be worn at all times in the Shop/Lab...NO EXCEPTIONS.

Infractions of rules will result in one or more of the following:

- Verbal Warning
- Reduction in grade
- Removal from class
- Parent/teacher conference
- Referred to office
- Removal from the class

## Attendance/Tardy Policy:

- School tardy policy will be enforced
- Attendance is critical in this course because there is limited outside assignments. Each Cut will cost daily attendance and citizenship points.

## Make-up Policy:

- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!

---

Student (print)

---

Student Signature

---

Date

---

Parent/Guardian (print)

---

Parent/Guardian Signature

---

Date





Patterson High School  
Agriculture Department

Course Title: Introduction to Small Engines

Length of Class: One Year

Prerequisites: 9-12 grade

Materials Needed: Notebook, three ring Binder, pencil/pen everyday, appropriate clothing (pants, long sleeve shirt, no open toed shoes), Personal Safety Glasses Z87.1

Recommended: Coveralls, thin gloves.

Instructors: Mr. Costa  
([mcosta@patterson.k12.ca.us](mailto:mcosta@patterson.k12.ca.us) )

Course Description: This course is designed to introduce students to various aspects of small engines, including; safety, engine part identification, principles of operation, carburetion systems, ignition systems, service procedures, trouble shooting

**GRADING: A-F:**

A- 90-100%

B- 80-89%

C- 70-79%

D- 60-69%

F- Below 60%

A point system will be used for grading:

Approximately 50% will come from work in the shop

Approximately 30% will come from classroom work/participation

Approximately 20% will come from attendance, citizenship, and FFA/SAE. This includes attitude, clean-up and punctuality.

## Class Rules:

1. Be in your assigned seat ready to work.
2. Respect the rights of others within the classroom. Rude comments, swearing, and disruptive behavior will not be tolerated.
3. Respect the classroom, shop, and the equipment within it.
4. No food or drink, IPOD's, cell phones, or inappropriate attire (dress code) Bottled water is fine.
5. Clean up is expected after each days work.

**SAFETY:** All students must pass the mandatory safety exam with a 100% score before they may beginning work. It is expected that all students observe the safety rules at all times. Failure to do so can result in removal from the class. Safety glasses must be worn in the Shop/Lab at all times... NO EXCEPTIONS. Proper protective clothing (including closed toed shoes) must be worn at all times in the Shop/Lab...NO EXCEPTIONS.

Infractions of rules will result in one or more of the following:

- Verbal Warning
- Reduction in grade
- Removal from class
- Parent/teacher conference
- Referred to office
- Removal from the class

## Attendance/Tardy Policy:

- School tardy policy will be enforced
- Attendance is critical in this coarse because there is limited outside assignments. Each Cut will cost daily attendance and citizenship points.

## Make-up Policy:

- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!

---

Student (print)

---

Student Signature

---

Date

---

Parent/Guardian (print)

---

Parent/Guardian Signature

---

Date

## Support Material 4: Course Gradebooks

All grades are entered and updated using the PowerSchool system. PowerSchool is an online database that allows us to enter grades in our web based gradebook and then updates then automatically to their website for students to see. Students and parents both have logins to access this information 24 hours a day and seven days a week. This system also allows us to keep attendance, submit log entries for behavior and email parents or guardians directly. Every six weeks, we officially submit grades on PowerSchool's gradebook and reports are sent home to parents. However, parents can access these grades anytime using the website. In addition, students are able to constantly monitor their own grades using PowerSchool.

PowerTeacher Gradebook: Kendall Green - Patterson High School

File Edit View Tools Attendance Window Help

Classes

2014-2015

1(A) WK ENF

2(A) AG BDD

2(A) WK ENF

2(A) WK ENF

4(A) Tunch

5(A) AG PLO

5(A) WK ENF

6(A) AG PLO

6(A) WK ENF

Student Groups

Active (28)

Dropped (9)

Categories

Class Participation

FFA

FFA Committee

SAE

Test

Tests and Quizzes

Tests, Labs and

Tests, Quizzes and

Scoresheet Assignments Student Info Grade Setup Class Content Reports

Reporting Term: Y1 Start: 09/11/2014 Mon End: 09/28/2015 Thu

51

Calculate S1 final grade using: 4275

☐ Total points

☐ Term Weights / Standards Weights

☒ Category Weights

Name	Weight	Percent	Drop Letter
Class Participation and Homework	35	100.00%	0
FFA	10	100.00%	0
SAE	10	100.00%	0
Tests, Labs and Projects	40	100.00%	0

Add Category Remove

PowerTeacher Gradebook: Kendall Green - Patterson High School

File Edit View Tools Attendance Window Help

2014-2015

Screenshots Assignments Student Info Grade Setup Class Content Reports

Attendance Icons/Reports

Reporting View All Model Final Grades Student View

FFA

15/03/2014 pgs: 30

Chapter 8 Test 15/09/2014 pgs: 30

Semester 1 W... 15/09/2014 pgs: 40

Chapter 8 Test 15/10/2014 pgs: 30

Phonics/Spelling 15/10/2014 pgs: 15

Semester 1 W... 15/10/2014 pgs: 30

Midterm Vocabulary 15/10/2014 pgs: 25

Cell Division W... 15/10/2014 pgs: 10

Cytoplasmic In... 15/10/2014 pgs: 10

Midterm Books 15/10/2014 pgs: 30

Midterm without... 15/10/2014 pgs: 0

Prokaryotic W... 15/10/2014 pgs: 10

Midterm C... 15/10/2014 pgs: 10

Semester 1 FFA Activities 15/11/2014 pgs: 80

Semester 1 W... 15/11/2014 pgs: 80

Semester 1 FFA... 15/11/2014 pgs: 60

FFA

Student Groups

Highlight Selected

Active (31)

Dropped (2)

Categories

FFA

FFA Committee Participation

DAE

Test

Tests and Quizzes

Tests, Labs and Projects

15/11/2014

11/2/2014

[illegible]





### Support Material 5: Completed SAE Supervision Forms

As we supervise the SAE projects completed by Patterson FFA members, we take the time to visit the homes of these students. We have students who complete a variety of SAE projects from floral design to livestock projects. When visiting these homes, we complete the following paperwork as record of our visit with the students and their project. These records are then kept in a binder in the Agriculture office. Below are copies of multiple project visits with students from this past summer:



Patterson High School Agriculture Department

Project Supervision Form  
Azalea, Hartelee, Hayley,  
Student: Alysa, Megan, Date: 6/16/14  
SAE Project: Rabbits Kimberly

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_  
Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_  
Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)  
Animal Condition: \_\_\_\_\_ (See Comment)  
Exercise: OK ☒ Needs Exercise \_\_\_\_\_  
Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_  
Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments: meat pen - feed away!

Advisor K Cooper  
Student \_\_\_\_\_  
Parent/ Guardian \_\_\_\_\_

Patterson High School Agriculture Department

Project Supervision Form  
Alexis E, Gina  
Student: Skylar, Date: 6/18/14

SAE Project: Pigs  
Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_  
Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_  
Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)  
Animal Condition: \_\_\_\_\_ (See Comment)  
Exercise: OK \_\_\_\_\_ Needs Exercise ☒  
Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_  
Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments: Gina - hold weight  
Skylar & Garcia - good weights

Advisor K Cooper  
Student \_\_\_\_\_  
Parent/ Guardian \_\_\_\_\_

Patterson High School Agriculture Department

Project Supervision Form

Student: Katherine Date: 6/19/14

SAE Project: Goats

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_

Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_

Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)

Animal Condition: \_\_\_\_\_ (See Comment)

Exercise: OK \_\_\_\_\_ Needs Exercise ☒ run to build muscle

Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_

Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments: Katherine - great weight!  
Crystal - keep feeding -  
follow new feeding  
guidelines

Advisor K Green

Student \_\_\_\_\_

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

Patterson High School Agriculture Department

Project Supervision Form

Student: Evelyn Elsie, Alondra Date: 6/19/14

SAE Project: Pigs

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_

Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_

Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)

Animal Condition: \_\_\_\_\_ (See Comment)

Exercise: OK \_\_\_\_\_ Needs Exercise ☒ work on showmanship!

Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_

Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments: Evelyn Elsie - keep feeding, good weights  
Alondra - follow new feeding  
guidelines

Advisor K Green

Student \_\_\_\_\_

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

Patterson High School Agriculture Department

Project Supervision Form

Student: Kim & Brooke Date: 6/18/14

SAE Project: Pigs

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_

Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_

Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)

Animal Condition: \_\_\_\_\_ (See Comment)

Exercise: OK ☒ Needs Exercise ☒

Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_

Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments:

Kim - watch weight may be gaining separate them  
Adviser K Cooper

Student \_\_\_\_\_

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

Patterson High School Agriculture Department

Project Supervision Form

Student: Natalie, Omar, Victoria, Paula Date: 6/19/14

SAE Project: lambs

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_

Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_

Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)

Animal Condition: \_\_\_\_\_ (See Comment)

Exercise: OK ☒ Needs Exercise \_\_\_\_\_

Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_

Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments:

Good weights!  
Adviser K Cooper

Student \_\_\_\_\_

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

Patterson High School Agriculture Department

Project Supervision Form

Student:  Date: 7/2/14  
SAE Project: Market Goats/Breeding Goats  
Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_  
Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_  
Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)  
Animal Condition: Good \_\_\_\_\_ (See Comment) she runs with goats!!  
Exercise: OK ☒ Needs Exercise \_\_\_\_\_  
Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_  
Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒  
Comments:

Advisor: K. Green  
Student: Barbara  
Parent/Guardian: \_\_\_\_\_

Patterson High School Agriculture Department

Project Supervision Form

Student:  Date: 7/1/14  
SAE Project: Market Goats/Breeding Goats  
Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_  
Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_  
Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_  
Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)  
Animal Condition: Good - gaining well! \_\_\_\_\_ (See Comment)  
Exercise: OK ☒ Needs Exercise \_\_\_\_\_  
Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_  
Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒  
Comments:

Advisor: K. Green  
Student: Barbara  
Parent/Guardian: \_\_\_\_\_

Patterson High School Agriculture Department

Project Supervision Form

Student: Evelyn, Elsie  
Date: 7/2/14

SAE Project: pigs

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_

Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_

Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)

Animal Condition: \_\_\_\_\_ (See Comment)

Exercise: OK ☒ Needs Exercise ☒

Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_

Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments:

Good weights.  
Alondra watch closely.

Advisor: Kapeen

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

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

Patterson High School Agriculture Department

Project Supervision Form

Student: Crystal, Gody  
Date: 7/2/14

SAE Project: \_\_\_\_\_

Animal Wt: \_\_\_\_\_ ID #: \_\_\_\_\_

Pen: Clean ☒ Dirty \_\_\_\_\_ Needs Repair \_\_\_\_\_ Needs Shelter \_\_\_\_\_

Water: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Feed: Available ☒ Dirty \_\_\_\_\_ None \_\_\_\_\_

Animal Health: OK ☒ Poor \_\_\_\_\_ (See Comment)

Animal Condition: \_\_\_\_\_ (See Comment)

Exercise: OK ☒ Needs Exercise \_\_\_\_\_

Animal Gentle: ☒ Animal Not Gentle: \_\_\_\_\_

Record Book: Up to Date \_\_\_\_\_ Needs Updating ☒

Comments:

Crystal- keep feeding as  
planned.

Advisor: Kapeen

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

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

### Support Material 6: SAE Project Statement in Syllabus

At the beginning of every year, my students and all students in the Agriculture department receive a syllabus for their classes. In these syllabi, students are clearly introduced to the Supervised Agricultural Experience project or SAE as 10% of their grade. In addition, in my syllabi, one can see a description of the SAE project and that is graded based upon the California FFA Record Book. Every student in my class is responsible for signing this syllabus stating that they understand the expectations of the class as well as having their parents or guardians sign this page too.

# Agricultural Biology

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out starting on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. Binder



checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. On every Monday and Wednesday, you will get a homework assignment called an Ag Connection that connects biology to Agriculture. These are due on Tuesday and Thursday every week. Prior to tests, flash cards and/ or a study guide will be assigned. These flashcards and study guide will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are a mini lab, which means a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

**FFA and SAE:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**Late Work:** Late work will not be accepted.

**Absent Work:** If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

**"No Name" Work:** If a name is not written on an assignment, you will receive a zero on that assignment.

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

---

**Student Signature**

---

**Date**

---

**Parent/ Guardian Signature**

---

**Date**

---

**Parent/ Guardian Email Address**

# Ag Floral Design I

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Assignments	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turn in the day of the test or quiz.

**Tests, Labs and Projects:** Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. All large project grades will be entered under the category as well.

**FFA and SAE:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**Late Work:** Late work will not be accepted.

**Absent Work:** If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

**"No Name" Work:** If a name is not written on an assignment, you will receive a zero on that assignment.

**Arrangement Cost or Fundraising Option:** Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.

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

---

**Student Signature**

---

**Date**

---

**Parent/ Guardian Signature**

---

**Date**

---

**Parent/ Guardian Email Address**

### Support Material 7: FFA Statement in Syllabus

In the same syllabi as mentioned above, students can find the FFA statement about their required participation in the FFA organization. It clearly states that the FFA accounts for another 10% of their grade. In addition, there is a statement that describes the FFA organization at Patterson High School. The syllabi also explain how students who participate in 6 FFA activities per semester will receive the full FFA grade. FFA activities include FFA meetings, judging field days, public speaking competitions, FFA fundraisers, community service events as well as program promotion and other activities.



# Agricultural Biology

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out starting on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. Binder

checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. On every Monday and Wednesday, you will get a homework assignment called an Ag Connection that connects biology to Agriculture. These are due on Tuesday and Thursday every week. Prior to tests, flash cards and/ or a study guide will be assigned. These flashcards and study guide will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are a mini lab, which means a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

**FFA and SAE:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**Late Work:** Late work will not be accepted.

**Absent Work:** If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

**"No Name" Work:** If a name is not written on an assignment, you will receive a zero on that assignment.

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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

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**Parent/ Guardian Email Address**

# Ag Floral Design I

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Assignments	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turn in the day of the test or quiz.

**Tests, Labs and Projects:** Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. All large project grades will be entered under the category as well.

**FFA and SAE:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**Late Work:** Late work will not be accepted.

**Absent Work:** If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

**"No Name" Work:** If a name is not written on an assignment, you will receive a zero on that assignment.

**Arrangement Cost or Fundraising Option:** Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.

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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

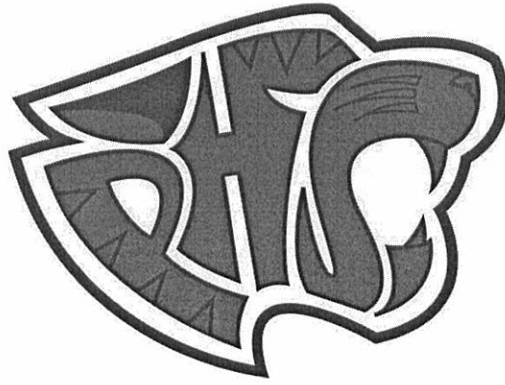
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**Parent/ Guardian Email Address**



## Support Material 8: FFA Program of Activities

The Patterson FFA Program of Activities contains vital information for students and parents about the Patterson FFA program. As a chapter, we like to make it available to our students. The Program of Activities has descriptions of various parts of our program and better prepares our students for participation in the FFA. Many of the aspects demonstrated in the Program of Activities are planned out at the FFA Officer Retreat and the officers give input on which areas they want to focus on each year. The President, however, is responsible for updating the Program of Activities with the FFA Advisors. Once updated each year, the Program of Activities is kept in the comprehensive Program Plan.



# PATTERSON AGRICULTURE DEPARTMENT

## PROGRAM OF ACTIVITIES



## PRESIDENT'S WELCOME

August 10<sup>th</sup>, 2014

Dear Students, Parents, and FFA Supporters,

As a representative of the 2015-2015 Patterson FFA Officer Team, I would like to sincerely welcome you! Our officer team has a fun year planned, full of leadership conferences, community service, meetings, and more!

Our unique program offers our FFA members an opportunity to grow and develop as leaders regardless of grade level. Students can enjoy a wide range of activities, which you can find on our calendar in this booklet. You can also find information about our organization, Supervised Agricultural Experience, Career Development Events, as well as our chapter constitution.

Again, I would like to welcome you to become involved in our organization. We have opportunities to meet any interest, including members in our community. I urge you to join us at our first meeting of the year, on August 26<sup>th</sup>. I look forward to meeting each of you!

Sincerely,

*Luis Lopez*

Luis Lopez  
Patterson FFA President

## ADVISOR'S WELCOME

June 11<sup>th</sup>, 2014

Dear Students, Parents, and FFA Supporters,

Welcome! My name is Samantha Cahill and I am one of the advisors for Patterson FFA. Along with my partners, Michael Costa, Kendall Green, and Monica Lopes, we have a great year planned! It will be full of activities and opportunities for you to participate in. It is my sincere hope that each of you get involved in our program in some way.

In addition to the FFA activities offered, we have many opportunities for students to improve and develop skills in agriculture. The Patterson High School Agriculture Department offers comprehensive courses and Career Pathways in Agriscience, Ornamental Horticulture/Floriculture, and Agricultural Mechanics. These pathways are designed to prepare students for entrance to the community college or university or for employment upon graduation from high school. We have courses that are articulated with Modesto Junior College, as well, so students can get a head-start on their college education!

Our facilities also offer unique opportunities for our students. We have a complete mechanics shop, floriculture classroom, science classroom, greenhouse, shade house, and school farm. Students who live in town have the opportunity to raise market animals, like sheep, goats, and pigs, here at school. In addition, we are constantly striving to improve access to and regularly update our computers and technology in the department.

Again, I invite all of you to become an active participant in our program. When you leave our program, you will be able to take with you new skills and a positive attitude towards your future. On behalf of Mr. Costa, Ms. Green, Mrs. Lopes, and myself, thank you for your interest and participation!

Sincerely,

*Samantha Cahill*

Samantha Cahill  
Patterson FFA Advisor

## 2014-2015 Chapter Officer Team

President- Luis Lopez

Vice President- Samantha Calvert

2<sup>nd</sup> Vice President- Ivan Barbontin

Secretary- Kim Johnson

Treasurer- Dillon Huereca

Reporter- Alie Tyler

Sentinel- Austin Luckert

## 2014-2015 Advisors

Mrs. Samantha Cahill

Mr. Michael Costa

Ms. Kendall Green

Mrs. Monica Lopes



# PATTERSON FFA 2014-2015 CALENDAR



## AUGUST

- 9 Back to School Block Party
- 21 Patterson Livestock Boosters Thank You Dinner
- 26 Welcome Back BBQ and FFA Meeting 6:30 PM

## SEPTEMBER

- 6 Local Greenhand Leadership Conference
- 9 FFA Meeting 6:30 PM
- 16 Stan Tri Rivers Sectional Picture Night - Hughson
- 17 Staff vs. FFA Softball Game
- 24 Greenhand Conference (Modesto, CA)

## OCTOBER

- TBD Tri Tip Fundraiser
- 4-5 Central Region COLC (Denair, CA)
- 6-17 Costume Drive
- 7 FFA Meeting 6:30 PM
- 9 MJC Open House
- 14 Pizza Fundraiser (Tentative)
- 15 Tri Rivers Sectional Opening and Closing Contest 4 PM (Newman, CA)
- 23 Del Osso Farms Corn Maze
- TBD Associated Feed Jr. Livestock Camp

## NOVEMBER

- 3-14 Canned Food Drive
- 3-14 Wreath and Poinsettia Sales
- 4 Greenhand/Chapter Degree Banquet
- 7 MJC Senior Day

## DECEMBER

- 1-11 Collecting Coats for Kids
- 2 Tri Rivers Sectional Bowling 5-7 PM
- 12 Del Osso Farms Ice Skating

## JANUARY

- 13 FFA Meeting 6:30 PM
- 29 Tri Rivers Super Thursday- Pitman

## FEBRUARY

- 9 Central Region FFA Officer Interviews
- 20-21 MFE ALA Modesto
- 21 Central Region CATA Meeting
- 23-27 FFA WFFK!!
- 24 FFA Meeting 6:30 PM
- 26 FFA Staff Appreciation Breakfast

## MARCH

- 7 UC Davis Field Day
- 10 FFA Meeting 6:30
- 18 Ag Day at the Capital
- 21 Merced Field Day
- TBD Livestock Tri Tip Fundraiser
- 28 MJC Field Day
- 30 Central Region State Degree Ceremony

## APRIL

- 4 Consumes River College Field Day
- 14 FFA Meeting 6:30 PM
- 18 Fresno State Field Day
- 18-21 State FFA Conference Fresno

## MAY

- 2 FFA State Finals Cal Poly SLO
- 7-8 FFA Plant Sale
- 19 FFA End of the Year Banquet 6:00 PM

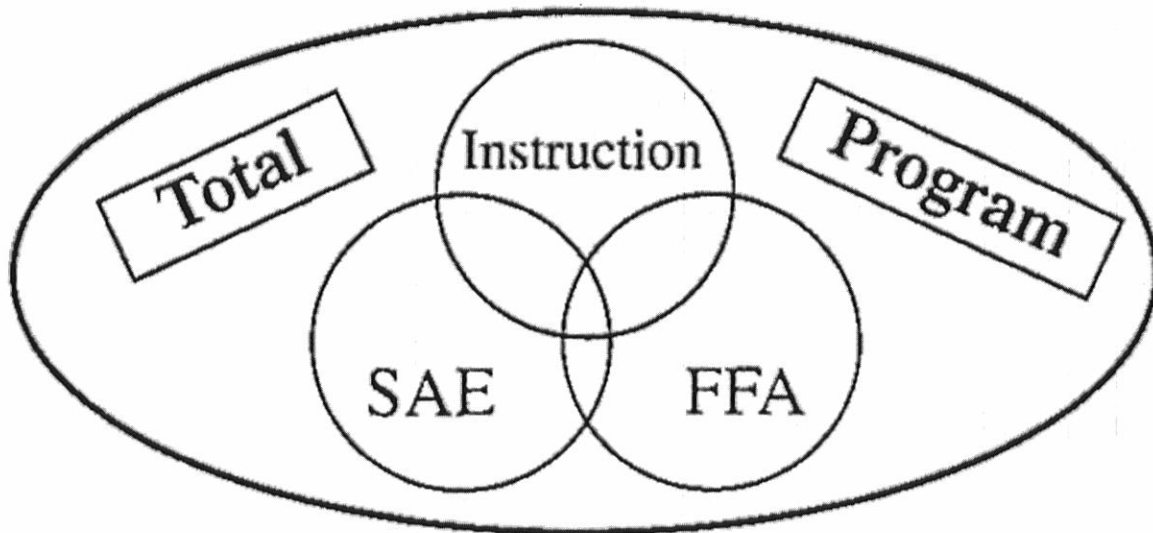


## WHAT IS FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 as the Future Farmers of America; the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, nearly one half-million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agriculture sciences, food, fiber and natural resources industries. Student success remains the primary mission of FFA.

## THE THREE CIRCLE MODEL

The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.



All three circles are an important component of student success and diversity of experiences available to all agriculture students.

## THE FFA MISSION

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

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.



- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural 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 COLORS AND MOTTO

The rich and cheerful colors that proudly represent FFA are National Blue and Corn Gold. These colors appear in connection with all meetings and paraphernalia or equipment used.

The FFA motto gives members twelve short words to live by as they experience the opportunities of the organization. The FFA Motto is:

*Learning to do  
Doing to learn  
Earning to live  
Living to serve*

## OFFICIAL DRESS UNIFORM

The official dress uniform for female members is a knee-length black skirt, white collared blouse with the official FFA blue scarf, black shoes with neutral colored nylons, and the official jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging.

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



## **OFFICIAL SHOW UNIFORM**

The official show uniform for FFA members includes a white collared shirt, white pants, the FFA tie or scarf, and the FFA jacket zipped to the top. Shoes should be appropriate for what is being shown.

### **THE FFA CREED**

**By E.M. Tiffany**

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

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

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

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

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

### **THE FFA EMBLEM**

The cross-section of an ear of corn represents our common agricultural interests, is native to America, and is grown in every state.

The rising sun symbolizes progress in agriculture (a new era, a new day, a new beginning).

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

The owl symbolizes wisdom and knowledge.

The eagle is symbolic of freedom and the national scope of the FFA

The words “agricultural education” surround the letters “FFA”. This tells us that FFA is an important part of agriculture programs.



## **THE FFA CODE OF ETHICS**

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

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

Adopted by delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.

## CLASSES OFFERED BY THE AGRICULTURE DEPARTMENT

<b>AGRICULTURE</b>	
<b>AGRICULTURAL EARTH &amp; ENVIRONMENT SCIENCE (P):</b> Grades: 9-12 Prerequisite: None	This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.
<b>AGRICULTURAL BIOLOGY (P):</b> Grades: 9-12 Prerequisite: Algebra 1P with a C- or better	This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.
<b>AGRICULTURE LEADERSHIP:</b> Grades: 9-12 Prerequisite: FFA Officer or Consent of Instructor. This is a PASS or FAIL course	This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. <u>This course is offered zero period.</u>
<b>ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P):</b> Grades: 11-12 Prerequisite: Ag Biology P or Bio P with a C- or better	This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.
<b>AG FLORAL DESIGN 1:</b> Grades: 10-12 Prerequisite: None	Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.
<b>HISTORY &amp; ART OF FLORAL DESIGN ROP:</b> Grades: 11-12 Prerequisite: Ag Floral Design 1 with a C- or better	This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

<b>MECHANIZED AGRICULTURE 1:</b> <b>Grades: 9-12</b> <b>Prerequisite: None</b>	<p>This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. <b>Students must supply their own safety glasses and coveralls.</b> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</p>
<b>MECHANIZED AGRICULTURE 2:</b> <b>Grades: 10-12</b> <b>Prerequisite: Mech Agriculture 1 with a C- or better</b>	<p>This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. <b>Students must supply their own safety glasses &amp; coveralls.</b> Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</p>
<b>ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:</b> <b>Grades: 11-12</b> <b>Prerequisite: Mech Agriculture 2 with a C- or better</b>	<p>This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. <b>Students must supply their own safety glasses and coveralls.</b> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</p>
<b>ROP AGRICULTURAL WELDING AND FABRICATION:</b> <b>Grades: 11-12</b> <b>Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor</b>	<p>Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.</p>
<b>ORNAMENTAL HORTICULTURE:</b> <b>Grades: 9-12</b> <b>Prerequisites: None</b>	<p>This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.</p>
<b>AG POWER AND SMALL ENGINES:</b> <b>Grades: 9-12</b> <b>Prerequisites: None</b>	<p>Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. <b>SAFETY GLASSES REQUIRED.</b></p>



## AGRICULTURE DEPARTMENT PATHWAYS

	<b>Ag Mechanics</b>	<b>Horticulture/Floriculture</b>	<b>Agriscience</b>
<b>Freshman</b>	Mechanized Ag 1	Ag Earth Science* Ornamental Horticulture	Ag Earth Science*
<b>Sophomore</b>	Mechanized Ag 2	Ag Biology* Ornamental Horticulture Ag Floral Design	Ag Biology*
<b>Junior</b>	Advanced Mechanized Agriculture	Ag Floral Design ROP The History and Art of Floral Design*	Animal Science* Ornamental Horticulture
<b>Senior</b>	ROP Agricultural Welding and Fabrication	ROP The History and Art of Floral Design	Animal Science Ornamental Horticulture

\*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

\*\*Agriculture Leadership is a zero period class that a student may take any year, and in any pathway.

## STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

**Agriscience Fair** – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

**Fair Animals** – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Steers, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from \$1,200 or more for a steer to \$20 for a pen of chickens. There is no guarantee that a student's project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for a significant profit. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair as long as they are in good standing with the chapter.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

**Livestock Breeding Projects** – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

**Plant and Crop Projects** – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.



**Work Experience Projects** - Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

**Un-Paid Work Experience Projects** - These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.

## LIVESTOCK PROJECT BUDGETS

\*Livestock insurance is available. The price is TBD.\*

### Dairy Replacement Heifer

#### Estimated Expenses

Cost of Animal	\$750.00
Feed	\$1,000.00
Vet Supplies	\$40.00
Show Supplies	\$75.00
Straw	\$15.00
Fair Entry	\$35.00

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Total Estimated Expenses      \$1,915.00

#### Estimated Receipts

Sale of Heifer	\$2,100.00
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#### Estimated Net Profit

Receipts – Expenses	\$185.00
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### Market Steer

#### Estimated Expenses

Cost of Animal	\$1,200.00
Feed	\$800.00
Supplies	\$40.00
Vet Supplies	\$20.00
Equipment	\$80.00
Fair Entry	\$35.00

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Total Estimated Expenses      \$2,175.00

#### Estimated Receipts

Sale of Steer	\$2,500.00
(1,250 lbs @ \$2.00/lb)	

#### Estimated Net Profit

Receipts – Expenses	\$315.00
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## Market Swine

### Estimated Expenses

Cost of Animal	\$250.00
Feed	\$200.00
Vet Supplies	\$20.00
Show Supplies	\$25.00
Shavings at Fair	\$30.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$560.00

### Estimated Receipts

Sale of Hog	\$750.00
(250 lbs @ \$3.00/lb)	

### Estimated Net Profit

Receipts – Expenses     \$190.00

## Market Lamb

### Estimated Expenses

Cost of Animal	\$300.00
Feed	\$150.00
Vet Supplies	\$15.00
Show Supplies	\$20.00
Bedding	\$15.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$535.00

### Estimated Receipts

Sale of Lamb	\$728.00
(130 lbs @ \$5.60/lb)	

### Estimated Net Profit

Receipts – Expenses     \$193.00

## Market Goat

### Estimated Expenses

Cost of Animal	\$200.00
Feed	\$100.00
Vet Supplies	\$15.00
Show Supplies	\$20.00
Fair Entry	\$35.00

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Total Estimated Expenses    \$370.00

### Estimated Receipts

Sale of Goat                    \$437.75  
(85 lbs @ \$5.15/lb)

### Estimated Net Profit

Receipts – Expenses    \$67.75

## **CAREER DEVELOPMENT EVENTS (CDE)**

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

There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

### **Public Speaking Contests**

**Creed Speaking Contest** – (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

**Parliamentary Procedure Contest** – (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a “mock chapter meeting.” Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

**Prepared Public Speaking** – (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

**Extemporaneous Public Speaking** – (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

**Job Interview Contest** – (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter,

and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

## **Judging Teams**

**Agricultural Mechanics** – (This is a skill development activity.) This contest is open to students of all grade levels. The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. The contest may include tool and material identification, written test, arc welding, problem solving and plan interpretation, sheet metal fabrication, and electrical skills. (The state winner advances to the national contest.)

**Farm Power-** (This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the farm power industry. Specific competency areas will include safety and driving of farm power machinery such as tractors. (The state winner advances to the national contest.)

**Agricultural Welding** – This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include safety, measurement, blueprint reading, project layout, weld testing/inspection, as well as skills in the various welding styles. (The state winner advances to the national contest.)

**Agriscience Fair** – (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

**Best Informed Greenhand Contest** – (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

**Floriculture** – (This is a skill development activity.) This contest is open to students in any grade level. In this contest, the students will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

**Nursery/Landscape** – (This is a skill development activity.) This contest is open to students in any grade level. The Nursery/Landscape contest prepares students for careers in the nursery and landscaping industry. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

**Veterinary Science** – (This is a skill development activity.) This contest is open to students in any grade level. The Veterinary science contest prepares students for careers in the veterinary science industry. Topics include tool, breed and parasite identification as well as practical handling skills of veterinary animals. (The state winner advances to the national contest.)

**Milk Quality and Dairy Foods (Dairy Products)** – (This is a skill development activity.) This contest is open to students of any grade level. In this contest, students are tested on their knowledge of dairy products. They will be tested on their ability to identify thirteen different cheeses, real versus artificial dairy products, milk fat content, milk quality, and their completion of a written test. There is no oral communication in the contest. (The state winner advances to the national contest.)

**Small Engines** – (This is a skill development activity.) This contest is open to students of any grade level. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training in the skills and safety practices needed in diagnosing engine malfunctions. The competition will include identification, theory, problem solving, and troubleshooting. (The state winner advances to the national contest.)



## LEADERSHIP DEVELOPMENT ACTIVITIES

**The Greenhand Conference** – (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an over-view of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

**The Made for Excellence Conference** – (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

**The Advanced Leadership Academy** – (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

**The Sacramento Leadership Experience** – (This is a skill development activity.) This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conferences that a student will have an opportunity to participate in. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

## LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM

**Opening and Closing Ceremonies** – (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recited from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

**Tri Rivers Section and Central Region FFA Activities** – (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

**State FFA Convention** – (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

**National FFA Convention** – (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day

attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show .

*There are many other activities above the chapter level for Patterson FFA members to become involved in.*

## STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** - (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.
- **The Chapter FFA Degree** - (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least \$150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.
- **The State FFA Degree** - (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested \$1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter level. An application must be completed and submitted with a minimum of two years of record books.
- **The American FFA Degree** - (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained records to substantiate an outstanding project, have earned or productively invested at least \$7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.
- **Proficiency Awards** - (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.

- **Project Competition** – (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student's project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.

## Point Award System 2014-2015

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Each member is required to fulfill six activity points in order to receive full credit for their grade. However, each activity could be worth multiple "Point Award" points. Activity points and point award points will be determined by the advisors and officer team prior to announcing the event.

*Example* - Showing an animal at the Stanislaus County Fair is 1 activity point for the entire fair. However, that activity point is worth 300 point award points.

*Example* - Attending a chapter meeting is 1 activity point but 50 point award points.

**\*The Point Award Schedule is subject to change each year at the Officer's Retreat. Please direct any questions about this system to an agricultural advisor.**

## **PATTERSON FFA CHAPTER CONSTITUTION**

Adopted September 2006

### **ARTICLE I – Name and Purposes**

Section A      The name of this organization shall be the Patterson Chapter of the Future Farmers of America” and the letters, “FFA” may be used to designate the chapter, its activities, or members thereof.

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

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

### **ARTICLE II – Organization**

Section A      The Patterson Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

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

### **ARTICLE III – Membership**

Section A      Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.

- Section B The regular work of this chapter shall be carried on by the active membership.
- Section C Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.
- Section .D Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:
1. They attend local chapter meetings with reasonable regularity.
  2. They show an interest in, and take part in the affairs of the chapter.
  3. Are properly affiliated with the state and national FFA organizations.
- Section E Names of applicants for membership shall be filed with the membership committee.

#### ARTICLE IV - Emblems

- Section A The emblem of the FFA shall be the emblem for the chapter.
- Section B Emblems used by the members shall be designated by the national organization of FFA.

#### ARTICLE V – Membership Degrees and Privileges

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

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

- Section B Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)
1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
  2. Learn and explain the FFA Creed, Motto, and Salute.
  3. Describe the FFA emblem, colors, and symbols.
  4. Explain the proper use of the FFA jacket.



5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/ her own efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D State FFA Degree: Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association

Section E American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section F Special Committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

## ARTICLE VI - Officers

Section A The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

- Section B Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.
- Section C The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.
- Section D Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.
- Section E Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.
- Section F Candidates must submit an application, go through the interview process, be voted in by members, and then slated by advisors.

## ARTICLE VII – Meetings

- Section A Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.
- Section B Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.
- Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

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

#### ARTICLE VIII – Dues

- Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B Full local, state, and national dues shall be paid by all active members.
- Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

#### ARTICLE IX – Amendments

- Section A This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

#### Article X- Expenditures and Budget

- Section A Budget must be presented to the members at the 1<sup>st</sup> meeting of the school year and be approved by the members.
- Section B Members present at the meetings will vote and must be passed with a majority vote in order to pay all receipts.

## Support Material 9: Recruitment Program

Recruitment at Patterson High School is done in a few different ways. We believe that it is never too early to start recruitment of students for our programs. Hence, we do a couple of different Agriculture Days with younger students (kindergarteners and third graders) throughout the year to start raising awareness of the FFA and the Agriculture department when they are young. We bring animals and information to the schools for them to learn more about agriculture but to also reinforce excitement to come to Patterson High School Agriculture department.

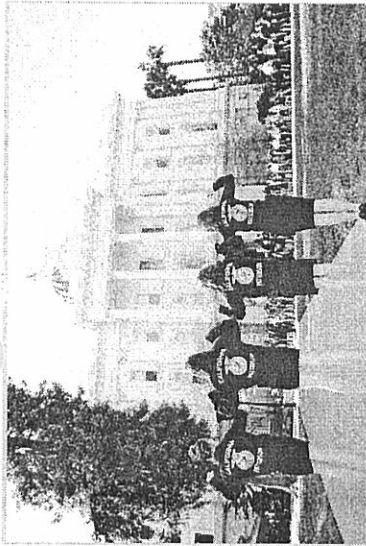
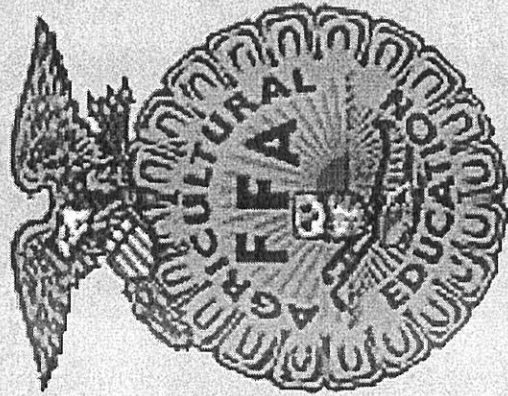
In addition, we provide information and a recruitment video for the eighth graders coming into high school. Recruitment at the eighth grade level was not highly encouraged prior to me starting at Patterson High School. Currently, we are invited to speak to the eighth graders when their registration meeting is scheduled. In addition, this last year, we sent a recruitment video over to the middle school when they were signing up for classes. This year, we doubled our incoming freshman numbers, which I believe is largely due to the recruitment video. Our goal this year is to take the FFA Officers to speak to the incoming freshman at their registration meeting.

Besides recruiting for incoming high school students, we also recruit for current high school students. During Food Court days and Club days in which we can share information about clubs and sell food or merchandise, we always have FFA Officers present and representing our department. We find that a large number of students sign up for our classes just because they noticed us during these days! In addition, during the spring semester, there is a Class day in which all teachers represent their classes and answer students' questions. On this day, the Agriculture department works together and brings out projects that students have completed, show the FFA or Agriculture department recruitment video and explain to our current high school students about the FFA and the Agriculture classes. This day allows us to recruit students who are already here at PHS but were not familiar with Agriculture classes.

Throughout all of our recruitment processes, we provide students with FFA pencils, Patterson FFA/ Agriculture Department brochures and we encourage our FFA Officers to be present. We find that students are more easily excited about the FFA and the Agriculture department when they hear from another student themselves.

## Career Development Opportunities

Agriculture Mechanics  
Best Informed Greenhand  
Creed Speaking  
Dairy Products  
Extemporaneous Public  
Speaking  
Farm Power  
Floriculture  
Impromptu  
Job Interview  
Nursery Landscape  
Prepared Public Speaking  
Veterinary Science



## Contact us!

Mrs. Samantha Cahill  
Mr. Michael Costa  
Ms. Kendall Green  
Mrs. Monica Lopes

200 North 7<sup>th</sup> Street  
Patterson, CA 95363

(209) 892-4750

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



## Patterson High School Agriculture Department



# Agricultural Education

Agricultural Education is built in three core areas of classroom/laboratory instruction, supervised agricultural experience programs, and student activities and opportunities through FFA.



## Classroom/Laboratory Instruction:

Offering quality instruction in and about agriculture that utilizes a "learn by doing" philosophy.

## Supervised Agricultural Experience:

All students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education classes.

## FFA Activities/Opportunities:

FFA activities are an integral part of the agricultural education program that all agriculture students should participate in if they are to fully benefit from the program.

## Classes Offered

Advanced Mechanized Agriculture – Project Construction

Ag Floral Design 1

Ag Power and Small Engines

Agricultural Biology\*

Agricultural Earth & Environment Science\*

Agriculture Leadership

Animal Science (Anatomy and Physiology)\*

History and Art of Floral Design ROP

Mechanized Agriculture 1

Mechanized Agriculture 2

Ornamental Horticulture

ROP Agricultural Welding and Fabrication

\*Meets UC/CSU Grad Requirements



# FFA & Agriculture

Agriculture has been developed as a career pathway for students who have an interest in agronomy, the animal industry, mechanized agriculture, and ornamental horticulture. **Courses are targeted for those students interested in careers in the agriculture industry as well as those pursuing a two or four year degree.** Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America) – no fee required. They will maintain a record book based on their Supervised Agricultural Experience (SAE) project.

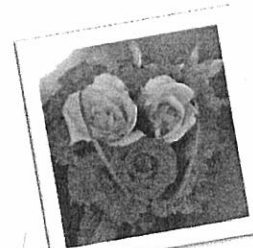
## Why choose Agriculture Education?

Students are provided opportunities for **leadership development, personal growth and career success.** The Agricultural Education model includes:

- 1) classroom/laboratory instruction: Quality instruction based on agriculture that utilizes a “learn by doing” philosophy.
- 2) supervised agricultural experience programs: Agriculturally-related work-based learning experience while enrolled in agriculture classes.
- 3) student leadership organizations (FFA): A leadership organization that operates on a local, sectional, regional, state, and national level.

**Agricultural Career Pathways**

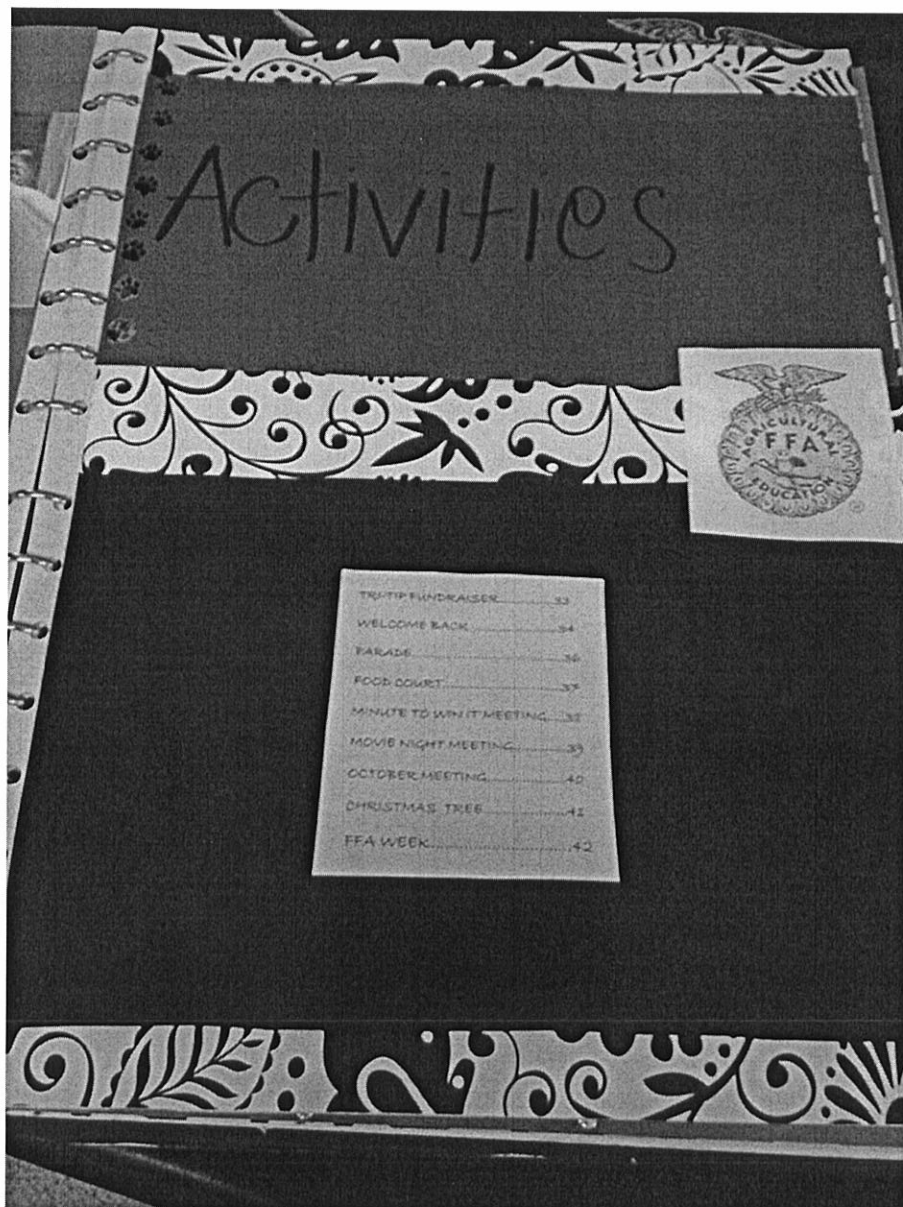
	Ag Mechanics	Horticulture/Floral	Agriscience
9 <sup>th</sup> Grade Freshman	Mechanized Agriculture 1	Agricultural Earth and Environmental Science (P) Ornamental Horticulture	Agricultural Earth and Environmental Science (P)
10 <sup>th</sup> Grade Sophomore	Mechanized Agriculture 2	Agricultural Biology (P) Ornamental Horticulture Ag Floral Design	Agricultural Biology (P)
11 <sup>th</sup> Grade Junior	Advanced Mechanized Agriculture – Project Construction	Ag Floral Design ROP The History and Art of Floral Design	Animal Science (Anatomy and Physiology) (P) Ornamental Horticulture
12 <sup>th</sup> Grade Senior	ROP Agricultural Welding and Fabrication	ROP The History and Art of Floral Design	Animal Science (Anatomy and Physiology) (P) Ornamental Horticulture

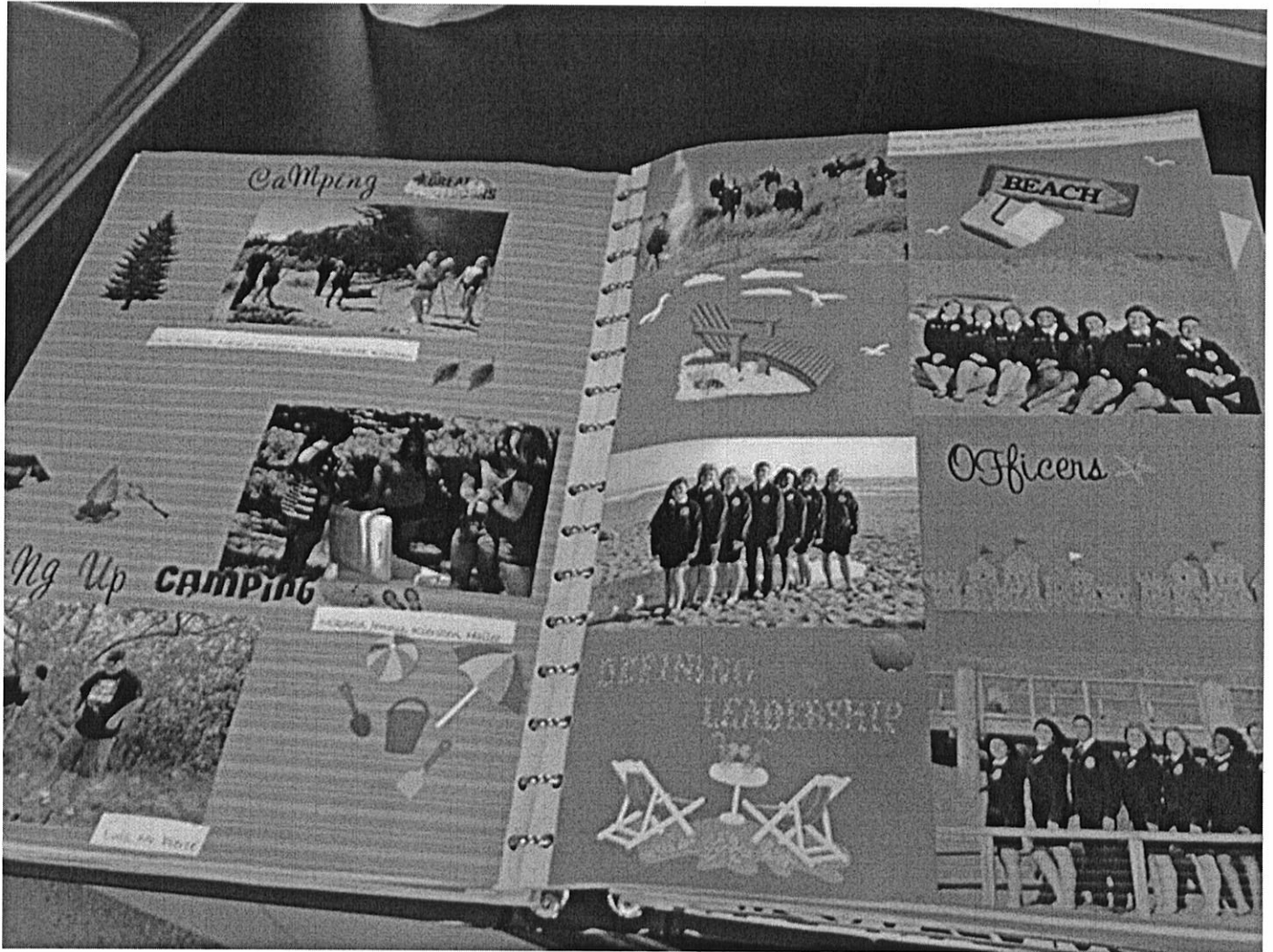


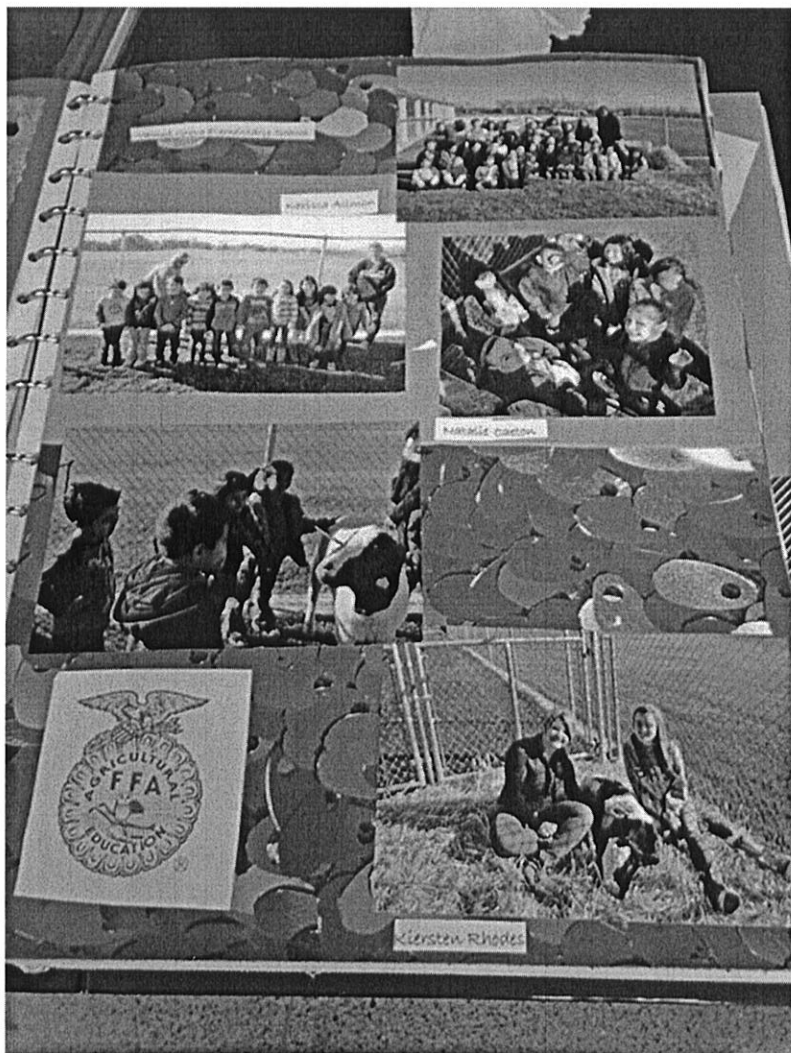


## Support Material 10: FFA Chapter Scrapbook

The Patterson FFA chapter scrapbook has been the chapter Historian's responsibility in the past. This year, we chose to not elect a historian as an officer but instead to elect two Vice Presidents and coordinate our committees in a more structured manner. Hence, there is a scrapbook committee responsible for compiling and organizing the chapter scrapbook. Our chapter Reporter is the head of this committee and has been given the curricular code for the Scrapbook CDE. She is currently working on organizing pictures and beginning the scrapbook. In addition, she is researching articles from our local newspapers and basing the scrapbook off of our theme of "Living the Legacy". The goal of the chapter scrapbook is to be able to record the progress of our chapter each year. Below are pages from past Patterson FFA scrapbooks:







## Support Material 11: Summer Activities Calendar

Summer activities in the Patterson High School Agriculture program include SAE project supervision specifically the livestock projects for the Stanislaus County Fair, attendance at the CATA Summer Conference and advising FFA members at Camp Sylvester Sectional Leadership Conference, Patterson FFA Point Awards Trip and the Patterson FFA Officer Retreat. Below you will find the Patterson FFA Summer Activities Calendar for the 2014 summer.

### 2014 Patterson FFA Summer Activities Calendar

Activity	Date	Location
Camp Sylvester Sectional Leadership Conference	May 30- June 1, 2014	Pinecrest, CA
Lamb and Goat Showmanship Practice	June 5, 2014	Patterson High School Farm
Patterson FFA Point Awards Trip to SF Giants Game	June 9, 2014	San Francisco, CA
Goat, Lamb, Pig Showmanship Practices	June 3, 2014	Patterson High School Farm
Pig Showmanship Practices	June 4, 2014	Patterson, CA
Patterson FFA Officer Retreat	June 10-11, 2014	Oakdale, CA
Pig Showmanship Practices	June 12, 2014	Patterson, CA
Lamb and Goat Showmanship Practices	June 13, 2014	Patterson High School Farm
Sheep Shear Day	June 14, 2014	Patterson, CA
Visit to Rabbit Breeders	June 15, 2014	Various Locations
Pig Showmanship Practices, School Farm Meeting, Rabbit Showmanship Practice	June 16, 2014	Patterson, CA
Beef Showmanship Practice	June 17, 2014	Patterson, CA
Pig Showmanship Practices	June 18, 2014	Patterson, CA
Goat, Lamb, Pig Showmanship Practices	June 19, 2014	Patterson High School Farm
Sheep Shear Day	June 21, 2014	Patterson, CA
CATA Summer Conference	June 22-25, 2014	Cal Poly, San Luis Obispo, CA
Rabbit Showmanship Practice, Lamb and Goat Showmanship Practice	June 26, 2014	Patterson High School
Rabbit Showmanship Practice	June 30, 2014	Patterson High School
Goat Clipping/ Lamb Shearing Day	July 1, 2014	Patterson High School Farm
Stanislaus County Fair Livestock Advisor Meeting	July 1, 2014	Stanislaus County Fairgrounds
Goat, Lamb, Pig Showmanship Practices	July 2, 2014	Patterson High School Farm

Goat Clipping and Lamb Shearing Day, Patterson FFA Pre Fair Meeting	July 7, 2014	Patterson High School
Rabbit Showmanship Practice	July 8, 2014	Patterson High School
Beef Showmanship Practice	July 10, 2014	Patterson, CA
Stanislaus County Fair	July 7-20, 2014	Stanislaus County Fairgrounds
Rabbit Processing Day	August 9, 2014	Rabbit Barn, Turlock, CA
Processed Rabbit Pick Up	August 10, 2014	Rabbit Barn, Turlock, CA

## Support Material 12: Graduate Follow Up Survey

During the fall semester after graduating their senior year, the program completers from our Agriculture department at Patterson High School receive the following survey. The purpose of this survey is to track the progress of our graduating seniors and to ask for suggestions on how to make our department better. The survey is sent as a hard copy through the mail service. In addition, the survey is distributed digitally using [surveymonkey.com](https://www.surveymonkey.com). And lastly, these seniors are also called at their homes asking for further information. Their information is then entered in the R2 system and kept in the comprehensive Program Plan binder.



## PHS Ag Dept Graduate Follow Up

### Welcome to the PHS Ag Dept Graduate Follow Up

Dear Recent Graduate:

As a program completer of the Patterson High School Agriculture Department, you were one of the few devoted FFA members and students to complete four years of instruction in Agriculture. You should be commended for your dedication to the Agriculture industry. In addition, as an FFA advisor and teacher myself, I want to thank you personally for your devotion to our PHS Agriculture department. As the new school year starts, I hope that you find yourself with new challenges and excitement as you embark on your next journey.

This year at Patterson High School, we are looking for new ways to better our program. I figured who better to ask about their experience in our program than those who spent four years with us just like you! Attached to this letter is an eight question follow up document that I hope that you could complete for our department. Your answers will help us determine how many of our students are going on to careers or furthering their education. We then look at these numbers to see if our program is being successful. In addition, we use it to take a deeper look into our FFA program and the value of the leadership component of our program. This helps us continually grow and build our FFA chapter. Please if you have just a few minutes, complete the following survey by October 6th, 2014. Your feedback really could help make our program more successful!

Thank you in advance for your support.

Sincerely,

Kendall Green

Agriculture Department Head



1. What is your full name?

2. What is your phone number?

3. What are you doing at the present time?

- ☐ Attending Four Year College Full Time
- ☐ Attending Four Year College Part Time
- ☐ Attending Community College Full Time
- ☐ Attending Community College Part Time
- ☐ Working Part Time in Agriculture
- ☐ Working Full Time in Agriculture
- ☐ Working Full Time in Non Agriculture Field
- ☐ Working Part Time in Non Agriculture Field
- ☐ Not Working
- ☐ In the Military

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

5. What is your job title or job description?

6. Which statement best applies to your present occupation?

- ☐ I am using most of the skills I learned in the Ag program at PHS.
- ☐ I am using some of the skills I learned in the Ag program at PHS.
- ☐ I am not using any of the skills I learned in the Ag program at PHS.

7. If you are in school, what is your major course of study?

8. How would you rate the training, career guidance and counseling received in the PHS agriculture program?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

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

- ☐ Officer Experience
- ☐ Judging Contests
- ☐ Participation in chapter activities in which you work with others
- ☐ Livestock raising for the Stanislaus County Fair
- ☐ Supervised Agricultural Experience projects

Other (please specify)

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

### Support Material 13: Graduate Follow Up

The results from our graduate follow up surveys are recorded in the R2 database. From looking at this year's data, we had 107 seniors at Patterson High School in the Agriculture department. Of those 107 seniors, 49 of them completed three or more years of instruction in our department. Of those 49, four of them are in a two year college pursuing an Agriculture major. In addition, two of them are in a two year college, studying for a non-Agriculture major and then seven of them are in a four year college studying a non-Agriculture major. Three of them are in a job that is agriculturally related and seven of them are working full time in a non-Agriculture job. And lastly, 27 of them did not respond to the surveys. Of those who did respond to the surveys, they said the following areas were areas of importance in the Agriculture department: Officer Experience, Judging Contests, Participation in Chapter Activities, Livestock SAE projects at the Stanislaus County Fair and SAE projects.

In the future, I hope to receive more responses back from past graduates. This was a new year of sending out digital surveys as well as hard copies because we found that very few students actually send back the hard copies. We did receive more digital responses but I hope that in the future our graduate follow up responses can be much stronger.

[Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)**Graduate Follow-up Report**

Filing Year=2014

# CA0173 Patterson  
Patterson HS  
200 North 7th St.  
Patterson, CA 95363

Printed: 10/21/2014 12:37:07 PM

Total Seniors (Year=2013 ):	107
Total Seniors having completed 3 or more years of Ag Instruction:	49
<b>Program Completer Status</b>	
Two Year College Ag Major	4
Two Year College Non-Ag Major	2
Four Year College Non-Ag Major	7
Employed - Fulltime Ag Job	3
Employed - Fulltime Non-Ag Job	7
Location or Position Unknown	26

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[Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)**Graduate Follow-up**

# CA0173 Patterson  
Patterson HS  
200 North 7th St.  
Patterson, CA 95363

Graduates for Spring: 2014 

Last Name	First Name	Graduate Status
	Marcos	Location or Position Unknown-
	Gabriel	Location or Position Unknown-
	Dalton	Employed - Fulltime-Ag Job
	Natalee	Two Year College-Ag Major
	Alexis	Employed - Fulltime-Non-Ag Job
	Wendi	Location or Position Unknown-
	Riquel	Location or Position Unknown-
	Matthew	Location or Position Unknown-
	Mariana	Location or Position Unknown-
	McKayla	Employed - Fulltime-Non-Ag Job
	Alex	Location or Position Unknown-
	Saray	Four Year College-Non-Ag Major
	Christopher	Location or Position Unknown-
	Joshua	Location or Position Unknown-
	Ty	Employed - Fulltime-Ag Job
	Daniel	Two Year College-Ag Major
	Neakolas	Employed - Fulltime-Ag Job
	Karen	Two Year College-Ag Major
	Jake	Four Year College-Non-Ag Major
	Bryan	Employed - Fulltime-Non-Ag Job
	Dylan	Four Year College-Non-Ag Major
	Alexander	Location or Position Unknown-
	Alexandria	Location or Position Unknown-
	Alexis	Employed - Fulltime-Non-Ag Job
	Alma	Four Year College-Non-Ag Major
	Ulises	Location or Position Unknown-
	Sarah	Location or Position Unknown-
	Nancy	Location or Position Unknown-
	Devin	Location or Position Unknown-
	Chesney	Four Year College-Non-Ag Major
	Michelle	Two Year College-Non-Ag Major
	Michaela	Location or Position Unknown-
	Esmeralda	Location or Position Unknown-
	Adriana	Location or Position Unknown-

Victoria	Employed - Fulltime-Non-Ag Job
Jennifer	Location or Position Unknown-
Gabriel	Location or Position Unknown-
Nicole	Location or Position Unknown-
Emely	Employed - Fulltime-Non-Ag Job
Irie	Location or Position Unknown-
Alyah	Employed - Fulltime-Non-Ag Job
Alexia	Location or Position Unknown-
Elizabeth	Two Year College-Non-Ag Major
Kierstan	Two Year College-Ag Major
Hailee	Four Year College-Non-Ag Major
Yaneth	Location or Position Unknown-
Katherine	Location or Position Unknown-
Cristina	Location or Position Unknown-
Maria	Four Year College-Non-Ag Major

Printed: 10/21/2014 12:37:24 PM

Count: 49

---

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#1

COMPLETE

Edit

Delete

Export

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Attending Four Year College Full Time

Q4: In what type of business or industry are you employed?

food industry

Q5: What is your job title or job description?

employee

Q6: Which statement best applies to your present occupation?

I am using most of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

Psychology, Criminology and Crime and Justice

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Excellent

Q9: Please check the following areas you feel are valuable components of FFA.

Officer Experience

Judging Contests

Participation in chapter activities in which you work with others

Livestock raising for the Stanislaus County Fair

Supervised Agricultural Experience projects

Other (please specify)                      EVERYTHING

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

Respondent skipped this question

#2

COMPLETE

Edit

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Export

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Working Full Time in Non Agriculture Field

Q4: In what type of business or industry are you employed?

Restaurant

Q5: What is your job title or job description?

Hostess

Q6: Which statement best applies to your present occupation?

I am using most of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

Nursing

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Excellent

Q9: Please check the following areas you feel are valuable components of FFA.

Participation in chapter activities in which you work with others

Livestock raising for the Stanislaus County Fair

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

*Respondent skipped this question*

#3

COMPLETE

Edit

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Export

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Attending Community College Full Time

Q4: In what type of business or industry are you employed?

Agriculture, Dairy Industry

Q5: What is your job title or job description?

Tour Guide, Hilmar Cheese

Q6: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

Dairy Science/Ag Business

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Fair

Q9: Please check the following areas you feel are valuable components of FFA.

Officer Experience

Judging Contests

Participation in chapter activities in which you work with others

Livestock raising for the Stanislaus County Fair

Supervised Agricultural Experience projects

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

Being completely honest, I would say the instructors should become much more knowledgeable about the SAE projects they are in charge of and ensure that every student is equally provided the proper supplies, and an organized environment. Other than that, the program is making great progress.

#4

COMPLETE

Edit

Delete

Export

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Working Part Time in Non Agriculture Field

Q4: In what type of business or industry are you employed?

retail

Q5: What is your job title or job description?

Point of Sale (POS)

Q6: Which statement best applies to your present occupation?

I am not using any of the skills I learned in the Ag program at PHS.



Q7: If you are in school, what is your major course of study?

*Respondent skipped this question*

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Excellent

Q9: Please check the following areas you feel are valuable components of FFA.

Officer Experience

Judging Contests

Participation in chapter activities in which you work with others

Livestock raising for the Stanislaus County Fair

Supervised Agricultural Experience projects

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

*Respondent skipped this question*

#5

COMPLETE

Edit

Delete

Export



Collector Facebook Post 1 (Facebook Data)

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Working Full Time in Non Agriculture Field

Q4: In what type of business or industry are you employed?

Primerica & Child Care

Q5: What is your job title or job description?

Representative & Nanny

Q6: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

Fine Arts in Photography

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Excellent

Q9: Please check the following areas you feel are valuable components of FFA.

Judging Contests

Participation in chapter activities in which you work with others

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA, SAE (supervised projects); teaching methods used; facilities/equipment.

Respondent skipped this question

#6

COMPLETE

Edit

Delete

Export

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Attending Four Year College Full Time

Q4: In what type of business or industry are you employed?

n/a

Q5: What is your job title or job description?

n/a

Q6: Which statement best applies to your present occupation?

I am not using any of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

undeclared

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Fair

Q9: Please check the following areas you feel are valuable components of FFA.

Other (please specify)

Not having favorites

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

Not having favorites gives students a better chance of learning because then they feel as if doing the work is ok and they would have a fair grade. By having favorites other students believe that even if they did good it wouldn't matter because the teacher doesn't like the student.

#7

COMPLETE

Edit

Delete

Export

Collector: Facebook Post 1 (Facebook Link)

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Attending Four Year College Full Time

Q4: In what type of business or industry are you employed?

Food

Q5: What is your job title or job description?

Customer service

Q6: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

Labor and delivery nursing

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Excellent

Q9: Please check the following areas you feel are valuable components of FFA.

Participation in chapter activities in which you work with others

Livestock raising for the Stanislaus County Fair

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

*Respondent skipped this question.*



#8

COMPLETE

Edit

Delete

Export

PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Working Full Time in Agriculture

Q4: In what type of business or industry are you employed?

tomatoe packaging

Q5: What is your job title or job description?

box stacker

Q6: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

*Respondent skipped this question*

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Good

Q9: Please check the following areas you feel are valuable components of FFA.

Supervised Agricultural Experience projects

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

*Respondent skipped this question*

#9

COMPLETE

Edit

Delete

Export



PAGE 1: Welcome to the PHS Ag Dept Graduate Follow Up

Q1: What is your full name?

Q2: What is your phone number?

Q3: What are you doing at the present time?

Attending Community College Full Time

Q4: In what type of business or industry are you employed?

non

Q5: What is your job title or job description?

*Respondent skipped this question*

Q6: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Ag program at PHS.

Q7: If you are in school, what is your major course of study?

Political science

Q8: How would you rate the training, career guidance and counseling received in the PHS agriculture program?

Excellent

Q9: Please check the following areas you feel are valuable components of FFA.

Supervised Agricultural Experience projects

Q10: Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

none

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

1. What are you doing at the present time?

_____ Attending school	_____ Working
_____ Full-time	_____ Full-time
_____ Part-time	_____ Part-time
_____ In the military	_____ Not working
	_____ Looking for work
	_____ Not looking for work
_____ Other _____	

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

Agriculture

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

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? \_\_\_\_\_

**Patterson High School Ag Department  
Graduate Follow-up  
2014-2015**

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  
    \_\_\_\_\_ 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 PHS.

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

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

5. What type of school are you currently attending?

\_\_\_\_\_ High school  
\_\_\_\_\_ 4-year college  
\_\_\_\_\_ Adult education

\_\_\_\_\_ Trade/technical school  
\_\_\_\_\_ Private business school  
\_\_\_\_\_ Other \_\_\_\_\_

*2 yr college  
Modesto  
Junior  
College*

6. What is your major course of study? Ornamental Horticulture

Patterson High School Ag Department  
Graduate Follow-up

2014-2015

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

Address \_\_\_\_\_

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

1. What are you doing at the present time?

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

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

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

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

\_\_\_\_\_ ☒ Working

\_\_\_\_\_ ☒ Full-time

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

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

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

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

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

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

Grocery Store - Save Mart

3. What is your job title or job description?

Grocery Clerk / Bagger

4. Which statement best applies to your present occupation?

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

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

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

5. What type of school are you currently attending?

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

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

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

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

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

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

6. What is your major course of study? \_\_\_\_\_



**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

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

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

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

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

Food industry

3. What is your job title or job description?

Sells pizzas at Papa Murphys

4. Which statement best applies to your present occupation?

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

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

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

5. What type of school are you currently attending?

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

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

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

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

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

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

6. What is your major course of study? \_\_\_\_\_

Patterson High School Ag Department  
Graduate Follow-up

2014-2015

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

☐ 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 PHS.

☒ I am using some of the skills I learned in the vo-ag program at PHS.

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

5. What type of school are you currently attending?

☐ High school

☐ 4-year college

☐ Adult education

☒ Trade/technical school

☐ Private business school

☐ Other \_\_\_\_\_

6. What is your major course of study? Automotive

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

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

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

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

Agriculture

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 PHS.

☒ I am using some of the skills I learned in the vo-ag program at PHS.

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

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? \_\_\_\_\_

Patterson High School Ag Department  
Graduate Follow-up

015

Name:

Address

Phone:

1.

☒ Attending school

☐ Full-time

☒ Part-time

☐ In the military

☐ Working

☐ Full-time

☐ Part-time

☐ Not working

☐ Looking for work

☐ Not looking for work

☐ Other \_\_\_\_\_

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

☐ I am using most of the skills I learned in the vo-ag program at PHS.

☐ I am using some of the skills I learned in the vo-ag program at PHS.

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

5. What type of school are you currently attending?

☐ High school

☐ 4-year college

☐ Adult education

☐ Trade/technical school

☐ Private business school

☐ Other \_\_\_\_\_

6. What is your major course of study? \_\_\_\_\_

*Hair/  
Cosmetology  
School done*

*2 year  
college*

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

Name:

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

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

1. What are you doing at the present time?

- |  |   |
|--|---|
| <p><input checked="" type="checkbox"/> Attending school</p> <p><input checked="" type="checkbox"/> Full-time <i>non ag</i></p> <p><input type="checkbox"/> Part-time</p> <p><input type="checkbox"/> In the military</p> <p><input type="checkbox"/> Other _____</p> | <p><input type="checkbox"/> Working</p> <p><input type="checkbox"/> Full-time</p> <p><input type="checkbox"/> Part-time</p> <p><input type="checkbox"/> Not working</p> <p><input type="checkbox"/> Looking for work</p> <p><input type="checkbox"/> Not looking for work</p> |
|--|---|

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 PHS.
- ☐ I am using some of the skills I learned in the vo-ag program at PHS.
- ☐ I am not using any of the skills I learned in the vo-ag program at PHS.

5. What type of school are you currently attending?

- |   |  |
|---|--|
| <p><input type="checkbox"/> High school</p> <p><input checked="" type="checkbox"/> 4-year college</p> <p><input type="checkbox"/> Adult education</p> | <p><input type="checkbox"/> Trade/technical school</p> <p><input type="checkbox"/> Private business school</p> <p><input type="checkbox"/> Other _____</p> |
|---|--|

6. What is your major course of study? \_\_\_\_\_



**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

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

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

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

1. What are you doing at the present time?

\_\_\_\_\_ Attending school  
\_\_\_\_\_ Full-time  
\_\_\_\_\_ Part-time

\_\_\_\_\_ ☒ Working  
\_\_\_\_\_ ☒ Full-time  
\_\_\_\_\_ Part-time

*non ag*

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

\_\_\_\_\_ Not working  
\_\_\_\_\_ Looking for work  
\_\_\_\_\_ Not looking for work

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

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

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_

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

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

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

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? \_\_\_\_\_

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**14-2015**

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

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

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

1. What are you doing at the present time?

<p><input checked="" type="checkbox"/> Attending school <i>see State</i></p> <p><input checked="" type="checkbox"/> Full-time</p> <p><input type="checkbox"/> Part-time</p> <p><input type="checkbox"/> In the military</p> <p><input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Working</p> <p><input type="checkbox"/> Full-time</p> <p><input type="checkbox"/> Part-time</p> <p><input type="checkbox"/> Not working</p> <p><input type="checkbox"/> Looking for work</p> <p><input type="checkbox"/> Not looking for work</p>
---	---

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 PHS.

☐ I am using some of the skills I learned in the vo-ag program at PHS.

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

5. What type of school are you currently attending?

<p><input type="checkbox"/> High school</p> <p><input checked="" type="checkbox"/> 4-year college</p> <p><input type="checkbox"/> Adult education</p>	<p><input type="checkbox"/> Trade/technical school</p> <p><input type="checkbox"/> Private business school</p> <p><input type="checkbox"/> Other _____</p>
---	--

6. What is your major course of study? \_\_\_\_\_



Patterson High School Ag Department  
Graduate Follow-up  
2014-2015

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  
☐ 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 PHS.  
☐ I am using some of the skills I learned in the vo-ag program at PHS.  
☒ I am not using any of the skills I learned in the vo-ag program at PHS.

5. What type of school are you currently attending?

☐ High school  
☒ 4-year college *VC Davis Non Ag*  
☐ Adult education  
☐ Trade/technical school  
☐ Private business school  
☐ Other \_\_\_\_\_

6. What is your major course of study? \_\_\_\_\_

2014-2015

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  
 \_\_\_\_\_ 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 PHS.

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

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

5. What type of school are you currently attending?

\_\_\_\_\_ High school  
\_\_\_\_\_ 4-year college  
\_\_\_\_\_ Adult education

☐ Trade/technical school  
☐ Private business school  
☐ Other

2 year  
college -  
Las Positas

6. What is your major course of study? \_\_\_\_\_

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

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  
\_\_\_\_\_ 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 PHS.

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

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

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? \_\_\_\_\_

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

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  
    \_\_\_\_\_ 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 PHS.

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

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

5. What type of school are you currently attending?

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

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

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

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

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

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

*2 year  
college  
non ag*

6. What is your major course of study? \_\_\_\_\_

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2014-2015**

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

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

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

1. What are you doing at the present time?

- |  |   |
|--|---|
| <p><input checked="" type="checkbox"/> Attending school</p> <p><input checked="" type="checkbox"/> Full-time</p> <p><input type="checkbox"/> Part-time</p> <p><input type="checkbox"/> In the military</p> <p><input type="checkbox"/> Other _____</p> | <p><input type="checkbox"/> Working</p> <p><input type="checkbox"/> Full-time</p> <p><input type="checkbox"/> Part-time</p> <p><input type="checkbox"/> Not working</p> <p><input type="checkbox"/> Looking for work</p> <p><input type="checkbox"/> Not looking for work</p> |
|--|---|

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 PHS.
- ☐ I am using some of the skills I learned in the vo-ag program at PHS.
- ☐ I am not using any of the skills I learned in the vo-ag program at PHS.

5. What type of school are you currently attending?

- |   |  |
|---|--|
| <p><input type="checkbox"/> High school</p> <p><input checked="" type="checkbox"/> 4-year college <i>SDSU</i></p> <p><input type="checkbox"/> Adult education <i>Non Ag</i></p> | <p><input type="checkbox"/> Trade/technical school</p> <p><input type="checkbox"/> Private business school</p> <p><input type="checkbox"/> Other _____</p> |
|---|--|

6. What is your major course of study? \_\_\_\_\_

## Support Material 14: Comprehensive Program Plan

The Comprehensive Program Plan for the Patterson High School Agriculture Department is a binder that contains all the vital information relating to the department. Every year, it is updated by the Agriculture department head in preparation for the Agriculture Incentive Grant Review process. The department head or chairperson brings these updates to the department meetings and then to the Agriculture Advisory committee for approval and input on changes needed. This binder is kept in the Agriculture Department office and is available for all the instructors to use as needed.

The Patterson High School Agriculture Department Comprehensive Program Plan can be found at the end of this document as the AGED 539 Project.



## Support Material 15: Advisory Committee Meeting Agendas

Agendas are prepared for each Agriculture Advisory Committee meeting at Patterson High School. In each agenda, there is a summary of FFA activities and chapter events in an effort to keep the committee up to date with the FFA chapter and Agriculture department. In addition, the committee usually takes time to discuss departmental concerns or paperwork required for the Agriculture Incentive Grant Review process. Below are the agendas for the 2013 and 2014 Advisory Committee meetings:



**Patterson High School  
Advisory Committee Meeting Agenda**

**Name of Department:** Agriculture Department

**Meeting Date:** 10.13.2014

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as update the Agriculture Department Program Plan documents for the Agriculture Incentive Grant process.

**Agriculture Teachers Present:** Samantha Cahill, Michael Costa, Kendall Green, Monica Lopes

**Advisory Committee Members Present:**

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes

Old Business

Past FFA Events:

- FFA Meetings (8/19/14, 9/9/14)
- Patterson Livestock Auction Boosters Thank You Dinner (8/21/14)
- Local Greenhand Conference (9/6/14)
- Staff vs. FFA Softball (9/17/14)
- GLC Modesto (9/24/14)
- Tri Tip Fundraiser (10/7/14)
- Chapter Officer Leadership Conference (9/4-5/14)

New Business

Upcoming FFA Events:

- Opening and Closing Sectional Speaking Contest (10/15/14)
- Del Osso Farms Corn Maze Trip (9/23/14)
- Costume and Canned Food Drives
- Wreath and Poinsettia Sales (11/3-14/14)

Program Plan Updates

- Job Market Description
- Targeted Occupations
- Total Program Goals and Objectives
- Course Subject Matter Outlines and Program Descriptions
- Program Completion Standards
- Current Year Budget

Agriculture Incentive Grant Review

AIG Review Checklist

Campus Renovations

Next Advisory Committee Meeting

Questions/ Concerns

**Patterson High School  
Advisory Committee Meeting Agenda**

**Name of Department:** Agriculture Department

**Meeting Date:** 4.29.14

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and issues.

**Agriculture Teachers Present:** Samantha Cahill, Kendall Green

**Advisory Committee Members Present:**

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes

Old Business

Past FFA Events:

Judging Field Days

Livestock Tri Tip Fundraiser (4/3/14)

FFA State Conference (4/12-15/14)

Garden Tour (4/26/14)

New Business

Upcoming FFA Events:

FFA State Finals (5/2-3/14)

Plant Sale (5/8-9/14)

Relay for Life (5/17/14)

FFA Banquet (5/21/14)

Honor a Veteran (5/26/14)

Agriculture Department Budget

Campus Renovations

New Agriculture Teachers

Next Advisory Committee Meeting

Questions/ Concerns

**Patterson High School  
Advisory Committee Meeting Agenda**

**Name of Department:** Agriculture Department

**Meeting Date:** 2.26.14

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and issues.

**Agriculture Teachers Present:** Samantha Cahill, William Pierce, Kendall Green

**Advisory Committee Members Present:**

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes

Old Business

Past FFA Events:

- Tri Rivers Super Thursday (1/30/14)
- MFE/ ALA Conferences (2/7-8/14)
- FFA Week (2/17-21/14)
- Central Region FFA Meeting (2/22/14)

New Business

Upcoming FFA Events:

- UC Davis Field Day (3/8/14)
- Merced College Field Day (3/15/14)
- FFA State Degree Ceremony (3/18/14)
- Dinuba Veterinary Science Contest (3/22/14)
- Modesto Junior College Field Day (3/29/14)
- Consumnes River College Field Day (4/5/14)
- Fresno State Field Day (4/12/14)
- State FFA Conference (4/12-15/14)
- Livestock Tri Tip Fundraiser (TBD)
- Garden Tour (4/26/14)

Agriculture Department Budget

Campus Renovations

Next Advisory Committee Meeting

Questions/ Concerns

**Patterson High School  
Advisory Committee Meeting Agenda**

**Name of Department:** Agriculture Department

**Meeting Date:** 12.2.13

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and complete the Agriculture Incentive Grant Checklist.

**Agriculture Teachers Present:** Samantha Cahill, William Pierce, Kendall Green

**Advisory Committee Members Present:**

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes

Old Business

Past FFA Events:

Opening and Closing Sectional Speaking Contest (10/16/13)

Tri Tip Fundraiser (10/22/13)

Del Osso Farms Corn Maze and Haunted House (10/29/13)

Canned Food Drive (11/4-11/13)

Wreath and Poinsettia Sales (11/4-11/13)

Greenhand/ Chapter Degree Banquet (11/12/13)

New Business

Upcoming FFA Events:

Coats for Kids Drive (12/2-12/13)

Del Osso Farms Ice Skating (12/14/13)

Holiday Parade/ Tree in the Park (12/7/13)

MFE/ALA (2/7/2013)

Relay for Life (5/17/2014)

Program Plan Updates

Agriculture Incentive Checklist

Letter to Governor/ Legislators

Campus Renovations

Next Advisory Committee Meeting

Questions/ Concerns

## Support Material 16: Advisory Committee Meeting Minutes

The Patterson High School Advisory Committee has met three times each year for the last two years. Usually there are two meetings in the fall semester and one meeting in the spring semester. At each meeting, the reporter, one of the Agriculture teachers, takes detailed minutes and types them up for the committee. These minutes are presented at the next meeting to be approved by the committee. Below are the minutes for 2013 and 2014:

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 10.13.2014

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as update the Agriculture Department Program Plan documents for the Agriculture Incentive Grant process.

**Agriculture Teachers Present:** Samantha Cahill, Michael Costa, Kendall Green, Monica Lopes

**Advisory Committee Members Present:** Daniel Bays, John Azevedo, Ken Bays, Nancy Sill, Barbara Coelho

**Guests Present:** Catherine Aumoeualogo

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Minutes were read by all members. A motion to approve the minutes as read was made by Daniel Bays. Motion seconded by Nancy Sill. Motion passed.

**Old Business**

Past FFA Events: Reports were given by the following Agriculture teachers on the past FFA events.

FFA Meetings (8/19/14, 9/9/14): Monica Lopes talked about the August and September FFA meetings. She estimated that 350 students came to the August meeting and about 150 students came to the September meeting.

Patterson Livestock Auction Boosters Thank You Dinner (8/21/14): Michael Costa spoke about the dinner in which we had three shifts of about 30 students total working to thank their auction buyers.

Local Greenhand Conference (9/6/14): Kendall Green discussed how we had about 60 FFA members attend the first annual local greenhand conference which was a completely student lead activity.

Staff vs. FFA Softball (9/17/14): Monica Lopes talked about the softball game in which about 50 students came to watch as 20 FFA members played against 12 of our PHS teachers.

GLC Modesto (9/24/14): Monica Lopes talked about the 16 FFA members who attended the greenhand conference in Modesto.

Tri Tip Fundraiser (10/7/14): Kendall Green talked about the tri tip fundraiser in which FFA received a profit of \$4433.70 after selling 350 meals.

Chapter Officer Leadership Conference (9/4-5/14): Kendall Green discussed the conference that the officers attended and how excited they are about their new ideas from the conference.



New Business: Reports were given by the following Agriculture teachers on the upcoming FFA events.

Upcoming FFA Events:

Opening and Closing Sectional Speaking Contest (10/15/14): Monica Lopes mentioned that four teams are practicing the upcoming contest.

Del Osso Farms Corn Maze Trip (9/23/14): Kendall talked about how the students are excited to attend this annual trip.

Costume and Canned Food Drives: Samantha Cahill talked about the two upcoming community service drives.

Wreath and Poinsettia Sales (11/3-14/14): Kendall mentioned this upcoming fundraiser which will start in November.

Program Plan Updates

The Job Market Descriptions, Targeted Occupations, Total Program Goals and Objectives, Course Outlines, Program Completion Standards and Current Year Budget were all presented to the advisory committee for suggestions. Nancy Sill wanted to make sure that not all of our targeted occupations were just for career technology jobs. We showed her that many of the careers have college requirements as well. In the total program goals and objectives, we have included goals for Ag leadership. We introduced all of our course outlines and any changes made to them this year. Lastly, Kendall Green explained the reasoning behind this year's budget items. The only questions about the budget were related to the purchase of a livestock trailer.

Agriculture Incentive Grant Review

AIG Review Checklist: Kendall Green introduced the checklist to the committee and mentioned that at the next meeting, we would like to go through the detailed checklist in preparation for our upcoming review by Mr. Parker.

Campus Renovations: Cathy Aumoeualogo discussed the upcoming campus changes relating to the construction of the new logistics building. We discussed that the grass area near the Ag Shop would possibly be destroyed but she said that it would be replaced. The raised planter beds may be in the way of construction but no final word has been given yet. Cathy is taking more questions about the space behind the Ag shop to the contractor when they are hired.

Next Advisory Committee Meeting: The next meeting is scheduled for November 6<sup>th</sup> at 5:30 PM.

Questions/ Concerns: None at this time. Meeting adjourned at 7:00 pm.

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 4.29.14

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and issues.

**Agriculture Teachers Present:** Samantha Cahill, Kendall Green

**Advisory Committee Members Present:** Daniel Bays, Ken Bays, John Azevedo, Nancy Sill, Barbara Coelho

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes

Old Business

Past FFA Events:

Judging Field Days: FFA members have attending UC Davis Field Day, Merced College Field Day, MJC Field Day, Dinuba Vet Science Field Day, Consumnes River College Field Day, Fresno State Field Day and will be attending the Cal Poly State Finals at Cal Poly.

Livestock Tri Tip Fundraiser (4/3/14): Over 600 meals were sold for the Tri Tip Fundraiser. At least \$3500 will be donated to the Patterson Auction Boosters in support of their purchasing livestock projects.

FFA State Conference (4/12-15/14): Seventeen FFA members attending State Conference for the four days.

Garden Tour (4/26/14): Patterson FFA members welcomed the Patterson Garden Club to campus to see the horticulture program at PHS.

New Business

Upcoming FFA Events:

FFA State Finals (5/2-3/14): The veterinary science, floriculture, horticulture, BIG and dairy products teams will be competing at State Finals.

Ag Day (5/6/14): Approximately 200 third graders will be coming to PHS to learn about agriculture. FFA members will be presenting on livestock, horticulture and farm power machinery. A suggestion for Ag Day would be to hold it in the parks in Patterson.

Plant Sale (5/8-9/14): Students will be selling bedding plants, succulents and perennials at the upcoming plant sale. Proceeds go towards the horticulture account.

Relay for Life (5/17/14): FFA members will be participating in the Relay for Life event to support a fellow FFA member with cancer.

FFA Banquet (5/21/14): The end of the year banquet will be a chance to recognize the students who have put in time and effort into FFA this year.

Honor a Veteran (5/26/14): Floral students will be selling flowers in conjunction with the American Legion in Patterson.

Agriculture Department Budget: Kendall Green presented updates on the Agriculture Incentive Grant and the new funding formula and what it means for the Patterson Agriculture Department.

Campus Renovations: The committee walked around the Agriculture department to see the impact of the logistics building and discussed the expansion of the school farm.

New Agriculture Teachers: Two new Agriculture teachers will be hired this upcoming year. One will be a replacement and one will be a growth position.

Next Advisory Committee Meeting: The next advisory committee meeting will be scheduled during the new school year.

Questions/ Concerns

**Patterson High School Agriculture Department Budget 2013-2014**

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH
AVAILABLE FUNDS	13133	13133
CURRICULUM BUDGET		
AG MECHANICS	1712.53	1712.53
FLORAL	1712.53	1712.53
AG EARTH	150	150
AG BIO	150	150
OH	375	375
SMALL ENGINES	200	200
ANIMAL ANATOMY	100	100
TOTAL	4400.06	4400.06
DEPARTMENT BUDGET		
JUDGING TEAMS	225	225
GREENHOUSE	1372.19	1372.19
HORTICULTURE AREA	1000	1000
FAIR SUPPLIES	100	100
SCHOOL FARM	150	150
VEHICLE MAINTENANCE	3000	3000
SUBS		
FFA DUES	1885.75	1885.75
FFA	1000	1000
ICEV		
TOTAL	8732.94	8732.94
TOTAL FOR 2013-2104	13133	13133

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 12.2.13

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and complete the Agriculture Incentive Grant Checklist.

**Agriculture Teachers Present:** Samantha Cahill, William Pierce, Kendall Green

**Advisory Committee Members Present:** Barbara Cohello, Ken Bays, Daniel Bays, John Azevedo, Nancy Sill

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Daniel Bays moved to have minutes approved. Ken Bays seconded. Motion approved.

**Old Business**

Past FFA Events: Summaries of the following past FFA activities took place.

Opening and Closing Sectional Speaking Contest (10/16/13): Three teams participated and received 2 silvers and 1 gold.

Tri Tip Fundraiser (10/22/13): 267 meals were sold!

Del Osso Farms Corn Maze and Haunted House (10/29/13): 50 FFA members attended!

Canned Food Drive (11/4-11/13): Over 1000 cans were donated to the Westside Food Pantry.

Wreath and Poinsettia Sales (11/4-11/13): Expected income is \$400.

Greenhand/ Chapter Degree Banquet (11/12/13): Approximately 180 greenhand degrees and 80 chapter degrees were given.

**New Business**

Upcoming FFA Events: Summaries of the following upcoming FFA activities took place.

Coats for Kids Drive (12/2-12/13)

Del Osso Farms Ice Skating (12/14/13)

Holiday Parade/ Tree in the Park (12/7/13)

MFE/ALA (2/7/2013)

Relay for Life (5/17/2014)

Tackle Cancer Dinner (12/12/2013): Dinner in support of two students fighting cancer. Tickets are \$10/ dinner.

Program Plan Updates: The advisory committee members reviewed the following parts of the program plan:

Job Market Description: A discussion about jobs available included areas such as management positions, processing positions such as with almonds, water conservation and Ag Business positions. A discussion on a possible Ag Business pathway took place because of the job market description. Overall the job market information was approved.

Targeted Occupations: A specific targeted occupation not listed could include Dairy Technology or Electrician. Overall the targeted occupations were approved.

Total Program Goals and Objectives: Goals and Objectives were approved.

Course Subject Matter Outlines and Program Descriptions: Outlines and Descriptions were approved. A discussion about the possibility of adding Ag Chemistry to the Ag Science pathway occurred due to subject matter course outline descriptions.

Program Completion Standards: Standards were approved. A discussion about the assessment of these standards took place.

Current Year Budget: Budget was approved.

List of Active Placement Sites: Suggested additions to the placement sites included: Del Mar- Kenny Herger, Westan- Rob Brooks, Belkorp- JD, JM Equipment, River Partners, Del Mar Seeds and Perez Brothers. Afterwards, we talked about how we would like to plan more visits to local community agricultural businesses for our FFA members as FFA activities.

5 Year Acquisition Schedule: Plan was approved.

Graduate Follow Up: The new graduate follow up plan was presented. Advisory committee approved of this new plan. In addition, a discussion on our retention numbers occurred from this new follow up plan. We explained how an addition of Ag Chemistry would help with retention numbers.

Agriculture Incentive Checklist: Daniel Bays went through the checklist and signed the checklist cover page. Kendall showed him evidence from the Program Plan binder.

Letter to Governor/ Legislators: Kendall discussed how the Governor is reviewing the Ag Incentive Grant and the impacts of cutting this grant. She encouraged writing letters to the governor and the local representatives.

Campus Renovations: An update on the campus renovations will be made by Kendall prior to the next advisory committee meeting.

Next Advisory Committee Meeting: The next advisory committee meeting will be on February 26 at 5 PM.

Questions/ Concerns: Daniel Bays asked about students apply to Sacramento Leadership Experience. Sam and Kendall plan to announce this opportunity to seniors interested.

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 10/14/2013

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

**Agriculture Teachers Present:** Samantha Cahill, William Pierce, Kendall Green

**Advisory Committee Members Present:** Ken Bays, Jim Melo, Daniel Bays

**Guests Present:** Dave Stubbs

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Minutes were read by all committee members. Jim Melo moved to approve the provided minutes. Daniel Bays seconded.

**Old Business**

**Past FFA Events:**

Patterson FFA Officer Retreat (6/13): Samantha Cahill introduced the new officer team. The 2013-2014 Patterson FFA Officers are Luis Lopez (President), Cerena Clifford (Vice President), Vanessa Beltran (Secretary), Ivan Barbontin (Treasurer), Lanaeya Banks (Reporter), Victoria Rodgers (Sentinel) and Cassey Nelson (Historian). All officers attended the officer retreat in Bodega Bay this summer to plan out the FFA year.

Stanislaus County Fair (7/13): William Pierce gave an overview of the Patterson FFA fair exhibitors and their experience. He informed the committee about the change in how the fair was releasing the checks to exhibitors based on the amount paid by the buyer. The committee members asked about beef exhibitors and why there were none last year. Kendall Green informed them that she would love to have beef exhibitors but due to the large expense in the project that last year there were not students with the monetary means to take on such projects.

FFA Meetings (Back to School BBQ, Minute to Win It, Halloween Costumes): Samantha Cahill gave an overview of the three FFA meetings that have taken place since the beginning of the school year. The Back to School BBQ meeting was in August and had approximately 175 FFA members present. The Minute to



Canned Food Drive (11/4-13/13): William Pierce mentioned the upcoming canned food drive. All cans will be donated to the local food bank.

Wreath and Poinsettia Sales (11/4-19/13): Kendall Green explained how FFA members will be selling wreaths and poinsettias as a fundraiser.

Greenhand/ Chapter Degree Banquet (11/12/13): Samantha Cahill invited all the advisory committee members to Greenhand/ Chapter Degree banquet in which we will recognize our first and second year FFA members.

Judging Teams: Kendall Green explained that the Floral, OH and Veterinary Science Judging teams are starting their practices soon. A large amount of interest has been shown in all teams so far. Samantha Cahill and William Pierce will start their teams next semester.

Classes: Course descriptions and outlines were discussed as the course offerings were described by all three teachers. Kendall Green is teaching 3 periods of Ag Floral, 1 period of ROP The Art and History of Floral Design and 1 period of Ag Biology. Samantha Cahill is teaching 2 periods of Ag Earth Science, 1 period of Ag Biology, 1 period of Ornamental Horticulture and 1 period of Animal Science. William Pierce is teaching Ag Mechanics 1, Ag Mechanics 2, Small Engines and Welding.

Campus Renovations: The Patterson High School Campus has been renovated with a new building of classrooms, a new office building and refurbished buildings on 9<sup>th</sup> street. In addition, a proposed building for the Logistics pathway will possibly be coming soon. This building will be placed where the current Maintenance department sits. David Stubbs updated the committee with information that he knew about the project. He suggested we discuss our concerns with Cathy Aumauologo. Jim Melo and Daniel Bays had concerns about traffic to the Agriculture department and storage facilities after this new building is built. David Stubbs said that the Agriculture department would "be better off" as far as storage facilities go. The floral cooler will also be moved due to this new building. During this discussion, the committee walked around the Agriculture department outside and discussed equipment and facilities available in the department. In addition, they discussed the current year's budget in regards to these new changes and maintenance on vehicles and fixing both the Greenhouse and the Walk in Floral Cooler.

Next Advisory Committee Meeting: The next Advisory Committee meeting will be held on December 2, 2013. Possible new advisory committee members were presented. One of these possibilities is Nicole Morris. Jim Melo officially resigned from the chair of the committee and Daniel Bays accepted the position.

Questions/ Concerns: Daniel Bays asked about how active the community is in the Agriculture program. He mentioned how when he was in the program they went on

Win It meeting was based on the quick game show and the Halloween meeting had a Halloween costume contest.

Greenhand Conference (9/12/13): Kendall Green discussed how 12 students attended the conference and showed excitement about the FFA. This conference allowed students to learn about FFA and the opportunities available to them in their next 4 years.

Staff vs. FFA Softball Game (9/18/13): William Pierce talked about how we held a softball game as an FFA activity to get more staff aware of the FFA chapter and its students on campus. The staff won the game easily but the FFA members had a great time seeing their teachers support them.

Chapter Officer Leadership Conference (10/5-6/13): Samantha Cahill explained how the seven officers attended COLC, a leadership conference made just for the officers at Denair High School. They each got to work with other officers from the region and learn more about their individual offices.

Costume Drive (10/7-18/13): Kendall Green discussed the costume drive in which FFA members collected costumes to donate to the local elementary school for Halloween.

MJC Open House (10/10/13): Kendall Green explained how she took 2 Seniors to the MJC Open House to learn more about their opportunities at MJC for next year. This was a great opportunity to learn more about the Agriculture department at MJC.

## New Business

### Upcoming FFA Events:

Opening and Closing Sectional Speaking Contest (10/16/13): Samantha Cahill talked about how three Opening and Closing teams have been practicing for this contest at Orestimba High School.

Tri Tip Fundraiser (10/22/13): William Pierce explained how 267 Tri Tip dinners have been sold for the upcoming fundraiser. The meat was purchased from Sanders Meat and there will be 4 pits to cook on according to Jim Melo.

Del Osso Farms Corn Maze and Haunted House (10/29/13): Kendall Green discussed the upcoming FFA activity in which FFA members will attend the corn maze and haunted house at Del Osso Farms.

tours of local industry businesses and that helped build contacts for him. He suggested we revamp this idea to work for the program now. Kendall Green plans on contacting local businesses and setting up small tours as FFA activities for FFA members.

## **Patterson High School**

### **Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 2/12/2013

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

**Agriculture Teachers Present:** William Pierce, Samantha Cahill and Kendall Green

**Advisory Committee Members Present:** John Azevedo, Ken Bays, Daniel Bays and Jim Melo

#### **Topics/Meeting Outcomes:**

**Approval of Past Minutes:** Minutes from previous advisory committee meeting were read. Jim Melo moved to approve minutes. Daniel Bays seconded. Motion approved.

**Introductions:** Introductions were made to new member Daniel Bays.

**What is an advisory committee?** A discussion on what an advisory committee is took place. A discussion about the paperwork the advisory committee should help review for the Agriculture Department took place. In addition, the advisory committee members emphasized that we should keep adding new members. They also encouraged the Agriculture teachers to emphasize judging teams and parliamentary procedure in the future.

#### **Old Business**

##### **Past FFA Events:**

**Speaking Contests:** FFA members competed in the Sectional Speaking Contests. Kierstan Rhodes took 5<sup>th</sup> place in Job Interview and three sophomores got 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in the Impromptu contest.

**FFA Meetings:** An overview of past FFA meetings occurred. The advisory committee meeting emphasized the importance of the FFA jacket and FFA pride.

#### **New Business**

##### **Upcoming FFA Events:**

**Made for Excellence Conference:** Sixteen students will be attending the Made for Excellence Leadership Conference in Modesto. It was a Friday and Saturday event.

Valentine's Day Roses: Roses will be sold by Floral design students for Valentine's Day.

FFA Week: FFA Week will include lunch time activities with raffle and dress up days. The advisory committee recommended ideas from past FFA weeks such as window displays in the community businesses.

FFA State Conference: Sixteen students will be attending the FFA State Conference.

Judging Teams: Judging Teams are practicing in preparation for field days.

Classes: A discussion on classes included information from the Program Description and Course Matter Subject Outlines. The class offerings this year were discussed along with plans for each class.

Ag Earth Science: Taught by Samantha Cahill

Ag Earth Science is prepping for the CSTs.

Animal Anatomy: Taught by Samantha Cahill

Animal Anatomy/ Animal Science is covering the skeletal, muscular and digestive systems.

Ornamental Horticulture: Taught by Samantha Cahill

OH is completing AgriScience Fair projects.

Ag Biology: Taught by Kendall Green

There are 2 periods of Ag Biology. There is a real push to improve CST scores in this course.

Floral/ Advanced Floral: Taught by Kendall Green and William Pierce

Ag Floral is preparing for Valentine's Day and Advanced Floral is creating portfolios.

Small Engines: Taught by William Pierce

There is 1 period of Small Engines. Currently, William has 18 engines to work with.

Ag Mechanics: Taught by William Pierce

Ag Mechanics 2 are completing their senior projects or working on projects such as wind mills, fire pits, BBQs and horse shoe projects. Ag Mechanics 1 are working on metal working and arc welding. Small Engines is focusing on troubleshooting with engines. They are all completing research projects.

**Fundraisers:**

**Livestock Fundraiser:** The money from this fundraiser will go to the Ag Boosters. It will occur at the end of March on the 21<sup>st</sup>.

**See's Candies Fundraiser:** This should take place around Mother's Day.

**Stanislaus County Fair:** There was a livestock meeting in January. There should be 15 hogs, 7 goats, 8 sheep and 4 rabbits being raised this year.

**Next Advisory Committee Meeting:** A tentative date for the next advisory committee meeting will be in April.

**Questions/Concerns:** Daniel Bays recommended that more students be involved as National Delegates and attend SLE.

## Support Material 17: Advisory Committee Constitution and By-Laws

The following document contains the Agriculture Advisory Committee Bylaws for Patterson High School. The committee meets at least twice a year and consists of community members with an interest in the program and knowledge of the Agriculture industry.

### Patterson High School Agriculture Advisory Committee

#### BYLAWS

##### Article I- Name

1. The name of this organization will be Patterson High School Agriculture Advisory Committee, hereafter referred to as the Advisory Committee.

##### ARTICLE II- Purpose

###### Section A

1. To represent the community and advise the agriculture teachers and administration for achieving a successful agriculture program.

###### Section B

###### Understanding of Responsibility

1. The Advisory Committee is only advisory in character.
2. The advice is up to the teachers, school administrators, or school board as appropriate to accept or reject.
3. The Advisory Committee has no administrative or policy forming power.

###### Section C

###### Function and Duties of Advisory Committee

1. Review existing programs, courses of study, facilities and equipment.
2. Make recommendations to the agriculture program.
3. Assist the teachers in finding suitable work stations (internships, work study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
4. Help advocate support for legislation and appropriations.
5. Help the teachers 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.
6. Help provide the teachers with technical assistance and keep him/her aware of new developments in the agriculture industry.

##### ARTICLE III- Membership

###### Section A

The Advisory Committee will consist of up to twelve people, made up of community members, agricultural industry representatives and 1-2 student representative(s).



1. Committee representatives will be selected by the agriculture instructors and approved by school administration.
2. Non-voting school site members will consist of all agriculture instructors and site administrators.

#### Section B

##### Members:

1. Should be successful agriculturists and/or individuals engaged in a significantly related occupation.
2. Should have recent, successful, firsthand and practical experience in the field of agriculture.
3. Should exhibit substantial interest in the agriculture program.
4. Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
5. Should recognize the time required and express a willingness to serve on the committee.

#### ARTICLE IV- Voting

1. Each representative who is present at a meeting will have one vote on motions or actions that come before the Advisory Committee.
2. Twenty five percent of the membership shall consist of a quorum.
3. Business is transacted by a simple majority vote.

#### ARTICLE V- Officers

##### Section A

1. The officers of the Advisory committee shall be the chairperson and the recorder.
2. Chairperson should be a voting members elected by the committee.
3. An Agriculture teacher will serve as recorder and general interpreter.

##### Section B

##### Officer Duties

##### Chairperson:

1. Presides over all meetings.
2. Arranges and organizes meetings with the Agriculture Department head.
3. Establishes subcommittees as needed.

##### Recorder:

1. Records minutes and distributes them all voting and non-voting committee members, the school principal and the vocational education director.

#### ARTICLE VI- Meetings

1. The Advisory Committee will meet a minimum of twice per year.
2. Necessity should always determine the exact number.

## Support Material 18: Proficiency Standards

Students must meet the minimum proficiency standards to be successful in the agriculture program.

Since our courses are based upon the CTE Agriculture standards, we use these as proficiency standards and require that our students are proficient in 70% of the related standards to the course work. For instance, my Ag Floral students must be proficient with 70% of the CTE Horticulture standards taught in the Ag Floral Design. In the same regard, the Ornamental Horticulture students must be proficient with 70% of the CTE Horticulture standards taught to their class.



# **Agriculture and Natural Resources Industry Sector**

## ***Career Pathways***

- ◆ Agricultural Business
- ◆ Agricultural Mechanics
- ◆ Agriscience
- ◆ Animal Science
- ◆ Forestry and Natural Resources
- ◆ Ornamental Horticulture
- ◆ Plant and Soil Science

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## B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

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### *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.

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

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

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*B6.0 Students understand concrete and masonry practices commonly used in agriculture:*

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

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*B7.0 Students understand oxy-fuel cutting and welding:*

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

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*B8.0 Students understand electric arc welding processes:*

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

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**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.

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**B10.0** *Students understand small and compact engines:*

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

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**B11.0** *Students understand the principles and applications of various engines and machinery used in agriculture:*

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

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*B12.0 Students understand land measurement and construction techniques commonly used in agriculture:*

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.



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## C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

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### *C1.0 Students understand the role of agriculture in the California economy:*

- C1.1 Understand the history of the agricultural industry in California.
  - C1.2 Understand how California agriculture affects the quality of life.
  - C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
  - C1.4 Understand the economic impact of leading California agricultural commodities.
  - C1.5 Understand the economic impact of major natural resources in California.
  - C1.6 Know the economic importance of major agricultural exports and imports.
- 

### *C2.0 Students understand the interrelationship between agriculture and the environment:*

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
  - C2.2 Understand current agricultural environmental challenges.
  - C2.3 Understand how natural resources are used in agriculture.
  - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
  - C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- 

### *C3.0 Students understand the effects of technology on agriculture:*

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
  - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
  - C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
  - C3.4 Understand the laws and regulations concerning biotechnology.
- 

### *C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:*

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

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**C5.0** *Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

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**C6.0** *Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

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**C7.0** *Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

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**C8.0** *Students understand fundamental animal nutrition and feeding:*

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
- C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
- C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

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**C9.0** *Students understand basic animal health:*

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.

- C9.4 Understand how to control parasites and why.
- C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

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*C10.0 Students understand soil science principles:*

- C10.1 Recognize the major soil components and types.
- C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Understand water delivery and irrigation system options.
- C10.4 Understand the types, uses, and applications of amendments and fertilizers.

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*C11.0 Students understand plant growth and development:*

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Understand plant growth requirements.
- C11.3 Know annual, biennial, and perennial life cycles.
- C11.4 Examine plant sexual and asexual reproduction.
- C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Understand the respiration process in the breakdown of food and organic matter.

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*C12.0 Students understand fundamental pest management:*

- C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
- C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

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*C13.0 Students understand the scientific method:*

- C13.1 Understand the steps of the scientific method.
- C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
- C13.3 Use the scientific method to conduct agricultural experiments.

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## D. Animal Science Pathway

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

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*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.

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*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.

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

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

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

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

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*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.

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

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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*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.

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*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.

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*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.



## F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

### F1.0 *Students understand plant classification and use principles:*

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

### F2.0 *Students understand plant physiology and growth principles:*

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

### F3.0 *Students understand sexual and asexual plant reproduction:*

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

### F4.0 *Students understand basic integrated pest management principles:*

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

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**F5.0** *Students understand water and soil (media) management practices:*

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

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**F6.0** *Students understand ornamental plant nutrition practices:*

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

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**F7.0** *Students understand the selection, installation, and maintenance of turf:*

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

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**F8.0** *Students understand nursery production principles:*

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

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**F9.0** *Students understand the use of containers and horticultural tools, equipment, and facilities:*

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

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*F10.0 Students understand basic landscape planning, design, construction, and maintenance:*

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

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*F11.0 Students understand basic floral design principles:*

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

### Support Material 19: Teaching Credentials

I hold a Specialist Instruction Credential in Agriculture which was issued in 2012. In addition, I hold a Clear Single Subject Teaching Credential in Agriculture that was issued in 2014. I just received my cleared credential after completion of the BTSA program from Stanislaus County. Below is a copy of my teaching credential prior to receiving the cleared status. Both of these credentials need to be renewed every five years with the California Department of Teacher Credentialing.

GREEN, KENDALL &gt; Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.**Last Name:** GREEN**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** KENDALL**Adverse and Commission Actions Indicator:**

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Middle Name:** ALLISON**Current Document** All Documents Adverse and Commission Actions

◀ 1 - 2 of 2 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 120028057	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/23/2012	2/1/2017	1/23/2012		
> 120028058	Single Subject Teaching Credential	Preliminary	Valid	1/23/2012	2/1/2017	1/23/2012		

**Authorization/Subjects**

◀ 1 - 1 of 1 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 2 of 2 ▶

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

## Support Material 20: Calendar of Activities

During the first week of school, Patterson FFA members receive the FFA Calendar of Activities.

They receive a one page summary of all the FFA activities throughout the year. As part of my classes, this is a required item to keep in their class binders the entire year. The purpose of this calendar is that students are aware of when FFA activities are coming and they can plan out their required 6 FFA activities a semester.

In addition, the FFA Officers and Advisors receive a full calendar for the twelve months with dates and times of all FFA and Agriculturally related activities. In addition, throughout the year, this calendar is updated by the department chairperson and I tend to add facts about the numbers of available vehicles and students attending on the calendar as well. Below are both the one page summary calendar and the full calendar with comments.

# PATTERSON FFA 2014-2015 CALENDAR



## AUGUST

9 Back to School Block Party  
21 Patterson Livestock Boosters  
Thank You Dinner  
26 Welcome Back BBQ and FFA  
Meeting 6:30 PM

## SEPTEMBER

6 Local Greenhand Leadership  
Conference  
9 FFA Meeting 6:30 PM  
16 Stan Tri Rivers Sectional Picture  
Night - Hughson  
17 Staff vs. FFA Softball Game  
24 Greenhand Conference (Modesto,  
CA)

## OCTOBER

TBD Tri Tip Fundraiser  
4-5 Central Region COLC (Denair,  
CA)  
6-17 Costume Drive  
7 FFA Meeting 6:30 PM  
9 MJC Open House  
14 Pizza Fundraiser (Tentative)  
15 Tri Rivers Sectional Opening and  
Closing Contest 4 PM (Newman, CA)  
23 Del Osso Farms Corn Maze  
TBD Associated Feed Jr. Livestock  
Camp

## NOVEMBER

3-14 Canned Food Drive  
3-14 Wreath and Poinsettia Sales  
4 Greenhand Chapter Degree Banquet  
7 MJC Senior Day

## DECEMBER

1-11 Collecting Coats for Kids  
2 Tri Rivers Sectional Bowling 5-7 PM  
12 Del Osso Farms Ice Skating

## JANUARY

13 FFA Meeting 6:30 PM  
29 Tri Rivers Super Thursday- Pitman

## FEBRUARY

9 Central Region FFA Officer Interviews  
20-21 MFE ALA Modesto  
21 Central Region CAT A Meeting  
23-27 FFA WEEK!!  
24 FFA Meeting 6:30 PM  
26 FFA Staff Appreciation Breakfast

## MARCH

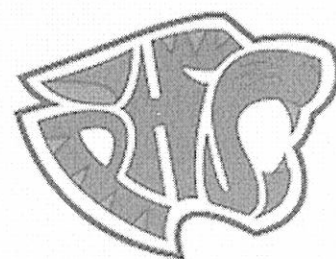
7 UC Davis Field Day  
10 FFA Meeting 6:30  
18 Ag Day at the Capital  
21 Merced Field Day  
TBD Livestock Tri Tip Fundraiser  
28 MJC Field Day  
30 Central Region State Degree Ceremony

## APRIL

4 Consummes River College Field Day  
14 FFA Meeting 6:30 PM  
18 Fresno State Field Day  
18-21 State FFA Conference Fresno

## MAY

2 FFA State Finals Cal Poly SLO  
7-8 FFA Plant Sale  
19 FFA End of the Year Banquet 6:00  
PM





# August

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
Yellow = PS approved	Green = Vans Booked and PS approved	Teal = Vans Booked	Pink on the Date= Conference Request Approved	Red = PS turned in- awaiting approval	1	2
3	4	5	6	7	8 Back to School Block Party Planning Mtg 11 AM	9 Back to School Block Party North Park, Downtown Patterson 9 AM- 1 PM
10	11 School Year Starts	12	13	14	15	16
17	18 Shopping for Welcome Back BBQ	19 Officer Dinner 6 PM Kim	20	21 Patterson Livestock Auction Boosters Thank You Dinner	22	23
24	25	26 Welcome Back BBQ and FFA Meeting 6:30 PM	27 Exchange Student Visit	28	29	30
31	Events with Dates TBD: -Patterson Livestock Boosters Thank You Dinner					

2014

# September

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1 Legal Holiday	2	3 Sentinel Interviews 3:30 PM	4	5	6 Local GLC
7	8	9 FFA Meeting 6:30 PM	10	11	12	13
14	15	16 Stan Tri Rivers Sectional Picture Night- Hughson 4 PM	17 Staff vs. FFA Softball Game	18	19	20
21	22	23 Officer Dinner 6 PM Luis	24 GLC- Modesto (1 HS Van and Ag Suburban: 17 - missing room for 1 student)	25 Parent Teacher Conferences	26	27
28	29	30				

2014

# October

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1	2	3	4 COLC Denair (Ag Suburban= 7)
5 COLC Denair (Ag Suburban= 7)	6 Costume Drive Starts	7 Tri Tip Fundraiser 5-7 PM	8	9 MJC Open House (Ag Suburban and Truck= 12)	10	11 Anticipated SAT Date
12	13	14 FFA Meeting 6:30 PM	15 Tri Rivers Opening and Closing Contest - Newman 4 PM (1 HS Van, Ag Suburban, Ag Truck= 21 - missing room for 3)	16	17 Costume Drive Ends	18 High Wedding
19	20	21 Officer Dinner 6 PM Sam	22	23 Del Osso Farms Corn Maze (Bus= 50- need bus confirmation) Corn maze conf #: 101459	24	25 Lions Club Dinner (8 students in uniform)
26	27	28 Lampost Pizza Fundraiser	29	30	31 Halloween	

2014

# November

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1
2	3 Canned Food Drive Starts Wreath and Poinsettia Sales Start	4 Greenhand Chapter Degree Ceremony at 6:30 PM	5	6 Ag Advisory Committee Mtg 5:30 PM	7 MJC Senior Day (ACE)	8
9	10 Staff Workday	11 Legal Holiday	12	13 Visit to Bays Ranch	14 Canned Food Drive Ends Wreath and Poinsettia Sales End	15
16	17 Officer Dinner 6:30 PM Austin	18 CATA Counselors Night - MRC- MJC West Campus 5 PM	19	20 New Professionals Institute	21 New Professionals Institute/ Central Region Roadshow- Delta College Fresno	22 Central Region CATA Meeting
23	24	25	26 Minimum Day	27 Legal Holiday- Thanksgiving	28 Legal Holiday- Thanksgiving	29
30						

2014

# December

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1 Start Collecting for Coats for Kids	2 Tri Rivers Sectional Bowling 5-7 PM (2 HS vans and the suburban= 26)	3	4	5	6
7	8	9	10	11 End Coats for Kids Collections	12 Minimum Day Del Osso Farms Ice Skating (Bus= 50- need confirmation on the bus)	13
14	15 MFE/ALA Registration Due! Winter Break Starts	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	Events with Dates TBD: -Tree in the Park -Christmas Parade		

2014

# January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Winter Break Ends	3
4	5	6	7	8	9	10
11	12	13 Manu./ Resumes Due FFA Chapter Fun Night (2 HS Vans= 18) - no PS turned in yet!	14	15	16	17
	19 Legal Holiday- MLK Day	20	21 Stan T/ Tri Rivers Record Book Scoring 4 PM Gregori	22	23	24
25	26	27 Officer Dinner 6 PM Dillon	28	29 Tri Rivers Super Thursday- Pitman (Ag Suburban, Ag Truck= 12- need at least one more van)**** Will need period coverage for last period!	30 Due Date for all Star Applications	31

2015

# February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2	3	4	5	6	7
		Central Region Prof Award- Ripon 4 PM	Stan T/ Tri Rivers Spouses Night Central Region Manu/ Resumes Due			
8	9	10	11	12	13	14
Central Region FFA Officer Interviews (Ag Suburban= 8)		Central Leadership Prelims Tulare Farm Show	Tulare Farm Show	Tulare Farm Show	Valentine's Day	
15	16	17	18	19	20	21
Legal Holiday- President's Day	Officer Dinner 6 PM Ivan				MFE ALA Modesto (Ag Suburban, Ag Truck- 12- need room for 13 more)	MFE ALA Modesto (Ag Suburban, Ag Truck- 12- need room for 13 more)
22	23	24	25	26	27	28
FFA Week Starts	FFA Meeting 6:30 PM		FFA Staff Appreciation Breakfast		FFA Decades Dance	Central Region FFA/ CATA Consumes River College (Ag Suburban= 2)

2015



# March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2	3	4	5	6	7
						UC Davis Field Day (Tentative) (2 HS Vans, Ag Suburban, Ag Truck= 28-30)
8	9	10	11	12	13	14
		FFA Meeting 6:30 PM				
15	16	17	18	19	20	21
			Ag Day at the Capitol (1 HS Van and Ag Suburban= 17)			Merced Field Day (2 HS Vans, Ag Suburban, Ag Truck= 28-30)
22	23	24	25	26	27	28
	Officer Dinner 6 PM Alie		Occupational Olympics	Livestock Tri Tip Fundraiser (Tentative)		MJC Field Day (1 HS Van, Ag Suburban, Ag Truck= 21- need one more van)
29	30	31				
	Central Region State Degree South- MJC					

2015

# April

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1	2	3 Spring Break Starts	4 Consumes River College Field Day (Tentative) (2 HS Vans, Ag Suburban= 26)
5	6	7	8	9	10 Spring Break Ends	11
12	13	14	15	16 FFA Elections Meeting 6:30 PM	17	18 Fresno State Field Day State FFA Conference Fresno (2 HS Vans, Ag Truck, Ag Suburban=28-30)
19 State FFA Conference Fresno (2 HS Vans, Ag Truck, Ag Suburban= 28-30)	20 State FFA Conference Fresno (1 HS Van, Ag Suburban, Ag Truck= 19-21)	21 State FFA Conference Fresno (1 HS Van, Ag Suburban, Ag Truck= 19-21 - need another van)	22	23	24	25
26	27	28 Officer Dinner 6 PM	29	30		

2015

# May

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1 FFA State Finals- Cal Poly SLO (1 HS Van, Ag Suburban, Ag Truck= 19-21- need one more van)	2 FFA State Finals- Cal Poly SLO (1 HS Van, Ag Suburban, Ag Truck= 19-21- need one more van)
3	4	5 Stan T/ Tri Rivers Planning Meeting- CV 4 PM	6	7 Plant Sale (Tentative)	8 Plant Sale (Tentative)	9
10 Mother's Day	11	12	13	14	15	16
17	18	19 FFA Banquet 6 PM	20	21	22	23
24	25 Legal Holiday- Memorial Day	26	27	28 Graduation	29	30
31	<b>Events with Dates TBD:</b> -Tri Rivers FFA Fun Night- Turlock (need to complete PS) - Camp Sylwester (need to complete PS)					

2015

# June

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	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
CATA Summer Conference	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference		
28	29	30				

2015

# July

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1 Stanislaus County Fair	2 Stanislaus County Fair	3 Stanislaus County Fair	3 Stanislaus County Fair	3 Stanislaus County Fair
6 Stanislaus County Fair	6 Stanislaus County Fair	6 Stanislaus County Fair	6 Stanislaus County Fair	6 Stanislaus County Fair	6 Stanislaus County Fair	6 Stanislaus County Fair
13 Stanislaus County Fair	13 Stanislaus County Fair	13 Stanislaus County Fair	13 Stanislaus County Fair	13 Stanislaus County Fair	13 Stanislaus County Fair	13 Stanislaus County Fair
20 Stanislaus County Fair	20 Stanislaus County Fair	20 Stanislaus County Fair	20 Stanislaus County Fair	20 Stanislaus County Fair	20 Stanislaus County Fair	20 Stanislaus County Fair
27	28	28	28	28	28	28

## Support Material 21: Professional Growth and Development

Professional Growth opportunities provide agriculture teachers, including myself, that allow for us to grow and become better teachers. Below is a list of all the professional development events that I plan to attend this school year either through the CATA or through the Patterson Joint Unified School District.

### Professional Development Calendar 2014- 2015

Professional Development Event	Date	Location
PHS Collaboration Day	August 13, 2014	PHS
PHS Collaboration Day	August 27, 2014	PHS
PHS Collaboration Day	September 10, 2014	PHS
Tri Rivers Sectional CATA Meeting	September 16, 2014	PHS
PHS Collaboration Day	September 24, 2014	PHS
PHS Collaboration Day	October 8, 2014	PHS
PHS Collaboration Day	October 22, 2014	PHS
PHS Collaboration Day	November 12, 2014	PHS
PUSD Professional Development Day	November 10, 2014	PHS
New Professionals Institute	November 19-20, 2014	Fresno, CA
CATA Regional Roadshow	November 21, 2014	Delta College
CATA Central Region Meeting	November 22, 2014	Murphy's, CA
PHS Collaboration Day	November 26, 2014	PHS
PHS Collaboration Day	December 10, 2014	PHS
PHS Collaboration Day	January 14, 2014	PHS
PHS Collaboration Day	January 28, 2014	PHS
Tri Rivers/ Stanislaus Tuolumne CATA Spouse's Night Sectional Meeting	February 4, 2014	TBD
PHS Collaboration Day	February 11, 2014	PHS
PHS Collaboration Day	February 25, 2014	PHS
PHS Collaboration Day	March 11, 2014	PHS
PHS Collaboration Day	March 25, 2014	PHS
PHS Collaboration Day	April 8, 2014	PHS
Tri Rivers CATA Sectional Planning Meeting	May 5, 2014	Central Valley High School
PHS Collaboration Day	April 22, 2014	PHS
PHS Collaboration Day	May 13, 2014	PHS
CATA Summer Conference	June 21-25, 2014	Cal Poly SLO

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**      **School Year**      2012-2013      **School**      Patterson High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Samantha Cahill	Kendall Green	William Pierce				
Fall Region Meeting	X	X	X				
Region In-service Day			X				
Spring Region Meeting	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X					
Section In-service*		X	X				
Section In-service*							
Summer Conference	X	X	X				
University AgEd Skills Week							
Professional Development **	X(#1)	X(#1)					

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 New Professionals Institute
- 2
- 3
- 4
- 5



## Support Material 22: R-2 Report

The R-2 Report is updated annually with all of our current students' and Agriculture teachers' information. We use this data to discuss student retention and give us a better idea of what steps we need to take next to improve our Agriculture program. In addition, completing this R-2 report is a requirement for the Agriculture Incentive Grant and I keep copies of this report in the Comprehensive Program Plan binder.

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**Patterson HS**  
**R2 Student Report**  
**Year:2014**

**Gender**

Schnum	ProgName	Male	Female
132	Ag Bus Mgt	2	0
132	Ag Mech.	81	8
132	Agriscience	137	160
132	An. Science	17	19
132	Forestry/NR	0	2
132	O.H.	24	91
132	Plant/Soil Sci.	2	6

**Hispanic**

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	1
Ag Mech.	64	25
Agriscience	193	104
An. Science	23	13
Forestry/NR	0	2
O.H.	94	21
Plant/Soil Sci.	7	1

**Race\***

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	1	1
Ag Mech.	27	2	0	3	3	2	52
Agriscience	63	16	0	4	4	11	191
An. Science	9	5	0	1	1	1	20
Forestry/NR	0	0	0	1	1	0	1
O.H.	15	7	0	0	0	2	88
Plant/Soil Sci.	0	0	0	1	1	0	7

**Grade Level**

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	174	64	58	61	0	2	1	0	360
2	0	72	21	29	0	0	0	0	122
3	0	0	36	15	1	0	0	0	52
4	0	0	0	14	0	0	0	0	14
7	0	0	1	0	0	0	0	0	1
Total	174	136	116	119	1	2	1	0	549

Total 9-12 | 545 |

**Freshman Persistence:**

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	72	51%
2	34	24%
3	21	15%
4	13	9%
Freshman Cohort Students	140	
Average Years Completed	1.8	

\*Prior to 2010 Hispanic is listed as a race.

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**R2 Teacher Information**  
**Patterson HS,Patterson**  
**Year: 2014**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Costa	Michael		Male	White	1	Agriculture Specialist	48236	3215	2027	0	N
Lopes	Monica		Female	White	1	Agriculture Specialist	42460	3480	2027	0	N
Green	Kendall	A	Female	White	3	Agriculture Specialist	52088	4269	2027	300	N
Cahill	Samantha		Female	White	3	Agriculture Specialist	48236	3953	2027	0	N

Cahill, Samantha					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	0700	Ag Leadership	24	Other Ag
1	1	0755	Animal Science P	29	Animal Science
1	2	0855	Prep	0	Prep
1	3	1000	Animal Science P	31	Animal Science
1	5	1145	Ag Earth Science P	32	Agriscience I
1	6	1250	Ag Earth Science P	38	Agriscience I

Costa, Michael					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0755	Prep	0	Prep
1	2	0855	Ag Mech Advanced	4	Ag Mechanics
1	2	0855	ROP Welding and Fabrication	5	Ag Mechanics
1	2	0855	Ag Mechanized 2	15	Ag Mechanics
1	3	1000	Ag Power Small Engines	26	Ag Mechanics
1	5	1145	Ag Mechanized 1	14	Ag Mechanics
1	6	1250	Ag Ornamental Horticulture	27	O.H./Floral
1	7	0155	Ag Mechanized 1	20	Ag Mechanics

Green, Kendall					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0750	Ag Floral Design	35	O.H./Floral
1	2	0855	Ag Biology P	32	Ag Biology
1	3	1000	Prep	0	Prep
1	5	1145	Ag Floral Design	35	O.H./Floral
1	6	1250	Ag Floral Design	36	O.H./Floral
1	7	0155	ROP The Art and History of Floral Design	39	O.H./Floral

Lopes, Monica					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0755	Ag Earth Science P	37	Agriscience I
1	2	0855	Prep	0	Prep
1	3	1000	Ag Biology P	35	Ag Biology
1	5	1145	Ag Biology P	30	Ag Biology
1	6	1250	Ag Biology P	36	Ag Biology
1	7	0155	Ag Earth Science P	37	Agriscience I

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### Support Material 23: Travel Request

When we request for travel for conferences or field trips, there are a couple possible forms that need to be completed. If going to a conference with or without students and missing work, we are required to complete a Conference Request Form. On this form, we specify funding for the conference as well as for the substitute. After the travel is completed and we return from the trip, we receive this form back to complete the actual expenses and complete a form attached to it explaining the significance of the trip. If we are also taking students, then we have to submit a Field Trip Request Form for board approval as well as a Permission Slip. Every student traveling with us must have a completed permission slip turned in prior to the trip. Below are examples of the Permission Slip form and the Field Trip Request form as well as a Conference Request Form.

# Example of Conference Request Form

## Patterson Unified School District -- Request for Inservice Training

Request for (check one box):

- I. ☐ Out-of-District Staff Development (3 wks prior approval required). All expenses must be submitted within 45 days following the date of the conference/workshop. If no reimbursement is needed, a conference report must be submitted within 30 days. See Conference Guidelines.
- ☐ In-District Staff Development (Prior approval required). No conference report needed.
- ☐ YES ☐ NO Submitting for college/university units. If yes, attach Request for Approval of Courses form.

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Total number of leave hours \_\_\_\_\_ Initial here \_\_\_\_\_

Title of Conference or Workshop \_\_\_\_\_

Location \_\_\_\_\_ Date(s) of Attendance \_\_\_\_\_

Departure Date and Time \_\_\_\_\_ Return Date and Time \_\_\_\_\_

II.		To be completed after attendance <u>Actual Expense</u>
Funding Source _____		
<u>Expenses</u>	<u>Estimate</u>	
Registration Fee:		Please complete registration form.  If you choose to use personal vehicle, one-way mileage will be reimbursed. Refer to Inservice Procedures guidelines
District Car <input type="checkbox"/> (✓)		
(Attach Request Form)		
Personal Car Mileage:		
No. miles _____ x \$ _____ =		
(maximum miles are 300)		
Lodging:		
_____ days x \$170.00/day =		
Meals:		
\$6 Breakfast, \$8 Lunch		
\$20 Dinner =		

III.	
Funding Source _____	
Substitute teacher costs:	
\$ _____ per day x _____ days =	

Total Costs: _____	
--------------------	--

Please attach conference brochure

Please describe expected benefit from training

Approval:

Site Administrator \_\_\_\_\_ Date \_\_\_\_\_

Assistant Superintendent \_\_\_\_\_ Date \_\_\_\_\_  
Educational Services

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Distribution: White - District Office  
Yellow - Sick Leave Dept.  
Pink - Principal  
Gold - Employee

Verify: P.O. # \_\_\_\_\_  
Receipts \_\_\_\_\_  
Report \_\_\_\_\_

Revised 7/1/12



Patterson Joint Unified School District

**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. **No pupil will be permitted to participate in this activity without this form on file.**

\_\_\_\_\_, a pupil  
[Pupil's Name (print)] [Date of Birth]

at \_\_\_\_\_ School, has our (my) permission to participate in the following:

Activity: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Method of Transportation: \_\_\_\_\_  
Departure Date & Time: \_\_\_\_\_  
Return Date & Time: \_\_\_\_\_  
Departure Location: \_\_\_\_\_  
Return Location: \_\_\_\_\_

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.
6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:



PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: VC Davis PFA Judging Field Day

Destination: VC Davis

Date(s) of trip: 3/7/2015

Departure time: 4:45 AM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa Sam Cahill  
Monica Lopes

Number of students: 30

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus      Air      Private Vehicle     

Cost of Trip: \$150

Funding Source: AIG

District Vans  
Ag Suburban/  
Ag Truck

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

*- Field Trip Permission Form*  
Patterson Joint Unified School District



**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil  
Pupil's Name (print) [Date of Birth]

I, Patterson High School, has our (my) permission to participate in the following:

Activity: VC Dams FFA Judging Field Day  
Destination: VC Dams  
Method of Transportation: District Vans and Ag Suburban  
Departure Date & Time: 3/7/15 4:45 AM  
Return Date & Time: 3/7/15 8 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

### Support Material 24: CATA Membership Card

Being a member of the California Agricultural Teachers Association is an important part of being an Agriculture Teachers. At CATA meetings, we are informed on upcoming curriculum, professional development and FFA information among much more! I am currently the Tri Rivers Sectional Treasurer and a paid member. Below is a list of members from our section and you can see my name listed as a paid member of the association?

Last Name	First Name	Email	School	Paid
<b>Region: Central Region</b>			<b>Section: TR</b>	
Adney	Heather	hadney@ceres.k12.ca.us	Mae Hensley Jr. HS	<input type="checkbox"/>
Bailey	Amanda	abailey@turlock.k12.ca.us	Pitman HS	<input checked="" type="checkbox"/>
Bender	Mark	mbender@csustan.edu	CSU- Stanislaus	<input checked="" type="checkbox"/>
Bishop Cardoso	Jessica	jbishop@ceres.k12.ca.us	Central Valley HS-Ceres	<input checked="" type="checkbox"/>
Cahill	Samantha	scahill@patterson.k12.ca.us	Patterson HS	<input type="checkbox"/>
Cardoso	Travis	tcardoso@nclsd.k12.ca.us	Orestimba HS	<input type="checkbox"/>
Costa	Michael	mcosta@patterson.k12.ca.us	Patterson HS	<input checked="" type="checkbox"/>
Diaz	Richard	rdiaz@dusd.k12.ca.us	Denair HS	<input type="checkbox"/>
DiGrazia	Joseph	jdigrazia@turlock.k12.ca.us	Turlock HS	<input checked="" type="checkbox"/>
Douglas	Bill	wdouglas@waterford.k12.ca.us	Waterford HS	<input checked="" type="checkbox"/>
Ellington	Mike	mellington@hughson.k12.ca.us	Hughson HS	<input checked="" type="checkbox"/>
Ewing	Hannah	hannahewing7@gmail.com hewing@turlockchristian.com	Turlock Christian HS	<input checked="" type="checkbox"/>
<u>Green</u>	<u>Kendall</u>	<u>kgreen@patterson.k12.ca.us</u>	<u>Patterson HS</u>	<input checked="" type="checkbox"/>
Kirland	Susanne	kirland7@sbcglobal.net skirland@waterford.k12.ca.us	Waterford HS	<input checked="" type="checkbox"/>
Larson	Kelly	klarson@hughson.k12.ca.us	Hughson HS	<input checked="" type="checkbox"/>
Lopes	Monica	mlopes@patterson.k12.ca.us	Patterson HS	<input checked="" type="checkbox"/>
Marshall	Matthew	mmarsh02@calpoly.edu	Orestimba HS	<input checked="" type="checkbox"/>
Moncrief	Ken	kmoncrief@ceres.k12.ca.us	Central Valley HS-Ceres	<input checked="" type="checkbox"/>
Mortensen	Brian	bmortensen@ceres.k12.ca.us	Central Valley HS-Ceres	<input checked="" type="checkbox"/>
Nolan	Heather	hnolan@turlock.k12.ca.us	Turlock HS	<input type="checkbox"/>
Norton	Stacey	agchick87@hotmail.com snorton@nclsd.k12.ca.us	Orestimba HS	<input type="checkbox"/>
Patterson	Michael	mpatterson@ceres.k12.ca.us	Ceres HS	<input checked="" type="checkbox"/>
Prada	Randee	rprada@turlock.k12.ca.us	Turlock HS	<input type="checkbox"/>
Punt	Megan	mpunt@turlock.k12.ca.us	Turlock HS	<input checked="" type="checkbox"/>
Rico	Jaime	jrico@nclsd.k12.ca.us	Orestimba HS	<input type="checkbox"/>
Rowley	Clarissa	rowleyclarissa@gmail.com crowley@ceres.k12.ca.us	Central Valley HS	<input checked="" type="checkbox"/>
Runnels	Mardel	mrunnel@ceres.k12.ca.us	Ceres HS	<input type="checkbox"/>
Schmidig	Kattie	kschmidig@yahoo.com kschmidig@hughson.k12.ca.us	Hughson HS	<input checked="" type="checkbox"/>
Silveira	Nicole	ncksilveira@gmail.com nsilveira@turlock.k12.ca.us	Pitman HS	<input checked="" type="checkbox"/>
Tannehill	Summer	stannehill@dusd.k12.ca.us	Denair HS	<input checked="" type="checkbox"/>
Traini	Anthony	atraini@ceres.k12.ca.us	Central Valley HS-Ceres	<input checked="" type="checkbox"/>
Traini	Nick	ntraini5@gmail.com ntraini@turlock.k12.ca.us	Turlock HS	<input type="checkbox"/>
Vannest	Krista	kvannest@turlock.k12.ca.us	Pitman HS	<input checked="" type="checkbox"/>
<b>Count:</b> 33				
<b>Paid:</b> 23				

## Support Material 25: Report to Administration

In order to maintain a successful program, we at Patterson High School Agriculture Department believe it is imperative to include our administration in our program and keep them updated as regularly as possible. Below are three emails sent to our Principal and other administrators including our district's Superintendent relating to events going on in the Agriculture department.

The first email is an update on an Exchange Student Program that took place through our Agriculture department. We had 9 Japanese exchange students from an Agricultural school visit our high school's Agriculture program for a week and this email details the upcoming visit. Our administration responded back very positively and excited to see our Agriculture students pursuing this opportunity and welcoming others to learn about Agriculture. The second email is an update about our Annual FFA vs. Staff Softball Game to all teachers and administration. Here you can see the positive response from our Principal about getting our teachers, staff and FFA members connected on campus. The third email is an email sent directly to our Principal regarding an upcoming Agriculture Incentive Grant visit. Our Principal responded to this email with an in person meeting to see what was needed to prepare for this visit and wanted to know how she could help support us in preparing for the visit.

## Kendall Green

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**From:** Kendall Green  
**Sent:** Wednesday, August 20, 2014 11:19 AM  
**To:** Patterson High Teachers; Tonya Bibbins; Catherine Aumoeualogo; Kevin Salaiz; Philip Alfano; David Guzman  
**Subject:** Students from Japan visiting Patterson High School

Good Morning,

I just wanted to give everyone a heads up about 9 students that will be visiting Patterson High School next week. During the summer, the Agriculture department was approached about a possible exchange program between an Agriculture school in Japan and our school. Isa Norin High School, an agricultural-emphasis high school in Kagoshima Prefecture, Japan, wanted a relationship with an American high school in the Central Valley. We were excited to set up this relationship with them! They are sending 9 students, ages 15 to 18, and two teacher/translators to our school this upcoming week. They will arrive here on Friday evening (8/22) and will be here for 6 days.

On Monday, Tuesday and Wednesday during periods 1-3, they will be shadowing 9 of our high school students through their classes to see what life in an American high school is like. We have placed them with students who will have at least one Agriculture class during their first 3 periods of the day. However, they will also be going to other classes on campus with them. Hence, you may have one of these visitors coming into your classroom. They will have a varied level of english proficiency and should be on their best behavior and ready to just see what your classes are like. Please do not feel like you have to change your lesson plans for this visit. They want to see what a normal day is in your classroom.

If for some reason, you are uncomfortable or do not have space for these students to visit your class, please just simply send me an email back to me and I will rearrange their schedules.

We are very excited to share our Agriculture program and high school with these students. This is a great opportunity for our students because this will possibly lead to an exchange program where our students will get to travel to Japan as well! If you have any questions, feel free to email me or stop by Room 903.

Kendall Green  
Agriculture Teacher and FFA Advisor  
Patterson High School

## Kendall Green

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**From:** Kendall Green  
**Sent:** Friday, August 29, 2014 3:01 PM  
**To:** Tonya Bibbins  
**Subject:** RE: FFA vs. Staff Softball Game

I'm sure they will appreciate your cheers!

---

**From:** Tonya Bibbins  
**Sent:** Friday, August 29, 2014 2:26 PM  
**To:** Kendall Green; Patterson High Teachers; Patterson High Staff  
**Subject:** RE: FFA vs. Staff Softball Game

While I would love to play, I have a meeting at 4 already on the books. I will come out though and cheer on the participants for the first half hour. Sounds like a fun way to spend an afternoon in September.  
Tonya

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**From:** Kendall Green  
**Sent:** Friday, August 29, 2014 12:32 PM  
**To:** Patterson High Teachers; Patterson High Staff  
**Subject:** FFA vs. Staff Softball Game  
**Importance:** High

Good Afternoon,

Patterson FFA members would like to invite all of you to play at our Second Annual FFA vs. Staff Softball Game on September 17<sup>th</sup> at 3:30 PM. The game will start at 3:30 PM and warm up will start at 3 PM.

Last year, the FFA members rivaled an extremely strong staff team and this year we would like to continue the fun and excitement at the game. Hopefully, the staff team can keep their winning streak! If you would like to be one of the staff members of our team, please email me back as soon as possible.

In addition, if you would like to play, please fill out the two forms attached to this email and bring them with you the day of the game.

This is a great activity for our FFA members to see their teachers outside the classroom and to get to know the students on campus even better. I am constantly hearing about the great things going on inside the classroom from your students and this is just another opportunity to get to know your students better!

Thanks,

Kendall Green

## Kendall Green

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**From:** Kendall Green  
**Sent:** Tuesday, September 23, 2014 11:09 AM  
**To:** Tonya Bibbins  
**Subject:** FW: IMPORTANT - Ag Incentive Grant On-Site Review

**Importance:** High

Tonya,

This year, we are being reviewed for our Ag Incentive Grant funds. A regional supervisor from the state comes to complete a review every 3 years and this year is our year! Below is the date that Charles Parker, our regional supervisor is coming to review the Agriculture department. A formal letter is being sent this week but I figured I would give you a heads up.

*Kendall Green*

Agriculture Teacher and FFA Advisor  
Crimson Floral Advisor  
Patterson High School  
(209) 892-4750 ext. 27293  
[kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

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**From:** Charles Parker [<mailto:CParker@cde.ca.gov>]  
**Sent:** Tuesday, September 23, 2014 8:59 AM  
**To:** [abullard@taft.k12.ca.us](mailto:abullard@taft.k12.ca.us); [mark\\_morales@khsd.k12.ca.us](mailto:mark_morales@khsd.k12.ca.us); Davidson Craig; Watts Brian; Riley Matt; Murrieta Raul; [jcavalla@cojUSD.org](mailto:jcavalla@cojUSD.org); Audrey Collar; Helene Foster; Brem Pam; Gary Gerhardt; Michael Patterson; Rachel Castongia; Stefanie Kuhr; Gragnani Richard; Wenstrand Matt; Tweedy Jennifer; [jdepriest@chusd.k12.ca.us](mailto:jdepriest@chusd.k12.ca.us); Miner Scot; Vikki Davis; Steve Mua; Ed Hartzell; Krista Vannest; Kendall Green; Stacey Norton; Mills Don; [jenna\\_potterton@khsd.k12.ca.us](mailto:jenna_potterton@khsd.k12.ca.us); Harris Dana; Wright John; [fbarrientos@parlierunified.org](mailto:fbarrientos@parlierunified.org); Phipps Mark; Rossi, Michael; Veldhuizen Aimee  
**Cc:** [apombo@taft.k12.ca.us](mailto:apombo@taft.k12.ca.us); Lemucchi Ric; [lindsay\\_devaurs@khsd.k12.ca.us](mailto:lindsay_devaurs@khsd.k12.ca.us); Nieblas Katy; Riley Leanne; [rorichards@mcfarland.k12.ca.us](mailto:rorichards@mcfarland.k12.ca.us); [kwhitworth@cojUSD.org](mailto:kwhitworth@cojUSD.org); Akin John; Meghan Davis; Jesse Ray; Mardel Runnels; Kevin McGuire; Louis Randall; Kaylyn Schiber; Gutierrez Alex; Linda Clinton; Timothy Donovan; Cody Jacobsen; Josh Pedrozo; Ashley Prows; Amanda Bailey; Rebecca Mendonza; Isaac Robles; Nicole Silveira; Samantha Cahill; Travis Cardoso; Michael Costa; Monica Lopes; Matt Marshall; Jaime Rico; Goodding Richard; Vivenzi Amy; Katie Maiorino; Silva Samantha; [cabennett11453@gmail.com](mailto:cabennett11453@gmail.com); Magill Paul; [arianahallum@corcoranunified.com](mailto:arianahallum@corcoranunified.com); Brown Zachary  
**Subject:** IMPORTANT - Ag Incentive Grant On-Site Review  
**Importance:** High

I will be sending out letters to administrators notifying them of the on-site Agricultural Incentive Grant reviews scheduled for 2014. Prior to placing these letters in the mail, I wanted to provide you with the updated list of visits. I have heard from a few sites following section meetings and have made modifications to the original schedule. **PLEASE** review the schedule below and let me know immediately if there are any issues. Official letters will go in the mail on Monday.

October

- 8 - Taft at 9am and Shafter at 1pm
- 9 - Highland at 9am and Golden Valley (Bakersfield) at 1pm
- 10 - Mira Monte at 9am and McFarland at 1pm
- 14 - Orosi at 9am and Farmersville at 1pm
- 15 - Granite Hills at 9am and Lindsay at 1pm
- 17 - Ceres at 9am and Johansen at 1pm



November

- 3 - Summerville at 9am and Livingston at 1pm
- 5 - Caruthers at 9am and Tranquillity at 1pm
- 6 - Coalinga at 9am and Riverdale at 1pm
- 12 - Merced at 9am and Golden Valley (Merced) at 1pm
- 18 - Oakdale at 9am and Pitman at 1pm

December

- 2 - Patterson at 9am and Orestimba at 1pm
- 4 - Arvin at 9am and Ridgeview at 1pm
- 8 - Washington at 9am and Duncan at 1pm
- 9 - Parlier at 9am and Fowler at 1pm
- 11 - Corcoran at 9am and El Diamante at 1pm

I am looking forward to visiting programs and being able to provide technical assistance as needed.

Charles Parker

Agricultural Education Consultant

San Joaquin Region

2910 E. Barstow Ave. MS OF115

Fresno, CA 93740-0115

(559) 278-5777

(559) 278-6112 Fax

[cparker@cde.ca.gov](mailto:cparker@cde.ca.gov)

Achiever - Deliberative - Belief - Responsibility - Arranger

## Support Material 26: Five Year Acquisition List

The Five Year Acquisition List clearly shows our programs plans for growth and ultimately purchases for the next five years. It is updated annually as part of the Comprehensive Program Plan and submitted to the Regional Supervisor for the Agriculture Incentive Grant Review Process.

**Patterson High School  
Agriculture Department  
Five Year Plan**

**Year 1 2014-2015**

1. Upgrade the Agriculture Department Laptop Cart if possible.
2. Update School Farm Wash rack.
3. Purchase livestock trailer.
4. Update Ag Mechanics shop equipment by adding at least 4 MIG welders, spool gun, tool set, oxyacetylene torches and lines, slip roller and a blast cabinet.
5. Finish raised planter beds near shade house.
6. Landscape area around the greenhouse and shade house.
7. Repair plasma cam.
8. Build up Poultry SAE projects.
9. Start a horticulture and floriculture flower Identification garden for student use.
10. Start fundraising for the new Agriculture department truck.

**Year 2 2015-2016**

1. Purchase new laptop cart to be used for online record keeping.
2. Continue to improve landscaping for horticulture area.
3. Add trees to horticulture area that serve to practice for Horticulture Team Identification.
4. Purchase a new TIG welder for Ag Mechanics Shop.
5. Start to market flowers, plants, vegetables and mechanics projects at a local farmers market.
6. Purchase Ag Chemistry equipment and supplies.

**Year 3 2016-2017**

1. Purchase new Agriculture department truck.
2. Build mobile welding trailer to encourage welding projects outside of school for students.
3. Take FFA members to National FFA Convention.

**Year 4 2017-2018**

1. Create Ag Market on campus to market flowers and projects.
2. Invest in breeding stock for SAE projects and for use in Animal Science and Ag Biology classes.
3. Renovate School Farm.

**Year 5 2018- 2019**

1. Renovate School Farm.
2. Purchase equipment and supplies for new Ag Business pathway.

**Patterson High School  
Agriculture Department  
Five Year Plan**

**Year 1 2013-2014**

1. Upgrade the Agriculture Department Laptop Cart.
2. Update and Move School Farm Wash rack.
3. Replace cooling cells and nonfunctioning parts of the Greenhouse to make it functional. ✓
4. Put in raised planter beds near shade house. ✓
5. Landscape area around the greenhouse and shade house. ✓
6. Repair walk in floral cooler. ✓
7. Repair plasma cam computer.
8. Build up Poultry SAE projects.
9. Add plants to greenhouse and shade house that can be used as practice for horticulture and floral identification.

**Year 2 2014-2015**

1. Purchase new Agriculture Department Truck.
2. Expand School Farm and add a storage facility to the school farm. ✓
3. Continue landscaping for horticulture area.
4. Purchase a new TIG welder for Ag Mechanics Shop.

**Year 3 2015-2016**

1. Start to market flowers, plants, vegetables and mechanics projects at a local farmers market.
2. Continue to improve landscaping in horticulture area.
3. Add trees to horticulture area that serve to practice for Horticulture Team Identification.
4. Invest in breeding stock for SAE projects and for use in Animal Science and Ag Biology classes.

**Year 4 2016-2017**

1. Buy Livestock Trailer. ✓
2. Add 4 new MIG welders to the shop. ✓
3. Purchase new science lab equipment. ✓

**Year 5 2017- 2018**

1. Create Ag Market on campus to market flowers and projects.
2. Purchase a new class set of laptops to use for record book keeping.

### Support Material 27: Operating Budget for Department

The Operating Budget for the Department is based upon funds out of the Agriculture Incentive Grant and VEA funding. In our budget, one can see the breakdown of funds based on categories within the Agriculture Department. See below at Support Material 28 to determine how this budget is formed each year. This operating budget is approved by the Principal of the school and the Agriculture Advisory Committee each year. All Agriculture teachers have a copy of this budget and have the opportunity to provide input to the budget forming process.

**Patterson High School Agriculture Department Budget 2014- 2015**

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH	VEA
<b>AVIALABLE FUNDS</b>	<b>14760</b>	<b>14760</b>	<b>30455</b>
<b>CURRICULUM BUDGET</b>			
AG MECHANICS	2103	2103	11525
FLORAL	1450	1450	400
AG EARTH	270	270	
AG BIO	270	270	
OH			850
SMALL ENGINES	225	225	
ANIMAL ANATOMY	180	180	
<b>TOTAL CURRICULUM</b>	<b>4498</b>	<b>4498</b>	<b>12775</b>
<b>DEPARTMENT BUDGET</b>			
FFA CONFERENCES	3500	3500	
CATA CONFERENCES	250	250	8460
FAIR SUPPLIES	90	90	
SCHOOL FARM	500	500	
VEHICLE MAINTENANCE	3000	3000	
SUBS			3220
FFA DUES	2422	2422	
FFA	500	500	
LIVESTOCK TRAILER			6000
<b>TOTAL DEPARTMENT</b>	<b>10262</b>	<b>10262</b>	<b>17680</b>
<b>TOTAL FOR 2014-2105</b>	<b>14760</b>	<b>14760</b>	<b>30455</b>

## Support Material 28: Budget Process

At Patterson High School, the Agriculture Department receives two main funding sources. We receive VEA or Perkins funds as a federal funding source to only be spent on nonconsummables.

In addition, we receive the Agriculture Incentive Grant funds to be matched equally by our district. In the fall or spring of each school year, the Agriculture department sits down and reviews the available Perkins or VEA funds for the upcoming school year. This funding source is shared between the Agriculture department, the Business department and the Automotive Technology department and the funding is split between these departments. The funding is usually split based on need. Hence, during the fall or spring of each year, the departments all sit down and discuss what their needs are for the upcoming year. All of this funding is spent on equipment to better the programs. In addition, in the summer or fall of each year, the Agriculture department sits down and reviews the available funds from the Agriculture Incentive Grant. As a department, we discuss the need for certain funds to maintain and grow our department. Once these needs are identified, we create our department budget. This department budget is then brought forward to the Principal of the school for review and shared with the Agriculture Advisory Committee for comments. Upon approval by both of these groups, it is our working budget for the school year. Purchases from the Agriculture Incentive Grant must be completed using Purchase Orders which must then be approved by the Principal and Superintendent of the school district. Purchases from the VEA funding must also be completed through Purchase Orders and must be from the approved budget submitted with the application and then again approved by the Principal and Superintendent.

In addition to these funds, our department also has ASB accounts which are used to fund certain aspects. We have ASB accounts for the following areas: Floral, FFA Livestock, FFA, FFA Conferences, FFA Scholarships, Ornamental Horticulture and the Ag Shop. As a department, there are specific advisors for each of these accounts. These advisors are responsible for creating general budgets for these accounts for the year. Each purchase from these accounts is done either through a Purchase Order which must be approved by an ASB officer, the ASB advisor and the Principal. If a purchase order is not used, then a reimbursement can occur and again this reimbursement must be approved by the Principal, ASB officer and the ASB advisor on campus.

Below is a copy of the Agriculture Incentive Grant Application submitted for 2014. In addition, copies of the Purchase Order Request Forms and Reimbursement forms used from these accounts.

California Department of Education  
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT**  
**2014-15 APPLICATION FOR FUNDING**  
 (Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

**DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015**

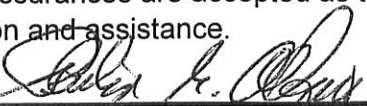
Patterson High School

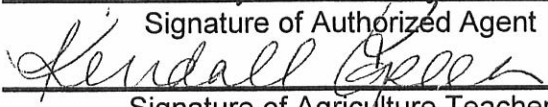
(School Site)

Patterson Joint Unified School District

(District)

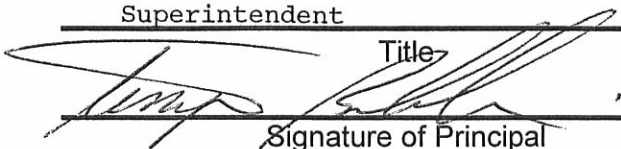
**Certification:** I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

  
 Signature of Authorized Agent

  
 Signature of Agriculture Teacher  
 Responsible for the Program

Superintendent

Title

  
 Signature of Principal

Contact Phone Number: 209-892-4750

Date of Approval of Local Agency Board:

9/1/2014

Funds Requested - Part I

\$5,000.00

Part II

\$3,400.00

Part III

\$8,000.00

Part IV

\$0.00

Total

\$16,400.00

Number of Different Agriculture Teachers at Site:

4

**PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION**

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	<u>x</u>	<u>          </u>
2. Leadership and Citizenship Development	<u>x</u>	<u>          </u>
3. Practical Application of Occupational Skills	<u>x</u>	<u>          </u>
4. Qualified and Competent Personnel	<u>x</u>	<u>          </u>
5. Facilities, Equipment, and Materials	<u>x</u>	<u>          </u>
6. Community, Business, and Industry Involvement	<u>x</u>	<u>          </u>
7. Career Guidance	<u>x</u>	<u>          </u>
8. Program Promotion	<u>x</u>	<u>          </u>
9. Program Accountability and Planning	<u>x</u>	<u>          </u>

**Formal Variance Request must be included if requesting a variance.** A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.



PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	425	\$3,400.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- \* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- \* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- \* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

4

List the Names of the Agriculture Teachers:

1. Kendall Green

2. Samantha Cahill

3. Michael Costa

4. Monica Lopes

5.

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	4	\$8,000.00
Criterion 11B - Project Supervision Period		\$0.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

No

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		9,650.00	9,650.00
2			Subtotal for 4000	<b>\$9,650.00</b>	<b>\$9,650.00</b>
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Conferences	3,750.00	3,750.00
4			2. Vehicle Maintenance	3,000.00	3,000.00
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	<b>\$6,750.00</b>	<b>\$6,750.00</b>
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	<b>\$0.00</b>	<b>\$0.00</b>
14			Total for 4000-6000 Lines 2, 8, 13	<b>\$16,400.00</b>	<b>\$16,400.00</b>

TOTAL 2014-15 Incentive Grant Allocation:

\$16,400.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		<b>\$0.00</b>

TOTAL Amount of Waiver Requested:

N/A

[illegible]

**PATTERSON HIGH SCHOOL  
WARRANT  
STUDENT FUNDS**

DATE: \_\_\_\_\_

The treasurer of the Patterson Associated Student fund will please pay to the order of

\_\_\_\_\_ the amount of \$ \_\_\_\_\_.

\_\_\_\_\_  
ASB Treasurer's Signature

\_\_\_\_\_  
Club Advisor's Signature

\_\_\_\_\_  
Administrator's Signature

NAME OF STUDENT ACCOUNT \_\_\_\_\_

Description: \_\_\_\_\_

P.O. #: \_\_\_\_\_

Invoice #: \_\_\_\_\_

Amount \$ \_\_\_\_\_

Address to send check:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

**TRANSFER OF FUNDS**

Please transfer \$ \_\_\_\_\_ from \_\_\_\_\_ fund

To \_\_\_\_\_ fund.

## Support Material 29: Chair Person's Duties and Responsibilities

As chairperson of the Agriculture department at Patterson High School, there are a set amount of responsibilities and duties. This is my second year as the chairperson of the Agriculture department. As such, I am responsible for attending the following:

### Agriculture Department Chair Person's Responsibilities List

1. Attending Patterson High School Leadership Meetings and reporting back to department
2. Developing the department's budget for each school year
3. Applying for grants such as the Agriculture Incentive Grant
4. Organizing and completing the requirements for the Agriculture Incentive Grant Review Process each year (Program Plan updates, R2 Reports/ Membership Roster, Report of Expenditures)
5. Approving Purchase Order Requests from Ag Incentive Grant Funds and/or VEA Funds
6. Setting agendas and dates for weekly department meetings to keep all members of the department up to date and collaborating
7. Registering for conferences and field days
8. Overseeing ASB accounts relating to the Agriculture department (Floral, FFA, FFA Conferences, FFA Scholarship, OH, Ag Shop and FFA Livestock)
9. Organizing Agriculture Advisory Committee Meetings with the Advisory Committee Chairperson

As part of the Agriculture department, we are also within the CTE department and science department. I am not the CTE or Science department chairperson.

### Support Material 30: Chart of Responsibilities

This chart of responsibilities is completed at the beginning of every school year. It allows us to delegate specific jobs and responsibilities between the four advisors in our chapter. It is kept in the Comprehensive Program Plan binder as well it is displayed in the Agriculture Department Office. By having it displayed at all times, it helps us stay on track of which responsibilities we each have throughout the year.

# 2014-2015 FFA Chart of Responsibilities

AREA	Samantha Cahill x (1st sem)	Kendall Green x (2nd sem)	Monica Lopes	Michael Costa
Officer Team	x	x	x	x
FFA Duties				
MEETINGS				
Department Meetings Planning		x		
Department Meetings Attend	x	x	x	x
Officer Meetings Planning	x	x		
Officer Dinners Attend	x	x	x	x
Officer Meetings Attend	x	x		
Advisory Meeting Planning		x		
Advisory Meetings Attend	x	x	x	x
ACTIVITIES				
Officer Retreat Planning	x			
Officer Retreat Attend	x	x	x	x
Achievement Trip Planning				x
Achievement Trip Attend				x
Camp Sylvester		x	x	x
Greenhand Leadership Conference	x		x	
COLC		x		x
National FFA Conference Planning		x		
Local Project Competition	x			
FFA Week	x			
MFE/ ALA		x	x	
Greenhand/ Chapter Degree Banquet Planning		x		
Greenhand/ Chapter Degree Banquet Attend	x	x	x	x
Annual End of the Year Banquet Planning	x			
Annual End of the Year Banquet Attend	x	x	x	x
State FFA Conference	x	x	x	x
Fall Sectional Activity	x			
Spring Sectional Activity			x	
State Degree Ceremony Attend	x	x		

[illegible]



Dairy Products

x

FAIR and DUTIES AT FAIR

Stanislaus County Fair Attend

x

Dairy

x

x

Sheep

x

Rabbits

x

Meat Goats

x

Dairy Goats

x

Horse

x

Swine

x

Beef

x

Landscape

x

Floral

x

Ag Mechanics

x

Poultry

x

Judges for Fair Contests

x

APPLICATIONS, AWARDS and FORMS

Program of Activities

x

State Degree Applications

x

American Degree Applications

x

Proficiency Awards

x

Star Counselor/ Administrator

x

Regional/ State Chapter Awards

x

R2

x

Ag Incentive Grant

x

Scholarships

x

VEHICLE and EQUIPMENT MAINTENANCE

Truck

x

Shop

x

Suburban

x

Ag Science Equipment

x



## Support Material 31: Substitute Teacher Procedure and Plans

At Patterson High School, when there is a need for a teacher to be absent, they must complete a conference request form or an absence request form stating the reason they will be absent. These forms are submitted to our Principal. The Principal will approve the form and then send it to the district for approval. Upon receiving approval, the teacher will then submit for a substitute teacher online using the Stanislaus County Office of Education subfinder online database. Each teacher has their own personal login and can submit for a substitute for specific days. The subfinder database then makes phone calls to preapproved substitutes until they have someone who is interested in the job. Once a substitute has accepted the job, then it will appear on subfinder as filled with the substitute's name.

When a substitute arrives at Patterson High School, they come to the front office and check in.

There they receive the classroom keys, bell schedule and login for PowerSchool to take attendance online. The substitute then reports to my classroom where they will find my plan for the day. I have a typed plan for each class period along with a general description of my classroom procedures and rules. I also provide my seating chart for each class for the substitute. I assume that this substitute is unfamiliar with my students and content so I make sure that my plans are detailed for them. All the papers needed for the day are on my front counter ready for them and labeled by class period.

Good Afternoon  
Kendall A Green

subfinder

Report Absence

Green, Kendall A  
Site: PAT-PATTERSON HIGH  
Position: AGRICULTURE

Report Absence

Review Absence

Personal Info

Tutorial

Log Out

Absence Info

Start Date/Time: 11/6/2014 07:30 AM  
End Date/Time: 11/6/2014 03:00 PM  
☐ Follow Employee Schedule ☐ Same Time Daily

Job Info

Start Date/Time: 11/6/2014 07:30 AM  
End Date/Time: 11/6/2014 03:00 PM  
☐ Follow Employee Schedule ☐ Same Time Daily

Reason: \*01-VACANT OR OPEN POSITION

Job Type: \*01-VACANT OR OPEN POSITION

Special Instructions

Attach File: Browse

Enter Text-based Special Instructions

001-NEG  
002-PERSONAL NECESSITY-NO TELL  
003-PERSONAL NECESSITY-FAMILY  
004-SICK - FAMILY  
005-BEREAVEMENT  
006-CONFERENCE/WORKSHOP  
007-2ND ACCIDENTAL WORKER COMP  
008-FAMILY/MAT. LEAVE  
009-LEAVE W/O PAY  
010-OTHER  
011-NEGOTIATIONS  
012-TRAINING  
013-JURY DUTY  
014-PRE-APPROVED VACATION ONLY  
015-COMPENSATORY TIME/IF APPLI

Save Job

Cancel

*Thank you for teaching my classes for today!*

*Here is some basic information that will help you today:*

**Bell Schedule:** The bell schedule is posted both in the back of the classroom by the door and in the front above the whiteboard. I have classes during 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> periods. During 3<sup>rd</sup> period, Ms. Lopes will be using the room to teach her class. You can spend time in the office or the teacher's lounge during that time.

**Hall Pass:** The hall pass is on the counter next to the door (sometimes on top of the paper towel dispenser). If a student needs to use the restroom, they should ask you first and then take the hall pass. Please only let one student out at a time.

**Cabinets and Floral Cooler:** Students should be aware of this but please do not let them go through the cabinets or floral cooler. If the floral cooler at the back of the classroom has flowers in it, please do not let students take the flowers.

**Behavior:** If students are not behaving properly in class, please let me know which students are misbehaving. Also if they are a disturbance in class, please send them to the office.

**1<sup>st</sup>, 5<sup>th</sup> and 6<sup>th</sup> Periods: Ag Floral**

Please pass out the papers labeled "Form and Space Vocabulary" to these students. Each student should complete this vocabulary worksheet by writing the definition for each term. In addition to the definition, they should write a sentence for each term that demonstrates the meaning of the term. To find the definitions, student should read chapter 11 from the floral design textbook. The books can be found in the cabinet by the door. In addition, please tell the students that the worksheet is due at the end of the period. They can turn the worksheet into the black turn in box. The box is on the counter by the windows.

**2<sup>nd</sup> Period: Ag Biology**

The students were given an article to read about Ebola for homework last night. Their assignment was to annotate the article. They should then take out a blank piece of paper. On that piece of paper, they should answer the following question: "Using evidence from the article, why is Ebola so difficult to contain? Make sure to elaborate on your question." Please explain to the students that they need to write at least one paragraph that is minimum of 8 sentences. Please have the students turn their papers to the black turn in box by the window.

**1<sup>st</sup> Period Teacher's Assistant: Gloria**

**2<sup>nd</sup> Period Teacher's Assistant: Esther**

**3<sup>rd</sup> Period Teacher's Assistant: Dillon**

**Dillon will be with Mr. Costa in another classroom. He knows to go check in there.**

**5<sup>th</sup> Period Teacher's Assistant: Ivan**

**6<sup>th</sup> Period Teacher's Assistant: Omar**

Please have Gloria, Esther, Ivan and Omar help you take attendance for the class period. After attendance is taken, please have Ivan deliver the box of flowers labeled "football" to Mr. Marchy and the box of flowers labeled "band" to Mr. Jepsen.

**7<sup>th</sup> Period: Advanced Floral**

Please pass out the "History of Floral Design" worksheet to each student. They should answer the questions using the Chapter 1 of the floral design textbook. Again, they can find the textbooks in the cabinet by the door. Please explain to the students that the worksheet is due at the end of the period. They can turn it in the black turn in box by the window.

In this class, you will find a student named Sofia. Please remind her to take the flowers labeled "cheerleaders" with her as she leaves for the day.

*Thanks again!*

**Patterson Joint Unified School District**  
**Request for Leave**

**For District Use Only**  
**Month Salary Loss:** \_\_\_\_\_  
**Dates:** \_\_\_\_\_  
**Total Hours:** \_\_\_\_\_  
Differential pay/ Half pay / Unpaid Leave

Site: \_\_\_\_\_ ☐ Certificated ☐ Classified Sub Name \_\_\_\_\_

Employee Name: \_\_\_\_\_ Total Number of Hours \_\_\_\_\_

Date(s) of Leave: \_\_\_\_\_

**I. PAID LEAVE - DEDUCTED FROM ACCUMULATED LEAVE**

*(Refer to your contract for compelling events/days allowed)*

- ☐ Illness, Maternity Leave, Doctor/Dental Appointment  
☐ Paternity Leave  
☐ Sick Child

**PAID LEAVE - DEDUCTED FROM ACCUMULATED LEAVE**

*(Options #3 - #6 MUST have a 24-hour prior approval)*

- ☐ 1. Death/serious illness of immediate family member (Specify) \_\_\_\_\_  
☐ 2. Unforeseen accident involving employee's person, property or that of an immediate family member (Specify) \_\_\_\_\_  
☐ 3. Court or tribunal appearance as a litigant  
☐ 4. Child Adoption  
☐ 5. Professional Courtesy Day  
☐ 6. Other Personal and Compelling Concerns (Specify in writing) \_\_\_\_\_

**II. PAID LEAVE - NOT DEDUCTED FROM ACCUMULATED LEAVE**

- ☐ Subpoena ☐ Industrial Accident  
☐ Military ☐ Jury Duty  
(Certificate of Jury Service must be submitted)  
☐ School Business (Specify) \_\_\_\_\_ ☐ Bereavement (Specify) \_\_\_\_\_

**OTHER**

- ☐ Vacation - Classified (12-month employees)  
☐ Used Compensation time  
☐ Accumulated Compensation - Date: \_\_\_\_\_ Time: \_\_\_\_\_ Specify: \_\_\_\_\_

**III. UNPAID LEAVE**

*(Specify in writing)*

\_\_\_\_\_  
Employee Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date  
☐ Approved ☐ Disapproved

\_\_\_\_\_  
Superintendent/Designee/Date  
☐ Approved ☐ Disapproved

Distribution:

White/District Office

Yellow/Supervisor

Pink/Employee

Revised 08/2014

### Support Material 32: Description of Program Completer

At Patterson High School, to be considered a program completer a student must complete a pathway of courses by taking Agriculture courses for 4 years. These program completers are tracked by the R-2 database for us and are recognized as program completers at the End of the Year Banquet for FFA and the Agriculture department. We offer three pathways: Agriscience, Horticulture/Floriculture and Agriculture Mechanics. Students who take four years of these courses will be considered a program completer. As a program completer they should meet at least 70% of the proficiency standards and be proficient in the following:

## **Patterson High School Agriculture Department** **Program Completion Standards**

**In order to be considered a program completer, a student must complete a pathway of courses by taking Agriculture courses for 4 years.**

Students should meet the 70% California State Agriculture Standards for their chosen pathway when considered a program completer. In addition, upon completion of the following pathway, students should be proficient in the following:

### **Agriculture Mechanics:**

1. Students show competency in measurement.
2. Students understand personal and group safety in the shop.
3. Students understand the basic electricity principles and wiring practices commonly used in agriculture.
4. Students understand basic plumbing system practices commonly used in agriculture.
5. Students understand cold metal processes.
6. Students understand concrete and masonry practices commonly used in agriculture.
7. Students understand oxy fuel cutting.
8. Students understand electric arc welding processes.
9. Students understand the principles of basic woodworking.
10. Students understand the basic construction of small engines.

### **Agriculture Science:**

1. Students can identify and understand the importance of production agriculture.
2. Students understand the importance of the role of agriculture in California economy.
3. Students understand the interrelationship between agriculture and the environment.
4. Students identify lab equipment and materials used in the Ag Science lab setting.



5. Students understand the importance of animals in modern society and agriculture.
6. Students understand basic animal health and reproduction.
7. Students understand plant growth and development.
8. Students understand soils and plant production.
9. Students understand the scientific method.

Ornamental Horticulture and Floriculture:

1. Students identify and understand the importance of horticulture production.
2. Students understand plant classification.
3. Students understand sexual and asexual plant reproduction.
4. Students understand ornamental and floral plant nutrition practices and needs.
5. Students understand the use of containers, tools, equipment and facilities related to horticulture and floral design.
6. Students understand agribusiness as it applies to the horticulture and floral industry.
7. Students know the elements and principles of design as they apply to floral design.
8. Students identify common flowers and plants from the United States.
9. Students know the eras and art for each period of floral design.

### Support Material 33: 2+2 Agreement with Modesto Junior College

Currently, we have two courses that are 2+2 articulated with Modesto Junior College. These courses are the ROP The Art and History of Floral Design course and the Animal Science course. Both of these are upper division courses. For students to obtain the credit for MJC from taking these courses, they must submit an application to the college. In addition, for the floral design course, they must also take the practical final and pass it at the junior college.

We are also currently in the process of articulating the Ornamental Horticulture and ROP Welding course with MJC as well. With a new teacher teaching these courses, we have to go through the articulation process again this year.

Below are the signed articulation agreements for the two courses already approved.

# MODESTO JUNIOR COLLEGE

## 2013-2014 MASTER LIST - High School 2 + 2 Articulation Agreements

Courses that expired in 2014 will be honored through December of each academic year. Except for courses that are no longer offered at MJC, or courses MJC is no longer willing to articulate. In order to articulate a new class or re-articulate an existing class, please submit a Request to Articulate form, a board-approved course outline from your district, and a copy of the final exam to Florida Arias at [ariasf@mjc.edu](mailto:ariasf@mjc.edu). The forms can be downloaded from: <http://www.mjc.edu/highschool/getstarted/earlycollege/techprep.html>

(pending) = Pending signatures \* = courses linked together

Special Conditions exist for Math, AG, and Foreign Language Courses. (See Attachment)

High School	MJC Course	Units	Course Title	Instructor	Exp. Date
Amador	AGM 200	3	Introduction to Mechanical Technology	Ryan Mendosa	2015
	AGM 210	3	Agriculture Welding (ROP)	Ryan Mendosa	2015
	AGM 289	3	Principles of Power Mechanics/ SM Engines	Rich Wolf	2017
Central Valley	AP 50	3	Elementary Human anatomy-Physiology	Renee Melo	2015
	ANSC 55	3	Introduction to Veterinary Technology	Heather Adney	2015
	CMPGR 235	3	Beginning Photoshop	James Griffen	2014
Ceres	ADJU 201	3	Introduction to Administration of Justice (ROP)	Randy Cerny	2016
	ELTEC 300	3	Survey of Applied Technologies	Chris Vanmeter	2015
	ANSC 55	3	Introduction to Veterinary Technology	Mardel Runnels	2017
	ANSC 50	3	Preparatory Animal Science	Mardel Runnels	2017
	AGM 50	3	Preparation for Mechanical Technology	Michael Patterson	2017
	AGM 210	3	Agriculture Welding (ROP)	Michael Patterson	2017
	AGM 210	3	Agriculture Welding (ROP)	Michael Patterson	2017
	AP 50	3	Elementary Human Anatomy-Physiology	Tracey Clark	2015
Davis	CMPSC 203	3	Technical Computer Literacy	Kristie Durbin	2014
	PSYCH 101	3	General Psychology	Bridgit Asuncion	2015
Denair	AGEC 50	3	Survey of Agricultural Economics	Jim Wagner	2014
	BUSAD 310	3	Agricultural Accounting	Jim Wagner	2014
Downey	AP 50	3	Elementary Human anatomy-Physiology	Elizabeth Jesberg	2015
East Union	EHS 58	3	Preparatory Floral Design	Kristen Machado-Buck	2015
Enochs	ANSC 55	3	Introduction to Veterinary Technology	Nancy Miguel	2016
	AP 50	3	Elementary Human anatomy-Physiology	John Cardoso James Stacy	2014

	AGM 50*	3	Preparation for Mechanical Technology	Troy Gravatt	2017
	AG 100A*	1	Leadership in Agriculture	Troy Gravatt	2017
	AGM 50	3	Preparation for Mechanical Technology	Troy Gravatt	2017
Oakdale	CMPSC 204	3	ROP Computer Programming	Tim Matthies	2016
Oakdale	CMPGR 252	3	Desktop Publishing for Computer Graphics	Tim Matthies	2017
Patterson	AGM 210	3	Agriculture Welding	William Pierce	2017
	ANSC 55	3	Introduction to Veterinary Technology	Samantha Cahill	2017
	EHS 51* or		Environmental Horticulture Preparation	Samantha Cahill	2017
	EHS 210*	3	Introduction to Environmental Horticulture Science	Samantha Cahill	2017
	EHS 280	3	Beginning Floral Design	Kendall Green	2017
	ADJU 201	3	Introduction to Administration of Justice (ROP)	Amos Reyes	2014
Pitman	BUSAD 310	3	Bookkeeping 1	Harvey Marable	2016 (pending)
ROP	FAMLF 355A	1	Elementary Education Aide (ROP- R01520)	Anne Cornell	2017 (pending)
Sierra	EHS 58	3	Preparatory Floral Design	Amanda Gardner	2015
	ANSC 50*	3	Preparatory Animal Science	Amanda Gardner	2015
	ANSC 200*	3	Introduction Animal Science	Amanda Gardner	2015
Tracy	ANSC 55	3	Intro to Veterinary Technology	Nikki Maddux	2014
	AGM 50*	3	Preparation for Mechanical Technology	Pat Rooney	2014
	AGM 210*	3	Agriculture Welding (ROP)	Pat Rooney	2014
Turlock	ADJU 201	3	Introduction to Administration of Justice (ROP)	Amos Reyes	2014
	AP 50	3	Human Anatomy/Physiology	Sue Bonander	2017
	AUTBDY 301	5	Automotive Collision Repair 1	Dean Massey	2014
Waterford Pathway	ENSCI 108	3	Environmental Conservation	Amanda Hazen-Sanchez	2015
	AG 285*	3	Agriculture Communications	Megan Punt	2015
	AG 100*	1	Leadership in Agriculture	Megan Punt	2015
	AG 349 B*	2	Work Experience Agriculture - Supervised Practice	Megan Punt	2015
Weston Ranch	EHS 280	3	Preparatory Floral Design	Amanda Martinez	2016(pending)
Whitmore	AP 50	3	Elementary Human Anatomy-Physiology	Juliana Mazzera	2017 (pending)
Yosemite ROP	EHS 50	3	Beginning Ornamental Gardening	Jim Etchepare	2017
	EHS 50	3	Beginning Ornamental Gardening	Jim Etchepare	2017
	AGM 289	3	Principals of Power Mechanics/ SM Engines	Jim Etchepare	2017



## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

March 31, 2014

Patterson High School  
David Stubbs, Principal  
Samantha Cahill, Instructor  
200 North 7<sup>th</sup> Street  
Patterson, CA 95363

### *Articulation Approved*

Greetings,

The articulation of **ANSC 55 – Introduction to Veterinary Technology** with Patterson High School and Modesto Junior College has been approved and will be valid through Summer 2017, once we receive the signed 2 + 2 Agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College  
Early College/ Tech Prep 2+2  
435 College Avenue  
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call me, 575-7858.

Sincerely,

A handwritten signature in black ink, appearing to read 'Florida Arias'.

Florida Arias

Director

ariasf@mjc.edu



## 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

##### Patterson High School

*School/District or ROP*

agrees to certify those students who have successfully completed  
**Animal Science (Anatomy and Physiology)**  
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.

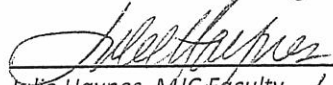
#### ANSC 55 – Introduction to Veterinary Technology (3)

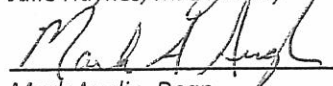
Maximum Articulated Agriculture Units Per Student: 3 units

Contract Date:

FALL 2014 – SUMMER 2017

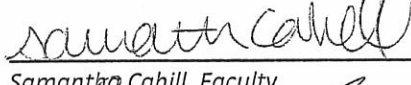
#### Modesto Junior College


 3/3/14  
Julie Haynes, MJC Faculty Date

 3/3/14  
Mark Anglin, Dean Date

\_\_\_\_\_  
Flerida Arias, Director Date  
Early College/Tech Prep 2 + 2

#### Patterson High School

 4/3/14  
Samantha Cahill, Faculty Date

 4-3-14  
David Stubbs, Principal Date



## TECH PREP 2+2 / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

---

Date: May 15, 2014  
To: Kendall Green, Instructor  
From: Flerida Arias/Nichole Loera  
Early College/Tech Prep 2+2   
Subject: Articulation Agreement

### Articulation Approved

Enclosed are copies of the articulation agreement for *EHS 280 – Beginning Floral Design* at Patterson High School. The attached articulation will be valid through Summer 2017.

Thank you for your efforts. 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the Early College/ TechPrep office at 575-7858.

### Support Material 34: Reimbursement Process

The reimbursement process for conferences or expenses is different depending upon the funding source. Through the Agriculture Incentive Grant or VEA funds you can be reimbursed for a conference expense such as meals or mileage. For conference reimbursements, you complete the Conference Request Form once you return by stating the actual expenses from the trip including meals. By submitting this form, your meal costs are reimbursed to you. For mileage reimbursement, you complete the Mileage Reimbursement Form describing the miles and purpose of the trip to be reimbursed. Miles are only reimbursed at a set amount per mile.

For ASB, you complete a Warrant Form to be reimbursed to you and attach your receipts to this form. This process takes about a week and then you will receive a check.

Below is a copy of a Conference Request Form again as well as the ASB Warrant Form.



## Patterson Unified School District -- Request for Inservice Training

Request for (check one box):

- I. ☐ Out-of-District Staff Development (3 wks prior approval required). All expenses must be submitted within 45 days following the date of the conference/workshop. If no reimbursement is needed, a conference report must be submitted within 30 days. See Conference Guidelines.
- ☐ In-District Staff Development (Prior approval required). No conference report needed.
- ☐ YES ☐ NO Submitting for college/university units. If yes, attach Request for Approval of Courses form.

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Total number of leave hours \_\_\_\_\_ Initial here \_\_\_\_\_

Title of Conference or Workshop \_\_\_\_\_

Location \_\_\_\_\_ Date(s) of Attendance \_\_\_\_\_

Departure Date and Time \_\_\_\_\_ Return Date and Time \_\_\_\_\_

<p>II. Funding Source _____</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: center; width: 40%;">Expenses</th> <th style="text-align: center; width: 20%;">Estimate</th> <th style="width: 40%;"></th> </tr> </thead> <tbody> <tr> <td>Registration Fee: _____</td> <td>_____</td> <td rowspan="2" style="vertical-align: top; font-size: small;">                     Please complete registration form.                       If you choose to use personal vehicle, one-way mileage will be reimbursed. Refer to Inservice Procedures guidelines                 </td> </tr> <tr> <td>District Car <input type="checkbox"/> (✓) (Attach Request Form)</td> <td>_____</td> </tr> <tr> <td>Personal Car Mileage: No. miles _____ x \$ _____ = (maximum miles are 300)</td> <td>_____</td> <td></td> </tr> <tr> <td>Lodging: _____ days x \$170.00/day =</td> <td>_____</td> <td></td> </tr> <tr> <td>Meals: \$6 Breakfast, \$8 Lunch \$20 Dinner =</td> <td>_____</td> <td></td> </tr> </tbody> </table>	Expenses	Estimate		Registration Fee: _____	_____	Please complete registration form.  If you choose to use personal vehicle, one-way mileage will be reimbursed. Refer to Inservice Procedures guidelines	District Car <input type="checkbox"/> (✓) (Attach Request Form)	_____	Personal Car Mileage: No. miles _____ x \$ _____ = (maximum miles are 300)	_____		Lodging: _____ days x \$170.00/day =	_____		Meals: \$6 Breakfast, \$8 Lunch \$20 Dinner =	_____		<p>To be completed after attendance</p> <p><u>Actual Expense</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Expenses	Estimate																	
Registration Fee: _____	_____	Please complete registration form.  If you choose to use personal vehicle, one-way mileage will be reimbursed. Refer to Inservice Procedures guidelines																
District Car <input type="checkbox"/> (✓) (Attach Request Form)	_____																	
Personal Car Mileage: No. miles _____ x \$ _____ = (maximum miles are 300)	_____																	
Lodging: _____ days x \$170.00/day =	_____																	
Meals: \$6 Breakfast, \$8 Lunch \$20 Dinner =	_____																	

<p>III. Funding Source _____</p> <p>Substitute teacher costs: \$ _____ per day x _____ days = _____</p>	
---	--

<p>Total Costs: _____</p>	
---------------------------	--

Please attach conference brochure

Please describe expected benefit from training

\_\_\_\_\_

\_\_\_\_\_

Approval:

Site Administrator \_\_\_\_\_ Date \_\_\_\_\_

Assistant Superintendent \_\_\_\_\_ Date \_\_\_\_\_  
Educational Services

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Distribution: White - District Office  
Yellow - Sick Leave Dept.  
Pink - Principal  
Gold - Employee

Verify: P.O. # \_\_\_\_\_  
Receipts \_\_\_\_\_  
Report \_\_\_\_\_

**PATTERSON HIGH SCHOOL  
WARRANT  
STUDENT FUNDS**

DATE: \_\_\_\_\_

The treasurer of the Patterson Associated Student fund will please pay to the order of

\_\_\_\_\_ the amount of \$ \_\_\_\_\_.

\_\_\_\_\_  
ASB Treasurer's Signature

\_\_\_\_\_  
Club Advisor's Signature

\_\_\_\_\_  
Administrator's Signature

NAME OF STUDENT ACCOUNT \_\_\_\_\_

Description: \_\_\_\_\_

P.O. #: \_\_\_\_\_

Invoice #: \_\_\_\_\_

Amount \$ \_\_\_\_\_

Address to send check:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

**TRANSFER OF FUNDS**

Please transfer \$ \_\_\_\_\_ from \_\_\_\_\_ fund

To \_\_\_\_\_ fund.

## Section III



Patterson High School  
Home of the Tigers!

AGED 539 Project

# Table of Contents

Section III: AGED 539 Project  
AGED 539 Project Description  
AGED 539 Comprehensive Program Plan

## AGED 539 Project Description: Comprehensive Program Plan at Patterson High School

My project for AGED 539 was to create the Comprehensive Program Plan for Patterson High School. This project addressed needed improvement in Quality Criteria 9, Program Accountability and Planning.

### GOAL:

The purpose of this project is to create a Comprehensive Program Plan for Patterson High School Agriculture Department. As my second year at Patterson High School begins and the process of the Agriculture Incentive Grant ensues, I started gathering the appropriate updates to the Program Plan only to learn that a comprehensive Program Plan itself did not exist. A comprehensive program plan is essential for program accountability in all Agriculture departments. It allows the department to keep accurate records of all the quality criteria for an Agriculture department. The purpose of this project is to create an up to date program plan that can permanently be kept within the department to be used by all current and future Agriculture teachers at Patterson High School for planning and keeping the program accountable to the quality criteria they should be focusing on as building the program.

### OBJECTIVES:

- I will compile documents and evidence to meet all the required section of a complete Comprehensive Program Plan: Completed as evidenced in the binder.
- I will work closely with my fellow Agriculture Teachers at Patterson High School to include their insight and perspective on the Program Plan and policies within it: Completed by presenting portions of the Program Plan to them at department meetings throughout the year.
- I will work closely with the staff and administration at Patterson High School to include school policies within the Program Plan as well: Completed by using the administrative staff as resources for the documents presented in the Program Plan and providing a hard copy of it to the site Principal.
- Upon completion of the Comprehensive Program Plan, I will present it to the Agriculture teachers, the Agriculture Advisory Committee and the Patterson High School Administration. The Advisory Committee will take part in approving the documents required by the Agriculture Incentive Grant checklist: Completed by presenting the Program Plan to at least three advisory committee meetings in the past year.

### TIMELINE:

August 2013- Update Staff Assignments, Five Year Acquisition Schedule and Current Year Budget at Agriculture Department Meetings: Completed

August 2013- Record Agriculture Advisory Committee Meeting Minutes: Completed

September 2013- Update Total Program Goals and Objectives, Program Completion Standards, Proficiency Standards for Program Completers and Department Inventory at Agriculture Department Meetings: Completed

September 2013- Follow up with Graduates: Completed

October 2013- Create Job Market Description, Targeted Occupations Outline, Roster of Agriculture Advisory Committee, List of Active Placement Sites, Staff In Service Record and a more in depth Graduate Follow Up System : Completed

November 2013- Gather appropriate information and documents for Program Description, Course Outlines, Facilities Description, School/ Department Policies, Teacher Data, Advisory Committee Minutes, Recruitment Materials and Staff Minutes: Completed

November 2013- Work closely with FFA Officers to compile updated Program of Activities: Completed

November 2013- Present Comprehensive Program Plan to Advisory Committee members and the PHS Administration for review and comments: Completed

December 2014- Attend MJC Articulation Meeting and apply for MJC articulation for multiple courses within the Agriculture Department: Completed

February 2014- Record Advisory Committee Minutes: Completed

August 2014- Update Staff Assignments, Five Year Acquisition Schedule and Current Year Budget at Agriculture Department Meetings: Completed

August 2014- Send out Graduate Follow Up Surveys: Completed

September 2014- Record Graduate Follow Up Data: Completed

September 2014- Update Comprehensive Program Plan for AIG Updates: Completed

October 2014- Record Agriculture Advisory Committee Meeting Minutes and present Program Plan Updates to Advisory Committee: Completed

November 2014- Record Agriculture Advisory Committee Meeting Minutes and present Program Plan Updates to Advisory Committee: Completed

### PROCESS:

I brought portions of the Program Plan to the Agriculture Department Meetings and Advisory Committee meetings throughout the last year for input and revision. We split sections of the Program Plan between the three or four Agriculture teachers on site as well as gave the FFA officers the responsibility of revising the Program of Activities and helping with Graduate Follow Up. After all revisions and updates were made by the Agriculture teachers and FFA Officers, all parts were compiled and it was then presented to the Administration and the Agriculture Advisory Committee.

### OUTCOME:

Now that we have a document, it will be presented to our administration, district, and advisory committee annually and one will stay in our department. By completing this document, there is now a foundation for the future years to be able to easily update each year. By completing these updates each year, it will fill the requirement for the Agriculture Incentive Grant to have an updated Comprehensive Program Plan on file with the Regional Supervisor.

By compiling this Program Plan, I was able to evaluate both the strengths and weaknesses of my chapter and program and now am more aware of which areas need more focus to create a stronger program. In addition, this will help assist our program when new teachers enter the department and to provide records for meeting the standards set by the Agriculture Incentive Grant.

Name: Kendall Green  
Address: 301 Memory Lane  
City, State, Zip: Turlock, CA 95382  
Phone: 650-380-1194  
E-mail: kgreen@patterson.k12.ca.us

## **Project Proposal**

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 9- Program Accountability and Planning.

### **Goal or Purpose of the Project:**

The purpose of this project is to create a Comprehensive Program Plan for Patterson High School Agriculture Department. As my second year at Patterson High School begins and the process of the Agriculture Incentive Grant ensues, I started gathering the appropriate updates to the Program Plan only to learn that a comprehensive Program Plan itself did not exist. A comprehensive program plan is essential for program accountability in all Agriculture departments. It allows the department to keep accurate records of all the quality criteria for an Agriculture department. The purpose of this project is to create an up to date program plan that can permanently be kept within the department to be used by all current and future Agriculture teachers at Patterson High School for planning and keeping the program accountable to the quality criteria they should be focusing on as building the program.

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

- I will compile documents and evidence to meet all the required section of a complete Comprehensive Program Plan.
- I will work closely with my fellow Agriculture Teachers at Patterson High School to include their insight and perspective on the Program Plan and policies within it.
- I will work closely with the staff and administration at Patterson High School to include school policies within the Program Plan as well.
- Upon completion of the Comprehensive Program Plan, I will present it to the Agriculture teachers, the Agriculture Advisory Committee and the Patterson High School Administration. The Advisory Committee will take part in approving the documents required by the Agriculture Incentive Grant checklist.

Estimated number of hours on this project: 40 hours

Estimated expenditures (\$) on this project (your costs) : Approximately \$150.

All copies will be made on campus and the document will be kept as a hard copy in a binder within the Agriculture department. However, a digital copy will be created each year to keep as a back up copy. The cost of the project is for scanning and creating the digital copy.



Proposed timeline for completion of the project:

August 2013- Update Staff Assignments, Five Year Acquisition Schedule and Current Year Budget at Agriculture Department Meetings  
August 2013- Record Agriculture Advisory Committee Meeting Minutes  
September 2013- Update Total Program Goals and Objectives, Program Completion Standards, Proficiency Standards for Program Completers and Department Inventory at Agriculture Department Meetings  
September 2013- Follow up with Graduates  
October 2013- Create Job Market Description, Targeted Occupations Outline, Roster of Agriculture Advisory Committee, List of Active Placement Sites, Staff In Service Record and a more in depth Graduate Follow Up System  
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September 2014- Record Graduate Follow Up Data  
September 2014- Update Comprehensive Program Plan for AIG Updates  
October 2014- Record Agriculture Advisory Committee Meeting Minutes and present Program Plan Updates to Advisory Committee  
November 2014- Record Agriculture Advisory Committee Meeting Minutes and present Program Plan Updates to Advisory Committee

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?  
I can send progress reports via email to Dr. Flores.

***For Office Use Only:***

Project Approved By: \_\_\_\_\_.

Date of Approval: \_\_\_\_\_.

Quarter student will enroll in AGED 539: \_\_\_\_\_.

**Patterson High School  
Agriculture Department  
Comprehensive Program Plan**

**November 2014  
Patterson, CA**

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Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Patterson HS  
R2 Student Report  
Year:2014**

**Gender**

Schnum	ProgName	Male	Female
132	Ag Bus Mgt	2	0
132	Ag Mech.	81	8
132	Agriscience	137	160
132	An. Science	17	19
132	Forestry/NR	0	2
132	O.H.	24	91
132	Plant/Soil Sci.	2	6

**Hispanic**

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	1
Ag Mech.	64	25
Agriscience	193	104
An. Science	23	13
Forestry/NR	0	2
O.H.	94	21
Plant/Soil Sci.	7	1

**Race\***

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	1	1
Ag Mech.	27	2	0	3	3	2	52
Agriscience	63	16	0	4	4	11	191
An. Science	9	5	0	1	1	1	20
Forestry/NR	0	0	0	1	1	0	1
O.H.	15	7	0	0	0	2	88
Plant/Soil Sci.	0	0	0	1	1	0	7

**Grade Level**

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	174	64	58	61	0	2	1	0	360
2	0	72	21	29	0	0	0	0	122
3	0	0	36	15	1	0	0	0	52
4	0	0	0	14	0	0	0	0	14
7	0	0	1	0	0	0	0	0	1
Total	174	136	116	119	1	2	1	0	549

Total 9-12 | 545 |

**Freshman Persistence:**

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	72	51%
2	34	24%
3	21	15%
4	13	9%
Freshman Cohort Students	140	
Average Years Completed	1.8	

\*Prior to 2010 Hispanic is listed as a race.

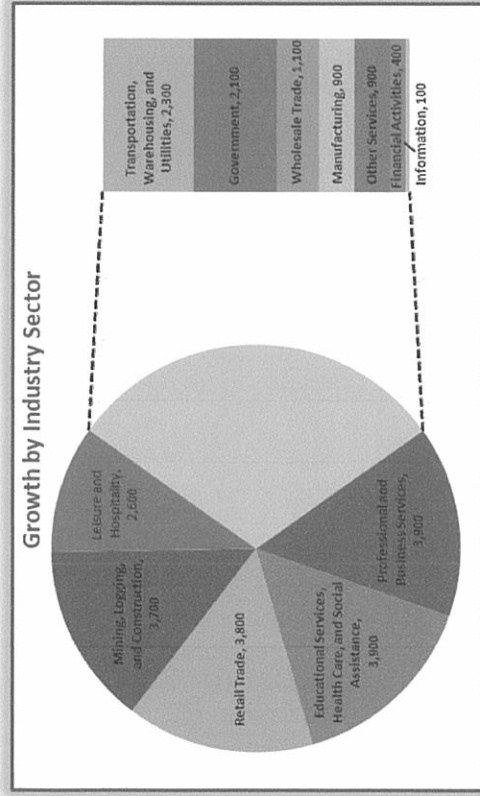
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**A.**  
***Job Market***

**Industry Employment**, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Stanislaus County, is expected to reach 207,100 by 2020, an increase of 16 percent over the 10-year projections period. This increase represents a gain of 28,600 jobs.



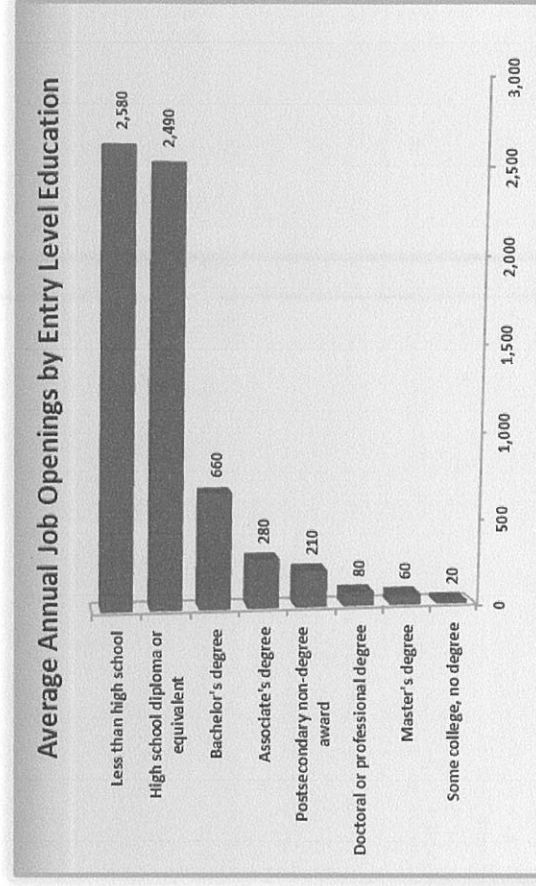
Total nonfarm employment is projected to grow by nearly 25,900 jobs by 2020. Fifty-nine percent of all projected nonfarm job growth is concentrated in four industry sectors.

- Professional and business services employment is projected to grow by 31.2 percent through the projection period and will have more than a half of its growth in administrative and support and waste management and remediation services.
- Educational services, health care and social assistance industry is expected to increase by 16.8 percent, with the health care and social assistance subsector contributing 3,600 jobs.
- The retail trade sector anticipates job gains of 3,800, led by a growth of 900 jobs in general merchandise stores.
- Mining, Logging and Construction is expected to be the fastest growing industry sector at a 62.7 growth rate (3,700 jobs).

**Occupational Employment**, forecasts approximately 28,700 new jobs from industry growth and more than 42,700 job openings from replacement needs for a combined total of nearly 71,500 job openings.

The 50 occupations with the most job openings are forecasted to generate about 4,000 total job openings annually, which is about 55 percent of all job openings in Stanislaus County. The top three occupations with the most job openings are cashiers; farmworkers and laborers, crop, nursery, and greenhouse; Laborers and freight, stock, and material movers, hand. These occupations have median wages ranging from \$9 to \$13 per hour and require short-term on-the-job training. Higher-skilled occupations, requiring an associate's degree or higher, include teachers (elementary, middle school, and secondary); accountants and auditors; and registered nurses.

The 50 fastest growing occupations anticipate an annual growth rate of 1.8 percent or higher. Occupations range from food preparation workers that require less than a high school education and earn \$9 per hour to software developers that require a bachelor's degree and pay median wages of \$46 per hour.



The following table, categorized by entry-level education, provides a summary of the fastest- and largest-growing occupations.



## 2010-2020 Comparison of Growing Occupations by Entry Level Education Stanislaus County

Fastest Growing (New Jobs from Industry Growth)		Entry Level Education	Largest Growing (New Jobs and Replacement Needs)	
Pharmacists (17.2% or 50 jobs) Lawyers (13.6% or 60 jobs) Clinical, Counseling, and School Psychologists (12.5% or 30 jobs)		Doctoral or Professional Degree	Lawyers (140 jobs) Pharmacists (120 jobs) Clinical, Counseling, and School Psychologists (110 jobs)	
Instructional Coordinators (16.1% or 50 jobs) Educational, Guidance, School, and Vocational Counselors (10.7% or 30 jobs) Education Administrators, Elementary and Secondary School (3.1% or 10 jobs)		Master's Degree	Instructional Coordinators (120 jobs) Education Administrators, Elementary and Secondary School (100 jobs) Educational, Guidance, School, and Vocational Counselors (90 jobs)	
Cost Estimators (54.5% or 120 jobs) Management Analysts (28.9% or 130 jobs) Software Developers, Applications (27.3% or 60 jobs) Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (17.9% or 50 jobs) Accountants and Auditors (17.8% or 160 jobs)		Bachelor's Degree	Elementary School Teachers, Except Special Education (890 jobs) Secondary School Teachers, Except Special and Career/Technical Education (380 jobs) Accountants and Auditors (360 jobs) Middle School Teachers, Except Special and Career/Technical Education (330 jobs) Sales Managers (210 jobs)	
Construction Managers (40.0% or 140 jobs) Radiologic Technologists and Technicians (20.8% or 50 jobs) Registered Nurses (19.5% or 650 jobs) Preschool Teachers, Except Special Education (13.0% or 60 jobs) Dental Hygienists (12.1% or 40 jobs)		Associate's Degree	Registered Nurses (1,250 jobs) General and Operations Managers (580 jobs) Preschool Teachers, Except Special Education (170 jobs) Construction Managers (160 jobs) Dental Hygienists (110 jobs)	
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (60.7% or 170 jobs) Hairdressers, Hairstylists, and Cosmetologists (19.0% or 120 jobs) Licensed Practical and Licensed Vocational Nurses (12.5% or 80 jobs) Nursing Aides, Orderlies, and Attendants (12.2% or 220 jobs) Medical Records and Health Information Technicians (12.0% or 30 jobs) Computer Support Specialists (15.4% or 60 jobs)		Postsecondary Non-degree Award	Nursing Aides, Orderlies, and Attendants (450 jobs) Licensed Practical and Licensed Vocational Nurses (250 jobs) Hairdressers, Hairstylists, and Cosmetologists (240 jobs) Heating, Air Conditioning, and Refrigeration Mechanics and Installers (220 jobs) Dental Assistants (160 jobs) Computer Support Specialists (160 jobs)	
First-Line Supervisors of Construction Trades and Extraction Workers (57.5% or 230 jobs) Plumbers, Pipefitters, and Steamfitters (53.5% or 230 jobs) Electricians (53.0% or 350 jobs) Carpenters (49.4% or 400 jobs) Operating Engineers and Other Construction Equipment Operators (40.7% or 110 jobs)		Some College, No Degree	Office Clerks, General (1,230 jobs) Heavy and Tractor-Trailer Truck Drivers (1,190 jobs) Farmers, Ranchers, and Other Agricultural Managers (1,190 jobs) First-Line Supervisors of Retail Sales Workers (830 jobs) First-Line Supervisors of Office and Administrative Support Workers (710 jobs)	
Drywall and Ceiling Tile Installers (57.6% or 190 jobs) Painters, Construction and Maintenance (49.3% or 340 jobs) Roofers (48.0% or 120 jobs) Construction Laborers (44.4% or 320 jobs) Home Health Aides (44.4% or 280 jobs)		Less than High School	Cashiers (3,020 jobs) Farmworkers and Laborers, Crop, Nursery, and Greenhouse (2,730 jobs) Laborers and Freight, Stock, and Material Movers, Hand (2,650 jobs) Retail Salespersons (2,480 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (2,070 jobs)	

Excludes "All-Other" occupations and those with employment less than 200 in 2010.

Source: California Employment Development Department

# STANISLAUS COUNTY

## Agricultural Crop Report

2012







# **STANISLAUS COUNTY AGRICULTURAL COMMISSIONER'S OFFICE**

## **2012 ANNUAL CROP REPORT**

The Honorable Board of Supervisors  
County of Stanislaus

William O'Brien

Vito Chiesa, Chairman

Terry Withrow

Dick Monteith

Jim DeMartini, Vice-Chairman

Supervisor District 1

Supervisor District 2

Supervisor District 3

Supervisor District 4

Supervisor District 5

**Monica Nino**  
Chief Executive Officer

**Milton O'Haire**  
Agricultural Commissioner/Sealer



AGRICULTURAL COMMISSIONER'S OFFICE AND  
SEALER OF WEIGHTS & MEASURES

Milton O'Haire  
Agricultural Commissioner/Sealer

3800 Cornucopia Way, Suite B  
Modesto, California 95358  
Phone: 209.525.4730 Fax: 209.525.4790

Karen Ross, Secretary  
California Department of Food and Agriculture

and

The Honorable Board of Supervisors of Stanislaus County

We are pleased to submit, in accordance with Section 2279 of the California Food and Agricultural Code, Stanislaus County's Annual Crop and Livestock Report for 2012. This report provides a statistical description of Stanislaus County's agricultural production. We must emphasize that this report represents **gross values** of agricultural commodities and **does not reflect production costs or profits**.

The value of agricultural commodities produced last year in Stanislaus County increased almost 7% to \$3,277,843,000. This represents an all time high in Crop Production Values with an increase of \$208,020,000 from the 2011 gross production value of \$3,069,823,000. This is primarily attributed to an increase in the Fruit and Nut Crops, most notably almonds, walnuts and grapes, along with tomatoes and chickens. Overall, Livestock and Poultry Products decreased mainly due to lower milk prices.

We wish to express our appreciation to agricultural producers, industry representatives and public agencies who have cooperated in providing data for this report. We would also like to express sincere thanks to the Agricultural Commissioner's staff, especially Agricultural Inspector Richard Homer who compiled the report, and Susan Azevedo who prepared the information for publication.

Respectfully submitted,

Milton O'Haire  
Agricultural Commissioner/Sealer  
Stanislaus County

Theresa Spezzano  
County Director, UC Cooperative Extension  
Stanislaus County

# CALIFORNIA ALMONDS

The almond tree, native to the Middle East region was first planted in California's coastal areas by Spanish padres near Franciscan missions in the mid 1700's. The moist, cool weather of the coastal areas, however, did not provide optimum growing conditions. In the 1800's, growers seeking a more favourable growing climate began planting almond trees further inland leading to almonds eventually being planted in the San Joaquin Valley.

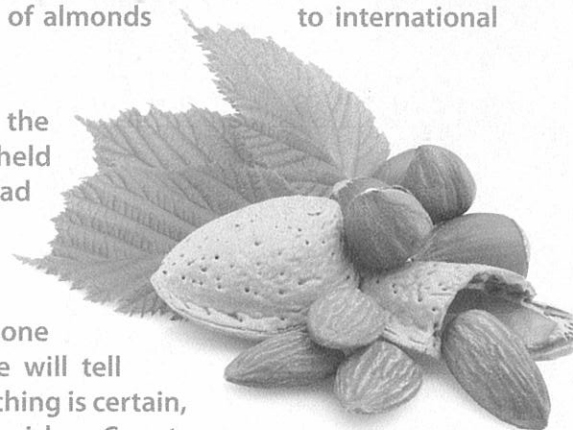
During the 1800's some of today's prominent almond varieties were being developed through research and crossbreeding. By the turn of the 20th century, the almond industry was firmly established in the Central Valley. However, almonds from Spain and Italy continued to dominate world markets. Production increased after World War I and growers began to mechanize to compete with hand shelling and very low wages in Spain and Italy.

In 1941, production from almond orchards in Stanislaus County averaged just 300 pounds per acre with growers receiving \$0.26/lb for their crop. From 1941 to 1960 the County's almond acreage increased slowly to just under 7,000 acres in 1960.

In the 1950's the industry experienced advances in many areas connected to growing and harvesting almonds, from changes in irrigation practices to the use of mechanical harvesting equipment and sprayers. The University of California helped growers improve their cultural practices resulting in higher yields and better profits. In Stanislaus County, as in other almond growing areas in California, acreage increased rapidly from the early 1960's through the 1980's.

With the United States as the largest market in the world for almonds, California almond growers now produce nearly 100% of the domestic almond supply and account for over 75% of the worldwide production. Stanislaus County is one of California's top almond producing counties with more than 155,000 acres, 20% of the acres in the State. Stanislaus County currently has more than 1,200 almond growers and yields regularly exceed 2,000 pounds per acre. More than 30 local export companies shipped over 235 million pounds of almonds to international markets in 2012.

It took more than 100 years for the almond to become the number two crop in Stanislaus County, a position it has held consistently since 1992. Although many challenges lay ahead for the agricultural community, such as water availability, water quality, land use issues, and pest and disease pressures, the almond industry has met past challenges and now stands at the threshold of being the number one agricultural commodity in Stanislaus County. Only time will tell whether or not almonds will become the top crop, but one thing is certain, the almond has already made its mark on California and Stanislaus County.





# Fruit & Nut Crops



Category	Year	Harvested Acres	Per Acre	Total	Unit	Per Unit	Total
Almond Meat	2012	155,114	1.09	169,000	Ton	\$ 4,354	\$ 735,826,000
	2011	149,676	1.12	168,000	Ton	\$ 3,740	\$ 628,320,000
Almond Hulls	2012			338,000	Ton	\$ 140	\$ 47,320,000
	2011			335,000	Ton	\$ 130	\$ 43,550,000
Almond Shells	2012			169,000	Ton	\$ 22	\$ 3,718,000
	2011			168,000	Ton	\$ 20	\$ 3,360,000
Apples	2012	687	22.00	15,100	Ton	\$ 1,475	\$ 22,273,000
	2011	772	20.20	15,600	Ton	\$ 665	\$ 10,374,000
Apricots	2012	4,585	12.00	55,000	Ton	\$ 475	\$ 26,125,000
	2011	4,678	12.00	56,100	Ton	\$ 403	\$ 22,608,000
Cherries	2012	3,085	3.80	11,700	Ton	\$ 4,050	\$ 47,385,000
	2011	3,161	2.76	8,700	Ton	\$ 4,840	\$ 42,108,000
Citrus*	2012	752					\$ 6,760,000
	2011	487					\$ 5,437,000
Grapes, All	2012	13,640					\$ 82,439,000
	2011	10,998					\$ 56,441,000
Red Varieties	2012	8,457	13.90	118,000	Ton	\$ 483	\$ 56,994,000
	2011	6,958	10.23	71,200	Ton	\$ 509	\$ 36,241,000
White Varieties	2012	5,183	10.77	55,800	Ton	\$ 456	\$ 25,445,000
	2011	4,040	10.00	40,400	Ton	\$ 500	\$ 20,200,000
Peaches, All	2012	8,075					\$ 62,490,000
	2011	8,088					\$ 57,221,000
Cling	2012	7,345	22.68	167,000	Ton	\$ 317	\$ 52,939,000
	2011	7,352	22.20	163,000	Ton	\$ 292	\$ 47,596,000
Freestone	2012	730	14.50	10,600	Ton	\$ 901	\$ 9,551,000
	2011	736	15.00	11,000	Ton	\$ 875	\$ 9,625,000
Walnuts	2012	38,295	1.86	71,200	Ton	\$ 3,000	\$ 213,600,000
	2011	31,873	1.90	60,600	Ton	\$ 2,900	\$ 175,740,000
Miscellaneous*	2012	2,880					\$ 17,055,000
	2011	1,905					\$ 15,888,000
TOTAL	2012	227,113					\$ 1,264,991,000
	2011	211,638					\$ 1,061,047,000

\*Citrus includes: Grapefruit, Lemons, Oranges, Pomelos and Tangerines (all prices and yields averaged together)

\*Miscellaneous includes: Avocados, Berries (Blackberries, Boysenberries, Blueberries & Strawberries), Chestnuts, Figs, Jujube, Kiwi, Nectarines, Olives, Pears, Pecans, Persimmons, Pistachios, Plums, Pluots, Pomegranates, Prunes, Quince and Table Grapes

# Vegetable Crops



Category	Year	Harvested Acres	Per Acre	Total	Unit	Per Unit	Total
Beans, Succulent	2012	3,348	1.25	4,190	Ton	\$ 900	\$ 3,771,000
	2011	4,113	2.05	8,400	Ton	\$ 638	\$ 5,359,000
Broccoli	2012	2,120	5.00	10,600	Ton	\$ 440	\$ 4,664,000
	2011	5,811	5.00	29,000	Ton	\$ 440	\$ 12,760,000
Cauliflower	2012	2,113	5.00	10,600	Ton	\$ 500	\$ 5,300,000
	2011	674	5.00	3,370	Ton	\$ 500	\$ 1,685,000
Melons, All	2012	2,561					\$ 18,974,000
	2011	2,381					\$ 12,853,000
Cantaloupe	2012	1,926	18.00	34,700	Ton	\$ 400	\$ 13,880,000
	2011	1,812	11.25	20,400	Ton	\$ 440	\$ 8,976,000
Honeydew	2012	506	15.18	7,680	Ton	\$ 474	\$ 3,640,000
	2011	387	17.50	6,800	Ton	\$ 400	\$ 2,720,000
Melons, Other*	2012	129	36.09	4,660	Ton	\$ 312	\$ 1,454,000
	2011	182	24.57	4,500	Ton	\$ 257	\$ 1,157,000
Pumpkins	2012	299	20.00	5,980	Ton	\$ 120	\$ 718,000
	2011	150	15.00	2,300	Ton	\$ 220	\$ 506,000
Spinach	2012	1,510	12.00	18,100	Ton	\$ 115	\$ 2,082,000
	2011	3,316	12.70	42,100	Ton	\$ 146	\$ 6,147,000
Squash, All	2012	221	18.00	3,980	Ton	\$ 210	\$ 836,000
	2011	600	13.00	7,800	Ton	\$ 200	\$ 1,560,000
Sweet Potatoes	2012	1,171	23.00	26,900	Ton	\$ 300	\$ 8,070,000
	2011	1,480	22.50	33,300	Ton	\$ 300	\$ 9,990,000
Tomatoes, All	2012	30,689					\$ 121,148,000
	2011	30,039					\$ 91,014,000
Fresh	2012	2,360	14.54	34,300	Ton	\$ 440	\$ 15,092,000
	2011	2,622	12.56	33,000	Ton	\$ 400	\$ 13,200,000
Processing	2012	28,329	52.00	1,473,000	Ton	\$ 72	\$ 106,056,000
	2011	27,417	43.00	1,179,000	Ton	\$ 66	\$ 77,814,000
Miscellaneous*	2012	3,340					\$ 21,344,000
	2011	3,385					\$ 24,546,000
TOTAL	2012	47,372					\$ 186,907,000
	2011	51,949					\$ 166,420,000

\*Melons, Other includes: Crenshaw and Watermelon

\*Miscellaneous includes: Asparagus, Beets, Bok Choy, Cabbage Green, Cabbage Napa, Celeriac, Cilantro, Collard Greens, Cucumber, Cucumber Pickle, Daikon, Dandelion, Dill, Edible Flower, Endive, Escarole, Fennel, Garlic, Herb Spice, Kale, Kohlrabi, Leek, Lettuce Leaf, Lettuce Romaine, Mint, Mustard, Mustard Greens, Onion Dry, Onion Green, Parsley, Pepper Fruiting, Peppers Fruiting Process, Radicchio, Radish, Rosemary, Sage, Spinach, Sweet Basil, Swiss Chard, Turnip, Vegetable and Vegetable Leaf



# Field Crops



Category	Year	Harvested Acres	Per Acre	Total	Unit	Per Unit	Total
Beans, Dried All	2012	25,506					\$ 38,309,000
	2011	23,464					\$ 34,460,000
Black-eyes	2012	6,764	1.18	7,980	Ton	\$ 1,010	\$ 8,060,000
	2011	4,951	1.20	5,900	Ton	\$ 1,100	\$ 6,490,000
Baby Limas	2012	5,430	1.50	8,150	Ton	\$ 990	\$ 8,069,000
	2011	6,826	1.50	10,200	Ton	\$ 1,020	\$ 10,404,000
Large Limas	2012	12,726	1.33	16,900	Ton	\$ 1,130	\$ 19,097,000
	2011	11,482	1.25	14,400	Ton	\$ 1,100	\$ 15,840,000
Beans, Dried Other	2012	586	1.25	733	Ton	\$ 900	\$ 660,000
	2011	205	1.68	344	Ton	\$ 920	\$ 316,000
Bean Straw	2012			25,500	Ton	\$ 95	\$ 2,423,000
	2011			23,500	Ton	\$ 60	\$ 1,410,000
Hay, Alfalfa	2012	36,055	7.80	281,000	Ton	\$ 220	\$ 61,820,000
	2011	40,429	7.08	286,000	Ton	\$ 245	\$ 70,070,000
Hay, Oat	2012	33,576	3.17	106,000	Ton	\$ 151	\$ 16,060,000
	2011	41,512	3.70	154,000	Ton	\$ 160	\$ 24,640,000
Hay, Other*	2012	12,290	3.43	42,200	Ton	\$ 188	\$ 7,934,000
	2011	13,536	4.47	61,000	Ton	\$ 150	\$ 9,150,000
Pasture, Irrigated	2012	33,000			Acre	\$ 196	\$ 6,468,000
	2011	33,200			Acre	\$ 192	\$ 6,374,000
Rangeland	2012	433,000			Acre	\$ 19	\$ 8,227,000
	2011	436,000			Acre	\$ 20	\$ 8,720,000
Rice	2012	2,032	4.20	8,530	Ton	\$ 326	\$ 2,781,000
	2011	1,586	3.99	6,300	Ton	\$ 363	\$ 2,287,000
Silage, All	2012	143,714					\$ 148,557,000
	2011	166,732					\$ 156,311,000
Other*	2012	56,317	15.60	879,000	Ton	\$ 39	\$ 34,281,000
	2011	69,534	14.87	1,034,000	Ton	\$ 37	\$ 38,258,000
Corn	2012	82,819	28.29	2,343,000	Ton	\$ 48	\$ 112,464,000
	2011	91,457	27.00	2,469,000	Ton	\$ 47	\$ 116,043,000
Sudan	2012	4,578	12.00	54,900	Ton	\$ 33	\$ 1,812,000
	2011	5,741	12.50	71,800	Ton	\$ 28	\$ 2,010,000

\*Hay, Other includes: Grass, Sudan, Teff, Wheat, and Winter Forage

\*Silage, Other includes: Alfalfa (1 cutting), Barley, Grass, Oats, Ryegrass, Sorghum, Triticale, Vetch, Wheat, and Winter Forage





# Field Crops (con't)



Category	Year	Harvested Acres	Per Acre	Total	Unit	Per Unit	Total
Wheat, All	2012	3,957					\$ 4,630,000
	2011	3,463					\$ 3,408,000
Wheat, Grain	2012	3,957	3.05	12,100	Ton	\$ 245	\$ 2,965,000
	2011	3,463	2.90	10,000	Ton	\$ 220	\$ 2,200,000
Wheat, Straw	2012			18,100	Ton	\$ 92	\$ 1,665,000
	2011			15,100	Ton	\$ 80	\$ 1,208,000
Miscellaneous*	2012	2,385			Acre		\$ 3,070,000
	2011	3,394			Acre		\$ 3,939,000
TOTAL	2012	725,515					\$ 297,856,000
	2011	763,316					\$ 319,359,000

\*Miscellaneous includes: Barley, Corn Grain, Corn Human Consumption, Oat Grain and Safflower

## Other Agriculture

Category	Year	Total	Total
All Other Agriculture*	2012	592,360	\$ 25,801,000
	2011	740,900	\$ 26,194,000

\*Other Agriculture includes:

Firewood (orchard prunings and tree removal for firewood), Fuel Cogeneration (orchard prunings and orchard removal for fuel),

Compost & Worm Castings (worm castings and all wood and green waste recycling), and Aquaculture (Silver Carp, Sturgeon, Large Mouth Bass and Channel Catfish)

# Seed Crops



Category	Year	Harvested Acres	Per Acre	Total	Unit	Per Unit	Total
Field Crop*	2012	752					\$ 959,000
	2011	745					\$ 1,038,000
Other*	2012	234					\$ 307,000
	2011	144					\$ 432,000
TOTAL	2012	986					\$ 1,266,000
	2011	889					\$ 1,470,000

\*Field Crop includes: Cowpea, Dried Bean and Lima Bean

\*Other includes: Oat, Onion, Rice, Squash and Tomato

## Nursery Products

Category	Year	Field Acres	Quantity Sold	Unit	Per Unit	Total
Deciduous Fruit & Nut Trees/Vines	2012	782	14,030,000	EA	\$ 4.59	\$ 64,398,000
	2011	762	13,348,000	EA	\$ 5.35	\$ 71,412,000
Ornamental Trees & Shrubs	2012	489	1,974,000	EA	\$ 14.50	\$ 28,623,000
	2011	488	2,009,000	EA	\$ 10.20	\$ 20,492,000
Miscellaneous*	2012	625				\$ 16,411,000
	2011	477				\$ 3,741,000
TOTAL	2012	1,896				\$ 109,432,000
	2011	1,727				\$ 95,645,000

\*Miscellaneous includes: Christmas Trees, Turf, Evergreen Fruit & Nut Shrubs, Perennials and Vegetable Transplants

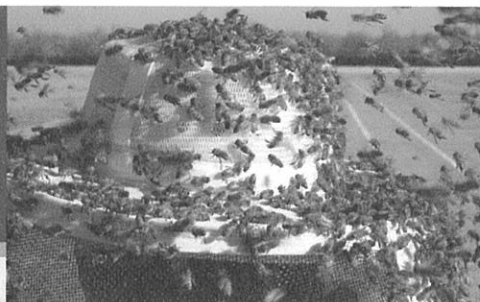
## Organic Products

Category	Year	Harvested Acres	Per Acre	Total	Unit	Per Unit	Total
All Organic Products	2012	4,113					\$ 14,572,000
	2011	5,312					\$ 41,244,000





# Apiary Products



Category	Year	Total	Unit	Per Unit	Total
Beeswax*	2012	478,000	LB	\$3.10	\$ 1,482,000
	2011	461,000	LB	\$2.50	\$ 1,153,000
Honey*	2012	4,098,000	LB	\$2.05	\$ 8,401,000
	2011	3,954,000	LB	\$1.50	\$ 5,931,000
Pollination	2012	310,000	COL	\$155.00	\$ 48,050,000
	2011	299,352	COL	\$145.00	\$ 43,406,000
Queen Bees	2012	11,800	EA	\$16.00	\$ 189,000
	2011	10,200	EA	\$15.00	\$ 153,000
TOTAL	2012				\$ 58,122,000
	2011				\$ 50,643,000

\*Honey and Beeswax are based off of resident colonies plus the value of the colonies during almond pollination season

# Livestock and Poultry



Category	Year	Number of Head	Total Live Weight	Unit	Per Unit	Total
Cattle & Calves, All	2012	326,790				\$ 214,217,000
	2011	331,714				\$ 207,649,000
Beef Feeders*	2012	135,740				\$ 34,288,000
	2011	139,875				\$ 31,315,000
Beef Slaughter*	2012	45,800				\$ 17,857,000
	2011	47,197				\$ 15,641,000
Dairy Slaughter*	2012	75,250				\$ 70,722,000
	2011	72,396				\$ 70,674,000
Dairy Replacement	2012	70,000				\$ 91,350,000
	2011	72,246				\$ 90,019,000
Sheep & Lambs	2012	1,693	2,200	CWT	\$ 84.00	\$ 185,000
	2011	1,710	2,223	CWT	\$ 66.00	\$ 147,000
Hogs & Pigs	2012	31,470	37,800	CWT	\$ 65.00	\$ 2,457,000
	2011	34,970	41,964	CWT	\$ 69.80	\$ 2,929,000
Chickens, All	2012	184,098,587				\$ 245,771,000
	2011	176,966,000				\$ 220,080,000
Chickens	2012	53,045,672	306,186,000	LB	\$ 0.67	\$ 205,145,000
	2011	49,372,000	282,072,000	LB	\$ 0.64	\$ 180,526,000
Chicks	2012	131,052,915		EA	\$ 0.31	\$ 40,626,000
	2011	127,594,000		EA	\$ 0.31	\$ 39,554,000
Turkey, All	2012	12,267,946				\$ 74,515,000
	2011	8,773,000				\$ 67,240,000
Turkeys	2012	2,536,872	69,306,000	LB	\$ 0.88	\$ 60,989,000
	2011	2,439,000	67,459,000	LB	\$ 0.87	\$ 58,689,000
Poult	2012	9,731,074		EA	\$ 1.39	\$ 13,526,000
	2011	6,334,000		EA	\$ 1.35	\$ 8,551,000
Squab	2012	509,361		EA	\$ 5.04	\$ 2,567,000
	2011	518,032		EA	\$ 3.68	\$ 1,906,000
Game Birds*	2012	10,676		EA	\$ 2.34	\$ 25,000
	2011	500		EA	\$ 10.00	\$ 5,000
Goats*	2012	14,040				\$ 507,000
	2011	15,066				\$ 524,000
TOTAL	2012					\$ 540,244,000
	2011					\$ 500,480,000

\*Beef Feeders includes: Feed Lots, Beef Steers, Beef Heifers, Beef Replacement Heifers, Transient Cattle, Dairy Drop Calves les Replacement Heifers

\*Beef Slaughter includes: Beef Cows, Beef Bulls, Dairy Beef

\*Dairy Slaughter includes: Spent Cows and Bulls

\*Game Birds include: Ducks, Geese, Pheasant, Partridge, Quail and Swans

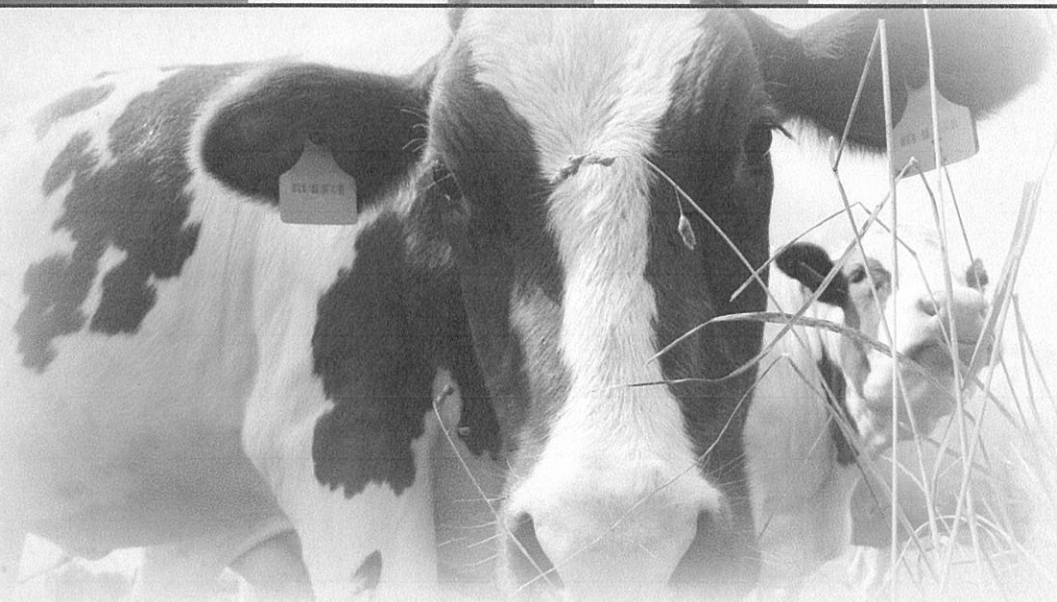
\*Goats includes: Dairy Goat Offspring, Dairy Goat Slaughter and Meat Goats. The 2011 Goat Number of Head was adjusted from 11,000 to 15,066.



# Livestock and Poultry Products



Category	Year	Total	Unit	Per Unit	Total
Milk, All	2012	43,476,000			\$ 739,630,000
	2011	40,969,000			\$ 766,186,000
Market	2012	43,323,000	CWT	\$17.00	\$ 736,491,000
	2011	40,223,000	CWT	\$18.69	\$ 751,768,000
Manufacturing	2012	127,000	CWT	\$17.00	\$ 2,159,000
	2011	717,000	CWT	\$18.66	\$ 13,379,000
Milk, Goat	2012	26,300	CWT	\$37.27	\$ 980,000
	2011	28,500	CWT	\$36.46	\$ 1,039,000
Eggs, Chicken Market	2012	35,200,000	DOZ	\$0.93	\$ 32,736,000
	2011	32,230,000	DOZ	\$1.00	\$ 32,230,000
Eggs, Turkey Hatching	2012	1,400,000	EA	\$0.92	\$ 1,288,000
	2011	2,344,000	EA	\$0.91	\$ 2,133,000
Eggs, Quail*	2012	41,600	10 PACK	\$0.54	\$ 22,500
	2011	29,000	10 PACK	\$0.72	\$ 21,000
Eggs, Duck	2012	70,800	DOZ	\$4.00	\$ 283,000
	2011	83,000	DOZ	\$4.00	\$ 332,000
Wool	2012	13,500	LB	\$1.60	\$ 21,600
	2011	13,680	LB	\$1.67	\$ 22,850
Manure	2012	674,000	TON	\$6.93	\$ 4,671,000
	2011	957,541	TON	\$6.68	\$ 6,396,000
TOTAL	2012				\$ 778,652,000
	2011				\$ 807,321,000



## Summary of Categories

Category	Year	Harvest Acreage	Total
Fruit and Nut Crops	2012	227,113	\$ 1,264,991,000
	2011	211,638	\$ 1,061,047,000
Vegetable Crops	2012	47,372	\$ 186,907,000
	2011	51,949	\$ 166,420,000
Field Crops	2012	725,515	\$ 297,856,000
	2011	763,316	\$ 319,359,000
Other Agriculture	2012		\$ 25,801,000
	2011		\$ 26,194,000
Seed Crops	2012	986	\$ 1,266,000
	2011	889	\$ 1,470,000
Nursery Products	2012	1,896	\$ 109,432,000
	2011	1,727	\$ 95,645,000
Organic Products	2012	4,113	\$ 14,572,000
	2011	5,312	\$ 41,244,000
Apiary Products	2012		\$ 58,122,000
	2011		\$ 50,643,000
Livestock and Poultry	2012		\$ 540,244,000
	2011		\$ 500,480,000
Livestock and Poultry Products	2012		\$ 778,652,000
	2011		\$ 807,321,000
TOTAL	2012	1,006,995	\$ 3,277,843,000
	2011	1,034,831	\$ 3,069,823,000

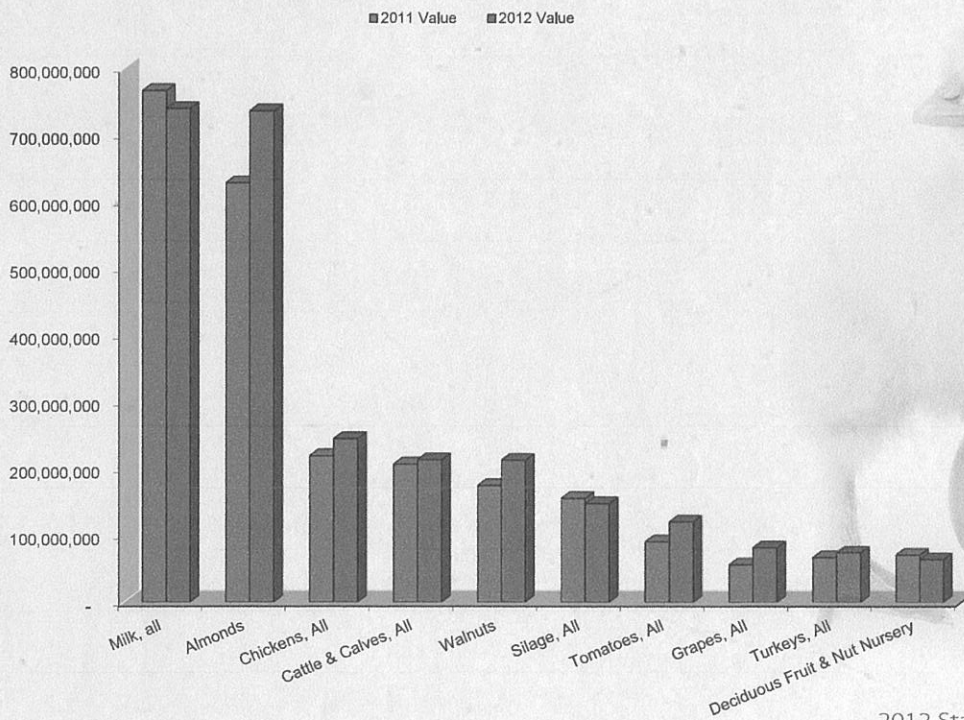
### 50 Years of Production Summary Totals

1963—\$ 158,551,000	1973—\$ 379,530,000	1983—\$ 720,740,000	1993—\$ 1,147,140,000	2003—\$ 1,454,932,000
1964—\$ 167,878,000	1974—\$ 409,538,000	1984—\$ 794,623,000	1994—\$ 1,115,316,000	2004—\$ 1,978,434,000
1965—\$ 165,546,000	1975—\$ 397,311,000	1985—\$ 787,142,000	1995—\$ 1,115,492,000	2005—\$ 1,977,595,000
1966—\$ 192,813,000	1976—\$ 423,761,000	1986—\$ 790,764,000	1996—\$ 1,254,633,000	2006—\$ 2,148,152,000
1967—\$ 193,723,000	1977—\$ 501,367,000	1987—\$ 881,306,000	1997—\$ 1,316,942,000	2007—\$ 2,421,650,000
1968—\$ 199,311,000	1978—\$ 533,376,000	1988—\$ 957,568,000	1998—\$ 1,302,714,000	2008—\$ 2,473,843,000
1969—\$ 220,454,000	1979—\$ 706,595,000	1989—\$ 963,891,000	1999—\$ 1,210,211,000	2009—\$ 2,312,669,000
1970—\$ 237,210,000	1980—\$ 743,584,000	1990—\$ 1,038,356,000	2000—\$ 1,197,302,000	2010—\$ 2,572,434,000
1971—\$ 243,287,000	1981—\$ 781,185,000	1991—\$ 1,070,154,000	2001—\$ 1,353,300,000	2011—\$ 3,069,823,000
1972—\$ 269,541,000	1982—\$ 743,637,000	1992—\$ 1,073,930,000	2002—\$ 1,367,971,000	2012—\$ 3,277,843,000

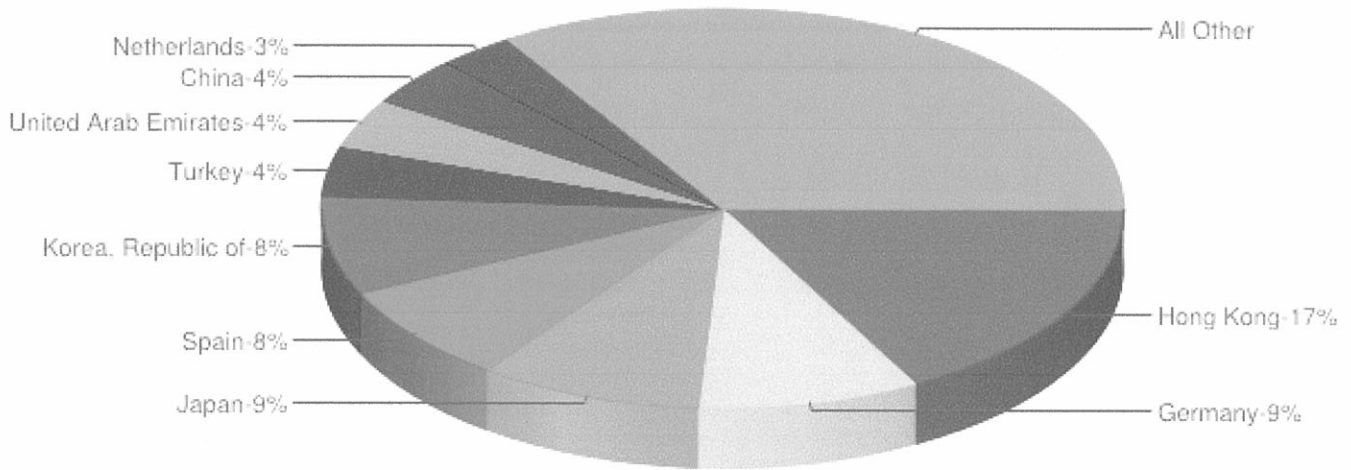


## Top Ten Commodities

Category	2012 Rank	2012 Value	2011 Rank	2011 Value
Milk, All	1	\$739,630,000	1	\$766,186,000
Almonds	2	\$735,826,000	2	\$628,320,000
Chickens, All	3	\$245,771,000	3	\$220,080,000
Cattle & Calves, All	4	\$214,217,000	4	\$207,649,000
Walnuts	5	\$213,600,000	5	\$175,740,000
Silage, All	6	\$148,557,000	6	\$156,311,000
Tomatoes, All	7	\$121,148,000	7	\$91,014,000
Grapes, All	8	\$82,439,000	-	\$56,441,000
Turkeys, All	9	\$74,515,000	10	\$67,240,000
Deciduous Fruit & Nut Nursery	10	\$64,398,000	8	\$71,412,000



## Top Exports for 2012

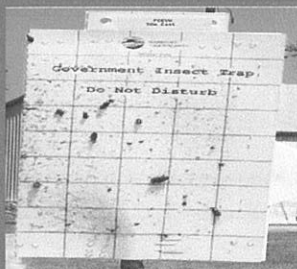


In 2012, Stanislaus County Issued 8,800 Export Certificates for 121 Commodities

## Exports by Country

Afghanistan	Cyprus	Iraq	Morocco	Somalia
Algeria	Czech Republic	Ireland	Nepal	South Africa
Argentina	Denmark	Israel	Netherlands	Spain
Australia	Dominican Republic	Italy	Netherlands Antilles	Sri Lanka
Austria	Ecuador	Jamaica	New Caledonia	Sudan
Azerbaijan	Egypt	Japan	New Zealand	Sweden
Bahrain	El Salvador	Jordan	Nicaragua	Switzerland
Barbados	Ethiopia	Kazakhstan	Norway	Syrian Arab Republic
Belgium	Finland	Kenya	Oman	Taiwan
Belize	France	Korea, Democratic People's	Pakistan	Thailand
Bolivia, Plurinational State of	French Polynesia	Republic of	Panama	Trinidad and Tobago
Bosnia and Herzegovina	Georgia	Korea, Republic of	Peru	Tunisia
Brazil	Germany	Kuwait	Philippines	Turkey
Bulgaria	Greece	Latvia	Poland	Ukraine
Burkina Faso	Guatemala	Lebanon	Portugal	United Arab Emirates
Canada	Guyana	Libya	Qatar	United Kingdom
Chad	Honduras	Libyan Arab Jamahiriya	Russian Federation	Uruguay
Chile	Hong Kong	Lithuania	Saudi Arabia	Venezuela, Bolivarian
China	Hungary	Malaysia	Serbia	Republic of
Colombia	India	Malta	Singapore	Viet Nam
Costa Rica	Indonesia	Mauritius	Slovakia	Yemen
Croatia	Iran, Islamic Republic of	Mexico	Slovenia	





Yellow Panel Trap

## Pest Detection & Emergency Projects 2012

To protect the agricultural and horticultural industries in Stanislaus County, various traps are placed to monitor for specific insects. Trapping allows for the possible early detection of invasive and destructive pests that would be detrimental to our economy, the environment, and our health.



Jackson Trap

Pest	# of Traps	Crops Affected
Mediterranean Fruit Fly	439	Walnut, tomato, apple, almond, plum, peach, nectarine, pear, grape, orange, lemon, grapefruit, fig, pomegranate, kumquat and olive
Mexican Fruit Fly	221	Apple, apricot, citrus, pear, plum, peach, nectarine and pomegranate
General Fruit Fly	85	Citrus, stone fruit and pome fruit
Light Brown Apple Moth	439	Alfalfa, almond, apple, berries, broccoli, citrus, corn, grape, olive, stone fruit and tomatoes
Japanese Beetle	201	Turf and roses
Gypsy Moth	201	Most trees
Oriental Fruit Fly	221	Apple, citrus, cucumber, fig, grape, pear, pomegranate, stone fruit, tomato and walnut
Melon Fly	221	Peaches, oranges, beans, tomato, cucumber, apple, cantaloupe, grape, pear and watermelon
Glassy-winged Sharpshooter	2,186	Grape, almond, peach and citrus / vector for Pierce's Disease
Apple Maggot	70	Stone fruit and pome fruit
Vine Mealy Bug	35	Grapes
Khapra Beetle	250	Grain and grain products
European Corn Borer	16	Corn, potatoes, oat, green bean, and rhubarb
Asian Citrus Psyllid	849	Citrus
European Grapevine Moth	321	Grapes and spurge laurel
Red Imported Fire Ant	Survey & Treat	May infest agricultural and residential settings, as well as natural habitats-dangerous to children, pets, elderly and wildlife

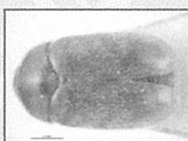
# of Finds	Pest Found
4	Apple Maggot
1	Light Brown Apple Moth
2	Red Imported Fire Ant

Our survey includes traps to check for the Glassy-winged Sharpshooter (GWSS). Traps are set out at nurseries and residential sites, and inspections are done of all incoming plant shipments originating from GWSS infested counties.

Oriental Fruit Fly



Khapra Beetle



Apple Maggot



Red Imported Fire Ant



Light Brown Apple Moth



Mexican Fruit Fly



Asian Citrus Psyllid



Vine Mealy Bug



European Grapevine Moth



Med Fruit Fly



Japanese Beetle



Glassy Winged Sharpshooter



Melon Fly



Gypsy Moth



***B.***  
***Targeted***  
***Occupation***

## TARGETED OCCUPATIONS

Listed below are various jobs within each of the Patterson High School Agriculture Department Program Areas:

### Horticulture/ Floriculture

Greenhouse Management

### Jobs

Greenhouse Worker, Foreman  
Maintenance, Propagator,  
Tissue Culture, Grower, Plant Breeder

Nursery & Turf Operator

Nursery Worker, Salesman,  
Plant Propagator, Gardener,  
Golf Course Maintenance, Nursery  
Operator, Turf Farmer, Turf Manager

Landscape

Grounds Worker, Gardening  
Business, Garden Store Sales,  
Landscape Architect, Landscaper

Floriculture

Florist, Floral Sales,  
Floral Delivery, Floral Shop Operator,  
Flower Grader

Crop Production

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

### Agriculture Mechanics

Mechanics

### Jobs

Small Engine Mechanic,  
Equipment Operator, Parts Person,  
Shop Foreman,  
Repairman, General Maintenance/  
Mechanics, Ag Electrician, Ag Plumber,  
Irrigation Engineer, Safety Inspector

Welding

Welder/Helper, Fabricator,  
Specialized Repair and  
Maintenance

Small Engines

Farm Mechanic, Diesel Mechanic,  
Operator, Fork Lift Driver,  
Mechanic Helper

## **Agricultural Science**

Animal Science

### **Jobs**

Livestock Handler, Milker,  
Inseminator, Auctioneer, Vet  
Aide, Pet Care, Ranch Laborer,  
Brand Inspector, Farm Hand, Pest  
Control, Cattle Buyer, Hog Buyer,  
Livestock Commission Agent, Livestock  
Yard Supervisor, Meat Inspector, Milk  
Plant Supervisor, Horse Trainer, Animal  
Groomer, Animal Trainer, Artificial  
Breeding Technician, Kennel Operator,  
Veterinarian, Poultry Hatchery Manager,  
Poultry Inseminator, Sheep Shearer,  
Animal Physiologist, Reproductive  
Physiologist, Animal Behaviorist

Ag Biology

Lab Technician, Animal Geneticist,  
Animal Scientist, Biochemist, Botanist,  
Embryologist, Entomologist, Food  
Chemist, Marine Biologist, Parasitologist,  
Pharmaceutical Chemist, Plant  
Geneticist, Plant Pathologist, Poultry  
Scientist,

Ag Earth Science

Environmental Educator, Scientific  
Writer, Soil Scientist, Environmental  
Conservation Officer, Environmentalist,  
Fire Warden, Game Warden, Ground  
Water Geologist, Park Ranger, Soil  
Conservationist, Water Resources  
Manager, Wildlife Manager

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

## **Patterson High School Agriculture Education Goals and Objectives**

1. To develop in the student an appreciation and understanding of the importance of agriculture to all citizens.
2. To prepare the student for higher education in agriculture or its related fields.
3. To promote the great opportunities of agricultural careers and to prepare members to pursue such careers.
4. To improve communication between chapter officers, advisors, members as well as the community, parents and school leaders.
5. To improve member involvement in fair, judging teams, meetings and other FFA related activities.
6. To make the public aware of our chapter's success and activities.
7. To provide opportunities for FFA members to grasp new leadership and public speaking skills in preparation for the future.
8. To develop a competitive attitude as well as a sense of fairness at all FFA activities.

## **PROGRAM GOALS AND OBJECTIVES**

### **A. Agricultural Mechanics**

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. Courses at Patterson High School that fit within this program include: Ag Mechanics 1, Ag Mechanics 2, ROP Welding and Small Engines.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural mechanics occupations that do not require education beyond the secondary school level.
2. To prepare students for advanced post secondary vocational education in agricultural mechanics.
3. To enable students 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.



## B. Ornamental Horticulture

This instructional program is designed to prepare persons for employment in enterprises associated with greenhouse operation, turf production and management. The occupations in this industry involve mostly outdoor work growing and managing plants. Courses at Patterson High School that fit within this program include: Ornamental Horticulture.

The goals and objectives of this instructional program are:

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

## C. Floriculture

This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those floriculture occupations that do not require education beyond the secondary school level.
2. To prepare students for post secondary vocational education in agriculture.

3. To enable students to acquire an understanding of the economic and social impact of the floriculture industry on society and its relationship to agriculture in general.
4. To provide the floriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

D. Ag Earth Science

Courses at Patterson High School that fit within this program include: Ag Earth Science. This course is the introductory vocational agricultural course that is taught to mostly 9<sup>th</sup> graders.

The goals and objectives of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.
2. To supply students with the knowledge and understanding about natural resources and environmental issues.
3. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.

E. Ag Biology

Courses at Patterson High School that fit within this program include: Ag Biology. This course is mostly taught to 9<sup>th</sup> and 10<sup>th</sup> graders.

The goals and objectives of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.
2. To supply students with the knowledge and understanding about biological sciences.
4. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.

F. Animal Science

Courses at Patterson High School that fit within this program include: Animal Science. This course is an upper level science course.

The goals and objectives of this course are:

1. To supply students with the some of the basic agricultural knowledge and skills required for entry and common to most agricultural occupations.
2. To supply students with knowledge and understanding about animal sciences.
3. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.

G. Ag Leadership

Courses at Patterson High School that fit within this program include: Ag Leadership. This course is as a pass/ fail course.

The goals and objectives of this course are:

1. To supply students with the basic knowledge of the FFA and to build committees within the Agriculture department.
2. To assist students with the ability to assess and develop personality traits that a leader should possess.
3. To encourage communication skills in speaking, listening and writing within an agriculture field.
4. To develop team building skills among FFA members.
5. To develop presentation skills to be used in the format of sales in agriculture.

***D.***  
***Program Description***  
***of included Courses,***  
***SOE and Leadership***



## Agriculture

Agriculture has been developed as a career pathway for students who have an interest in agronomy, the animal industry, mechanized agriculture, and ornamental horticulture. Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America) – no fee required. Students will be expected to participate in six FFA activities a semester as an integral part of their agricultural class. 10% of a student's grade will be based upon involvement in FFA activities. All activities are outside of school time. An additional 10% will be based on the student's Record Book of their Supervised Agricultural Experience (SAE) project throughout enrollment in agriculture classes. Please see the Ag Department Chair regarding questions about these policies.

## AGRICULTURE DEPARTMENT PATHWAYS

	<b>Ag Mechanics</b>	<b>Horticulture/Floriculture</b>	<b>Agriscience</b>
<b>Freshman</b>	Mechanized Ag 1	Ag Earth Science* Ornamental Horticulture	Ag Earth Science*
<b>Sophomore</b>	Mechanized Ag 2	Ag Biology* Ornamental Horticulture Ag Floral Design	Ag Biology*
<b>Junior</b>	Advanced Mechanized Agriculture	Ag Floral Design ROP The History and Art of Floral Design*	Animal Science* Ornamental Horticulture
<b>Senior</b>	ROP Agricultural Welding and Fabrication	ROP The History and Art of Floral Design	Animal Science Ornamental Horticulture

\*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

\*\*Agriculture Leadership is a zero period class that a student may take any year, and in any pathway.



## AGRICULTURE

### **AGRICULTURAL EARTH & ENVIRONMENT SCIENCE (P):**

Grades: 9-12

Prerequisite: None

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

### **AGRICULTURAL BIOLOGY (P):**

Grades: 9-12

Prerequisite: Algebra 1P with a C- or better

This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P):**

Grades: 11-12

Prerequisite: Ag Biology P or Bio P with a C- or better

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

### **AG FLORAL DESIGN 1:**

Grades: 10-12

Prerequisite: None

Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.

### **HISTORY & ART OF FLORAL DESIGN ROP:**

Grades: 11-12

Prerequisite: Ag Floral Design 1 with a C- or better

This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

### **MECHANIZED AGRICULTURE 1:**

Grades: 9-12

Prerequisite: None

This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

### **MECHANIZED AGRICULTURE 2:**

Grades: 10-12

Prerequisite: Mech Agriculture 1 with a C- or better

This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. **Students must supply their own safety glasses & coveralls.** Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.



**AGRICULTURE (cont)****ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:**

Grades: 11-12

Prerequisite: Mech Agriculture 2 with a C- or better

This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**AGRICULTURE LEADERSHIP:**

Grades: 9-12

Prerequisite: FFA Officer or Consent of Instructor. This is a PASS or FAIL course

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.

**ROP AGRICULTURAL WELDING AND FABRICATION:**

Grades: 11-12

Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor

Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.

**ORNAMENTAL HORTICULTURE:**

Grades: 9-12

Prerequisites: None

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

**AG POWER AND SMALL ENGINES:**

Grades: 9-12

Prerequisites: None

Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. SAFETY GLASSES REQUIRED.

***E.***  
***Program and/or***  
***Course Subject Matter***  
***Content Outline***

Patterson High School  
Course Outline

Course Title:		Ag Leadership		Grade Level(s):		9-12	Duration: 1 year	Credits: 10
Grading Format:		Required for Graduation:		No		Meets UC and CSU Requirements:		CBEDS Code:
Co/Prerequisite(s)				Textbook(s)/Supplementary Books/Materials:				
Course Description:		<p>This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.</p>						
Key Concepts/ Learning Goals:		Key concepts include						
Dates	Week(s) of School Year	# of Days	Unit	Activities/Labs	Standards	Assessment		
Semester 1								
8/11-8/15	1	5	Intro/FFA	FFA Emblem	AG 10.1, 10.2, 10.3	FFA Quiz		

8/18-8/29	2-3	10	Personality and Leadership	Personality Assessment 4 Sets of Preferences Group Personalities Effectively Working With Other Personality Types Mutual Usefulness of Opposite Types Personality Assessment	AG 7.3, 9.1, 9.2,	
9/1-9/12	4-5	10	Emotional Intelligence	Emotional Intelligence Overview Three Good Employees Emotional Intelligence at Work EQ Skill Building EQ Development Emotional Intelligence Competency	AG 7.4, 8.3, 9.5	
9/15-10/10	6-9	20	Conflict Resolution/Assertiveness Decisions/Problem Solving	-Handling Emotions Effectively -Modes of Handling Conflict -Assertiveness – A Behavior Choice -Assertiveness Exercise -The Case of Mad Mechanics -Handling Conflict and Being Assertive 3 D Decisions Survival Exercise Analyzing Your Decisions	AG 5.0, 7.1, 9.4, 9.6	
10/13-10/31	10-12	15	Leading a Team	Win As Much As You Can Are You Rude How Trusting and Trustworthy Am I? Ten Coaching Skills	AG 7.4, 9.3, 9.6	

11/3-12/5	13-17	25	Career Readiness	Developing a Cover Letter, Resume Completing an Application Interview Skills Ag Sales Interview Job Interview Competition	AG 2.2 (2.5), 2.4 (2.3), 3.0,	Portfolio Completion Job Interview Competition
				Semester 2		
1/5-1/30	19-22	20	Communication	Communication Styles Johari's Window Listening Quiz The Extra Crew Case Absence of Non Verbal Communications Exercise Non Verbal Communication The 10 Tools for Effective Listening Listening and Questioning Medics, Computers, Steamrollers, Cheerleaders	AG 9.6	
2/2-2/27	23-26	20	Parliamentary Procedure	Public Meeting Review		
3/2-4/2	27-31	25	Team Development	Working in Teams Characteristics of an Effective Team Dealing with Team Issues Team Dynamics/Group Self-Assessment Team Climate	AG 7.5, 9.6	

4/13- 5/22	25	<p>Sales Pitch or Ag Issue??</p>	<p>30 Second Commercial Sales Presentation Guideline Making a Presentation World's Worst and Best Presentations Basic Presentation Skills The Top 10 Tools of Selling Stephan Covey Sales Message Key Rules of Successful Selling Overcoming Speaking Anxiety Sales Career Interview Sheets</p>	<p>AG 2.2 (2.6), 2.4 (2.2), 8.1</p>	<p>Issues Forum?</p>
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# Ag Leadership

## Syllabus



**Mrs. Samantha Cahill/ Ms. Green**

[scahill@patterson.k12.ca.us](mailto:scahill@patterson.k12.ca.us)/ [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**2014-2015**

### Course Description

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA.

### Grading

Tests, Quizzes, and Written Assignments	70%
FFA Record Book (SAE)	10%
FFA Committee Participation	10%
FFA Participation	10%

Letter Grades will be earned for the following overall percentages:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

### Class Materials

- 1+ inch binder
- Pens/pencils
- Markers and/or colored pencils
- Highlighter (optional)

} **Required**

### FFA Participation

Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.



### **FFA Committee Participation**

Students must also participate on one of the standing committees available through Patterson FFA. These committees include Fundraising, Publicity, Scrapbook, and Community Service. Each student must participate on at least one committee and attend the committee meetings and events outside of class time to receive the full 10% of their grade. **These committee meetings will not count towards overall FFA activity points.** Your committee participation will be evaluated by the advisor in charge of that committee.

### **Supervised Agricultural Experience (SAE)**

Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

### **Classroom Rules and Policies**

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

### **Discipline Procedures**

1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

### **Absences**

If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### **Academic Integrity**

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGIARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# Patterson High School

## Course Outline

Course Title:		Agricultural Earth and Environmental Science (P)		Grade Level(s): 9th - 12th		Dura 1 year tion:	Credits:	10
Grading Format:		A-F	Required for Graduation:		yes	Meets UC/CSU requirements:		CBEDS Code:
					Yes, g			
Co/Prerequisite(s)				Textbook(s)/Supplementary Books/Materi Holt: Earth Science				
Course Description: This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.								
Key Concepts/ Learning Goals: Geology, Meteorology, Astronomy, Oceanography								
Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST%	Activities/Labs	Assessment	
1st - 5th (8/13 - 9/14)	25	Unit1 Ch1	Earth as a System	AG E1.1 4:a,b,c		Subspecialties Fold-Out Discovery Lab	Test Test	
		Ch2	Intro to Earth Science	7: a,b,c,d AG C13.1, C13.3		Mapping the Earth Open vs. Closed Systems Demo	Test	
		Ch 3	Mapping, Cycles in the Earth			Earth's Cycles Drawings Making a Map		
6th -12th (9/17 - 10/30)	32	Unit 4	Dynamic Earth Process					
		Ch 6	Rock types	9:a, 3: b, c		Rock Lab	Test	
10/1 - 10/2		Benchmark 1	Administration	Window				
		Ch 10 Ch 12	Plate Tectonics Earthquakes	3: a,b,c 3: d		Snack Tectonics Lab Demo: Model an Earthquake Research Major Earthquakes	Quiz Quiz Test	
		Ch 13	Volcanoes	3: e		Ranking Hazardous Volcanoes Types of Volcanoes	Quiz Test	
13th - 17th (11/5 - 12/7)	25	Unit 6	Oceanography					
		Ch 19 Ch 20	Ocean Basins Ocean Water	3:a, 7:c 5: d; 7: b,d			Test Test	
		Ch 21	Ocean Movements	6: b 5: a,b,d			Test	
26-11/28		Benchmark 2	Administration	Window				
18 (12/10-12/14)	5	N/A	Review					
			Finals				Final Exam	

		End of	Semester 1				
18- 23 ( 1/7-2/15)	30	Unit 7	Atmospheric Forces	4: b,c,d			
		Ch 22	The Atmosphere	5:a,b,c		Absorbed Solar Radiation	Test
		Ch 23	Water in the Atmosphere	7:a,c;8:a,b,c 7: a,c		Energy Absorption & Reflection Lab Precipitation in the United States	Test
		Chapter 24	Weather	5: a, 6a		Relative Humidity Lab Weather Related Disasters	Test
		Ch 25	Climate	5: a,f,g; 6: 7: b,d		Factors that Affect Climate Lab Climates of the World	Quiz Test
2/21-2/22		Benchmark3	Administrative	Window			
24-29 (2/19-3/28)	30	Unit 8	Earth's Place in the Universe				
		Ch 26	Studying Space	2: b,d		Earth-Sun Motion Lab	Test
		Ch 27	Planets	1:a,b,c,d; 7: 4: d; 8: b		Crater Analysis Lab	Test
		Ch 29	The Sun	1: a, e		Energy of the Sun Lab	Test
		Ch 30	Stars, Galaxies, the Universe	1: d 2: a,b,d, f		Star Magnitudes Lab	Test
30-31 (4/8-4-15)	7	CST	Review				
31(4/17-4/19)	3	CST	Testing				
32-35 (4/22 -5/17)		Unit 5	Reshaping the Crust				Test
		Ch 14	Weathering and Erosion	7: c; 9: c		Soil Chemistry	Test
		Ch 15	River Systems	7: c; 9: c		Sediments and Water Lab	Test
		Ch 16	Ground Water	7: c; 9: c		Porosity Lab	Test
		Ch 18	Erosion by Wind and	7: c		Beaches Lab	Test
36 (5/20-5/24)			Finals	Week			

\*  
California  
Geology is  
integrated  
into the  
course.

# **Agricultural Earth and Environmental Science**

## **Course Syllabus**

Teacher: Mrs. Lopes

Email: [mlopes@patterson.k12.ca.us](mailto:mlopes@patterson.k12.ca.us)

**Course Description:** This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder ( Needed by Friday, August 15<sup>th</sup>)
- Pencils or Pens
- Dry erase marker (white board marker)

### **Grading:**

I do not give out grades, you earn them! Think of my class as your job. If you want to get your paycheck at the end of the week, or month , then you need to put in the time and the effort to get your check. If you don't put in the time and the effort, then I can't pay you for the work you didn't do.

### **Grading Scale:**

A= 90% and above  
B= 80-89%  
C= 70-79%  
D= 60-69%  
F= 59% and below

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

Class Participation and Homework: Binder checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guides will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are mini labs, which mean a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The FFA is an integral part of every agricultural class. Participating in this organization will enhance every student's grade. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. *There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester.* FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA activities. This will be primarily an in-class activity, but the activities and participation recorded are extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agricultural students will develop a plan for agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal and wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will NOT be accepted.

Absent Work: If absent it is the student's responsibility to ask the teacher for any works that the student may be missing prior to their absence. You will have the number of days absent to make up any absent work. For example: if absent for 3 days you have 3 days after you return to turn in your work. If you know you will be absent for a test or quiz prior to leaving, it is your responsibility to make arrangements with Mrs. Lopes to take the test or quiz before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test or quiz with Mrs. Lopes.

"No Name" Work: If a name is not written on an assignment, you will receive a ZERO on that assignment. We are all capable of writing our names on our papers and being responsible of our work.

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

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Student Signature

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Date

---

Parent Signature

---

Date



# Ag Earth Science

## Syllabus

**Mrs. Samantha Cahill**

scahill@patterson.k12.ca.us

**2014-2015**

### Course Description

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources, and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

### Grading

Tests, Quizzes, and Written Assignments	70%
FFA Record Book (SAE)	10%
Class Notebook (*checked once per grading period)	10%
FFA Participation	10%

Letter Grades will be earned for the following overall percentages:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

### Class Materials

- 1+ inch binder (may be left in classroom in designated cabinet)
  - Pens/pencils
  - Markers and/or colored pencils
  - Highlighter (optional)
- Required**

### FFA Participation

Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.



## **Supervised Agricultural Experience (SAE)**

Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

## **Classroom Rules and Policies**

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

## **Discipline Procedures**

1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

## **Absences**

If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

## **Academic Integrity**

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGIARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Course Title: Agriculture Biology		Grade Level(s): 9-12		Duration: 1 Yr	Credits: 10	
Grading Format: A-F		Meets Graduation Requirement: Yes		Meets UC and CSU requirements: Yes		
Co/Prerequisite(s):						
Text Book: Biology—Glencoe Copyright 2007						
Course Description: This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.						
Courses at Patterson High School that fit within this program include: Ag Biology. This course is mostly taught to 9 <sup>th</sup> and 10 <sup>th</sup> graders. The goals and objectives of this course are:						
1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.						
2. To supply students with the knowledge and understanding about biological sciences.						
1. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.						
Week(s) of school year	Chapter/Unit	Key Theme	Standard(s)	CST %	Activities	Assessment
1-2	1	*Establish Class Rules *Scientific Method *Introduction to FFA	Investigation and Experimentation 1: d, f, k AG 1.2, C13.1, C13.2, C13.3	10%	*Various Handouts *Scientific Method Labs	
3-5	6	Macromolecules	1: b, h AG C8.1	10%	*Curds and Whey pH Lab *Drawing Macromolecules Activity	Macromolecules Test
5	7 (touch upon 18.2)	Cell Biology	1: a, c, e AG C5.1, C5.2, C5.4, G2.1, G2.6	10%	*Cell Structure Worksheet *Cell Analogy Worksheet	
5-9	8	Cell Energy	1: f, g	10%	*Photosynthesis	Cell Energy Test

(10/8-10/26)			AG C11.5, C11.6		Concept Map *Photosynthesis/ Cell Respiration Worksheet *Photosynthesis/ Cellular Respiration Lab	Vocabulary Quizzes
10-11	9.1 & 9.2	Mitosis	Review 7 <sup>th</sup> grade Standard AG C5.3, C7.5		*Diagram Mitosis Activity *Mitosis Model *Mitosis Lab	Mitosis Test Vocabulary Quizzes
12-13	10.1	Meiosis	2: a, b 3: b AG C7.5	30%	*Diagram Meiosis Activity *Meiosis Model	Meiosis Test Vocabulary Quizzes
14-15	10.2	Mendelian Genetics	2: a – g AG C7.1, C7.2, C7.3, G2.5	30%	*Genetics Worksheets *Reebop Lab *Edible DNA Lab	Mendelian Genetics Test Vocabulary Quizzes
17 Final Review (12/7-12/11)						
18 (12/12-12/14) FINALS						
16-20	11	Complex Inheritance	2: c, d 3: a	30%	*Various Worksheets *Karyotype Lab	
21-24	12 (touch upon 13)	Molecular Genetics (Touch upon Genetic Engineering)	1: d 4: a-d 5: a-c	30%	*Strawberry lab *DNA replication activity *DNA synthesis activity	Complex Inheritance and Molecular Genetics Test
25-29	14.1 15	Evolution	8: e 7: a-d 8: a-d	15%	*Natural Selection Activity *Evolution Worksheets	Evolution Test
30-33	2 3.1 4.1 5.1	Ecology	6: a-f	12%	*Food Web Activity	Ecology Test
34-35	32 33 34 35 37	Physiology	9: a-e 10: a-e AG C6.1, C6.2, D3.1		*Physiology Worksheets *Fetal Pig Dissection	Fetal Pig Dissection

35		Careers in Agricultural Science	AG 3.2		*Career Presentations	Verbal Presentations
36 (5/15-5/21)		Review for Finals				
37	<b>FINALS (5/22-5/24)</b>					

Physiology Standards are covered in health (CST's 18%).

# Agricultural Biology

## Course Syllabus

Teacher: Mrs. Lopes

Email: [mlopes@patterson.k12.ca.us](mailto:mlopes@patterson.k12.ca.us)

**Course Description:** This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skill/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder ( Needed by Friday, August 15<sup>th</sup>)
- Pencils or Pens and Dry erase marker (white board marker)

### **Grading:**

***I do not give out grades, you earn them!*** Think of my class as your job. If you want to get your paycheck at the end of the week, or month, then you need to put in the time and the effort to get your check. If you don't put in the time and the effort, then I can't pay you for the work you didn't do.

### **Grading Scale:**

A= 90% and above  
B= 80-89%  
C= 70-79%  
D= 60-69%  
F= 59% and below

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Binder checks will be included as a grade towards class participation. Homework will include short homework assignments

and worksheets as well as larger take home projects. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guides will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are mini labs, which mean a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The FFA is an integral part of every agricultural class. Participating in this organization will enhance every student's grade. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA.

***There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester.*** FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA activities. This will be primarily an in-class activity, but the activities and participation recorded are extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agricultural students will develop a plan for agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal and wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will NOT be accepted.

Absent Work: If absent it is the student's responsibility to ask the teacher for any works that the student may be missing prior to their absence. You will have the number of days absent to make up any absent work. For example: if absent for 3 days you have 3 days after you return to turn in your work. If you know you will be absent for a test or quiz prior to leaving, it is your responsibility to make arrangements with Mrs. Lopes to take the test or quiz before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test or quiz with Mrs. Lopes.

"No Name" Work: If a name is not written on an assignment, you will receive a ZERO on that assignment. We are all capable of writing our names on our papers and being responsible of our work.

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

---

Student Signature

---

Date

---

Parent Signature

---

Date



# Agricultural Biology

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- 5 Dividers for Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out starting on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. Binder

checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. On every Monday and Wednesday, you will get a homework assignment called an Ag Connection that connects biology to Agriculture. These are due on Tuesday and Thursday every week. Prior to tests, flash cards and/ or a study guide will be assigned. These flashcards and study guide will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are a mini lab, which means a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

"No Name" Work: If a name is not written on an assignment, you will receive a zero on that assignment.

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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

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**Parent/ Guardian Email Address**

# PATTERSON HIGH SCHOOL

<b>Course Title:</b> Agriculture Chemistry P	<b>Grade Level(s):</b> 10-12	<b>Duration:</b> 1 year	<b>Credits:</b> 10 credits
<b>Grading Format:</b> A-F	<b>Required for Graduation:</b>	<b>Meets UC and CSU Requirements:</b> Will be applying upon course approval	<b>CBEDS Code:</b>
<b>Co/Prerequisite(s):</b> Passed Geometry with C or better. Enrolled in algebra II. Passed Biology with C or better.	<b>Textbooks(s)/Supplementary Books/Materials:</b> Wilbraham, Staley, Matla and Waterman. (2007). Chemistry. Boston, Massachusetts: Pearson/Prentice Hall.		
<b>Course Description:</b> This course presents the principles of matter supplemented with laboratory experimentation with emphasis on chemistry's applications to the environment and agricultural practices. It is strongly recommended for students taking this course to have a strong chemistry background on the topics of elements, atoms, ions, ionic bonds, covalent bonds, hydrogen bonding and organic molecules. This course requires at least ½ hour of additional time outside of class to do daily assignments or reading, note taking, and group projects. This course requires collaborative work in projects, laboratories, and class activities. Students will also be involved in leadership skills/training and record keeping.			
<b>Key Concepts/ Learning Goals:</b> Key concepts include: <ul style="list-style-type: none"><li>-Introduction to Ag Chemistry</li><li>-Safety in Ag Chemistry</li><li>-Scientific Method</li><li>-Scientific Measurement</li><li>-Matter: States of Matter, Atomic Model, Periodic Table, Bonding</li><li>-Chemical Names and Formulas</li><li>-Chemical Quantities</li><li>-Chemical Reactions</li><li>-Stoichiometry</li><li>-States of Matter and Behavior of Gases</li><li>-Aqueous Systems and Solutions</li><li>-Thermochemistry, Reaction Rates and Equilibrium</li><li>-Acids, Bases and Salts</li><li>-Hydrocarbon Compounds</li><li>-Nuclear Chemistry</li><li>-Ideal Gases and Mixtures of Gases</li><li>-AgriScience Fair</li></ul>			

Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/ Theme	Standard(s)	CST %	Activities	Assessment
1	5	Introduction to Ag Chemistry	- Explain clear classroom expectations and routines. -Introduce students to the FFA and the opportunities available within the FFA.	CTE Foundation: 10.1, 10.2, 10.3		-Classroom Expectations Worksheet -FFA Emblem Project -FFA History Timeline	-FFA Quiz
2-3	10	Safety in Ag Chemistry	- Describe safety procedures used in agricultural and chemical environments. - Demonstrate safety procedures when working with agricultural chemicals. - Describe common tools and equipment used in chemistry. - Describe basic safety procedures using scientific equipment.	CTE Foundation: 6.1, 6.2, 6.4, 6.5, 6.6  Investigation and Experimentation : 1a		-Various Safety Situations Worksheets -Chemistry Equipment and Tool Identification Worksheets -Agricultural Safety Lab	-Agricultural Chemistry -Safety Test
4	5			Investigation and Experimentation : 1a, 1b, 1d, 1f		-Scientific Method Worksheets -Scientific Method Chemical Lab	-Scientific Method -Chemical Lab
		Scientific Method	-Review of the Scientific Method with chemicals.	Agriculture: C13.1, C13.3			
5-6	10	Scientific	- Review the	Chemistry: 4e,		-Measurement/ Density Lab -Dimensional Analysis Practice	-Measurement/ Density Lab

		Measurement	origins and purpose of the System of International Units. -Study volume, mass, and density. - -Demonstrate the use of appropriate tools to determine the density of agricultural soils. -Start building students understanding of dimensional analysis and conversion problems which will culminate in the use of stoichiometry.	4f	-Scientific Notation Practice -Metric System Worksheet -Temperature Conversion Practice	
7	5	Matter: States of Matter	-Determine states of matter. -Examine homogeneous and heterogeneous mixtures. -Research and present advances in agricultural chemistry.	Chemistry: 6a, 6b, 6c  Agriculture: C1.1, C3.2	-Agricultural Chemistry Advances Research Paper - Mixtures Worksheet -Mixtures Lab	-Matter Test -Research Paper
8-9	10	Matter: Atomic Models	-Understand the development of atomic models that led to the quantum theory of the atom. -Describe the development of atomic theories. - Be able to write	Chemistry: 1e, 1h, 1i  NGSS: HS-PS1-1.	-Atomic Theories Worksheet -Element Advertisement detailing electron configuration -Quantum Mechanical Model Worksheet -Electron Configuration Problems	-Matter Test -Element Advertisement

			electron configurations for atoms.			
10-11	10		<ul style="list-style-type: none"> <li>-Investigate the periodic table and periodic table trends.</li> <li>- Be able to relate electron configurations to the atom's structure, position on the periodic table and their spectra.</li> </ul>	Chemistry: 1a, 1b, 1c, 1d, 1e Agriculture: C1.4 NGSS: HS-PS1-1, HS-PS1-2	<ul style="list-style-type: none"> <li>-Element Poster detailing the role of an element in modern agriculture</li> <li>-Periodic Table Element Problems</li> </ul>	-Matter Test -Element Poster
12-13	10	Matter: Bonding	<ul style="list-style-type: none"> <li>-Understand and be able to distinguish the different types of chemical bonds and how they work on the atomic level. Be able to identify the type of bonding exhibited by compounds by their characteristic properties.</li> <li>-Describe the differences and similarities between chemical bonds such as covalent, ionic, polar and nonpolar bonds.</li> <li>-Investigate the VSEPR theory and intermolecular forces.</li> <li>-Evaluate the chemicals and bonds present in</li> </ul>	Chemistry: 2a, 2b, 2c, 2d, 2e NGSS: HS-PS1-3, HS-PS1-4.	<ul style="list-style-type: none"> <li>-Lewis Dot Structure Activity</li> <li>-Covalent and Ionic Bonds Worksheets</li> <li>-VSEPR Theory Worksheet</li> <li>-Intermolecular Forces Worksheet</li> </ul>	-Matter Test -Bonding Quiz



			agricultural commodities.			
14-15	10	Chemical Names and Formulas	<ul style="list-style-type: none"> <li>-Understand and be able to use the rules for naming ionic and molecular compounds as well as acids and bases.</li> <li>-Describe the rules for naming compounds.</li> <li>-Review knowledge of naming compounds and apply information to modern agricultural compounds.</li> <li>-Evaluate the highlights of a compound and apply to agricultural practices. Sell that compound to a prospective agricultural producer.</li> <li>-Relate ionic nomenclature to physical characteristics.</li> <li>-Determine water percentages in agriculturally-used hydrates.</li> </ul>	Agriculture: C2.3  Chemistry: 5d, 5a	<ul style="list-style-type: none"> <li>-Acid and Base Lab using pH scale</li> <li>-Naming Compounds Nomenclature Worksheets</li> <li>-Agriculture Compounds Research</li> <li>-Sell a Compound! Project</li> <li>-Hydrate Lab</li> </ul>	<ul style="list-style-type: none"> <li>-Sell a Compound! Project</li> <li>-Hydrate Lab</li> <li>-Nomenclature Quiz</li> </ul>
16-17	10	Chemical Quantities	<ul style="list-style-type: none"> <li>-Present the concept of the mole as the</li> </ul>	Chemistry: 3a, 3b, 3c, 3d, 3e	<ul style="list-style-type: none"> <li>-Percent Composition of Elements Worksheet</li> <li>-Empirical vs. Molecular Formula</li> </ul>	-The Mole Lab

			chemical measurement of matter, and understand how it relates to mass on the periodic table. -Describe the concept of the model as well as how it relates to mass. -Assess knowledge of the mole and its relationship to mass. -Evaluate Avogadro's number as it relates to mass and moles. -Understand how to calculate percent composition of elements in a compound and how empirical and molecular formulas relate.		Worksheet -The Mole Lab	
18	5	Semester Final	-Review for semester final exam or project.			-Semester Final Exam or Project
19-21	15	Chemical Reactions	-Understand how to write and balance chemical equations. Be able to characterize chemical reactions as single replacement, double replacement,	Chemistry: 3a  Agriculture: C2.3, C2.4  NGSS: HS-PS1-5, HS-PS1-8, HS-PS1-4	-Balancing Equations Practice Problems -Reaction Demonstrations -Single Replacement Reaction Lab -Soil Chemistry and Liming Lab	-Chemical Reactions Quiz -Single Replacement Reaction Lab -Soil Chemistry and Liming Lab

			combination, decomposition, or combustion. -Describe the methods for balancing equations. -Observe and assess methods for balancing chemical equations as they relate to reactions. -Assess knowledge of balancing chemical equations. -Describe chemical reactions involved in explosives commonly used in agriculture. -Investigate and describe characteristics of reactions using agricultural chemicals. -Evaluate reactions in agricultural soils.			
22-23	10	Stoichiometry	-Discuss and practice the arithmetic of equations. Integrate all the concepts of mole ratios, dimensional analysis and algebra to solve chemical problems. -Determine the	Chemistry: 3a, 3e, 3f CTE Foundation: 1.1, 10.0 NGSS: HS-PS1-7	Stoichiometry Lab Chemical Practice Problems Worksheets	-Stoichiometry Lab -Stoichiometry Quiz

			<p>mathematical methods for solving chemical problems.</p> <ul style="list-style-type: none"> <li>-Assess knowledge of mathematically solving chemical problems.</li> <li>-Investigate and analyze stoichiometry in a lab exercise.</li> </ul>				
24-25	10	States of Matter and Behavior of Gases	<ul style="list-style-type: none"> <li>-Compare the natures of gases and liquids, and then examine the properties of gases in more detail.</li> <li>-Practice solving gas law problems, and discuss kinetic molecular theory as it relates to real and ideal gases.</li> <li>-Describe molecular theory as it relates to gases.</li> <li>-Assess knowledge of molecular theory as it relates to gases.</li> <li>-Investigate the relationship between pressure and volume of gases.</li> <li>-Present information about a gas law.</li> <li>-Examine the</li> </ul>	<p>Chemistry: 4s, 4d, 4f, 4g, 7a, 2d, 2h, 4c</p> <p>CTE Foundation: 6.1, 6.2, 6.3</p>		<ul style="list-style-type: none"> <li>-Hydrogen Lab</li> <li>-Oxygen Lab</li> <li>-Gas Law Problems Worksheet</li> <li>-Molecular Theory Description Assignment</li> <li>-Pressure vs. Volume of Gas Activity</li> <li>-Gas Law Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Gas Law Presentations</li> <li>-Hydrogen Lab</li> <li>-Oxygen Lab</li> </ul>

			properties of hydrogen gas. -Examine the properties of oxygen.			
27	5	Aqueous Systems and Solutions	-Discuss mixtures with an emphasis on solutions. The detailed characteristics of aqueous solutions and the calculation of solution concentration will be discussed. -Describe aqueous systems and solutions. -Assess knowledge of aqueous systems and solutions. -Analyze characteristics of saturated solutions produced in agriculture.	Chemistry: 6a, 6b, 6c, 6d  Agriculture: D12.6	Aqueous Solutions Worksheet Saturated Solutions Lab	-Saturated Solutions Lab -Aqueous Solutions Quiz
28-29	10	Thermochemistry, Reaction Rates and Equilibrium	-Discuss the related topics of the flow of energy (heat) and rates of reactions, and the concept of chemical equilibrium. -Describe the flow of heat as it relates to reaction rate and chemical equilibrium.	Chemistry: 7a, 7b, 8a, 8b, 8c, 8d  Agriculture: C3.3, C3.4  NGSS: HS-PS1-6, HS-PS1-5.	-Flow of Heat Worksheet -Reaction Rates Investigation Activity -Equilibrium Worksheet -Thermochemistry in Food Processing Research Paper/ Visual -Food Heat Lab	-Thermochemistry in Food Processing -Research Paper/ Visual -Food Heat Lab -Reaction Rates and Equilibrium Quiz

			<ul style="list-style-type: none"> <li>-Assess knowledge of the flow of heat, reaction rates and chemical equilibrium.</li> <li>-Analyze the nature of equilibrium.</li> <li>-Compose an essay and a visual describing the use of thermochemistry in modern food processing.</li> <li>-Evaluate endothermic and exothermic reactions in chemicals found in modern food products.</li> </ul>			
30-31	10	Acids, Bases and Salts	<ul style="list-style-type: none"> <li>-Discuss the three main theories of acids and bases, and the real-life characteristics of acids, bases and salts.</li> <li>-Describe the theories of acids and bases.</li> <li>-Apply knowledge of acids and bases to soil science and agricultural productivity.</li> <li>-Demonstrate titration with acids and bases.</li> </ul>	Chemistry: 5a, 5b, 5e. Agriculture: G6.2, G6.4	<ul style="list-style-type: none"> <li>-Titration Lab</li> <li>-Agriculture Acids and Bases Research Project</li> <li>-Acid and Bases Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>-Acid and Base Theory Quiz</li> <li>-Titration Lab</li> <li>-Agriculture Acids and Bases Research Project</li> </ul>

31-32	10	Hydrocarbon Compounds	<ul style="list-style-type: none"> <li>-Relate the bonding and structure of simple carbon compounds to their characteristics.</li> <li>Simple organic nomenclature will be practiced.</li> <li>-Describe the bonding and structure of carbon compounds.</li> <li>-Assess knowledge of carbon compounds.</li> <li>-Draw structural formulas of hydrocarbons.</li> <li>-Demonstrate proper molecular structure of organic molecules.</li> <li>-Examine hydrocarbons as found in a real-world application.</li> </ul>	Chemistry: 10b, 10d. Agriculture: G9.2, G10.1	<ul style="list-style-type: none"> <li>-Organic Nomenclature Worksheet</li> <li>-Carbon Compounds Worksheet</li> <li>-Hydrocarbon Formulas Worksheet</li> <li>-Organic Models Lab</li> <li>-What's in Your Produce? Lab</li> </ul>	<ul style="list-style-type: none"> <li>-Organic Models Lab</li> <li>-What's in Your Produce? Lab</li> </ul>
33	5	Nuclear Chemistry	<ul style="list-style-type: none"> <li>- Discuss nuclear radiation, as well as the fission and fusion processes.</li> <li>- Describe nuclear radiation, fission and fusion.</li> <li>- Assess knowledge of nuclear radiation, fission and fusion.</li> <li>- Examine historical understandings of</li> </ul>	Chemistry: 11c, 11d, 11e NGSS: HS-PS1-8	<ul style="list-style-type: none"> <li>-Nuclear Radiation Worksheet</li> <li>-History of Nuclear Fission Assignment</li> </ul>	-Nuclear Chemistry Quiz



34	10	Ideal Gases and Mixtures of Gases	fission. - Applications of the Ideal Gas Law will be practiced as will Dalton's Law of partial pressures. - Describe the Ideal Gas Law. - Assess knowledge of the Ideal Gas Law. - Examine and assess demonstrations of liquid nitrogen and vacuum use. - Apply knowledge of ideal gases to atmospheric gases. - Apply knowledge of gases to weather and agriculture.	Chemistry: 4c, 4h. Agriculture: C2.1, C2.2, C2.3, C2.4	-Ideal Gas Laws Worksheet -Dalton's Law Worksheet -Liquid Nitrogen demonstration -Atmospheric Gas Research Project	-Atmospheric Gas Research Project -Ideal Gases Quiz
35	5	Agriscience Fair	- Develop, execute and analyze a research program related to both agriculture and chemistry. - Describe the effects of scientific research on agriculture. - Develop and present a scientifically-valid agricultural chemistry science fair project.	CTE Foundation: 1.1, 1.2, 2.2, 11.0 Agriculture: C13.0	-Agriscience Fair Project	-Agriscience Fair Project

36	5	Semester Final	-Review for semester final exam or project				-Semester Final exam or project
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Course Title:		Animal Science		Grade Level(s): 11-12		Duration: 1 year		Credits: 10					
Grading Format:		Required for Graduation:		No		Meets UC and CSU Requirements:		CBEDS Code:					
Co/Prerequisite(s)				Textbook(s)/Supplementary Books/Materials:		Class set: Introduction to Livestock and Companion Animals							
Course Description:		<p>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics.</p> <p>This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.</p>											
Key Concepts/ Learning Goals:													
Week(s) of School Year		# of Days		Chapter/ Unit		Strand/ Key Idea/Theme		CTE Standard(s)		Activities/Labs		Assessment	
1		5		FFA		FFA				Your emblem		Quiz	
2		5				Domestication				Timeline		Quiz	
3		5				Importance of Animals/Lab Safety		D 2.1		What is YOUR name? Animal Industry Fold Out Lab Safety Poster		Quiz	

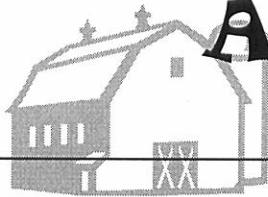
4+	7	Classification Sheep/Goats Anatomy	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Classification Map Goat Lab Pin the Term Competition	Quiz Picasso Animals
6	5	Pigs	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Anatomy, Operations, Ear Notching	Quiz Ear Notching
7	5	Beef	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Anatomy, Industry Operations, Branding, Rangeland Management	Quiz
8-9	10	Dairy	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Lactation cycle comic strip, Ice Cream Lab, Waste Management	Quiz
10-11	10	Poultry	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0	Naked egg, egg strength lab, porosity lab,	Quiz
12-15	5	Other Species (Horses, dogs, cats, etc.)	D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0, D 11.0	Group presentations	Quiz
Winter Break					
19-23	20	Musculoskeletal System	D 6.0, D 12.0	Build a spine, toothpick skeleton, femur lab, chicken wing dissection	Test
24-27	15	Digestive Systems	D 2.3, D 6.0	Monogastric, Ruminant, Other, Build a digestive tract, Ruminant digestive tract dissection, Clay models	Build a digestive tract Quiz
28-29	10	Nutrition	D 2.2, D 2.4, D 6.0	Grasses vs. Legumes, Feedstuffs ID, Feed Tags, Silage	Feedstuffs ID
30-35	30	Reproduction	D 3.3, D 4.0, D 6.0	Different systems, Gestation, Parturition, Artificial Insemination Semen lab, AI lab, Incubation	Lab write ups Quiz
36-37	10	Genetics	D 5.0, D 6.0	Cloning, Punnet Square, Selecting Traits, Pedigrees	Quiz

Patterson High School  
Course Outline

Animal Science		11-12					
Course Title:		Grade Level(s):		Duration: 1 year	Credits: 10		
Grading Format:	Required for Graduation:	No	Meets UC and CSU Requirements:	CBEDS Code:			
Co/Prerequisite(s)		Textbook(s)/Supplementary Books/Materials: Class set: Introduction to Livestock and Companion Animals					
<p><b>Course Description:</b></p> <p>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.</p>							
<p><b>Key Concepts/ Learning Goals:</b></p>							
Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST%	Activities/Labs	Assessment
1	5	FFA	FFA			Your emblem	Quiz
2	5		Domestication			Timeline	Quiz
3	5		Importance of Animals/Lab Safety			What is YOUR name? Animal Industry Fold Out Lab Safety Poster	Quiz

Board approved: March 4, 2013

4-5	9		Classification Sheep/Goats Anatomy			Classification Rap Goat Lab Pin the Term Competition	Quiz Picasso Animals
6-7	10		Pigs			Anatomy, Operations, Ear Notching	Quiz Ear Notching
8-9	10		Beef			Anatomy, Industry Operations, Branding	Quiz
10-12	12		Dairy			Lactation cycle comic strip, Milk lab, butter lab	Quiz
13-15	13		Poultry			Naked egg, egg strength lab, porosity lab,	Quiz
16	5		Horses			Group reading activity, section review	Quiz
Winter Break							
19-23	20		Musculoskeletal System			Build a spine, toothpick skeleton, femur lab, chicken wing dissection	Test
24-27	15		Digestive Systems			Monogastric, Ruminant, Other, Build a digestive tract Ruminant digestive tract dissection Clay models	Build a digestive tract Quiz
28-29	10		Nutrition			Grasses vs. Legumes, Feedstuffs ID, Feed Tags, Silage	Feedstuffs ID
30-35	30		Reproduction			Different systems, Gestation, Parturition, Artificial Insemination Semen lab, AI lab, Incubation	Lab write ups Quiz
36-37	10		Genetics			Cloning, Punnet Square, Selecting Traits, Pedigrees	Quiz



# Animal Science

## Syllabus



**Mrs. Samantha Cahill**

scahill@patterson.k12.ca.us

**2014-2015**

### Course Description

This course will provide the student with principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiments are designed to enhance the students' understanding of Agriculture, the environment, and society.

### Grading

Tests, Quizzes, and Written Assignments	70%
FFA Record Book (SAE)	10%
Class Notebook (*checked once per grading period)	10%
FFA Participation	10%

Letter Grades will be earned for the following overall percentages:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

### Class Materials

- 1+ inch binder (may be left in classroom in designated cabinet)
  - Pens/pencils
  - Markers and/or colored pencils
  - Highlighter (optional)
- Required**

### FFA Participation

Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.



### **Supervised Agricultural Experience (SAE)**

Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

### **Classroom Rules and Policies**

1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

### **Discipline Procedures**

1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

### **Absences**

If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

### **Academic Integrity**

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGIARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

A UNIVERSITY HIGH SCHOOL  
Course Outline

Course Title: Ornamental Horticulture		Grade Level(s): 9-12		Duration: 1 year		Credits: 10	
Grading Format: Required for Graduation:		No		Meets UC and CSU Requirements:		CBEDS Code:	
Co/Prerequisite(s)		Textbook(s)/Supplementary Books/Materials:		Biology by Glencoe Science/McGraw-Hill Copyright 2007			
Course Description:		This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.					
Key Concepts/ Learning Goals:		Key concepts include anatomy and physiology of plants, plant identification, tool identification, propagation techniques, soil science, fertilizer application, herbicide and pesticide use and regulations, irrigation design and maintenance, and landscape design.					
Week(s) of School Year	# of Days	Unit	Strand/ Key Idea/Theme	Standard(s)	Activities/Labs	Assessment	
Semester 1							
1-2	10	FFA	FFA	N/A	-FFA Emblem	FFA Quiz	
3	5	Classification	General Classification Dichotomous Key Plant Taxonomy	F1.1- 1.3	-Karaoke E-Moment -Classification Webquest -Alien Dichotomous Key	Create Your Own Dichotomous Key	
4-5	10	Introduction to Horticulture	Horticulture, Pomology, Olericulture CA Commodities	N/A	-Horticulture Poster -CA Commodity Research Project & Presentation	Commodity Presentations	

6-8	15	Plant Anatomy and Functions	Leaf, Stem, Root, and Flower Anatomy	F2.1-2.6	-“Why do leaves change color?” Lab -Stem Identification Worksheet -Watch Me Grow Lab	Test
9-12	20	Internal Plant Anatomy and Functions	Plant Processes	F2.1-2.6	-Stomata Lab -Celery Lab -Rainbow Flower Lab -Seed Dissection Lab	Test
13-16	20	Propagation	Sexual and Asexual Reproduction Propagation Techniques Monitoring Plant Reproduction	F3.1-3.3	-Cootie Catcher (Vocab) -Seed in a Glove Lab -Cuttings/Rooting Hormone Lab -Grafting Lab	Test

Week 17: Review for Finals

Week 18: Finals

Semester 2

Each week will include 10 tool identification, including standards 9.1-9.4. The students will properly identify the tool and demonstrate or describe the proper use for that tool.

19-20	10	Plant Nutrition	Primary and Secondary Nutrients Nutrient Testing Procedures Fertilizers	F6.1-6.4	-Essential Nutrients Sales Pitch -Reading a Fertilizer Label	Sales Pitch Test
21-22	10	Irrigation	Irrigation Design and Installation Water Issues	F5.1, 5.2, 5.4	-Guest Speaker	Quiz
23-24	10	Soil	Preparing/Amending Soils Soil Conservation Soil Types Soilless Media	F5.3, 5.5	-Clay, Sand, Silt Lab -Mixing Soilless Media Lab	Quiz
25-27	15	Integrated Pest Management	Pesticides Pest/Disease Identification and Prevention	F4.1-4.4	-Wanted Posters -Local Plant Pests Project	Project Pest ID

28-29	10	Nursery Production	Nursery and Equipment Maintaining Crops to Sale Merchandising	F8.1-8.4	-Field Trip to a Nursery -Plant Sale Merchandising Ideas	Merchandising Posters
30-31	10	Turf	Selection and Management of Turf Installing Turf Benefits of Turf	F7.1-7.3	-Campus Walk -Professional Turf Management Project	Professional Turf Management Project
32-37	30	Landscape Design	Plant Selection and Identification Residential Design Planting and Maintenance Principles Pruning Landscape Business Contracts	F1.4, 1.5, 10.1-10.5	-Landscape Design -Plants for Our Zone -Pruning Lab -Field Trip/Guest Speaker -Business Contract	Plant Identification Landscape Design Pruning Skills Quiz
38-39	10	Intro. to Floral Design	Basic Arrangement Designs Tools Bows	F11.1-11.4	-Tool ID -Bow Lab -Bud Arrangement	Tool ID Completion of a Bow Bud Arrangement

# Ornamental Horticulture



## Course syllabus



**Mr. Costa**

Email: [mcosta@patterson.k12.ca.us](mailto:mcosta@patterson.k12.ca.us)

**2014-2015**

### **Course Description:**

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

### **Materials:**

- 3 Ring binder
- Pen or pencil
- Binder paper for note taking
- Highlighter (optional)
- Markers (optional)

### **Make-up Policy:**

- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!
- Late work will receive a 20% penalty for each day late and will not be accepted if the assignment has already been returned to the class.

### **FFA & SAE**

FFA is an integral part of our class!

Students will be required to have a Supervised Agricultural Experience project (SAE). These include, but are not limited to, raising a project for fair, agriculturally-related work experience, yard maintenance, etc, etc, etc! We will discuss the projects in class, and each student will complete the FFA record book to track their project.

## Assessment

### Grading standards:

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

### Weighted Assignments:

Tests & Class Assignments, FFA/ SAE	40%
Class Work	40%
Attendance Citizenship	20%

### **Class Rules**

1. All school rules must be followed.
2. Respect others and school equipment/facilities.
3. Be on time and be prepared.
4. Phones, MP3 players, etc. are not tolerated.

### **Discipline Procedures**

1. Verbal warning
2. Teacher/student conference and phone call to student's parents
3. Detention with teacher and phone call to student's parents
4. Detention with teacher and Teacher/student/parent conference
5. Refer student to administration (Principal, Vice Principal) for discipline

### **Academic Integrity**

While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. There is a **ZERO TOLERANCE POLICY FOR PLAGIARISM**. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

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

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# Ag Floral Design I

## Course Syllabus

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created.

### **Materials Needed:**

- 3 Ring Binder (Needed by Friday, August 15<sup>th</sup>)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Assignments	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%



Patterson High School  
Course Outline

Course Title:		Grade Level(s):		10-12	Duration: 1 year	Credits: 10
Grading Format:		Required for Graduation:	No	Meets UC and CSU Requirements:		CBEDS Code:
Co/Prerequisite(s)			Textbook(s)/Supplementary Books/Materials: The Art of Floral Design by Norah Hunter			
Course Description:		Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.				
Key Concepts/ Learning Goals:		This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.  The goals and objectives of this instructional program are:  <ol style="list-style-type: none"><li>1. To supply students with the knowledge and skills required for entry into and successful progress in those floriculture occupations that do not require education beyond the secondary school level.</li><li>2. To prepare students for post secondary vocational education in agriculture.</li><li>3. To enable students to acquire an understanding of the economic and social impact of the floriculture industry on society and its relationship to agriculture in general.</li><li>4. To provide the floriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.</li></ol>				

Week(s), School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST %	Activities/Labs	Assessment
1	3	Syllabus/ Classroom Management	Syllabus/ Classroom Management			Syllabus Handout Parent Signature Sheet Student Data Sheet	Signed Syllabus by Parent and Student
1	2	FFA	FFA			3 Circles Worksheet FFA Emblem Assignment	
2-3	6	NA/ 1	Floral Safety	AG Foundation – Health & Safety: 6.1, 6.2, 6.4, 6.5, 6.6 Tech. Skills: 10.0, 11.0		Direct Instruction on Overall Rules, Use of Knives, Shears, Scissors, Helium, Wire, Hot Glue, Floral Cooler and Aerosol Cans Posters based on Specific Safety Sections Demonstration of Proper Use of Floral Supplies	Safety Test Safety Poster
3-4	7	8/ 2	Tool Identification	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1		Direct Instruction on Tools and Materials “Name That Tool” Activity Interactive Worksheets on Ribbon, Wire and Floral Foam	Tools and Materials Quiz Name That Tool Activity Worksheet Ribbon, Wire and Floral Foam Worksheets

4-6	9	NA/ 3	Ribbon, Wire and Floral Tape	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – <b>F 11.1</b>	<p>Demonstration and Hands on Activity including taping wooden dowels and floral wire</p> <p>Creating Flower Pen using taping skills</p> <p>Direct Instruction on Bow Making</p> <p>Arranging a Floral Bud Vase with floral bow</p> <p>Direct Instruction on Wiring Techniques</p> <p>Hands on Activity using Clutch Wiring and Stitch Wiring</p> <p>Creating a Professional Boutonniere</p>	<p>Flower Pen Bud Vase Arrangement Boutonniere</p>
6-7	8	9-11/ 4	Flower Physiology	AG OH – 1.2, 1.3, 1.4, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 8.1, 8.2, 8.3, 8.4, 9.3	<p>Direct Instruction on Parts of a Flower</p> <p>Flower Vocabulary Terms Worksheet</p> <p>Creating a Balloon Flower as a Replica with labeled flower anatomy</p> <p>Direct Instruction on Flower Types</p> <p>Types of Flowers Worksheet</p> <p>Flower Dissection Lab</p>	<p>Flower Vocabulary Terms Worksheet</p> <p>Balloon Flower Parts of a Flower and Flower Types Test</p>

8- 13	18	3,6,7/ 5	Elements of Design	<p>AG OH – F 11.0 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 History/Culture: 3.2, 3.3, 3.4 Connect/Apply: 5.4</p>	<p>Direct Instruction on Color, Line, Shape, Depth and Texture Elements Vocabulary Terms Worksheet Color Cookie Lab Creation of a Color Wheel Identification of Color Schemes in Arrangements through Color Scheme Project Texture Lab with Differing Floral Textures</p>	<p>Elements Vocabulary Terms Worksheet Color Cookie Lab Color Wheel Color Schemes Project Texture Lab Elements Test</p>
12	2	12/ 6	Round Arrangement	<p>AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5</p>	<p>Demonstration on Proper Steps to arranging a round arrangement</p>	<p>Pumpkin Round Arrangement</p>
13- 14	8	6,7/ 7	Principles of Design	<p>AG OH: F 11.0 VA – Artistic Percept. : 1.1, 1.2, 1.4, 1.5 Creative Exp. : 2.1, 2.2, 2.6 Aesthetic Val. : 4.4</p>	<p>Direct Instruction on Balance, Scale, Focal Point, Harmony and Unity Principles Vocabulary Terms Worksheet Focal Point Project Principles Worksheet</p>	<p>Principles Test Principles Vocabulary Worksheet Focal Point Project</p>
15	3	12/8	Oblong Arrangement	<p>AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5</p>	<p>Demonstration on proper steps to arranging an oblong arrangement</p>	<p>Thanksgiving Oblong Arrangement</p>

16-17	10	13/9	Seasonal Flowers/ Holiday Flowers	Ag Foundation – History/Soc.: 1.3 (12.2.2,5,6,7,10) VA – Artistic Perc.: 1.5 Creative Exp.: 2.6 Aesthetic Val.: 4.1 Connect Apply: 5.2 History/Culture: 3.1, 3.3, 3.4	Direct Instruction on Seasonal Flowers Holiday Project Wreath Arrangement	Holiday Project Wreath Arrangement
18	5		Semester I Final		Final Review Activities	Semester Final
Winter Break						
1-2	7	14/10	Personal Flowers	AG Foundation – History/Soc. 1.3 AG OH – F 11.0 VA – Artistic Perc.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.2, 2.6 History/Culture: 3.1, 3.4	Direct Instruction on Personal Flowers Personal Flowers Terms Worksheet Corsage Construction Wristlet Construction	Personal Flowers Test Corsage Construction Wristlet Construction
2-5	16	12/11	Arrangement Shapes and Styles	VA – Artistic Perc.: 1.4, 1.5 Creative Exp: 2.1 History/Culture: 3.3, 3.4 Connect Apply : 5.4	Direct Instruction on Arrangement Shapes and Styles Shapes Posters Shapes Worksheet Valentine's Day Biedermeier	Shapes and Styles Test Valentine's Day Biedermeier
4	2	12/12	Vase Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Demonstration on proper steps to arranging a vase arrangement	Vase Arrangement

6-8	15	10/ 13	Cut Flower Care and Handling	AG OH- F11.1, F11.3		Direct Instruction on Cut Flower Care and Handling Demonstrations Valentine's Day Preparations	Valentine's Day Flower Care Cut Flower Care and Handling Test
9-10	10	15/ 14	Permanent Botanicals	AG OH – F 11.0 VA – Artistic Perc.: 1.5 Aesthetic Val.: 4.4 History/Culture: 3.2		Direct Instruction on use of silk flowers and dried or preserved flowers Dried Flower Arrangement	Dried Flower Arrangement Permanent Botanicals Test
11-12	7	1/ 15	History of Floral Design	AG Foundation – Comm. 2.2, 2.4 AG OH – F 11.0 VA – Artistic Perc.: 1.5 Creative Exp.: 2.2, 2.6 History/Culture: 3.1, 3.2, 3.3, 3.4 Aesthetic Val.: 4.1, 4.5 Connect Apply: 5.2, 5.4		History of Floral Design Timeline	History of Floral Design Timeline
12	3	12/ 16	Novelty Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5		Demonstration on proper steps to arranging a novelty arrangement for Easter.	Funny Bunny Arrangement
Spring Break							

13-14	7	NA/ 17	Careers	AG Foundation – Communications 2.0, Career Planning 3.0, Technology 4.0, Responsibility 7.0, Ethics & Legal 8.0, Technical Skills 10.0, Demo/Apply 11.0 VA – Connect/Apply: 5.4	Direct Instruction on Floral Careers Career Research Project	Career Research Project
14-15	8	NA/ 18	Retail Floristry	AG Foundation – History/ Soc.: 1.3 (12.2.3,6,7,10) AG OH – 11.4 VA – Connect/Apply: 5.4	Direct Instruction on Retail Floristry Efficiency Worksheet in a Floral Shop Floral Pricing	Retail Floristry Test
16	2	12/ 19	Spring Triangular Arrangement	AG OH- F11.3, F11.2 VA- Aesthetic Val.: 4.3, 4.4, 4.5	Demonstration on proper steps to arranging a spring triangular arrangement	Triangular Arrangement
16-19	16	18/ 20	Wedding	Ag Foundation – Math 1.0 (13.0) History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5	Direct Instruction on Floristry with Weddings Wedding Consultation Worksheet Wedding Project	Wedding Project including table arrangement



**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turn in the day of the test or quiz.

**Tests, Labs and Projects:** Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. All large project grades will be entered under the category as well.

**FFA and SAE:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**Late Work:** Late work will not be accepted.

**Absent Work:** If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

**"No Name" Work:** If a name is not written on an assignment, you will receive a zero on that assignment.

**Arrangement Cost or Fundraising Option:** Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.

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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

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**Parent/ Guardian Email Address**

Patton High School  
Course Outline

Course Title: ROP Advanced Floral Design: The Art and History of Floral Design	Grade Level(s): 11-12	Duration: 1 year	Credits: 10
Grading Format:	Required for Graduation:	No	Meets UC and CSU Requirements:
Co/Prerequisite(s)	Textbook(s)/Supplementary Books/Materials:	CBEDS Code:	
Course Description:	<p>The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.</p>		

**Key Concepts/ Learning Goals:** This advanced floral design class is designed to teach the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.

The goals and objectives of this instructional program are:

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

Week(s) of School Year	# of Days	Chapter/ Unit	Strand/ Key Idea/Theme	Standard(s)	CST %	Activities/Labs	Assessment
1	3	Syllabus/ Classroom Management	Syllabus/ Classroom Management			Syllabus Handout Parent Signature Sheet Student Data Sheet	Signed Syllabus by Parent and Student
1	2	FFA	FFA			3 Circles Worksheet FFA Emblem Assignment	

2	3	NA/ 1	Floral Safety	AG Foundation Health & Safety: 6.1, 6.2, 6.4, 6.5, 6.6 Tech. Skills: 10.0, 11.0		Direct Instruction on Overall Rules, Use of Knives, Shears, Scissors, Helium, Wire, Hot Glue, Floral Cooler and Aerosol Cans  Demonstration of Proper Use of Floral Supplies	Safety Test
2-3	5	8/ 2	Tool Identification	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1		Direct Instruction on Tools and Materials “Name That Tool” Activity Interactive Worksheets on Ribbon and Wire	Tools and Materials Test Name That Tool Activity Worksheet Ribbon and Wire Worksheets
3-5	9	NA/ 3	Ribbon, Wire and Floral Tape	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1		Creating Flower Pen using taping skills Direct Instruction on Bow Making Basket Handle Enhancement Project Direct Instruction on Wiring Techniques Hands on Activity using Clutch Wiring and Stitch Wiring Creating a Professional Boutonniere	Flower Pen Basket Handle Enhancement Project Tools and Materials Test Boutonniere
5-6	4		Arrangement and Flower Shapes and Styles	VA – Artistic Perc.: 1.4, 1.5 Creative Exp: 2.1 History/Culture: 3.3, 3.4 Connect Apply : 5.4		Direct Instruction on Arrangement Shapes and Styles Shapes Posters Shapes Worksheet Flower Types Worksheets Vertical Arrangement	Shapes and Styles Quiz Vertical Arrangement

6	9	Introduction to Art and Artists	<p>AG OH – F 11 VA – Art. Perc.: 1.1, 1.2, 1.4, Creative Exp.:2.1 History/Culture: 3.1, 3.2, 3.3, 3.4 Aesthetic Val.: 4.1 Connect/Apply: 5.4</p>		<p>Introduction to Art Concepts Worksheets Introduction to Artists Worksheet: Vincent Van Gogh, Pablo Picasso, Edouard Monet, Edward Manet, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir and Diego Rivera Flower Symbolism Worksheets Flower Symbolism Mini Project Artist Research Paper and Floral Art Piece</p>	Artist Research Paper and Floral Art Piece
8-11	20	Floral and Art History	<p>AG Foundation – Comm. 2.2, 2.4 AG OH – F 11.0 VA – Artistic Perc.: 1.3, 1.5 Creative Exp.: 2.2, 2.6 History/Culture: 3.1, 3.2, 3.3, 3.4 Aesthetic Val.: 4.1, 4.5 Connect Apply: 5.2, 5.4</p>		<p>Direct Instruction on Ancient, Renaissance, Baroque &amp; Dutch Flemish, Impressionism and Modern Art Direct Instruction on Ancient, European, American, Colonial, Oriental and Modern Floral Art Activity: Garland or Head Wreath Activity: Victorian Posy Timeline or Time Period Project</p>	<p>Floral and Art History Test Victorian Posy Project Head Wreath/ Garland Project</p>
12	2	Round Arrangement			<p>Demonstration on Proper Steps to arranging a round arrangement</p>	Round Arrangement



13	13	3,6,7/6	Elements of Design	AG OH – F 11 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 History/Culture: 3.2, 3.3, 3.4 Connect/Apply: 5.4		Direct Instruction on Elements Emotions and Color Influence Project Color Classroom Display Board Shape and Color Portfolio Project Elements of Design Arrangement	Elements Test Emotions and Color Influence Project Color Classroom Display Shape and Color Portfolio Project Elements of Design Arrangement
16-18	12	6	Principles of Design	AG OH: F 11.0 VA – Artistic Percept. : 1.1, 1.2, 1.4, 1.5 Creative Exp. : 2.1, 2.2, 2.6 Aesthetic Val. : 4.4		Direct Instruction on Balance, Scale, Focal Point, Harmony and Unity Principles Vocabulary Terms Worksheet Principles Worksheet	Principles Test Principles Vocabulary Worksheet
18	3		Semester 1 Final Review				
16-17	10						
18	5		Semester 1 Final			Final Review Activities	Semester Final Lab Practical Arrangement: L Shaped Arrangement
Winter Break							
1-4	19		Advanced Floral Techniques			Direct Instruction on Advanced Techniques	Advanced Techniques Test Hand Tied Bouquet Vase Arrangements with Lacing

5			Advanced Seasonal Flowers/ Holiday Flowers	Ag Foundation History/Soc.: 1.3 (12.2.2,5,6,7,10) VA – Artistic Perc.: 1.5 Creative Exp.: 2.6 Aesthetic Val.: 4.1 Connect Apply: 5.2 History/Culture: 3.1, 3.3, 3.4		Direct Instruction on Seasonal Flowers Valentine's Day Arrangements	Valentine's Day Arrangement Holiday Theme Project
7-8	10		Advanced Wedding Flowers	Ag Foundation – Math 1.0 (13.0) History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5		Wedding Flowers Demonstrations Traditional Altar Triangular Arrangement Wedding Flowers Pricing Assignment	Triangular Arrangement Advanced Wedding Flowers Test
9-10	10		Sympathy Flowers			Direct Instruction on Sympathy Flowers Sympathy Flowers Types Worksheet Casket Arrangement Sympathy Wreath Arrangement	Sympathy Flowers Test Casket Arrangement Group Project Sympathy Wreath Arrangement Group Project
11-12	10		Alternative Art Forms				

			Professional Portfolio	AG Foundation – Communications 2.0, Career Planning 3.0, Technology 4.0, Responsibility 7.0, Ethics & Legal 8.0, Technical Skills 10.0, Demo/Apply 11.0 VA – Connect/Apply: 5.4		Compilation of Professional Portfolio including	Dried Flower Arrangement Permanent Botanicals Test
11-12	7		History of Floral Design			History of Floral Design Timeline	History of Floral Design Timeline
12	3		Novelty Arrangement			Demonstration on proper steps to arranging a novelty arrangement for Easter.	Funny Bunny Arrangement
Spring Break							
13-14	7		Careers	AG Foundation – Communications 2.0, Career Planning 3.0, Technology 4.0, Responsibility 7.0, Ethics & Legal 8.0, Technical Skills 10.0, Demo/Apply 11.0 VA – Connect/Apply: 5.4		Direct Instruction on Floral Careers Career Research Project	Career Research Project
14-15	8		Retail Floristry	AG Foundation – History/ Soc.: 1.3 (12.2.3,6,7,10) AG OH – 11.4 VA – Connect/Apply: 5.4		Direct Instruction on Retail Floristry Efficiency Worksheet in a Floral Shop Floral Pricing	Retail Floristry Test
16	2		Spring Advanced Arrangement			Demonstration on proper steps to arranging a spring advanced arrangement	Advanced Arrangement

16	16	Wedding	<p>Ag Foundation Math 1.0 (13.0), History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5</p>	<p>Direct Instruction on Floristry with Weddings Wedding Consultation Worksheet Wedding Project</p>	<p>Wedding Project including table arrangement</p>
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# **ROP Advanced Floral Design: The Art and History of Floral Design**

## **Course Syllabus**

Teacher: Ms. Green

Email: [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)

**Course Description:** This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work.

### **Materials Needed:**

- 3 Ring Binder Any Color (Needed by Friday, August 1<sup>th</sup>)
- 3 Ring Binder White (Needed by beginning of May)
- Pencil or Pen

### **Grading:**

#### Grading Scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework	35%
Tests, Labs and Projects	45%
FFA	10%
SAE	10%

**Class Participation and Homework:** Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class

participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turn in the day of the test or quiz and will count towards the homework grade.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. The First Semester final will consist of a 3-5 page written paper on Floral Art History as well as an in class floral arrangement. The Second Semester Final will consist of a complete Professional Portfolio including but not limited to a resume, cover letter, table of contents, samples of work, job application.

FFA and SAE: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

“No Name” Work: If a name is not written on an assignment, you will receive a zero on that assignment.

**Arrangement Cost or Fundraising Option:** Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.



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

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**Student Signature**

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**Date**

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**Parent/ Guardian Signature**

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**Date**

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**Parent/ Guardian Email Address**

# PATTERSON HIGH SCHOOL

Course Title: Ag Mechanics 1	Grade Level(s): 9-12th		Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:	CBEDS Code:
Co/Prerequisite(s):	Textbooks(s)/Supplementary Books/Materials: Agricultural Mechanics Fundamentals and Applications		
Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. Students will be introduced to general shop safety, electrical systems, concrete work, plumbing, cold metal work, Oxyfuel welding and cutting, SMAW welding, woodworking, and project layout.			
Key Concepts/ Learning Goals:			

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	B1.2	Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.	
2	2	FFA	FFA		Notes and review worksheet	FFA Quiz
3-6	20	Unit 4, 5	General Safety	B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will discuss shop safety in groups	General shop safety test that students must pass with 100%
7-8	10	Unit 31	Electrical Principles	B3.1, B3.4	Chapter notes and review worksheets. Wire an electrical	Electrical quiz and wire a new plug on an extension cord and

					circuit.	test it
9-10	10	Unit 38	Concrete	B6.1, B6.2, B6.3	Chapter notes and review worksheets. Demonstrations and practice pouring concrete	Concrete Quiz. Making a stepping stone
11-12	10	Unit 35	Plumbing	B4.1, B4.2	Chapter notes and review worksheets. Demonstrations and hands on plumbing project	Make a PVC sprinkler.
13-15	15	Unit 9-11	Woodworking	B2.1 B2.2 B2.3 B2.4	Chapter notes review worksheets. Demonstrations and hands on project	Woodworking Quiz. Make and finish a small wood shelf
16	5	Finals	Finals		Finals	Semester Final
17	5	Unit 17	Project Layout		Chapter notes and review worksheets. Demonstrations and hands on practice	Design and layout a small project they would like to complete
18	5	Unit 12, 13	Cold Metal Working	B5.1 B5.3 B5.4 B5.5	Chapter notes and review worksheets. Demonstrations and hands on project	Make a triangle dinner bell
19- 23	25	Unit 22-24	Oxy Fuel welding and cutting	B7.1 B7.2 B7.3 B7.4 B7.5	Chapter notes review worksheets. Demonstrations and hands on practice	Unit practical final
24-32	45	Unit 25	SMAW welding	B8.1 B8.2 B8.3 B8.4	Chapter notes review worksheets. Demonstrations and hands on practice	Unit Practical Final
33	5		Ag Mech Careers		Notes, discussion guest speakers	One page paper on an Ag mech career of their choice
34	5		Finals			Semester Final

# PATTERSON HIGH SCHOOL

Course Title:Ag Mechanics 2	Grade Level(s): 10-12th		Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:	CBEDS Code:
Co/Prerequisite(s): Ag Mechanics 1	Textbooks(s)/Supplementary Books/Materials: Agricultural Mechanics Fundamentals and Applications		
Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The Ag mechanics 2 course further familiarizes students with shop safety, shop safety, project design and fabrication .			
Key Concepts/ Learning Goals:			

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	B1.2	Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.	
2	5	FFA	FFA		Notes and review worksheet	FFA Quiz
3-6	20	Unit 4, 5	General Safety	B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will discuss shop safety in groups	General shop safety test that students must pass with 100%
7-8	10	Unit 1,2	Careers		Students will be introduced to Ag mech careers, work on a	2-3 page paper on Ag mech careers

9-10	10	Unit 14-16	Tool ID		portfolio and resume and listen to speakers form technical schools	
11	5		Measuring		Students will review common shop tools from their Ag mech 1 class	Tool ID quiz
13	5		Project Planning		Student will learn/review how to read a tape measure	Tape measure quiz
14-20	35	Unit 22-26	Arc welding (SMAW, MIG), Oxyfuel cutting and welding	B7.1 B7.2 B7.3 B7.4 B7.5 B8.1 B8.2 B8.3 B8.4	Students will take notes on project planning and get hands on practice	Students design a project they want to complete
21-34	70		Project Construction		Review notes, practicing running beads on scrap metal and practice cutting different thicknesses of metal. Students will be introduced to out of position welds	Practical Unit Final
					Students select and design a wood or metal project of their choice	Project is graded by the instructor based on the student drawn plans, and overall workmanship

# PATTERSON HIGH SCHOOL

<b>Course Title: ROP</b> <b>Agricultural Welding and Fabrication</b>	<b>Grade Level(s): 11-12th</b>		<b>Credits: 10</b>
<b>Grading Format: A-F</b>	<b>Required for Graduation: No</b>	<b>Meets UC and CSU Requirements: No</b>	<b>CBEDS Code:</b>
<b>Co/Prerequisite(s):</b> <b>Ag Mechanics 1</b> <b>Ag Mechanics 2</b>	<b>Textbooks(s)/Supplementary Books/Materials:</b> Agricultural Mechanics Fundamentals and Applications		
<b>Course Description:</b> The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The welding course further familiarizes students with shop safety, shop safety, project design and fabrication.			
<b>Key Concepts/ Learning Goals:</b> Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience.			

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	CTE Agriculture: B1.2	A shop orientation will occur. Demonstrations on safe shop practices will be given. Students will complete notes and worksheets based on safe shop procedures.	
2	5	FFA	FFA	CTE	Introduction to the FFA will	FFA Quiz

				Foundation: 10.1, 10.2, 10.3	occur. Students will complete an FFA packet while creating a timeline of FFA history. Students will complete an FFA emblem project.	
3-6	20	Unit 4, 5	General Safety	CTE Agriculture: B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will discuss shop safety in collaborative activities.	General Shop Safety Test (100% score is required to participate in the shop)
7-8	10	Unit 1, 2	Careers	CTE Foundation: 2.2 (2.5)	Students will be introduced to Ag mechanics careers. Speakers from technical schools will introduce a variety of Ag Mechanics careers. Students will complete a portfolio and resume.	Ag Mechanics Career Research Paper Career Portfolio with Resume
9-10	10	Unit 14-16	Tool ID and Measuring	CTE Agriculture:	Students will review common shop tools such as those found in the Patterson High School shop. Measurement practice will be applied in various smaller projects.	Tool ID and Measurement Quiz
11	5		Project Planning	CTE Agriculture: B5.1, B5.2, B5.3	Students will complete project planning exercises along with notes. Students will begin planning hands on project to be	Project Planning Assignment



12-13	10	Unit 22-26	Arc welding (SMAW, MIG)	B8.1 B8.2 B8.3 B8.4	<p>completed using basic welding skills. They will be responsible for every aspect of planning this project.</p> <p>Students will review notes on SMAW and MIG welding processes.</p> <p>Students will practice running beads on scrap metal in preparation for their own projects.</p>	Practical Unit Final
14-15	10	Unit 22-26	Oxyfuel cutting and welding	B7.1 B7.2 B7.3 B7.4 B7.5	<p>Students will practice cutting different thickness of metal in preparation for their own projects.</p>	Practical Unit Final
15-34	100		Project Construction	B5.1, B5.2, B5.3, B5.4, B7.1 B7.2 B7.3 B7.4 B7.5, B8.1 B8.2 B8.3 B8.4, B9.2, B9.3, B9.4, B9.5, B9.6, B9.7	<p>Students select and design a metal project of their choice. They will use their prior knowledge of project planning and basic welding skills to complete this project. The goal is for them to pick a project that challenges them.</p> <p>Students will have to operate welding and cutting systems safely and appropriately as well as understand how to properly finish a metal project. Through this project, they will have to complete a plan, bill of materials and create a</p>	<p>Project is graded by the instructor based on the student drawn plans and overall workmanship.</p>



# PATTERSON HIGH SCHOOL

Course Title: Advanced Ag Mechanics	Grade Level(s): 11-12th	Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:
Co/Prerequisite(s): Ag Mechanics 1 Ag Mechanics 2	Textbooks(s)/Supplementary Books/Materials: Agricultural Mechanics Fundamentals and Applications	
Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The Advanced Ag mechanics course further familiarizes students with shop safety, shop safety, project design and fabrication		
Key Concepts/ Learning Goals:		

Week of school	# of days	Text Ch/Unit	Theme	Standard	Activities	Assessment
1	5	Syllabus and classroom management	Syllabus and classroom management	B1.2	Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.	
2	5	FFA	FFA		Notes and review worksheet	FFA Quiz
3-6	20	Unit 4, 5	General Safety	B1.1, B1.2, B1.3	Students will see demonstrations of proper shop safety. Students will	General shop safety test that students must pass with 100%

7-8	10	Unit 1,2	Careers			discuss shop safety in groups Students will be introduced to Ag mech careers, work on a portfolio and resume and listen to speakers form technical schools	2-3 page paper on Ag mech careers
9-10	10	Unit 14-16	Tool ID and Measuring			Students will review common shop tools and measurement	Tool ID and measurement quiz
11	5		Project Planning			Students will take notes on project planning and get hands on practice	Students design a project they want to complete
12-15	20	Unit 22-26	Arc welding (SMAW, MIG), Oxyfuel cutting and welding	B7.1 B7.2 B7.3 B7.4 B7.5 B8.1 B8.2 B8.3 B8.4		Review notes, practicing running beads on scrap metal and practice cutting different thicknesses of metal	Practical Unit Final
15-34	100		Project Construction			Students select and design a wood or metal project of their choice	Project is graded by the instructor based on the student drawn plans, and overall workmanship

# PATTERSON HIGH SCHOOL

Course Title: Ag Power and Small Engines	Grade Level(s): 9th-12th		Credits:
Grading Format: A-F	Required for Graduation:	Meets UC and CSU Requirements:	CBEDS Code:
Co/Prerequisite(s):	Textbooks(s)/Supplementary Books/Materials: Small Gas Engines by Alfred C. Roth		
Course Description: This course is designed to give students an introduction to working with small engines. It includes shop safety, measurement and tools, fasteners, sealants, gaskets, engine construction, engine operation, two cycle engines, four cycle engines, fuel systems, carburetors, ignition systems, lubrication systems, cooling systems, maintenance, and diagnostics.			
Key Concepts/ Learning Goals:			

Week of school	# of days	Ch/Unit	Theme	Standard	Activities	Assessment
1-4	20	Syllabus and classroom management	Syllabus and classroom management	B1.1, B1.2, B1.3	Shop orientation, demonstration of safe shop practices, notes and review worksheets. Chapter outline and review	General shop safety test that students must pass with 100%
5	5	FFA	FFA		FFA worksheets	Quiz
6	5	2	Tool ID		Chapter outline and review. Introduce students to the tools that they will be using	Tool ID quiz
7-8	10		Part ID		Chapter outline and review. Introduce students to the	Part ID Quiz

						engine parts that they will be using	
9	5	4	Principles of operation	B10.1, B10.2	Chapter outline and review. Use engines to demonstrate principles	Unit Test	
10-12	15	5,8,9	Carburetion, ignition and compression	B10.3	Chapter outline and review. Notes and review worksheets. Disassembly and reassembly of carburetor	Carburetor and ignition system part test	
13-14	10		Problem Solving	B10.6	Notes and review worksheets. Real life engine problems discussed and how to go about fixing them	Practical problem solving quiz	
15-18	20	12	Trouble shooting	B10.4	Students will work in groups to discuss how to trouble shoot certain engine problems	Group presentation	
19-24	30	15	Engine Disassembly	B10.5	Chapter outline and notes. Students will disassemble one of the class set engines	Display of correct technique during shop work time	
25-31	35	16, 17	Overhaul and Reassembly	B10.5, B10.6	Chapter outline and notes. Students will overhaul and reassemble one of the engines form the class set	Displaying correct skills and techniques during shop work	
32-34	20	18, 19	Tune Up Service	B10.6	Students will have the opportunity to bring in an engine of their own to tune up or to work on one of the class engines	Tune up Quiz and displaying correct technique during shop work	
35	5		Work Orders	B10.6	Notes and review worksheets	Properly completing a work order	

Patterson High School  
Agriculture Department

Course Title: Ag Mechanics

Length of Class: One Year

Prerequisites: 9-12 grade

Materials Needed: Notebook, three ring Binder, pencil/pen everyday, appropriate clothing (pants, long sleeve shirt, no open toed shoes), Personal Safety Glasses Z87.1

Recommended: Coveralls, auto darkening welding hood, welding gloves, soapstone or silver pencil, 25' tape measure.

Instructors: Mr. Costa  
([mcosta@patterson.k12.ca.us](mailto:mcosta@patterson.k12.ca.us))

Course Description: This course is designed to introduce students to various Ag mechanics principals and techniques used in industry. Students will study safety, tool identification, woodworking, basic electrical work, basic irrigation/plumbing principles, basic concrete work, Oxyacetylene welding/cutting, and Shielded Metal Arc Welding

**GRADING: A-F:**

A- 90-100%

B- 80-89%

C- 70-79%

D- 60-69%

F- Below 60%

A point system will be used for grading:

Approximately 50% will come from work in the shop

Approximately 30% will come from classroom work/participation

Approximately 20% will come from attendance, citizenship, and FFA SAE. This includes attitude, clean-up and punctuality.



## Class Rules:

1. Be in your assigned seat ready to work.
2. Respect the rights of others within the classroom. Rude comments, swearing, and disruptive behavior will not be tolerated.
3. Respect the classroom, shop, and the equipment within it.
4. No food or drink, IPOD's, cell phones, or inappropriate attire (dress code)  
Bottled water is fine.

**SAFETY:** All students must pass the mandatory safety exam with a 100% score before they may beginning work. It is expected that all students observe the safety rules at all times. Failure to do so can result in removal from the class. Safety glasses must be worn in the Shop/Lab at all times... NO EXCEPTIONS. Proper protective clothing (including closed toed shoes) must be worn at all times in the Shop/Lab...NO EXCEPTIONS.

Infractions of rules will result in one or more of the following:

- Verbal Warning
- Reduction in grade
- Removal from class
- Parent/teacher conference
- Referred to office
- Removal from the class

## Attendance/Tardy Policy:

- School tardy policy will be enforced
- Attendance is critical in this course because there is limited outside assignments. Each Cut will cost daily attendance and citizenship points.

## Make-up Policy:

- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!

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Student (print)

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Student Signature

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Date

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Parent/Guardian (print)

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Parent/Guardian Signature

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Date



Patterson High School  
Agriculture Department

Course Title: Introduction to Small Engines

Length of Class: One Year

Prerequisites: 9-12 grade

Materials Needed: Notebook, three ring Binder, pencil/pen everyday, appropriate clothing (pants, long sleeve shirt, no open toed shoes), Personal Safety Glasses Z87.1

Recommended: Coveralls, thin gloves.

Instructors: Mr. Costa  
([mcosta@patterson.k12.ca.us](mailto:mcosta@patterson.k12.ca.us) )

Course Description: This course is designed to introduce students to various aspects of small engines, including; safety, engine part identification, principles of operation, carburetion systems, ignition systems, service procedures, trouble shooting

**GRADING: A-F:**

A- 90-100%

B- 80-89%

C- 70-79%

D- 60-69%

F- Below 60%

A point system will be used for grading:

Approximately 50% will come from work in the shop

Approximately 30% will come from classroom work/participation

Approximately 20% will come from attendance, citizenship, and FFA/SAE. This includes attitude, clean-up and punctuality.

## Class Rules:

1. Be in your assigned seat ready to work.
2. Respect the rights of others within the classroom. Rude comments, swearing, and disruptive behavior will not be tolerated.
3. Respect the classroom, shop, and the equipment within it.
4. No food or drink, IPOD's, cell phones, or inappropriate attire (dress code) Bottled water is fine.
5. Clean up is expected after each days work.

**SAFETY:** All students must pass the mandatory safety exam with a 100% score before they may beginning work. It is expected that all students observe the safety rules at all times. Failure to do so can result in removal from the class. Safety glasses must be worn in the Shop/Lab at all times... NO EXCEPTIONS. Proper protective clothing (including closed toed shoes) must be worn at all times in the Shop/Lab...NO EXCEPTIONS.

Infractions of rules will result in one or more of the following:

- Verbal Warning
- Reduction in grade
- Removal from class
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- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!

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Student (print)

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Student Signature

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Date

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Parent/Guardian (print)

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Parent/Guardian Signature

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Date



## **F. Program Completion Standards**

## **Patterson High School Agriculture Department** **Program Completion Standards**

**In order to be considered a program completer, a student must complete a pathway of courses by taking Agriculture courses for 4 years.**

Students should meet the 70% California State Agriculture Standards for their chosen pathway when considered a program completer. In addition, upon completion of the following pathway, students should be proficient in the following:

### **Agriculture Mechanics:**

1. Students show competency in measurement.
2. Students understand personal and group safety in the shop.
3. Students understand the basic electricity principles and wiring practices commonly used in agriculture.
4. Students understand basic plumbing system practices commonly used in agriculture.
5. Students understand cold metal processes.
6. Students understand concrete and masonry practices commonly used in agriculture.
7. Students understand oxy fuel cutting.
8. Students understand electric arc welding processes.
9. Students understand the principles of basic woodworking.
10. Students understand the basic construction of small engines.

### **Agriculture Science:**

1. Students can identify and understand the importance of production agriculture.
2. Students understand the importance of the role of agriculture in California economy.
3. Students understand the interrelationship between agriculture and the environment.
4. Students identify lab equipment and materials used in the Ag Science lab setting.



5. Students understand the importance of animals in modern society and agriculture.
6. Students understand basic animal health and reproduction.
7. Students understand plant growth and development.
8. Students understand soils and plant production.
9. Students understand the scientific method.

Ornamental Horticulture and Floriculture:

1. Students identify and understand the importance of horticulture production.
2. Students understand plant classification.
3. Students understand sexual and asexual plant reproduction.
4. Students understand ornamental and floral plant nutrition practices and needs.
5. Students understand the use of containers, tools, equipment and facilities related to horticulture and floral design.
6. Students understand agribusiness as it applies to the horticulture and floral industry.
7. Students know the elements and principles of design as they apply to floral design.
8. Students identify common flowers and plants from the United States.
9. Students know the eras and art for each period of floral design.

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

## **Patterson High School Facilities and Major Equipment Description**

### **Patterson High School Facilities:**

- School Farm Laboratory with 5 Sheep and Goat Pens, 3 Hog Pens, Central Show Ring and Wash Rack
  - Greenhouse
  - Shade House
- Storage Shed with Show Equipment, Horticulture Equipment and Supplies
  - 2 Classrooms
- 1 Mechanics Shop with Welding Booths

### **Patterson High School Major Equipment:**

- 1 Suburban
  - 1 Truck
- 1 Livestock Scale
- 1 Plasma Cam and Table
  - 2 Floral Coolers

See W. Department Inventory for more details.

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

**Patterson High School  
Agriculture Department  
Five Year Plan**

**Year 1 2014-2015**

1. Upgrade the Agriculture Department Laptop Cart if possible.
2. Update School Farm Wash rack.
3. Purchase livestock trailer.
4. Update Ag Mechanics shop equipment by adding at least 4 MIG welders, spool gun, tool set, oxyacetylene torches and lines, slip roller and a blast cabinet.
5. Finish raised planter beds near shade house.
6. Landscape area around the greenhouse and shade house.
7. Repair plasma cam.
8. Build up Poultry SAE projects.
9. Start a horticulture and floriculture flower Identification garden for student use.
10. Start fundraising for the new Agriculture department truck.

**Year 2 2015-2016**

1. Purchase new laptop cart to be used for online record keeping.
2. Continue to improve landscaping for horticulture area.
3. Add trees to horticulture area that serve to practice for Horticulture Team Identification.
4. Purchase a new TIG welder for Ag Mechanics Shop.
5. Start to market flowers, plants, vegetables and mechanics projects at a local farmers market.
6. Purchase Ag Chemistry equipment and supplies.

**Year 3 2016-2017**

1. Purchase new Agriculture department truck.
2. Build mobile welding trailer to encourage welding projects outside of school for students.
3. Take FFA members to National FFA Convention.

**Year 4 2017-2018**

1. Create Ag Market on campus to market flowers and projects.
2. Invest in breeding stock for SAE projects and for use in Animal Science and Ag Biology classes.
3. Renovate School Farm.

**Year 5 2018- 2019**

1. Renovate School Farm.
2. Purchase equipment and supplies for new Ag Business pathway.

**Patterson High School  
Agriculture Department  
Five Year Plan**

**Year 1 2013-2014**

1. Upgrade the Agriculture Department Laptop Cart. ✓
2. Update and Move School Farm Wash rack.
3. Replace cooling cells and nonfunctioning parts of the Greenhouse to make it functional! ✓
4. Put in raised planter beds near shade house. ✓
5. Landscape area around the greenhouse and shade house. ✓
6. Repair walk in floral cooler. ✓
7. Repair plasma cam computer.
8. Build up Poultry SAE projects.
9. Add plants to greenhouse and shade house that can be used as practice for horticulture and floral identification.

**Year 2 2014-2015**

1. Purchase new Agriculture Department Truck.
2. Expand School Farm and add a storage facility to the school farm. ✓
3. Continue landscaping for horticulture area.
4. Purchase a new TIG welder for Ag Mechanics Shop.

**Year 3 2015-2016**

1. Start to market flowers, plants, vegetables and mechanics projects at a local farmers market.
2. Continue to improve landscaping in horticulture area.
3. Add trees to horticulture area that serve to practice for Horticulture Team Identification.
4. Invest in breeding stock for SAE projects and for use in Animal Science and Ag Biology classes.

**Year 4 2016-2017**

1. Buy Livestock Trailer. ✓
2. Add 4 new MIG welders to the shop. ✓
3. Purchase new science lab equipment. ✓

**Year 5 2017- 2018**

1. Create Ag Market on campus to market flowers and projects.
2. Purchase a new class set of laptops to use for record book keeping.

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



# 2014-2015 FFA Chart of Responsibilities

AREA	Samantha Cahill x (1st sem)	Kendall Green x (2nd sem)	Monica Lopes	Michael Costa
Officer Team	x	x	x	x
FFA Duties				
MEETINGS				
Department Meetings Planning		x		
Department Meetings Attend	x	x	x	x
Officer Meetings Planning	x	x		
Officer Dinners Attend	x	x	x	x
Officer Meetings Attend	x	x		
Advisory Meeting Planning		x		
Advisory Meetings Attend	x	x	x	x
ACTIVITIES				
Officer Retreat Planning	x			
Officer Retreat Attend	x	x	x	x
Achievement Trip Planning				x
Achievement Trip Attend				x
Camp Sylvester		x	x	x
Greenhand Leadership Conference	x	x	x	x
COLC		x		x
National FFA Conference Planning		x		
Local Project Competition	x			
FFA Week	x			
MFE/ ALA		x	x	
Greenhand/ Chapter Degree Banquet Planning		x		
Greenhand/ Chapter Degree Banquet Attend	x	x	x	x
Annual End of the Year Banquet Planning	x			
Annual End of the Year Banquet Attend	x	x	x	x
State FFA Conference	x	x	x	x
Fall Sectional Activity	x			
Spring Sectional Activity			x	
State Degree Ceremony Attend	x	x		

Lathrop Corn Maze Planning  
Lathrop Corn Maze Attend  
Lathrop Ice Skating Planning  
Lathrop Ice Skating Attend

X  
X  
X  
X

X  
X  
X

#### FUNDRAISERS

Christmas Wreaths and Poinsettias  
Tri Tip Dinner  
Pizza Fundraiser

X

X

X

#### COMMUNITY SERVICE

Earth Day  
Relay for Life  
FFA Week Ag Day  
Ag Day  
Canned Food Drive  
Coat Drive  
Christmas Holiday in the Park  
Christmas Float  
Homecoming Float

X  
X  
X

X

X

X

X

X

#### TEAMS and CONTESTS

Opening and Closing Ceremonies  
BIG  
Creed  
Impromptu  
Extemp  
Prepared  
Job Interview  
Floral  
Vet Science  
Farm Power  
Ag Mechanics  
Nursery Landscape

X  
X  
X

X

X

X

X

X

X

X

X

Dairy Products

x

FAIR and DUTIES AT FAIR

Stanislaus County Fair Attend

Dairy

x

x

x

x

Sheep

x

Rabbits

x

Meat Goats

x

Dairy Goats

x

Horse

x

Swine

x

Beef

x

Landscape

x

Floral

x

Ag Mechanics

x

Poultry

x

Judges for Fair Contests

x

APPLICATIONS, AWARDS and FORMS

Program of Activities

x

State Degree Applications

x

American Degree Applications

x

Proficiency Awards

x

Star Counselor/ Administrator

x

Regional/ State Chapter Awards

x

R2

Ag Incentive Grant

x

Scholarships

x

x

VEHICLE and EQUIPMENT MAINTENANCE

Truck

x

Shop

x

Suburban

x

Ag Science Equipment

x

× × ×

× × × ×

× × × ×

**X**

**X**

x

**X**

**X**

X

 $\gamma$ 

**X**

X

x x

ML ML SC KG

FFA CHART OF RESPONSIBILITIES 2013-2014			
AREA	Samantha Cahill	Kendall Green	William Pierce
Officer Team	X SC	KG	
FFA Duties	X MC ML SC	X KG	X
MEETINGS			
Department Meetings		X KG	
Officer Meetings	X SC	KG	
FFA Meetings	XX MC ML SC	KG	X
Advisory Meetings	X SC	XX KG	X MC ML
ACTIVITIES			
Officer Retreat	XX SC	X	X
Achievement Trip	XX	X	X MC
Camp Sylvester	XX SC	X	X
Greenhand Conference	X ML	X KG	
COLC	X SC		X
National FFA Convention	<del>XX</del>	KG	
Local Project Competition	MC	<del>X</del>	
FFA Week	<del>XX</del> SC	<del>XX</del>	X
MFE/ALA	X MC ML KG	ML	If needed
Greenhand/Chapter Degree Banquet	XX SC	X	X
Annual End of the Year Banquet	XX SC	X	X
State FFA Conference	X MC ML	XX KG	X
<del>Fresno State vs. Cal Poly Football</del>		<del>XX</del> KG	X
Spring Sectional Activity		KG	X
State Degree Ceremony		KG	X MC ML SC
Lathrop Corn Maze		XX KG	X MC ML SC
Ice Skating	X	XX KG	X MC ML SC
FUNDRAISERS			
Christmas Wreaths and Poinsettias		X KG	
Tri Tip Dinner			X MC
Lamppost Pizza	ML	X	
Raffle	X		
<del>Sponsors</del>	X		
Tri Tip Dinner (Livestock)			X MC
COMMUNITY SERVICE			
Earth Day			X ML
Relay For Life		X KG	
FFA Week Ag Day	<del>XX</del>	KG	
Ag Day	X SC		
Canned Food Drive		X MC	

Local Greenhand K&J

Coat Drive		X	KG	
Christmas Holiday in the Park/Float		X		ML
TEAMS AND CONTEST				
Opening/Closing Ceremonies	X	KG SC	X MC ML	X
BIG	X	ML/SC		
Creed	X	ML		
Farm Records	X			
Impromptu		X		
Extemp				X
Prepared	X	X		
Job Interview	X			
Floral		KG	X	
Specialty Animals		KG	X	
Farm Power		MC		X
Small Engines				X
Ag Mechanics		MC		X
Nursery Landscape		KG	X	
Dairy Products	X	SC		
Parli Pro		ML		
FAIR AND DUTIES AT FAIR				
Stanislaus County Fair	X		X	X
Dairy		MC		X
Rabbits		KG	X	
Sheep		ML		X
Goats		KG	X	
Horse		SC		X
Swine	X	SC		
Beef		KG	X	
Landscape	X	MC		
Floral		KG	X	
Ag Mechanics		MC		X
Problem		MC		
APPLICATIONS, AWARDS, AND FORMS				
Program of Activities	X	SC		
State Farmer Application	X		KG	
American Farmer Application			X KG	
Proficiency Award			X KG	
Star Counselor/Administrator			X KG	
Regional/State Chapter Awards	X	SC		
R-2			X KG	
Ag Incentive Grant			X KG	
Scholarships	X		KG	
ADVISORY COMMITTEE				

[illegible]

2012-2013

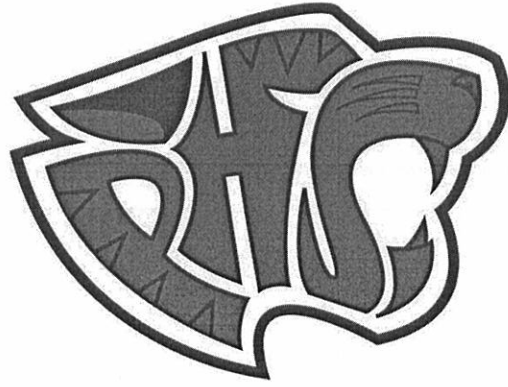
FFA CHART OF RESPONSIBILITIES			
AREA	SAM	KENDALL	WILLIAM
Officer Team		X	
FFA Duties	X	X	X
MEETINGS			
Executive Meetings			X
General Meetings	X	X	X
FFA Meetings	X	XX	X
Advisory Meetings	X	X	XX
ACTIVITIES			
Officer Retreat	X	XX	X
Achievement Trip		X	
Camp Sylvester	X	X	
Greenhand Conference	X	X	If needed
COLC		X	
National FFA Convention			
Local Project Competition	X	X	X
FFA Week	X	XX	X
MFE/ALA	X	X	If needed
Greenhand/Chapter Degree Banquet	X	XX	X
Annual End of the Year Banquet	X	XX	X
State FFA Conference	X	X	X
Sectional Softball	X	X	X
Sectional Volleyball	X	X	X
Spring Sectional Activity	X	X	X
State Degree Ceremony	X		
Lathrop Corn Maze	X	XX	X
Ice Skating	X	XX	X
Dodge Ball	X	XX	X
FUNDRAISERS			
Christmas Wreaths	X	XX	X
Tri Tip Dinner	X	X	XX
See's Candy	X	XX	X
Mt. Mikes	XX	X	X
Baskin Robbins	XX	X	X
Tri Tip Dinner (Livestock)	X	X	XX
COMMUNITY SERVICE			
Arbor Day	X		
Relay For Life			X
Ag Day	X	XX	X



Canned Food Drive	X		
Coat Drive			X
Christmas Holliday in the park/float		X	
TEAMS AND CONTEST			
Opening/Closing Ceremonies	X	X	X
Davis FD	X	X	X
Chico FD???	X	X	X
Modesto FD	X	X	X
Merced FD	X	X	X
Consumes FD	X	X	X
Fresno FD	X	X	X
Cal Poly State Finals	X	X	X
BIG	X		
Creed	X		
Farm Records	X		
Impromptu		X	
Extemp			X
Job Interview	X		
Floral		X	
Specialty Animals		X	
Farm Power			X
Small Engines			X
Ag Mechanics			X
Others			
FAIR AND DUTIES AT FAIR			
Stanislaus County Fair	X	X	X
Dairy			X
Rabbits		X	
Sheep			X
Goats			X
Horse			
Swine	X		
Beef		X	
Landscape	X		
Floral		X	
Ag Mechanics			X
APPLICATIONS, AWARDS, AND FORMS			
Program of Activities	X	X	X
Point Award Forms	X	X	X
Greenhand Degree	X	X	X
Chapter Degree	X	X	X

[illegible]

***J.***  
***FFA***  
***Program of Activities***



# PATTERSON AGRICULTURE DEPARTMENT

## PROGRAM OF ACTIVITIES



## PRESIDENT'S WELCOME

August 10<sup>th</sup>, 2014

Dear Students, Parents, and FFA Supporters,

As a representative of the 2015-2015 Patterson FFA Officer Team, I would like to sincerely welcome you! Our officer team has a fun year planned, full of leadership conferences, community service, meetings, and more!

Our unique program offers our FFA members an opportunity to grow and develop as leaders regardless of grade level. Students can enjoy a wide range of activities, which you can find on our calendar in this booklet. You can also find information about our organization, Supervised Agricultural Experience, Career Development Events, as well as our chapter constitution.

Again, I would like to welcome you to become involved in our organization. We have opportunities to meet any interest, including members in our community. I urge you to join us at our first meeting of the year, on August 26<sup>th</sup>. I look forward to meeting each of you!

Sincerely,

*Luis Lopez*

Luis Lopez  
Patterson FFA President

## ADVISOR'S WELCOME

June 11<sup>th</sup>, 2014

Dear Students, Parents, and FFA Supporters,

Welcome! My name is Samantha Cahill and I am one of the advisors for Patterson FFA. Along with my partners, Michael Costa, Kendall Green, and Monica Lopes, we have a great year planned! It will be full of activities and opportunities for you to participate in. It is my sincere hope that each of you get involved in our program in some way.

In addition to the FFA activities offered, we have many opportunities for students to improve and develop skills in agriculture. The Patterson High School Agriculture Department offers comprehensive courses and Career Pathways in Agriscience, Ornamental Horticulture/Floriculture, and Agricultural Mechanics. These pathways are designed to prepare students for entrance to the community college or university or for employment upon graduation from high school. We have courses that are articulated with Modesto Junior College, as well, so students can get a head-start on their college education!

Our facilities also offer unique opportunities for our students. We have a complete mechanics shop, floriculture classroom, science classroom, greenhouse, shade house, and school farm. Students who live in town have the opportunity to raise market animals, like sheep, goats, and pigs, here at school. In addition, we are constantly striving to improve access to and regularly update our computers and technology in the department.

Again, I invite all of you to become an active participant in our program. When you leave our program, you will be able to take with you new skills and a positive attitude towards your future. On behalf of Mr. Costa, Ms. Green, Mrs. Lopes, and myself, thank you for your interest and participation!

Sincerely,

*Samantha Cahill*

Samantha Cahill  
Patterson FFA Advisor

## 2014-2015 Chapter Officer Team

President- Luis Lopez

Vice President- Samantha Calvert

2<sup>nd</sup> Vice President- Ivan Barbontin

Secretary- Kim Johnson

Treasurer- Dillon Huereca

Reporter- Alie Tyler

Sentinel- Austin Luckert

## 2014-2015 Advisors

Mrs. Samantha Cahill

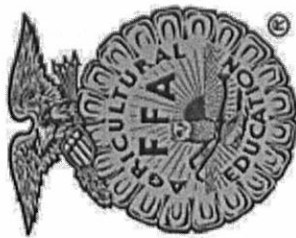
Mr. Michael Costa

Ms. Kendall Green

Mrs. Monica Lopes



# PATTERSON FFA 2014-2015 CALENDAR



## AUGUST

- 9 Back to School Block Party
- 21 Patterson Livestock Boosters Thank You Dinner
- 26 Welcome Back BBQ and FFA Meeting 6:30 PM

## SEPTEMBER

- 6 Local Greenhand Leadership Conference
- 9 FFA Meeting 6:30 PM
- 16 Stan Tri Rivers Sectional Picture Night - Hughson
- 17 Staff vs. FFA Softball Game
- 24 Greenhand Conference (Modesto, CA)

## OCTOBER

- TBD Tri Tip Fundraiser
- 4-5 Central Region COLC (Denair, CA)
- 6-17 Costume Drive
- 7 FFA Meeting 6:30 PM
- 9 MJC Open House
- 14 Pizza Fundraiser (Tentative)
- 15 Tri Rivers Sectional Opening and Closing Contest 4 PM (Newman, CA)
- 23 Del Osso Farms Corn Maze
- TBD Associated Feed Jr. Livestock Camp

## NOVEMBER

- 3-14 Canned Food Drive
- 3-14 Wreath and Poinsettia Sales
- 4 Greenhand/ Chapter Degree Banquet
- 7 MJC Senior Day

## DECEMBER

- 1-11 Collecting Coats for Kids
- 2 Tri Rivers Sectional Bowling 5-7 PM
- 12 Del Osso Farms Ice Skating

## JANUARY

- 13 FFA Meeting 6:30 PM
- 29 Tri Rivers Super Thursday- Pitman

## FEBRUARY

- 9 Central Region FFA Officer Interviews
- 20-21 MFE ALA Modesto
- 21 Central Region CATIA Meeting
- 23-27 FFA WEEK!!
- 24 FFA Meeting 6:30 PM
- 26 FFA Staff Appreciation Breakfast

## MARCH

- 7 UC Davis Field Day
- 10 FFA Meeting 6:30
- 18 Ag Day at the Capital
- 21 Merced Field Day
- TBD Livestock Tri Tip Fundraiser
- 28 MJC Field Day
- 30 Central Region State Degree Ceremony

## APRIL

- 4 Consummes River College Field Day
- 14 FFA Meeting 6:30 PM
- 18 Fresno State Field Day
- 18-21 State FFA Conference Fresno

## MAY

- 2 FFA State Finals Cal Poly SLO
- 7-8 FFA Plant Sale
- 19 FFA End of the Year Banquet 6:00 PM



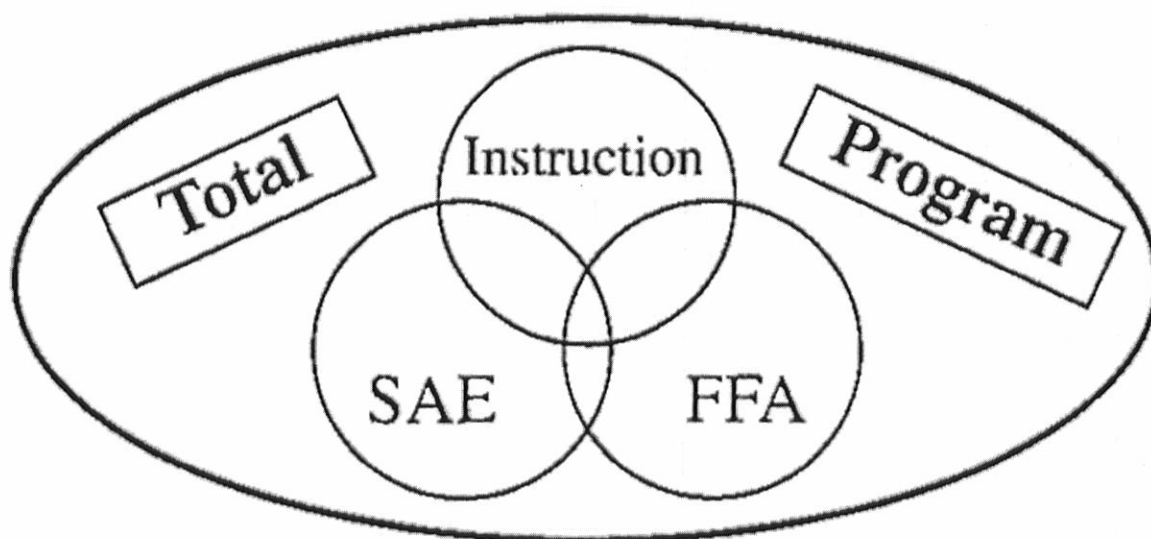


## WHAT IS FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 as the Future Farmers of America; the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, nearly one half-million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agriculture sciences, food, fiber and natural resources industries. Student success remains the primary mission of FFA.

## THE THREE CIRCLE MODEL

The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.



All three circles are an important component of student success and diversity of experiences available to all agriculture students.

## THE FFA MISSION

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

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.

- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural 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 COLORS AND MOTTO

The rich and cheerful colors that proudly represent FFA are National Blue and Corn Gold. These colors appear in connection with all meetings and paraphernalia or equipment used.

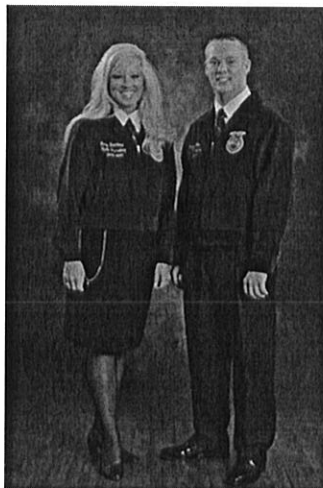
The FFA motto gives members twelve short words to live by as they experience the opportunities of the organization. The FFA Motto is:

*Learning to do  
Doing to learn  
Earning to live  
Living to serve*

## OFFICIAL DRESS UNIFORM

The official dress uniform for female members is a knee-length black skirt, white collared blouse with the official FFA blue scarf, black shoes with neutral colored nylons, and the official jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging.

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



## **OFFICIAL SHOW UNIFORM**

The official show uniform for FFA members includes a white collared shirt, white pants, the FFA tie or scarf, and the FFA jacket zipped to the top. Shoes should be appropriate for what is being shown.

## **THE FFA CREED**

**By E.M. Tiffany**

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

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

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

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

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

## **THE FFA EMBLEM**

The cross-section of an ear of corn represents our common agricultural interests, is native to America, and is grown in every state.

The rising sun symbolizes progress in agriculture (a new era, a new day, a new beginning).

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

The owl symbolizes wisdom and knowledge.

The eagle is symbolic of freedom and the national scope of the FFA

The words “agricultural education” surround the letters “FFA”. This tells us that FFA is an important part of agriculture programs.



## THE FFA CODE OF ETHICS

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

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

Adopted by delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.

## CLASSES OFFERED BY THE AGRICULTURE DEPARTMENT

### AGRICULTURE

#### AGRICULTURAL EARTH & ENVIRONMENT SCIENCE (P):

Grades: 9-12

Prerequisite: None

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

#### AGRICULTURAL BIOLOGY (P):

Grades: 9-12

Prerequisite: Algebra 1P  
with a C- or better

This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

#### AGRICULTURE LEADERSHIP:

Grades: 9-12

Prerequisite: FFA  
Officer or Consent of  
Instructor. This is a  
PASS or FAIL course

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.

#### ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P):

Grades: 11-12

Prerequisite: Ag Biology  
P or Bio P with a C- or  
better

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

#### AG FLORAL DESIGN 1:

Grades: 10-12

Prerequisite: None

Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.

#### HISTORY & ART OF FLORAL DESIGN ROP:

Grades: 11-12

Prerequisite: Ag Floral  
Design 1 with a C- or  
better

This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.



**MECHANIZED  
AGRICULTURE 1:**  
**Grades: 9-12**  
**Prerequisite: None**

This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**MECHANIZED  
AGRICULTURE 2:**  
**Grades: 10-12**  
**Prerequisite: Mech  
Agriculture 1 with a C-  
or better**

This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. **Students must supply their own safety glasses & coveralls.** Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**ADVANCED  
MECHANIZED  
AGRICULTURE -  
PROJECT  
CONSTRUCTION:**  
**Grades: 11-12**  
**Prerequisite: Mech  
Agriculture 2 with a C-  
or better**

This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**ROP  
AGRICULTURAL  
WELDING AND  
FABRICATION:**  
**Grades: 11-12**  
**Prerequisite:**  
**Mechanized  
Agriculture 2 and/or  
approval of the  
instructor**

Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.

**ORNAMENTAL  
HORTICULTURE:**  
**Grades: 9-12**  
**Prerequisites: None**

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

**AG POWER AND  
SMALL ENGINES:**  
**Grades: 9-12**  
**Prerequisites: None**

Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. **SAFETY GLASSES REQUIRED.**

## AGRICULTURE DEPARTMENT PATHWAYS

	<b>Ag Mechanics</b>	<b>Horticulture/Floriculture</b>	<b>Agriscience</b>
<b>Freshman</b>	Mechanized Ag 1	Ag Earth Science* Ornamental Horticulture	Ag Earth Science*
<b>Sophomore</b>	Mechanized Ag 2	Ag Biology* Ornamental Horticulture Ag Floral Design	Ag Biology*
<b>Junior</b>	Advanced Mechanized Agriculture	Ag Floral Design ROP The History and Art of Floral Design*	Animal Science* Ornamental Horticulture
<b>Senior</b>	ROP Agricultural Welding and Fabrication	ROP The History and Art of Floral Design	Animal Science Ornamental Horticulture

\*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

\*\*Agriculture Leadership is a zero period class that a student may take any year, and in any pathway.

## STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

**Agriscience Fair** – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

**Fair Animals** – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Steers, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from \$1,200 or more for a steer to \$20 for a pen of chickens. There is no guarantee that a student's project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for a significant profit. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair as long as they are in good standing with the chapter.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

**Livestock Breeding Projects** – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

**Plant and Crop Projects** – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.



**Work Experience Projects** – Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

**Un-Paid Work Experience Projects** – These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.

## LIVESTOCK PROJECT BUDGETS

\*Livestock insurance is available. The price is TBD.\*

### Dairy Replacement Heifer

#### Estimated Expenses

Cost of Animal	\$750.00
Feed	\$1,000.00
Vet Supplies	\$40.00
Show Supplies	\$75.00
Straw	\$15.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$1,915.00

#### Estimated Receipts

Sale of Heifer	\$2,100.00
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#### Estimated Net Profit

Receipts – Expenses	\$185.00
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### Market Steer

#### Estimated Expenses

Cost of Animal	\$1,200.00
Feed	\$800.00
Supplies	\$40.00
Vet Supplies	\$20.00
Equipment	\$80.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$2,175.00

#### Estimated Receipts

Sale of Steer	\$2,500.00
(1,250 lbs @ \$2.00/lb)	

#### Estimated Net Profit

Receipts – Expenses	\$315.00
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## Market Swine

### Estimated Expenses

Cost of Animal	\$250.00
Feed	\$200.00
Vet Supplies	\$20.00
Show Supplies	\$25.00
Shavings at Fair	\$30.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$560.00

### Estimated Receipts

Sale of Hog	\$750.00
(250 lbs @ \$3.00/lb)	

### Estimated Net Profit

Receipts – Expenses     \$190.00

## Market Lamb

### Estimated Expenses

Cost of Animal	\$300.00
Feed	\$150.00
Vet Supplies	\$15.00
Show Supplies	\$20.00
Bedding	\$15.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$535.00

### Estimated Receipts

Sale of Lamb	\$728.00
(130 lbs @ \$5.60/lb)	

### Estimated Net Profit

Receipts – Expenses     \$193.00

## Market Goat

### Estimated Expenses

Cost of Animal	\$200.00
Feed	\$100.00
Vet Supplies	\$15.00
Show Supplies	\$20.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$370.00

### Estimated Receipts

Sale of Goat	\$437.75
(85 lbs @ \$5.15/lb)	

### Estimated Net Profit

Receipts – Expenses     \$67.75

## **CAREER DEVELOPMENT EVENTS (CDE)**

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

There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

### **Public Speaking Contests**

**Creed Speaking Contest** – (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

**Parliamentary Procedure Contest** – (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a “mock chapter meeting.” Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

**Prepared Public Speaking** – (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

**Extemporaneous Public Speaking** – (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

**Job Interview Contest** – (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter,

and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

## **Judging Teams**

**Agricultural Mechanics** – (This is a skill development activity.) This contest is open to students of all grade levels. The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. The contest may include tool and material identification, written test, arc welding, problem solving and plan interpretation, sheet metal fabrication, and electrical skills. (The state winner advances to the national contest.)

**Farm Power-** (This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the farm power industry. Specific competency areas will include safety and driving of farm power machinery such as tractors. (The state winner advances to the national contest.)

**Agricultural Welding** – This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include safety, measurement, blueprint reading, project layout, weld testing/inspection, as well as skills in the various welding styles. (The state winner advances to the national contest.)

**Agriscience Fair** – (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

**Best Informed Greenhand Contest** – (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

**Floriculture** – (This is a skill development activity.) This contest is open to students in any grade level. In this contest, the students will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

**Nursery/Landscape** – (This is a skill development activity.) This contest is open to students in any grade level. The Nursery/Landscape contest prepares students for careers in the nursery and landscaping industry. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

**Veterinary Science** – (This is a skill development activity.) This contest is open to students in any grade level. The Veterinary science contest prepares students for careers in the veterinary science industry. Topics include tool, breed and parasite identification as well as practical handling skills of veterinary animals. (The state winner advances to the national contest.)

**Milk Quality and Dairy Foods (Dairy Products)** – (This is a skill development activity.) This contest is open to students of any grade level. In this contest, students are tested on their knowledge of dairy products. They will be tested on their ability to identify thirteen different cheeses, real versus artificial dairy products, milk fat content, milk quality, and their completion of a written test. There is no oral communication in the contest. (The state winner advances to the national contest.)

**Small Engines** – (This is a skill development activity.) This contest is open to students of any grade level. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training in the skills and safety practices needed in diagnosing engine malfunctions. The competition will include identification, theory, problem solving, and troubleshooting. (The state winner advances to the national contest.)

## LEADERSHIP DEVELOPMENT ACTIVITIES

**The Greenhand Conference** - (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an over-view of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

**The Made for Excellence Conference** - (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

**The Advanced Leadership Academy** - (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

**The Sacramento Leadership Experience** - (This is a skill development activity.) This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conferences that a student will have an opportunity to participate in. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

## LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM

**Opening and Closing Ceremonies** - (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recited from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

**Tri Rivers Section and Central Region FFA Activities** - (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

**State FFA Convention** - (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

**National FFA Convention** - (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day



attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show .

*There are many other activities above the chapter level for Patterson FFA members to become involved in.*

## STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** - (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.
- **The Chapter FFA Degree** - (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least \$150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.
- **The State FFA Degree** - (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested \$1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter lever. An application must be completed and submitted with a minimum of two years of record books.
- **The American FFA Degree** - (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained records to substantiate an outstanding project, have earned or productively invested at least \$7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.
- **Proficiency Awards** - (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.

- **Project Competition** – (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student's project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.

## Point Award System 2014-2015

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Each member is required to fulfill six activity points in order to receive full credit for their grade. However, each activity could be worth multiple "Point Award" points. Activity points and point award points will be determined by the advisors and officer team prior to announcing the event.

*Example* - Showing an animal at the Stanislaus County Fair is 1 activity point for the entire fair. However, that activity point is worth 300 point award points.

*Example* - Attending a chapter meeting is 1 activity point but 50 point award points.

\*The Point Award Schedule is subject to change each year at the Officer's Retreat. Please direct any questions about this system to an agricultural advisor.

## **PATTERSON FFA CHAPTER CONSTITUTION**

Adopted September 2006

### **ARTICLE I – Name and Purposes**

Section A      The name of this organization shall be the Patterson Chapter of the Future Farmers of America” and the letters, “FFA” may be used to designate the chapter, its activities, or members thereof.

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

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

### **ARTICLE II – Organization**

Section A      The Patterson Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

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

### **ARTICLE III – Membership**

Section A      Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.

- Section B The regular work of this chapter shall be carried on by the active membership.
- Section C Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.
- Section .D Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:
1. They attend local chapter meetings with reasonable regularity.
  2. They show an interest in, and take part in the affairs of the chapter.
  3. Are properly affiliated with the state and national FFA organizations.
- Section E Names of applicants for membership shall be filed with the membership committee.

#### ARTICLE IV - Emblems

- Section A The emblem of the FFA shall be the emblem for the chapter.
- Section B Emblems used by the members shall be designated by the national organization of FFA.

#### ARTICLE V – Membership Degrees and Privileges

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

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

- Section B Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)
1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
  2. Learn and explain the FFA Creed, Motto, and Salute.
  3. Describe the FFA emblem, colors, and symbols.
  4. Explain the proper use of the FFA jacket.

5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/ her own efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D State FFA Degree: Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association

Section E American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section F Special Committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

## ARTICLE VI - Officers

Section A The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

- Section B Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.
- Section C The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.
- Section D Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.
- Section E Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.
- Section F Candidates must submit an application, go through the interview process, be voted in by members, and then slated by advisors.

## ARTICLE VII – Meetings

- Section A Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.
- Section B Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.
- Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.



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

#### ARTICLE VIII – Dues

- Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B Full local, state, and national dues shall be paid by all active members.
- Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

#### ARTICLE IX – Amendments

- Section A This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

#### Article X- Expenditures and Budget

- Section A Budget must be presented to the members at the 1<sup>st</sup> meeting of the school year and be approved by the members.
- Section B Members present at the meetings will vote and must be passed with a majority vote in order to pay all receipts.



# **PATTERSON AGRICULTURE DEPARTMENT**

## **PROGRAM OF ACTIVITIES**



## ADVISOR'S WELCOME

August 12, 2013

Dear Students, Parents, and FFA Supporters,

Welcome! My name is Samantha Cahill and I am one of the advisors for Patterson FFA. Along with my partners, Kendall Green and William Pierce, we have a great year planned! It will be full of activities and opportunities for you to participate in. It is my sincere hope that each of you get involved in our program in some way.

In addition to the FFA activities offered, we have many opportunities for students to improve and develop skills in agriculture. The Patterson High School Agriculture Department offers comprehensive courses and Career Pathways in Agriscience, Ornamental Horticulture/Floriculture, and Agricultural Mechanics. These pathways are designed to prepare students for entrance to the community college or university or for employment upon graduation from high school.

Our facilities also offer unique opportunities for our students. We have a complete mechanics shop, floriculture classroom, science classroom, greenhouse, shade house, and school farm. Students who live in town have the opportunity to raise market animals, like sheep, goats, and pigs, here at school. In addition, we are constantly striving to improve access to and regularly update our computers and technology in the department.

Again, I invite all of you to become an active participant in our program. When you leave our program, you will be able to take with you new skills and a positive attitude towards your future. On behalf of Ms. Green, Mr. Pierce, and myself, thank you for your interest and participation!

Sincerely,

Samantha Cahill  
Patterson FFA Advisor

## **2013-2014 Chapter Officer Team**

President- Luis Lopez

Vice President- Cerena Clifford

Secretary- Vanessa Beltran

Treasurer- Ivan Barbontin

Reporter- Lanaeya Banks

Sentinel- Victoria Rodgers

Historian- Cassey Nelson

## **2013-2014 Advisors**

Mrs. Samantha Cahill

Ms. Kendall Green

Mr. William Pierce

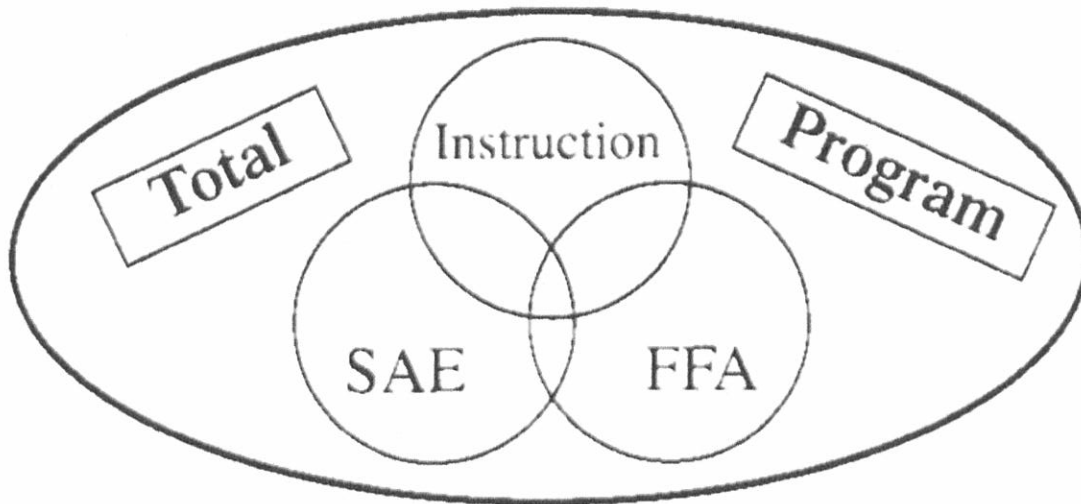


## WHAT IS FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 as the Future Farmers of America; the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, nearly one half-million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agriculture sciences, food, fiber and natural resources industries. Student success remains the primary mission of FFA.

## THE THREE CIRCLE MODEL

The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.



All three circles are an important component of student success and diversity of experiences available to all agriculture students.

## THE FFA MISSION

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

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.

- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural 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 COLORS AND MOTTO**

The rich and cheerful colors that proudly represent FFA are National Blue and Corn Gold. These colors appear in connection with all meetings and paraphernalia or equipment used.

The FFA motto gives members twelve short words to live by as they experience the opportunities of the organization. The FFA Motto is:

*Learning to do  
Doing to learn  
Earning to live  
Living to serve*

## **OFFICIAL DRESS UNIFORM**

The official dress uniform for female members is a knee-length black skirt, white collared blouse with the official FFA blue scarf, black shoes with neutral colored nylons, and the official jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging.

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



## **OFFICIAL SHOW UNIFORM**

The official show uniform for FFA members includes a white collared shirt, white pants, the FFA tie or scarf, and the FFA jacket zipped to the top. Shoes should be appropriate for what is being shown.

## **THE FFA CREED**

**By E.M. Tiffany**

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

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

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

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

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

## **THE FFA EMBLEM**

The cross-section of an ear of corn represents our common agricultural interests, is native to America, and is grown in every state.

The rising sun symbolizes progress in agriculture (a new era, a new day, a new beginning).

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

The owl symbolizes wisdom and knowledge.

The eagle is symbolic of freedom and the national scope of the FFA

The words “agricultural education” surround the letters “FFA”. This tells us that FFA is an important part of agriculture programs.



### **THE FFA CODE OF ETHICS**

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

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

Adopted by delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.



## CLASSES OFFERED BY THE AGRICULTURE DEPARTMENT

<b>AGRICULTURE</b>	
<b>AGRICULTURAL EARTH &amp; ENVIRONMENT SCIENCE (P):</b> Grades: 9-12 Prerequisite: None	This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.
<b>AGRICULTURAL BIOLOGY (P):</b> Grades: 9-12 Prerequisite: Algebra 1P with a C- or better	This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.
<b>ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P):</b> Grades: 11-12 Prerequisite: Ag Biology P or Bio P with a C- or better	This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.
<b>AG FLORAL DESIGN 1:</b> Grades: 10-12 Prerequisite: None	Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.
<b>HISTORY &amp; ART OF FLORAL DESIGN ROP:</b> Grades: 11-12 Prerequisite: Ag Floral Design 1 with a C- or better	This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.
<b>MECHANIZED AGRICULTURE 1:</b> Grades: 9-12 Prerequisite: None	This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. <b>Students must supply their own safety glasses and coveralls.</b> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep

	as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.
<b>MECHANIZED AGRICULTURE 2:</b> Grades: 10-12 Prerequisite: Mech Agriculture 1 with a C- or better	This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. <b>Students must supply their own safety glasses &amp; coveralls.</b> Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.
<b>ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:</b> Grades: 11-12 Prerequisite: Mech Agriculture 2 with a C- or better	This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. <b>Students must supply their own safety glasses and coveralls.</b> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.
<b>ROP AGRICULTURAL WELDING AND FABRICATION:</b> Grades: 11-12 Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor	Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.
<b>ORNAMENTAL HORTICULTURE:</b> Grades: 9-12 Prerequisites: None	This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.
<b>AG POWER AND SMALL ENGINES:</b> Grades: 9-12 Prerequisites: None	Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. <b>SAFETY GLASSES REQUIRED.</b>

## AGRICULTURE DEPARTMENT PATHWAYS

	<b>Ag Mechanics</b>	<b>Horticulture/Floriculture</b>	<b>Agriscience</b>
<b>Freshman</b>	Mechanized Ag 1	Ag Earth Science* Ornamental Horticulture	Ag Earth Science*
<b>Sophomore</b>	Mechanized Ag 2	Ag Biology* Ornamental Horticulture Ag Floral Design	Ag Biology*
<b>Junior</b>	Advanced Mechanized Agriculture	Ag Floral Design ROP The History and Art of Floral Design*	Animal Science* Ornamental Horticulture
<b>Senior</b>	ROP Agricultural Welding and Fabrication	ROP The History and Art of Floral Design	Animal Science Ornamental Horticulture

\*\*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

## STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

**Agriscience Fair** – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

**Fair Animals** – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Steers, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from \$1,200 or more for a steer to \$20 for a pen of chickens. There is no guarantee that a student's project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for a significant profit. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair as long as they are in good standing with the chapter.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

**Livestock Breeding Projects** – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

**Plant and Crop Projects** – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.

**Work Experience Projects** – Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

**Un-Paid Work Experience Projects** – These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.

## **LIVESTOCK PROJECT BUDGETS**

\*Livestock insurance is available. The price is TBD.\*

### **Dairy Replacement Heifer**

#### Estimated Expenses

Cost of Animal	\$750.00
Feed	\$1,000.00
Vet Supplies	\$40.00
Show Supplies	\$75.00
Straw	\$15.00
Fair Entry	\$35.00

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Total Estimated Expenses	\$1,915.00
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#### Estimated Receipts

Sale of Heifer	\$2,100.00
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#### Estimated Net Profit

Receipts – Expenses	\$185.00
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### **Market Steer**

#### Estimated Expenses

Cost of Animal	\$1,200.00
Feed	\$800.00
Supplies	\$40.00
Vet Supplies	\$20.00
Equipment	\$80.00
Fair Entry	\$35.00

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Total Estimated Expenses	\$2,175.00
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#### Estimated Receipts

Sale of Steer	\$2,500.00
(1,250 lbs @ \$2.00/lb)	

#### Estimated Net Profit

Receipts – Expenses	\$315.00
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## Market Swine

### Estimated Expenses

Cost of Animal	\$250.00
Feed	\$200.00
Vet Supplies	\$20.00
Show Supplies	\$25.00
Shavings at Fair	\$30.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$560.00

### Estimated Receipts

Sale of Hog	\$750.00
(250 lbs @ \$3.00/lb)	

### Estimated Net Profit

Receipts – Expenses     \$190.00

## Market Lamb

### Estimated Expenses

Cost of Animal	\$300.00
Feed	\$150.00
Vet Supplies	\$15.00
Show Supplies	\$20.00
Bedding	\$15.00
Fair Entry	\$35.00

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Total Estimated Expenses     \$535.00

### Estimated Receipts

Sale of Lamb	\$728.00
(130 lbs @ \$5.60/lb)	

### Estimated Net Profit

Receipts – Expenses     \$193.00

## Market Goat

### Estimated Expenses

Cost of Animal	\$200.00
Feed	\$100.00
Vet Supplies	\$15.00
Show Supplies	\$20.00
Fair Entry	\$35.00

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Total Estimated Expenses    \$370.00

### Estimated Receipts

Sale of Goat	\$437.75
(85 lbs @ \$5.15/lb)	

### Estimated Net Profit

Receipts – Expenses    \$67.75



## **CAREER DEVELOPMENT EVENTS (CDE)**

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

There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

### **Public Speaking Contests**

**Creed Speaking Contest** – (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

**Parliamentary Procedure Contest** – (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a "mock chapter meeting." Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

**Prepared Public Speaking** – (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

**Extemporaneous Public Speaking** – (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

**Job Interview Contest** – (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter,

and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

## **Judging Teams**

**Agricultural Mechanics** – (This is a skill development activity.) This contest is open to students of all grade levels. The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. The contest may include tool and material identification, written test, arc welding, problem solving and plan interpretation, sheet metal fabrication, and electrical skills. (The state winner advances to the national contest.)

**Agricultural Welding** – This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include safety, measurement, blueprint reading, project layout, weld testing/inspection, as well as skills in the various welding styles. (The state winner advances to the national contest.)

**Agriscience Fair** – (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

**Best Informed Greenhand Contest** – (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

**Floriculture** – (This is a skill development activity.) This contest is open to students in any grade level. In this contest, the students will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

**Nursery/Landscape** – (This is a skill development activity.) This contest is open to students in any grade level. The Nursery/Landscape contest prepares students for careers in the nursery and landscaping. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

**Milk Quality and Dairy Foods (Dairy Products)** – (This is a skill development activity.) This contest is open to students of any grade level. In this contest, students are tested on their knowledge of dairy products. They will be tested on their ability to identify thirteen different cheeses, real versus artificial dairy products, milk fat content, milk quality, and their completion of a written test. There is no oral communication in the contest. (The state winner advances to the national contest.)

**Small Engines** – (This is a skill development activity.) This contest is open to students of any grade level. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training in the skills and safety practices needed in diagnosing engine malfunctions. The competition will include identification, theory, problem solving, and troubleshooting. (The state winner advances to the national contest.)

## LEADERSHIP DEVELOPMENT ACTIVITIES

**The Greenhand Conference** – (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an over-view of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

**The Made for Excellence Conference** – (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

**The Advanced Leadership Academy** – (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

**The Sacramento Leadership Experience** – (This is a skill development activity.) This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conferences that a student will have an opportunity to participate in. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

## LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM

**Opening and Closing Ceremonies** – (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recited from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

**Tri Rivers Section and Central Region FFA Activities** – (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

**State FFA Convention** – (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

**National FFA Convention** – (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day

attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show .

*There are many other activities above the chapter level for Patterson FFA members to become involved in.*

## STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** – (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.
- **The Chapter FFA Degree** – (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least \$150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.
- **The State FFA Degree** – (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested \$1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter level. An application must be completed and submitted with a minimum of two years of record books.
- **The American FFA Degree** – (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained records to substantiate an outstanding project, have earned or productively invested at least \$7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.
- **Proficiency Awards** – (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.

- **Project Competition** – (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student's project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.

## **Point Award System 2013-2014**

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Each member is required to fulfill six activity points in order to receive full credit for their grade. However, each activity could be worth multiple "Point Award" points. Activity points and point award points will be determined by the advisors and officer team prior to announcing the event.

*Example* - Showing an animal at the Stanislaus County Fair is 1 activity point for the entire fair. However, that activity point is worth 200 point award points.

*Example* - Attending a chapter meeting is 1 activity point but 50 point award points.

**\*The Point Award Schedule is subject to change each year at the Officer's Retreat. Please direct any questions about this system to an agricultural advisor.**



- Section B The regular work of this chapter shall be carried on by the active membership.
- Section C Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.
- Section .D Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:
1. They attend local chapter meetings with reasonable regularity.
  2. They show an interest in, and take part in the affairs of the chapter.
  3. Are properly affiliated with the state and national FFA organizations.
- Section E Names of applicants for membership shall be filed with the membership committee.

#### ARTICLE IV - Emblems

- Section A The emblem of the FFA shall be the emblem for the chapter.
- Section B Emblems used by the members shall be designated by the national organization of FFA.

#### ARTICLE V – Membership Degrees and Privileges

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

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

- Section B Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)
1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
  2. Learn and explain the FFA Creed, Motto, and Salute.
  3. Describe the FFA emblem, colors, and symbols.
  4. Explain the proper use of the FFA jacket.

5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/ her own efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D State FFA Degree: Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association

Section E American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section F Special Committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

## ARTICLE VI - Officers

Section A The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

- Section B Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.
- Section C The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.
- Section D Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.
- Section E Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.
- Section F Candidates must submit an application, go through the interview process, be voted in by members, and then slated by advisors.

#### ARTICLE VII – Meetings

- Section A Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.
- Section B Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.
- Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

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

#### ARTICLE VIII – Dues

- Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B Full local, state, and national dues shall be paid by all active members.
- Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

#### ARTICLE IX – Amendments

- Section A This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

#### Article X- Expenditures and Budget

- Section A Budget must be presented to the members at the 1<sup>st</sup> meeting of the school year and be approved by the members.
- Section B Members present at the meetings will vote and must be passed with a majority vote in order to pay all receipts.

## ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e      Year 2012-2013 School Patterson High School

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	x	
Attended Regional Meeting	x	
Attended Regional Leadership Conference	x	
Attended Greenhand Conference	x	
Attended Made for Excellence Conference	x	
Attended Advanced Leadership Academy		x
Attended Sacramento Experience		x
Participated in Opening-Closing Contest - Sectional	x	
Participated in Best Informed Contest - Sectional	x	
Participated in Parliamentary Pro Contests - Sectional		x
Participated in Prepared Public Speaking - Sectional		x
Participated in Extemporaneous Speaking - Sectional		x
Participated in Creed Recitation - Sectional	x	
Participated in Job Interview Contest - Sectional	x	
Participated in Agricultural COOP Quiz Contest - Sectional		x
Submitted State FFA Degree Application	x	
Submitted American FFA Degree Application		x
Submitted Proficiency Application - Sectional or Regional		x
Submitted Chapter Award Application - Sectional or Regional		x
Participated in Project Competition - Sectional		x
Participated in any FFA Judging Activity (other than above)	x	
Participated in any other FFA Sectional Activity	x	
Participated in Local Leadership Activities (3 maximum - list below)		
1 Participated in Impromptu Public Speaking- Sectional	x	
2		
3		
TOTAL AREAS MET	13	

**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*

**Patterson Joint Unified School District**  
**Request for Leave**

**For District Use Only**  
**Month Salary Loss:** \_\_\_\_\_  
**Dates:** \_\_\_\_\_  
**Total Hours:** \_\_\_\_\_  
Differential pay/ Half pay / Unpaid Leave

Site: \_\_\_\_\_ ☐ Certificated ☐ Classified Sub Name \_\_\_\_\_

Employee Name: \_\_\_\_\_ Total Number of Hours \_\_\_\_\_

Date(s) of Leave: \_\_\_\_\_

**I. PAID LEAVE - DEDUCTED FROM ACCUMULATED LEAVE**

*(Refer to your contract for compelling events/days allowed)*

- ☐ Illness, Maternity Leave, Doctor/Dental Appointment  
☐ Paternity Leave  
☐ Sick Child

**PAID LEAVE - DEDUCTED FROM ACCUMULATED LEAVE**

*(Options #3 - #6 MUST have a 24-hour prior approval)*

- ☐ 1. Death/serious illness of immediate family member (Specify) \_\_\_\_\_  
☐ 2. Unforeseen accident involving employee's person, property or that of an immediate family member  
(Specify) \_\_\_\_\_  
☐ 3. Court or tribunal appearance as a litigant  
☐ 4. Child Adoption  
☐ 5. Professional Courtesy Day  
☐ 6. Other Personal and Compelling Concerns (Specify in writing) \_\_\_\_\_

**II. PAID LEAVE - NOT DEDUCTED FROM ACCUMULATED LEAVE**

- ☐ Subpoena ☐ Industrial Accident  
☐ Military ☐ Jury Duty  
(Certificate of Jury Service must be submitted)  
☐ School Business (Specify) \_\_\_\_\_ ☐ Bereavement  
(Specify) \_\_\_\_\_

**OTHER**

- ☐ Vacation - Classified (12-month employees)  
☐ Used Compensation time  
☐ Accumulated Compensation - Date: \_\_\_\_\_ Time: \_\_\_\_\_ Specify: \_\_\_\_\_

**III. UNPAID LEAVE**

*(Specify in writing)*

Employee Signature/Date \_\_\_\_\_

Supervisor Signature/Date  
☐ Approved ☐ Disapproved

Superintendent/Designee/Date  
☐ Approved ☐ Disapproved

Distribution:

White/District Office

Yellow/Supervisor

Pink/Employee

Revised 08/2014



Date \_\_\_\_\_



# Example of Field Trip Approval Form

## PATTERSON JOINT UNIFIED SCHOOL DISTRICT

### FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

#### District Sponsored Event – Attendance Voluntary

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

Purpose of the trip: \_\_\_\_\_

Destination: \_\_\_\_\_

Date(s) of trip: \_\_\_\_\_

Departure time: \_\_\_\_\_ Return Time: \_\_\_\_\_

Person in Charge: \_\_\_\_\_ Title: \_\_\_\_\_

Other adults on trip/title: \_\_\_\_\_

Number of students: \_\_\_\_\_

Number of nights: \_\_\_\_\_ Out of State \_\_\_\_\_ Foreign Country \_\_\_\_\_

Transportation: Bus \_\_\_\_\_ Air \_\_\_\_\_ Private Vehicle \_\_\_\_\_

Cost of Trip: \_\_\_\_\_

Funding Source: \_\_\_\_\_

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

\_\_\_\_\_  
Person in charge

\_\_\_\_\_  
Date

Approved by:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Trustees/Clerk

\_\_\_\_\_  
Date

Example of Request for District Vehicle  
Use

PATTERSON UNIFIED SCHOOL DISTRICT

REQUEST FOR DISTRICT VEHICLE

INSTRUCTIONS: This form must be completed for all out-of-district-trips.  
Please complete in duplicate and submit to District  
Office 24 hours in advance of time vehicle will be required.

If more than 1 car is requested, please list other driver.

NAME Kendall Green DATE SUBMITTED 7/22/14

DATE VEHICLE REQUESTED \_\_\_\_\_ TIME \_\_\_\_\_

DESTINATION \_\_\_\_\_

REASON \_\_\_\_\_

APPROVED: \_\_\_\_\_

DISAPPROVED: \_\_\_\_\_

\_\_\_\_\_  
PRINCIPAL AND/OR SUPERVISOR

APPROVED: \_\_\_\_\_

DISAPPROVED: \_\_\_\_\_

\_\_\_\_\_  
ASST. SUPT. OF ADMIN. SERVICES AND/OR DESIGNEE

# Example of Request for use of School Premises

Patterson Unified School District

## REQUEST FOR USE OF SCHOOL PREMISES

The \_\_\_\_\_  
(Name of Organization)

Through its authorized agent requests the use of the school premises listed below. (School functions shall have priority, which may result in cancellation of an approved date).

NAME OF SCHOOL \_\_\_\_\_  
FACILITY IN SCHOOL \_\_\_\_\_  
DATE(S) REQUIRED \_\_\_\_\_

HOURS DESIRED \_\_\_\_\_  
NUMBER OF ADULTS \_\_\_\_\_ CHILDREN \_\_\_\_\_

\*\*\*\*\*  
KITCHEN TO BE OPEN (hours) \_\_\_\_\_ to \_\_\_\_\_  
ALL EQUIPMENT AND UTENSILS AVAILABLE.  
CAFETERIA WORKER TO REPORT TO \_\_\_\_\_  
TYPE OF FOOD SERVICE (Dinner, Potluck, Light Refreshments) \_\_\_\_\_  
ESTIMATED NUMBER TO BE SERVED \_\_\_\_\_  
KITCHEN IS NOT OPEN. NO FOOD IS TO BE SERVED.

\*\*\*\*\*  
COMMENTS:  
\*\*\*\*\*

\*\*\*\*\*  
The purpose of the meeting: \_\_\_\_\_ Admission Charge: Yes \_\_\_\_\_ No \_\_\_\_\_  
Proceeds will be used for: \_\_\_\_\_  
SPECIAL EQUIPMENT NEEDED: \_\_\_\_\_  
\*\*\*\*\*

1. A Certificate of Insurance must be on file in the Business Office of the School District.
2. The using organization is expected to pick up debris after using school facilities.
3. Any change in the hours desired must be arranged ahead of time.
4. The organization is expected to provide reasonable supervision of minors.
5. A food service person and/or custodian is paid by the District to oversee the program for authorized school related events.
6. Please refrain from entering kitchen or multi-use room before hour of request.
7. Please do not bring children into kitchen for safety reasons.
8. Organizations may be required to pay users/facility fees.
9. Observe all school policies. (No smoking allowed on school campuses).

\*\*\*\*\*  
We hereby undertake and agree that the above named organization and its members shall be responsible and pay for any damage caused to the school premises, furniture or equipment because of the use of occupancy of said premises by said organization.

Signature of Authorized Agent: \_\_\_\_\_  
(Print or Type Name): \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: Business \_\_\_\_\_ Home \_\_\_\_\_  
\*\*\*\*\*

### DISTRICT USE ONLY

Approved \_\_\_\_\_  
Disapproved \_\_\_\_\_

Approved \_\_\_\_\_  
Disapproved \_\_\_\_\_

DATE \_\_\_\_\_ SCHOOL PRINCIPAL \_\_\_\_\_

DATE \_\_\_\_\_ FOOD SERVICE SUPERVISOR \_\_\_\_\_

Approved \_\_\_\_\_  
Disapproved \_\_\_\_\_

\_\_\_\_\_ Approval of Certificate of Insurance

DATE \_\_\_\_\_ DIRECTOR/DESIGNEE \_\_\_\_\_



PATTERSON HIGH SCHOOL  
WARRANT  
STUDENT FUNDS

Warrant Form to  
be reimbursed for  
purchases

DATE: \_\_\_\_\_

The treasurer of the Patterson Associated Student fund will please pay to the order of

\_\_\_\_\_ the amount of \$ \_\_\_\_\_

\_\_\_\_\_  
ASB Treasurer's Signature

\_\_\_\_\_  
Club Advisor's Signature

\_\_\_\_\_  
Administrator's Signature

NAME OF STUDENT ACCOUNT \_\_\_\_\_

Description: \_\_\_\_\_

P.O. #: \_\_\_\_\_

Invoice #: \_\_\_\_\_

Amount \$ \_\_\_\_\_

Address to send check:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

TRANSFER OF FUNDS

Please transfer \$ \_\_\_\_\_ from \_\_\_\_\_ fund

To \_\_\_\_\_ fund.

# Example of Conference Request Form

## Patterson Unified School District -- Request for Inservice Training

Request for (check one box):

I. ☐ Out-of-District Staff Development (3 wks prior approval required). All expenses must be submitted within 45 days following the date of the conference/workshop. If no reimbursement is needed, a conference report must be submitted within 30 days. See Conference Guidelines.

☐ In-District Staff Development (Prior approval required). No conference report needed.

☐ YES ☐ NO Submitting for college/university units. If yes, attach Request for Approval of Courses form.

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Total number of leave hours \_\_\_\_\_ Initial here \_\_\_\_\_

Title of Conference or Workshop \_\_\_\_\_

Location \_\_\_\_\_ Date(s) of Attendance \_\_\_\_\_

Departure Date and Time \_\_\_\_\_ Return Date and Time \_\_\_\_\_

II.

Funding Source \_\_\_\_\_

Expenses

Estimate

To be completed  
after attendance  
Actual Expense

Registration Fee:

District Car ☐ (✓)

(Attach Request Form)

Personal Car Mileage:

No. miles \_\_\_\_\_ x \$ \_\_\_\_\_ =

(maximum miles are 300)

Lodging:

\_\_\_\_\_ days x \$170.00/day =

Meals:

\$6 Breakfast, \$8 Lunch

\$20 Dinner =

Please complete  
registration form.

If you choose to use  
personal vehicle,  
one-way mileage will be  
reimbursed.  
Refer to Inservice  
Procedures guidelines

III.

Funding Source \_\_\_\_\_

Substitute teacher costs:

\$ \_\_\_\_\_ per day x \_\_\_\_\_ days =

Total Costs: \_\_\_\_\_

Please attach conference brochure

Please describe expected benefit from training

Approval:

Site Administrator \_\_\_\_\_ Date \_\_\_\_\_

Assistant Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Distribution: White - District Office  
Yellow - Sick Leave Dept.  
Pink - Principal  
Gold - Employee

Verify: P.O. # \_\_\_\_\_  
Receipts \_\_\_\_\_  
Report \_\_\_\_\_

Revised 7/1/12





Patterson Joint Unified School District

**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

**(To be completed by parent/guardian)**

Please complete and return this form to the supervising teacher of the field trip/activity. **No pupil will be permitted to participate in this activity without this form on file.**

\_\_\_\_\_, a pupil  
[Pupil's Name (print)] [Date of Birth]

at \_\_\_\_\_ School, has our (my) permission to participate in the following:

Activity: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Method of Transportation: \_\_\_\_\_  
Departure Date & Time: \_\_\_\_\_  
Return Date & Time: \_\_\_\_\_  
Departure Location: \_\_\_\_\_  
Return Location: \_\_\_\_\_

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.
6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

**A special note to Parent/Guardian:**

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 10/28/14  
Purpose of the trip: Pick up plants from Duarte  
Destination: Duarte Nursery  
Date(s) of trip: 10/30/14  
Departure time: 3 PM Return Time: 7 PM  
Person in Charge: Kendall Green Title: Agriculture Teacher  
Other adults on trip/title: \_\_\_\_\_

Number of students: 5  
Number of nights: 0 Out of State 0 Foreign Country 0  
Transportation: Bus \_\_\_\_\_ Air \_\_\_\_\_ Private Vehicle \_\_\_\_\_ Ag Truck  
Cost of Trip: \$0  
Funding Source: \_\_\_\_\_

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 10/28/14  
Person in charge Date

Approved by: [Signature] 10-28-14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date





Patterson Joint Unified School District

**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

**(To be completed by parent/guardian)**

Please complete and return this form to the supervising teacher of the field trip/activity. **No pupil will be permitted to participate in this activity without this form on file.**

\_\_\_\_\_, a pupil  
[Pupil's Name (print)] [Date of Birth]

at Patterson High School, has our (my) permission to participate in the following:

Activity: Duarte Nursery Trip  
Destination: Duarte Nursery, Modesto  
Method of Transportation: A Truck or Suburban  
Departure Date & Time: 10/30/14 3 PM  
Return Date & Time: 10/30/14 7 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.
6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

**A special note to Parent/Guardian:**

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: VC Davis FFA Judging Field Day

Destination: VC Davis

Date(s) of trip: 3/7/2015

Departure time: 4:45 AM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa Sam Cahill  
Monica Lopes

Number of students: 30

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus      Air      Private Vehicle     

Cost of Trip: \$150

Funding Source: AIG

District Vans  
Ag Suburban/  
Ag Truck

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) \_\_\_\_\_, a pupil  
[Date of Birth] \_\_\_\_\_

I, Patterson High School, has our (my) permission to participate in the following:

Activity: UC Davis FFA Judging Field Day  
Destination: UC Davis  
Method of Transportation: District Vans and Ag Suburban  
Departure Date & Time: 3/7/15 4:45 AM  
Return Date & Time: 3/7/15 8 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Central Region FFA Meeting

Destination: Consumers River College,  
Elk Grove

Date(s) of trip: 2/28/15 ~~10/11/14~~

Departure time: 6 AM Return Time: 5 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa Sam Cahill  
Monica Lopez

Number of students: 2

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus        Air        Private Vehicle        Ag Suburban

Cost of Trip: \$30

Funding Source: FFA ASB account

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

*- Field Trip Permission Form*  
Patterson Joint Unified School District



**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil

Pupil's Name (print)]

[Date of Birth]

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Central Region FFA Meeting  
Destination: Consumers River College, Elk Grove CA  
Method of Transportation: Ag Suburban  
Departure Date & Time: 2/28/15 6 AM  
Return Date & Time: 2/28/15 5 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14  
Purpose of the trip: Central Region FFA Officer Interviews  
Destination: Hughson High School, Hughson CA  
Date(s) of trip: 8/19/15  
Departure time: 12 PM Return Time: 8 PM *depends on scheduled interview times*  
Person in Charge: Kendall Green Title: Agriculture Teacher  
Other adults on trip/title: \_\_\_\_\_

Number of students: 5  
Number of nights: 0 Out of State 0 Foreign Country 0  
Transportation: Bus \_\_\_\_\_ Air \_\_\_\_\_ Private Vehicle \_\_\_\_\_ *Ag Suburban*  
Cost of Trip: N/A  
Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date



*- Field Trip Permission Form*  
Patterson Joint Unified School District



**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil

Pupil's Name (print)

[Date of Birth]

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Central Region FFA Officer Internships  
Destination: Hughson High School, Hughson CA  
Method of Transportation: Ag Suburban  
Departure Date & Time: 2/9/15 12 PM  
Return Date & Time: 2/9/15 8 PM  
Departure Location: DHS Agriculture Dept  
Return Location: DHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Tri Rivers FFA Super Thursday Public Speaking Contest

Destination: Pitman High School, Turlock CA

Date(s) of trip: 1/29/2015

Departure time: 2 PM Return Time: 10 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopez Sam Cahill  
Michael Costa

Number of students: 25

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus      Air      Private Vehicle      *District vans and Ag Suburban/Ag Truck*

Cost of Trip: \$ 0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date



*- Field Trip Permission Form*  
Patterson Joint Unified School District



**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil

Pupil's Name (print) \_\_\_\_\_ [Date of Birth] \_\_\_\_\_

I, Patterson High School, has our (my) permission to participate in the following:

Activity: In Rivers FFA Super Thursday Public Speaking Contest  
Destination: Pitman High School, Turlock, CA  
Method of Transportation: District Vans and Ag Suburban  
Departure Date & Time: 1/29 2 PM  
Return Date & Time: 1/29 10 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: FFA Ice Skating Trip

Destination: Del Orso Farms, Lathrop CA

Date(s) of trip: 12/12/14

Departure time: 1 PM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopez Agriculture Teacher  
Michael Costa Agriculture Teacher

Number of students: 50

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus ☒ Air ☐ Private Vehicle ☐ Bus

Cost of Trip: \$500 for ice skating, \$280 for bus

Funding Source: students pay for their ice skating trip and FFA ASB account covers bus.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date



*- Field Trip Permission Form*  
Patterson Joint Unified School District

**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) \_\_\_\_\_, a pupil  
[Date of Birth] \_\_\_\_\_

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Del Osso Farms FFA Ice Skating Trip  
Destination: Del Osso Farms  
Method of Transportation: Bus  
Departure Date & Time: \_\_\_\_\_  
Return Date & Time: \_\_\_\_\_  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Tri Rivers FFA Sectional Bowling Night

Destination: Modesto Bowl

Date(s) of trip: 12/2/14

Departure time: 3:30~~4~~ PM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopes Michael Costa  
Sam Cahill

Number of students: 26

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus \_\_\_\_\_ Air \_\_\_\_\_ Private Vehicle \_\_\_\_\_ District Vans and Ag Suburban

Cost of Trip: \$10 per student - \$260

Funding Source: students pay for their own bowling costs.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  
Person in charge

8/13/14  
Date

Approved by: [Signature]  
Principal

8/14/14  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Trustees/Clerk

\_\_\_\_\_  
Date

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) \_\_\_\_\_, a pupil  
[Date of Birth] \_\_\_\_\_

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Tri Rivers FFA Sectional Bowling Night  
Destination: Modesto Bowl  
Method of Transportation: District Vans and Ag Suburban  
Departure Date & Time: 12/2/14 3:30 PM  
Return Date & Time: 12/2/14 8 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: FFA Corn Maze Trip

Destination: Del Osso Farms, Lathrop CA

Date(s) of trip: 10/23/14

Departure time: 3 PM Return Time: 9 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopes Agriculture Teacher  
Michael Costa Agriculture Teacher

Number of students: 50

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus ☒ Air ☐ Private Vehicle ☐

Cost of Trip: \$500 for corn maze and haunted house and \$280 for bus

Funding Source: students pay for corn maze and haunted house while the FFA ASB account pays for the bus.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date



PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/22/14

Purpose of the trip: FFA Greenhand leadership Conference (Modesto)

Destination: Modesto Ag Center

Date(s) of trip: 9/24/14

Departure time: 7 AM Return Time: 4 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopes

Michael Costa

Number of students: 25

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus        Air        Private Vehicle        ☒ District Vans

Cost of Trip: \$30.00 per student

Funding Source: students pay \$15 and \$15 for each student comes from the ASB FFA account.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  
Person in charge

7/22/14  
Date

Approved by: [Signature]  
Principal

7/29/14  
Date

Superintendent

Date

Board of Trustees/Clerk

Date

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/22/14

Purpose of the trip: FFA Opening and Closing Contert

Destination: Orestimba High School

Date(s) of trip: 10/15/14

Departure time: 3 PM Return Time: 10 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa Monica Lopes  
Samantha Cahill

Number of students: 26

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus \_\_\_\_\_ Air \_\_\_\_\_ Private Vehicle \_\_\_\_\_ District vans

Cost of Trip: \$0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  
Person in charge

7/22/14  
Date

Approved by:

[Signature]  
Principal

7/29/14  
Date

Superintendent

Date

Board of Trustees/Clerk

Date



# - Field Trip Permission Form

Patterson Joint Unified School District

## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)



Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) \_\_\_\_\_, a pupil  
[Date of Birth] \_\_\_\_\_

Patterson High School, has our (my) permission to participate in the following:

Activity: FFA Opening and Closing Contest  
Destination: Orestimba High School  
Method of Transportation: District vans and Ag Suburban  
Departure Date & Time: 10/15/14 3 PM  
Return Date & Time: 10/15/14 10 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I, \_\_\_\_\_, parent and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/22/14

Purpose of the trip: Modesto Junior College Agriculture  
open House

Destination: Modesto Junior College

Date(s) of trip: 10/9/14

Departure time: 4 PM Return Time: 9 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa  
Monica Lopez

Number of students: 18

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus \_\_\_\_\_ Air \_\_\_\_\_ Private Vehicle \_\_\_\_\_ ✓ District Vans

Cost of Trip: \$0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  
Person in charge

7/22/14  
Date

Approved by: [Signature]  
Principal

7/29/14  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Trustees/Clerk

\_\_\_\_\_  
Date

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil  
[Date of Birth]

Pupil's Name (print)

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Modesto Junior College Agriculture Open House  
Destination: Modesto Junior College  
Method of Transportation: District Vans  
Departure Date & Time: 10/9/14 4 PM  
Return Date & Time: 10/9/14 9 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/2/14  
Purpose of the trip: Stanislaus County Fair  
Destination: Stanislaus County Fairgrounds, Turlock CA  
Date(s) of trip: 7/7 - 22/14  
Departure time: 6 AM Return Time: 6 PM  
Person in Charge: Kendall Green Title: Agriculture Teacher  
Other adults on trip/title: Michael Costa Agriculture Teacher

Number of students: 34  
Number of nights: 0 Out of State 0 Foreign Country 0  
Transportation: Bus        Air        Private Vehicle        *student's responsibility*  
Cost of Trip: N/A  
Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 7/2/14  
Person in charge Date

Approved by: [Signature] 7/2/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil

Pupil's Name (print) \_\_\_\_\_ [Date of Birth] \_\_\_\_\_

at Patterson High School, has our (my) permission to participate in the following:

Activity: Ag Day at the State Capitol  
Destination: State Capitol, Sacramento CA  
Method of Transportation: District Van and Ag Suburban  
Departure Date & Time: 3/18/19 7 AM  
Return Date & Time: 3/18/19 4 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/14/14

Purpose of the trip: Ag Day at the Capitol

Destination: State Capitol, Sacramento CA

Date(s) of trip: 3/18/15

Departure time: 7AM Return Time: 4PM

Person in Charge: Diana Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Samantha Cahill

Number of students: 17

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus        Air        Private Vehicle        District Van Ag Suburban

Cost of Trip: \$0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date



PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Fresno State FFA Field Day

Destination: Fresno State University

Date(s) of trip: 4/18/15

Departure time: 5 AM Return Time: 3 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Sam Cahill Monica Loper  
Michael Costa

Number of students: 30

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus      Air      Private Vehicle      District Vans  
Ag Suburban  
Ag Truck

Cost of Trip: \$280

Funding Source: AIG

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

[Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) \_\_\_\_\_, a pupil  
[Date of Birth] \_\_\_\_\_

t Patterson High School, has our (my) permission to participate in the following:

Activity: Fresno State FFA Field Day  
Destination: Fresno State University  
Method of Transportation: District Vans, Agriculture Dept Vehicles  
Departure Date & Time: 4/18/15 5 AM  
Return Date & Time: 4/18/15 3 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.



PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14  
Purpose of the trip: Consummer River College FFA Field Day  
Destination: Consummer River College, Elk Grove  
Date(s) of trip: 4/4/15  
Departure time: 5 AM Return Time: 8 PM  
Person in Charge: Kendall Green Title: Agriculture Teacher  
Other adults on trip/title: Sam Cahill  
Monica Lopez  
Number of students: 26  
Number of nights: 0 Out of State 0 Foreign Country 0  
Transportation: Bus      Air      Private Vehicle      District Vans  
Ag Suburban  
Cost of Trip: \$260  
Funding Source: AIG

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date  
Approved by: [Signature] 8/14/14  
Principal Date  
\_\_\_\_\_  
Superintendent Date  
\_\_\_\_\_  
Board of Trustees/Clerk Date



*- Field Trip Permission Form*  
Patterson Joint Unified School District

**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil  
[Date of Birth]

Pupil's Name (print)

t Patterson High School, has our (my) permission to participate in the following:

Activity: Consumer River College FFA Field Day  
Destination: Consumer River College, CA  
Method of Transportation: District Vans and Ag Suburban  
Departure Date & Time: 4/4/15 5 AM  
Return Date & Time: 4/4/15 8 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Modesto Junior College FFA Judging

Destination: Field Day  
MJC, Modesto

Date(s) of trip: 3/28/15

Departure time: 6 AM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Sam Cahill Michael Costa  
Monica Lopez

Number of students: 30

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus      Air      Private Vehicle     

Cost of Trip: \$300

Funding Source: AlG

District vans  
Ag Truck  
Ag Suburban

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

*- Field Trip Permission Form*  
Patterson Joint Unified School District



**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil  
Pupil's Name (print) [Date of Birth]

I, Patterson High School, has our (my) permission to participate in the following:

Activity: MJC Judging Team Field Day  
Destination: MJC, Modesto Ag Department  
Method of Transportation: District van and Agriculture Dept Vehicles  
Departure Date & Time: 3/28 6 AM  
Return Date & Time: 3/28 8 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Merced College FFA Judging Field Day

Destination: Merced College

Date(s) of trip: 3/21/15

Departure time: 6 AM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa Monica Lopez  
Sam Cahill

Number of students: 30

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus        Air        Private Vehicle       

Cost of Trip: \$140

Funding Source: AIG

2 District  
vans  
Ag Suburban  
Ag Truck

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14  
Person in charge Date

Approved by: [Signature] 8/14/14  
Principal Date

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Board of Trustees/Clerk Date

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil

Pupil's Name (print)

[Date of Birth]

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Merced College FFA Judging Field Day  
Destination: Merced College  
Method of Transportation: District Vans, Ag Suburban, Ag Truck  
Departure Date & Time: 3/21/15 6 AM  
Return Date & Time: 3/21/15 8 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.



# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) \_\_\_\_\_, a pupil  
[Date of Birth] \_\_\_\_\_

I, Patterson High School, has our (my) permission to participate in the following:

Activity: Cal Poly FFA State Judging Finals  
Destination: Cal Poly San Luis Obispo  
Method of Transportation: District Vans and Agriculture Vehicles  
Departure Date & Time: 5/1/15 8 AM  
Return Date & Time: 5/2/15 11 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of medical condition and/or physical disability is attached hereto.

# - Field Trip Permission Form

Patterson Joint Unified School District



## PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil  
[Date of Birth]

Pupil's Name (print)

\_\_\_\_\_, School, has our (my) permission to participate in the following:

Activity: California FFA State Conference  
Destination: Pelland Arena, Fresno CA  
Method of Transportation: District Vans, Ag Suburban, Ag Truck  
Departure Date & Time: 4/18/15 5 AM  
Return Date & Time: 4/21/15 3 PM  
Departure Location: PHS Agriculture Dept  
Return Location: PHS Agriculture Dept

### ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of the medical condition and/or physical disability is attached hereto.



## Patterson High School Agriculture Department Policies:

All students in the Patterson Joint Unified School District Agriculture Education Department are members of the FFA program. FFA counts for 10% of the student's grade and SAE is another 10%.

FFA activities may include chapter meetings, public speaking teams, judging teams and participation in chapter fundraisers or community services. All students are eligible to attend FFA meetings, FFA fun nights or recreational activities, community service activities, fundraisers and judging teams to receive their FFA grade. There is no GPA requirements for these activities. If students act inappropriately at these events, the Agriculture teachers have the right to withhold their "FFA activity" and ask the students to leave the event.

SAE projects can vary and will be based on the approval of the individual instructor. For students to obtain their SAE grade, they must complete the FFA record book and be graded by their teacher. To keep an animal on the school farm, students must meet the requirements set aside by the School Farm Contract. See contract on next page. In addition, students will sign an additional fair contract requiring them to follow school policies while on the fairgrounds. This also outlines the student's responsibilities when it comes to thank you letters and cleanliness and care of their animal.

FFA Officers have an additional contract that they must sign. Eligibility to be an FFA officer is outlined on this contract in the next few pages.



## CHAPTER FFA DEGREE APPLICATION

*As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box.*

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

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

Chapter Name: Patterson FFA

Due Date: Friday, October 31<sup>st</sup>

### Requirements:

☐ I hold the Greenhand FFA Degree and have completed two semesters of agricultural course work.

☐ I have satisfactory SAE program in operation. My SAE project is:

\_\_\_\_\_. In my project, I am \_\_\_\_\_

\_\_\_\_\_

☐ I have effectively led a group discussion for 15 minutes.

When: \_\_\_\_\_ Topic: \_\_\_\_\_

☐ I have demonstrated five procedures of parliamentary law. List the 5 procedures below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

☐ I have performed 10 community service hours.

Activity Performed: \_\_\_\_\_

☐ I have satisfactory scholastic record. GPA should be at least a 2.0 overall.

GPA: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Member's Signature

Date

## GREENHAND FFA DEGREE APPLICATION



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

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

Chapter Name: Patterson FFA

Due Date: Friday, October 31<sup>st</sup>

### Requirements:

- ☐ I am enrolled in the following Agriculture class:  
\_\_\_\_\_
- ☐ I have satisfactory plans for a Supervised Agricultural Experience Program (SAE).
- ☐ I have learned and explained the FFA motto, salute and creed.
- ☐ I have described and explained the meaning of the FFA emblem, colors and symbols.
- ☐ I understand and have explained the FFA Code of Ethics and the proper use of the FFA jacket.
- ☐ I have demonstrated an understanding of the organization's history, the chapter constitution and bylaws and the chapter Program of Activities.
- ☐ I own or have access to the Official FFA Manual.

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

\_\_\_\_\_  
Member's Signature

\_\_\_\_\_  
Date

## *Get Ready for MFE/ALA!!!*

Please share this information with your parents in preparation for MFE/ ALA.

### *When and where is MFE/ALA?*

MFE/ ALA is on February 7<sup>th</sup> and 8<sup>th</sup> in Modesto. The conference will take place in the Doubletree that is downtown in Modesto. We will also be staying at the hotel overnight.

### *What paperwork do you need to turn in before the conference trip?*

You need to submit your signed Rules for Participants (on next page) paper to Ms. Green and you must turn in your signed in lieu slip to the attendance office at least 2 days prior to the trip on February 5<sup>th</sup>.

### *What time will you be leaving for MFE/ ALA?*

There will be two groups leaving for MFE/ ALA on February 7th. The first group will leave at 10: 15 AM. The first group will go to periods 1 and 2 and then get changed for the conference. The second group will be leaving at 11:30 AM. The second group will go to periods 1 -3 and then will get changed for the conference after 3<sup>rd</sup> period. Please look at the list below to see which group you are in and when you will be leaving for MFE/ALA. Remember, that you will be missing classes on that Friday, so you must have your in lieu slip completed and turned in to the attendance office at least 2 days before.

#### Group 1

Kayley Vaid  
Noah Rodriguez  
Katherine Cardoza  
Megan Cuellar  
Kimberly Pires  
Jennifer Martinez Hernandez  
Tyler Luu  
Terrence Luu  
Isabel Contreras  
Jose Alvarado  
Cassey Nelson  
Breanna Zovich  
Soleil Jones  
Alie Tyler  
Lanaeya Banks  
Hayley Borba

#### Group 2

Ivan Barbontin  
Kierstan Rhodes

Samantha Calvert  
Luis Lopez  
Vanessa Beltran  
Cerena Clifford  
Dillon Huereca  
Matthew Schaa  
Wesley Lopez

### *What do you need to bring with you to MFE/ ALA?*

The following is a sample packing list for you so you can prepare for the conference:

- Official FFA Uniform (Boys: Black Slacks, Black Dress Shoes, White Collared Button Up Shirt, FFA Tie, FFA Jacket or Girls: Nylons, Black Pencil Skirt, White Collared Button Up Shirt, FFA Scarf, FFA Jacket, Black Heels)
  - o If you need to borrow an FFA Jacket, Tie or Scarf, you need to see your FFA advisor at least 1 week before the conference.
  - o You will wear your FFA uniform on both Friday and Saturday. For girls, it is recommended to bring 2 pairs of nylons.
- Casual School Appropriate Clothes to Wear to the Dance
- Pajamas
- Swim suit
- Toiletries
- Spending Money for Lunch on Friday and Saturday

### *What will you be doing at MFE/ ALA?*

You will be attending 7 sessions about the FFA and leadership skills over the two days. On Friday, you will have dinner with all the conference participants and then will go to a dance.

### *What are the behavior expectations at MFE/ ALA?*

At all times during the conference, you are a representative of Patterson FFA. Your behavior and actions represent our chapter. Hence, at all time you must follow the rules set aside in the Rules for Participants agreement on the next page.

### *What time will we be coming home from MFE/ ALA?*

The conference ends on February 8<sup>th</sup> at 12 PM. We will stop for lunch prior to heading home but should be back at Patterson High School around 2 PM.

## RULES FOR PARTICIPANTS

In order to maintain an orderly conference, to achieve the greatest amount of success, and for the health and safety of all participating FFA members, the following rules listed below must be read and signed by the participating member. The member must submit his/her signed copy of the rules by **February 5<sup>th</sup>** to Ms. Green.

I will respect the authority of advisors in charge of FFA activities.

I will be in my assigned room at the prescribed curfew time of 11:00 pm and be ready for bed. .

I will attend every session and be in my assigned position prior to starting time.

I will not do anything detrimental to the health and safety of other members and will respect their rights to safety and comfort at all times.

I will not be in my room at a time when the conference is in session.

I will keep my room neat and clean and I understand that any damages that occur to my room will be paid for by those staying in the room.

I will remain in my room that I was assigned to and will not switch rooms unless approved by my FFA Advisor.

I will not allow anyone in my room that is not assigned to the room.

I will turn out the lights at 11:00 p.m. and be ready for bed check.

I realize that positive conduct is expected from FFA members at all times. Obscene language, roughhousing, or throwing objects will not be tolerated at any time.

I will not smoke, gamble, use any illegal drugs, or drink alcoholic beverages at any conference activities.

I realize that as an FFA member, if I am found to be in violation of any of the above rules, I will be subject to disciplinary action. The determination of any disciplinary action will be made by my FFA advisor. ***I fully understand that an infraction of any of these rules may be just cause for being immediately sent home at my expense and barred from any further participation at the conference.***

☐

**I have read and fully understand the rules and agree to abide by each of them.**

**Participant Name:** \_\_\_\_\_

**Participant Cell Phone Number:** \_\_\_\_\_

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Parent/ Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## *Interested in attending the FFA State Conference?*

### *What is the FFA State Conference?*

The FFA State Conference is an annual FFA leadership conference in which students will have the opportunity to travel to Fresno CA and meet thousands of other FFA members. The Conference will take place on April 12<sup>th</sup> - 15<sup>th</sup>. We will leave Patterson High School on Saturday, April 12<sup>th</sup> and return to Patterson High School on Tuesday, April 15<sup>th</sup>. During the conference, students will attend "general sessions" which are sessions lead by the FFA State Officers in the Selland Arena. In these sessions, students will hear from FFA Talent such as the State FFA Band and Choir as well as learn about the awards and opportunities available through the FFA State Officers. In addition to the general sessions, students will be attending leadership workshops at Fresno State University and a Career Show with tons of Agricultural companies and universities. The students will also have the opportunity to take part in their Regional FFA meeting and vote on upcoming State FFA issues. And as a highlight to many students, they will be able to attend a concert with the chapter in the Selland Arena. Overall, this conference is a great opportunity for our Patterson FFA students to learn more about the FFA while building their leadership skills. By attending State Conference, our students get a hands on opportunity to be a part of the California FFA experience.

### *What does attending the FFA State Conference Cost?*

The cost for attending the FFA State Conference is \$225 plus spending money for food and purchases while on the trip. The \$225 fee covers the following:

1. Conference Registration (Every student receives a wristband for entry)
2. Conference T-Shirt
3. Conference Program
4. Conference Gift
5. Conference Workshops at Fresno State University
6. Three Conference Meals (Sunday Lunch & Dinner, Monday Lunch)
7. Career Show & Agri-Science Fair
8. Monday Night Entertainment or Concert
9. Hotel Room Cost for 3 Nights

In addition to the \$225 paid to the Agriculture Department at PHS, students should bring additional spending money to pay for meals and for buying gifts at the FFA Store. Payment of the \$225 can be made on a payment plan schedule as follows:

To reserve spot on trip: \$50

2<sup>nd</sup> payment due on February 3<sup>rd</sup>: \$50

3<sup>rd</sup> payment due on February 17<sup>th</sup>: \$50

4<sup>th</sup> payment due on March 3<sup>rd</sup>: \$50

5<sup>th</sup> payment due on March 17<sup>th</sup>: \$25

Payments via checks should be made out to Patterson FFA.

## State Conference Application

Students interested in attending the State FFA Convention in Fresno as a participant or as an Official Delegate, must fill out this application completely. All applications will be reviewed and you will be notified if you are eligible to attend the conference. The cost of the conference this year will be approximately \$225 per person. Please see an advisor if you have further questions.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
GPA: \_\_\_\_\_

Counselor signature for GPA: \_\_\_\_\_

Ag Class(es) currently enrolled in: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please check the boxes of the FFA activities you have participated in:

\_\_\_\_\_ Greenhand Conference  
\_\_\_\_\_ Made for Excellence  
\_\_\_\_\_ Advanced Leadership Academy  
\_\_\_\_\_ Judging Teams:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Opening/Closing Contest  
\_\_\_\_\_ State FFA Conference  
\_\_\_\_\_ (Years: \_\_\_\_\_)  
\_\_\_\_\_ Speaking Contest:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list any local (school-wide) FFA activities you have participated in this year:  
\_\_\_\_\_  
\_\_\_\_\_

Please answer the following questions. Attach additional pages if needed.  
Why do you want to attend the State FFA Leadership Conference?

Why should you be selected to represent Patterson FFA at this conference?

What do you plan to bring back to the chapter after attending the conference?

Only 9<sup>th</sup>-11<sup>th</sup> grade students can participate in the following.

Are you interested in representing Patterson FFA as a delegate? \_\_\_\_\_

If you answered yes, explain why you would like to be a delegate.

Registration fees are non-refundable. If you are selected to attend the conference and decide not to go for any reason, you will be responsible to pay for the full amount of the conference.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_





Patterson Joint Unified School District

**PUPIL FIELD TRIP PERMISSION SLIP  
AND MEDICAL AUTHORIZATION**

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

\_\_\_\_\_, a pupil  
[Pupil's Name (print)] [Date of Birth]

at Patterson High School, has our (my) permission to participate in the following:

Activity: FFA State Conference  
Destination: Fresno Convention Center Fresno CA  
Method of Transportation: District Vans and Ag Suburban  
Departure Date & Time: 4/12/14 at 4:45 AM  
Return Date & Time: 4/15/14 at 3:00 PM  
Departure Location: PHS Agriculture Dept.  
Return Location: PHS Agriculture Dept.

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.
6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:

REGISTRATION MATERIALS MUST BE POSTMARKED BY MARCH 7



CALIFORNIA ASSOCIATION FFA  
STATE CONFERENCE REGISTRATION

**AUTHORIZATION TO CONSENT TO MEDICAL TREATMENT**

I/We, the undersigned, parent(s)/legal guardian(s) of  
of the \_\_\_\_\_

\_\_\_\_\_ FFA Chapter do hereby authorize consent to any x-ray

examination, anesthetic, medical or surgical diagnosis, or treatment and hospital care for the above named individual which is deemed advisable by and is to be rendered under the general or special supervision of any physician and/or surgeon licensed under the provisions of the Medical Practice Act whether such diagnosis or treatment is rendered at the office of said physician or at a hospital.

It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required and is given to provide authority and power on the part of said physician to render any and all such diagnoses, treatment, or hospital care which the aforementioned physician, in the exercise of his/her best judgement, may deem advisable for my/our son/daughter.

This authorization shall be effective during the month of April 2014 while my/our son/daughter is participating in the 2014 State FFA Leadership Conference coordinated by the California Association Future Farmers of America.

In case of emergency, please try to contact:

Daytime: \_\_\_\_\_

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

Evening: \_\_\_\_\_

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

A. Special conditions which physician should be aware of (include any prescribed medications being taken, any medications individual allergic to, etc.) and any other pertinent information.

B. Data on my/our son/daughter named on this form:

Full Name: \_\_\_\_\_ SSN: \_\_\_\_\_

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

Home Phone: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Parent/Legal Guardian Name: \_\_\_\_\_

C. Medical Insurance Data relative to my/our son/daughter named on this form:

Insurance Company: \_\_\_\_\_

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

Company Phone: \_\_\_\_\_ Group Policy: \_\_\_\_\_

Name of Policy Holder: \_\_\_\_\_ Policy#: \_\_\_\_\_

Dear Student and Parent,

The Patterson Agriculture Department is very excited to offer the opportunity for students to raise their Supervised Agriculture Experience Project on the Patterson High School campus. It is with great pleasure that we offer you the chance to house your animal at the school farm. With the obligation of raising an animal also comes the responsibility of keeping an animal at a facility, most importantly on the Patterson High campus. The Agriculture Department has worked very diligently to design a school farm facility to accommodate students whom do not have a place to house their supervised agriculture experience project. The school farm is designed as a learning environment for all students, it is to be understood that all students are given the opportunity to apply to house their animals at this location and a select few are granted the opportunity.

The following are the rules for the usage of the school farm and a list of requirements that need to be met in order to house your animal at our facility. Failure to follow the rules and requirements will result in the consequences that are provided in the attached packet. All rules, requirements and consequences have been approved by the school administration.

Please read and follow the directions to this packet thoroughly. Please do not hesitate to ask an advisor any question regarding this packet and housing your animal at the school farm.

Sincerely,

Mr. Pierce  
Department Chair  
Dairy & Sheep Advisor

Mrs. Cahill  
Swine Advisor

Miss Green  
Steer, Goat, & Rabbit Advisor

## **Patterson High School Farm Facilities Rules**

Following are a list of rules compiled by the Agriculture Advisors, at any time these rules maybe motivated and revised.

1. Students will be permitted access to the school farm from the hours of 7 am to 7pm, 7 days a week.

**If YOU ARE AT THE SCHOOL FARM AFTER HOURS AND NOT WITH YOUR ADVISOR the following will serve as consequences:**

- 1- Warning**
  - 2- Parent contact**
  - 3- Animal will be removed from the school farm**
2. Only students with an animal project housed at the school farm are allowed to be on the premises UNLESS supervised by an Agriculture Advisor.
  3. Gate MUST remained locked when all students are gone
  4. NO HORSEPLAY at any time. You are there to work and feed your animal, this is not a time nor an area to be goofing off.
  5. Students are responsible for themselves and their animals at all times. Be sure to wear proper attire in order to prevent injury. Agriculture Advisors and Patterson High School are not responsible for damage to yourself and/or your animal.

**\*\*If at anytime rules need to be adjusted or added, they may be done so at the direction of the Agriculture Advisors and Patterson High School Administration.**

## **Patterson High School School Farm Requirements for Housing Animals**

Student must be in good scholastic standing with the school, a 2.0 GPA is required to keep your animal at the school farm. This will be verified with the student's counselor.

Student must be in good disciplinary standing with the school. This will be verified with the school Vice Principle of Discipline.

**School Farm Rent: Students will pay a flat fee of 20.00 to house their animal. This will help to keep up the school farm, utilities and maintenance needed on the facilities. This may be paid either upfront or it will be attached to the feed bill.**

Student's animals will be housed with at least one other student's animal and up to 4 student's animals. It is the job of the student to work with the other students in their pens to coordinate feed, feeding times and cleaning duties.

Students will be required to keep their pen area clean as well as their pens.

Students will be required to feed their animal on a daily basis

Students are required to pay for their own feed, supplies, and animal

**School Farm Clean up: There will be at least 2 MANDATORY school farm clean ups for those housing their animals at the fair. The first clean up will be on TBD.**

**Feed: All feed will be purchased through the Advisor; feed bills will be split amongst the entire group of students. Bills will be distributed monthly.**

#### **Patterson High School School Farm Consequences for Housing Animals**

Failure to follow any of the rules and requirements while keeping your animal at the school farm will result in any and/or all of the following consequences. These will be determined by the advisor.

If at anytime you are found to neglect\*\* your animal, the animal becomes owned by the Patterson Agriculture Department, thus determined by Advisors and Administration. You will not be refunded any monies paid on the project.

\*\*NEGLECT: failure to feed, water, exercise, and clean pen

#### **Discipline Policy**

**This policy will be followed for all events related to the student and their project  
(raising of animal, meetings, fair)**

**1<sup>st</sup> - Warning**

**2<sup>nd</sup> - Call Parent**

**3<sup>rd</sup> - Student will not show animal at the fair**

**Signature Page**

\_\_\_\_\_ is in good academic standing with a GPA of \_\_\_\_\_  
(Students Name)

\_\_\_\_\_  
Counselors Signature

\_\_\_\_\_ is in good discipline standing with Patterson High School  
(Students Name)

\_\_\_\_\_  
VP of Discipline Signature

I approve that \_\_\_\_\_ house his animal on the Patterson High School Campus

\_\_\_\_\_  
Mr. Stubbs Signature  
Principal

I hereby have read the rules, requirements and consequences for keeping an animal on campus at Patterson High School. If I fail to follow these rules and requirements, I am fully aware of what will happen to me and my project.

\_\_\_\_\_  
Students Signature

\_\_\_\_\_  
Students Cell/House #

\_\_\_\_\_  
Parents Signature

\_\_\_\_\_  
Parents Emergency Contact #

\_\_\_\_\_  
Advisors Signature

# Patterson FFA Officer Contract

## AS A FFA OFFICER, I WILL:

- Be dedicated and committed to FFA and the total agricultural education program.
- Be willing to commit the entire year to FFA activities.
- Become knowledgeable of agriculture, agricultural education and the FFA.
- Be willing to take and follow instructions as directed by those responsible for me.
- Forgo all tobacco while involved in official and unofficial FFA activities and at all times refrain from consumption or possession of alcohol or any substance, which is not legal for me to consume or possess.
- Treat all FFA members equally by not favoring one over another.
- Conduct myself in a manner that earns respect without display of superiority.
- Maintain dignity while being personable, concerned and interested in my contacts with others.
- Avoid places or activities which in any way would raise questions as to my moral character or conduct.
- Consider FFA officer activities and school as my primary responsibilities.
- Use wholesome language in all speeches and informal conversation.
- Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers, advisors and other adults.
- Serve as a member of the officer team always maintaining a cooperative attitude.
- Keep myself up-to-date on current items.
- Be a professional and be on time.
- Be mindful of the impact that I will have during my year as an officer and always act or behave accordingly.
- Respectfully adhere to board policy and treat all students, teachers and staff with proper deference.

## CONSEQUENCES

Strike One: Conference with Patterson FFA Advisors. Officer will be put on Probation. Parent will be contacted.

Strike Two: Parent Conference and possible exclusion from FFA Activities.

Strike Three: Removal from office.

## CERTIFICATION

I have read, studied, understand and accept the above provisions. As a Patterson FFA Officer, I will carry out my responsibilities in accordance with these statements and understand that I will be warned, suspended or discharged from office by the Patterson FFA Advisors if I do not satisfactorily follow these established standards for the Patterson FFA chapter officers. Furthermore, I have read and understand the provisions of the student officer job description, and the student officer discipline policy and commit myself to full compliance to these provisions.

I also understand that I must maintain a 2.0 GPA at each grading period to be eligible to retain my office. Failure to maintain a 2.0 GPA at each grading period, including progress reports, will result in my expulsion from the Patterson FFA officer team.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## PARENTAL CERTIFICATION

I have reviewed this pledge with my son or daughter, understand all policy provisions, support the Patterson FFA Chapter in the enforcement and fulfillment of these policies and all other relevant policies. I also understand that my son or daughter must maintain a 2.0 GPA at each grading period, including progress reports, to retain their position on the Patterson FFA officer team.

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

**L.**  
**Proficiency Standards for  
Program Completers**



**Students who meet the guidelines to be classified as a program completer at Patterson High School should be able to show the following level of proficiency.**

**Students should be able to show or have completed 70% of the state standards in their area of emphasis.**



## **Agriculture and Natural Resources Industry Sector**

### ***Career Pathways***

- ◆ Agricultural Business
- ◆ Agricultural Mechanics
- ◆ Agriscience
- ◆ Animal Science
- ◆ Forestry and Natural Resources
- ◆ Ornamental Horticulture
- ◆ Plant and Soil Science

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## B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

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### *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.

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### *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.

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### *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.

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### *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.

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

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

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*B6.0 Students understand concrete and masonry practices commonly used in agriculture:*

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

---

*B7.0 Students understand oxy-fuel cutting and welding:*

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

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*B8.0 Students understand electric arc welding processes:*

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

---

*B9.0 Students understand advanced metallurgy principles and fabrication techniques:*

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

---

*B10.0 Students understand small and compact engines:*

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

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*B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:*

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

---

*B12.0 Students understand land measurement and construction techniques commonly used in agriculture:*

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

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## C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

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### C1.0 *Students understand the role of agriculture in the California economy:*

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

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### C2.0 *Students understand the interrelationship between agriculture and the environment:*

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

---

### C3.0 *Students understand the effects of technology on agriculture:*

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

---

### C4.0 *Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:*

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.



- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

---

*C5.0 Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

---

*C6.0 Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

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*C7.0 Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

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*C8.0 Students understand fundamental animal nutrition and feeding:*

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
- C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
- C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

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*C9.0 Students understand basic animal health:*

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.



- C9.4 Understand how to control parasites and why.
- C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

---

*C10.0 Students understand soil science principles:*

- C10.1 Recognize the major soil components and types.
- C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Understand water delivery and irrigation system options.
- C10.4 Understand the types, uses, and applications of amendments and fertilizers.

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*C11.0 Students understand plant growth and development:*

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Understand plant growth requirements.
- C11.3 Know annual, biennial, and perennial life cycles.
- C11.4 Examine plant sexual and asexual reproduction.
- C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Understand the respiration process in the breakdown of food and organic matter.

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*C12.0 Students understand fundamental pest management:*

- C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
- C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

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*C13.0 Students understand the scientific method:*

- C13.1 Understand the steps of the scientific method.
- C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
- C13.3 Use the scientific method to conduct agricultural experiments.

## D. Animal Science Pathway

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

---

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

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

---

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

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

---

*D3.0 Students understand animal physiology:*

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

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

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

---

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

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

---

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

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

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*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.

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*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.

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

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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*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.

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*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.

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*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.

## F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

### F1.0 *Students understand plant classification and use principles:*

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

### F2.0 *Students understand plant physiology and growth principles:*

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

### F3.0 *Students understand sexual and asexual plant reproduction:*

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

### F4.0 *Students understand basic integrated pest management principles:*

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

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*F5.0 Students understand water and soil (media) management practices:*

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

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*F6.0 Students understand ornamental plant nutrition practices:*

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

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*F7.0 Students understand the selection, installation, and maintenance of turf:*

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

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*F8.0 Students understand nursery production principles:*

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

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*F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:*

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

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*F10.0 Students understand basic landscape planning, design, construction, and maintenance:*

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

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*F11.0 Students understand basic floral design principles:*

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.



**M.**  
**Teacher Data Sheet**  
**for each Teacher**

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**R2 Teacher Information**  
**Patterson HS,Patterson**  
**Year: 2014**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Costa	Michael		Male	White	1	Agriculture Specialist	48236	3215	2027	0	N
Lopes	Monica		Female	White	1	Agriculture Specialist	42460	3480	2027	0	N
Green	Kendall	A	Female	White	3	Agriculture Specialist	52088	4269	2027	300	N
Cahill	Samantha		Female	White	3	Agriculture Specialist	48236	3953	2027	0	N

Cahill, Samantha					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	0700	Ag Leadership	24	Other Ag
1	1	0755	Animal Science P	29	Animal Science
1	2	0855	Prep	0	Prep
1	3	1000	Animal Science P	31	Animal Science
1	5	1145	Ag Earth Science P	32	Agriscience I
1	6	1250	Ag Earth Science P	38	Agriscience I

Costa, Michael					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0755	Prep	0	Prep
1	2	0855	Ag Mech Advanced	4	Ag Mechanics
1	2	0855	ROP Welding and Fabrication	5	Ag Mechanics
1	2	0855	Ag Mechanized 2	15	Ag Mechanics
1	3	1000	Ag Power Small Engines	26	Ag Mechanics
1	5	1145	Ag Mechanized 1	14	Ag Mechanics
1	6	1250	Ag Ornamental Horticulture	27	O.H./Floral
1	7	0155	Ag Mechanized 1	20	Ag Mechanics

Green, Kendall					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0750	Ag Floral Design	35	O.H./Floral
1	2	0855	Ag Biology P	32	Ag Biology
1	3	1000	Prep	0	Prep
1	5	1145	Ag Floral Design	35	O.H./Floral
1	6	1250	Ag Floral Design	36	O.H./Floral
1	7	0155	ROP The Art and History of Floral Design	39	O.H./Floral

Lopes, Monica					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0755	Ag Earth Science P	37	Agriscience I
1	2	0855	Prep	0	Prep
1	3	1000	Ag Biology P	35	Ag Biology
1	5	1145	Ag Biology P	30	Ag Biology
1	6	1250	Ag Biology P	36	Ag Biology
1	7	0155	Ag Earth Science P	37	Agriscience I

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GREEN, KENDALL &gt; Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.**Last Name:** GREEN**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** KENDALL**Adverse and Commission Actions Indicator:**

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Middle Name:** ALLISON**Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 2 of 2 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	120028057	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/23/2012	2/1/2017	1/23/2012		
>	120028058	Single Subject Teaching Credential	Preliminary	Valid	1/23/2012	2/1/2017	1/23/2012		

**Authorization/Subjects**

◀ 1 - 1 of 1 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 2 of 2 ▶

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

MOULES, MONICA &gt; Document:

**New Search**

Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** MOULES**First Name:** MONICA**Middle Name:** TEIXEIRA**Last Known County of Employment:**MERCED  
COUNTY  
OFFICE OF  
EDUCATION

Note: Please verify County of Employment is current

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**Adverse and Commission Actions Indicator:****Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 3 of 3 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140040866	Single Subject Teaching Credential	Preliminary	Valid	1/31/2014	2/1/2019			
>	140040867	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/31/2014	2/1/2019			
>	110191877	Certificate of Clearance		Valid	10/22/2011	11/1/2016			

**Authorization/Subje**

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

COSTA, MICHAEL &gt; Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** COSTA

STANISLAUS Note: Please verify County of Employment is current

**First Name:** MICHAEL

COUNTY

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**Middle Name:** JERED**Last Known County of Employment:**OFFICE OF  
EDUCATION**Adverse and Commission Actions Indicator:**

**Current Document** All Documents Adverse and Commission Actions

◀ 1 - 3 of 3 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140103357	Single Subject Teaching Credential	Preliminary	Valid	5/31/2014	6/1/2019			
>	140108275	Specialist Instruction Credential (Agriculture)	Clear	Valid	5/31/2014	6/1/2019			
>	130199971	30-Day Substitute Teaching Permit	Emergency	Valid	11/1/2013	11/1/2014			

**Authorization/Subjects**

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

CAHILL, SAMANTHA &gt; Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** CAHILL**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** SAMANTHA **Adverse and Commission Actions Indicator:**

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**Middle Name:** ANN

**Current Document** | All Documents | Adverse and Commission Actions

◀ 1 - 4 of 4 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140127469	Single Subject Teaching Credential	Clear	Valid	8/1/2014	8/1/2019			
>	120565960	Single Subject Teaching Credential	Preliminary	Valid	7/9/2012	8/1/2017			
>	120565962	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/9/2012	8/1/2017			
>	110035437	Certificate of Clearance		Valid	2/23/2011	3/1/2016			

**Authorization/Subjects**

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. ▶ 1 - 1 of 1 ▶

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

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**R2 Teacher Information**  
**Patterson HS,Patterson**  
**Year: 2013**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Pierce	William	J	Male	White	7	Designated Subject	52088	5914	2604	0	N
Green	Kendall		Female	White	2	Agriculture Specialist	50161	5703	2508	300	N
Cahill	Samantha		Female	White	2	Agriculture Specialist	46310	5282	2315	0	N

Cahill, Samantha						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0750	Ag Earth	38	Agriscience I	
1	2	0855	Ag Ornamental Horticulture	23	O.H./Floral	
1	3	1000	Ag Earth	40	Agriscience I	
1	4	1105	Lunch	0	Unknown	
1	5	1145	Prep	0	Prep	
1	6	1250	Animal Science	33	Animal Science	
1	7	155	Ag Biology	41	Ag Biology	

Green, Kendall						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	750	Ag Biology	41	Ag Biology	
1	2	855	Ag Floral	36	O.H./Floral	
1	3	1000	ROP Art and History of Floral Design	39	O.H./Floral	
1	4	1105	Ag Floral	39	O.H./Floral	
1	5	1205	Lunch	0	Unknown	
1	6	1245	Prep	0	Prep	
1	7	155	Ag Floral	38	O.H./Floral	

Pierce, William						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0750	Ag Mech Adv/ ROP Welding	18	Ag Mechanics	
1	2	855	Ag Power Small Engines	30	Ag Mechanics	
1	3	1000	Prep	0	Prep	
1	4	1105	Lunch	0	Unknown	
1	5	1145	Ag Mechanics 2	10	Ag Mechanics	
1	6	1245	Ag Mechanics 1	23	Ag Mechanics	
1	7	0155	Ag Mechanics 1	30	Ag Mechanics	

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PIERCE, WILLIAM &gt; Document:

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**Last Name:** PIERCE **Last Known County of Employment:**  
**First Name:** WILLIAM **Adverse and Commission Actions Indicator:**  
**Middle Name:** JOHN

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**Current Document** | All Documents | Adverse and Commission Actions

1 - 2 of 2

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 110003981	Full Time Designated Subjects Career Technical Education Teaching Credential	Clear	Valid	11/23/2010	12/1/2015	11/23/2010		
> 090207095	Crosscultural, Language and Academic Development Certificate	Clear	Valid	9/24/2009		9/24/2009		

**Authorization/Subjects**

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R4T	This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.	ANR	Agriculture and Natural Resources	MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

No Records

GILBERT, SAMANTHA &gt; Document:

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**Last Name:** GILBERT**Last Known County of Employment:**

Note: Please verify County of Employment is current

**First Name:** SAMANTHA **Adverse and Commission Actions Indicator:**

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Middle Name:** ANN

**Current Document** | All Documents | Adverse and Commission Actions

1 - 3 of 3

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	120565960	Single Subject Teaching Credential	Preliminary	Valid	7/9/2012	8/1/2017			
>	120565962	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/9/2012	8/1/2017			
>	110035437	Certificate of Clearance		Valid	2/23/2011	3/1/2016			

**Authorization/Subjects**

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

**Employment Restrictions**

No Records

GREEN, KENDALL &gt; Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** GREEN **Last Known County of Employment:** **Adverse and Commission Actions Indicator:** **First Name:** KENDALL **Middle Name:** ALLISON

Note: Please verify County of Employment is current  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Current Document** | All Documents | Adverse and Commission Actions

1 - 3 of 3

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	120028058	Single Subject Teaching Credential	Preliminary	Valid	1/23/2012	2/1/2017	1/23/2012		
>	120028057	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/23/2012	2/1/2017	1/23/2012		
>	090084239	Certificate of Clearance		Valid	4/20/2009	5/1/2014			

**Authorization/Subjects**

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. 1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

### Employment Restrictions

No Records

**N.**  
**Roster of Agriculture**  
**Advisory Committee**

**Patterson High School Agriculture Advisory Committee Roster for 2014-2015**

<b><u>Name</u></b>	<b><u>Address/ Phone Number</u></b>	<b><u>Job/ Affiliation</u></b>
Daniel Bays	11331 Raines Road, Patterson, CA 95363 (209) 681- 6510 Daniel@baysranch.com	Bays Ranch
Ken Bays	11331 Raines Road, Patterson, CA 95363 ken@baysranch.com	Bays Ranch
John Azevedo	1343 Magnolia Ave, Patterson, CA 95363 Jazevedo50@yahoo.com	Azevedo Dairy
Barbara Cohello	1249 Olive Ave, Patterson, CA 95363 <u>Rbcoelho@clearwire.net</u>	Modesto Garden Club
Nancy Sill	(209) 613- 5776 silln@mjc.edu	Modesto Junior College
Melissa Magee	<u>mmagee95385@gmail.com</u>	Magee Farm

**Patterson High School Agriculture Advisory Committee Roster for 2013-2014**

<b><u>Name</u></b>	<b><u>Address/ Phone Number</u></b>	<b><u>Job/ Affiliation</u></b>
Daniel Bays	11331 Raines Road, Patterson, CA 95363 (209) 681- 6510	Bays Ranch
Jim Melo	P.O. Box 517, Patterson, CA 95363	Melo Machine
Ken Bays	11331 Raines Road, Patterson, CA 95363	Bays Ranch
John Azevedo	1343 Magnolia Ave, Patterson, CA 95363	Azevedo Dairy
Barbara Cohello	1249 Olive Ave, Patterson, CA 95363	Modesto Garden Club
Chris Bettencourt	2121 Elm Ave, Modesto, CA 95363 (209) 985- 8392	Bettencourt Farms
Nancy Sill	(209) 613- 5776	J&M Equipment

**0.**  
**Advisory Committee**  
**Minutes**

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 11.12.14

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as update the Agriculture Department Program Plan documents for the Agriculture Incentive Grant process.

**Agriculture Teachers Present:** Michael Costa, Kendall Green, Monica Lopes

**Advisory Committee Members Present:** Ken Bays, Daniel Bays, Nancy Sill, John Azevedo

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Motion to approve minutes by Daniel Bays. John Azevedo seconded. Motion passed.

Old Business

Past FFA Events:

Opening and Closing Sectional Speaking Contest (10/15/14): Patterson FFA received 3 gold and 1 silver awards at the contest.

Del Osso Farms Corn Maze Trip (9/23/14): 67 students attended the Corn Maze as a chapter building activity.

New Business

Upcoming FFA Events:

Canned Food Drive (11/3-14/14): Classes are competing to bring the most cans as a community service event.

Wreath and Poinsettia Sales (11/3-14/14): FFA members are selling wreaths for \$20 each and Poinsettias for \$10 each.

Coat Drive (12/1-11/14): Coats will be collected and donated to Coats for Kids.

Program Plan Updates

5 Year Facility and Equipment Acquisition

Graduate Follow Up

Program Description- Courses, SAE and FFA

List of Active Placement Sites

Kendall explained the following documents and asked for improvements or comments based upon them. The committee members said they would email in suggestions for active placement sites as they become available.



#### Agriculture Incentive Grant Review

AIG Review Checklist: We went through the entire AIG review checklist with the committee and presented evidence of the items on the checklist.

Campus Renovations: Kendall, Monica and Michael showed the committee the changes to the Agriculture department due to the construction of the logistics building.

Next Advisory Committee Meeting: The next meeting will be in February or March 2015. Kendall will call to schedule as the time comes closer to the meeting.

Questions/ Concerns: Daniel Bays recommended that the department take a look at the California Career Pathways Trust Grant.

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 10.13.2014

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as update the Agriculture Department Program Plan documents for the Agriculture Incentive Grant process.

**Agriculture Teachers Present:** Samantha Cahill, Michael Costa, Kendall Green, Monica Lopes

**Advisory Committee Members Present:** Daniel Bays, John Azevedo, Ken Bays, Nancy Sill, Barbara Coelho

**Guests Present:** Catherine Aumoeualogo

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Minutes were read by all members. A motion to approve the minutes as read was made by Daniel Bays. Motion seconded by Nancy Sill. Motion passed.

**Old Business**

Past FFA Events: Reports were given by the following Agriculture teachers on the past FFA events.

FFA Meetings (8/19/14, 9/9/14): Monica Lopes talked about the August and September FFA meetings. She estimated that 350 students came to the August meeting and about 150 students came to the September meeting.

Patterson Livestock Auction Boosters Thank You Dinner (8/21/14): Michael Costa spoke about the dinner in which we had three shifts of about 30 students total working to thank their auction buyers.

Local Greenhand Conference (9/6/14): Kendall Green discussed how we had about 60 FFA members attend the first annual local greenhand conference which was a completely student lead activity.

Staff vs. FFA Softball (9/17/14): Monica Lopes talked about the softball game in which about 50 students came to watch as 20 FFA members played against 12 of our PHS teachers.

GLC Modesto (9/24/14): Monica Lopes talked about the 16 FFA members who attended the greenhand conference in Modesto.

Tri Tip Fundraiser (10/7/14): Kendall Green talked about the tri tip fundraiser in which FFA received a profit of \$4433.70 after selling 350 meals.

Chapter Officer Leadership Conference (9/4-5/14): Kendall Green discussed the conference that the officers attended and how excited they are about their new ideas from the conference.

New Business: Reports were given by the following Agriculture teachers on the upcoming FFA events.

Upcoming FFA Events:

Opening and Closing Sectional Speaking Contest (10/15/14): Monica Lopes mentioned that four teams are practicing the upcoming contest.

Del Osso Farms Corn Maze Trip (9/23/14): Kendall talked about how the students are excited to attend this annual trip.

Costume and Canned Food Drives: Samantha Cahill talked about the two upcoming community service drives.

Wreath and Poinsettia Sales (11/3-14/14): Kendall mentioned this upcoming fundraiser which will start in November.

Program Plan Updates

The Job Market Descriptions, Targeted Occupations, Total Program Goals and Objectives, Course Outlines, Program Completion Standards and Current Year Budget were all presented to the advisory committee for suggestions. Nancy Sill wanted to make sure that not all of our targeted occupations were just for career technology jobs. We showed her that many of the careers have college requirements as well. In the total program goals and objectives, we have included goals for Ag leadership. We introduced all of our course outlines and any changes made to them this year. Lastly, Kendall Green explained the reasoning behind this year's budget items. The only questions about the budget were related to the purchase of a livestock trailer.

Agriculture Incentive Grant Review

AIG Review Checklist: Kendall Green introduced the checklist to the committee and mentioned that at the next meeting, we would like to go through the detailed checklist in preparation for our upcoming review by Mr. Parker.

Campus Renovations: Cathy Aumoeualogo discussed the upcoming campus changes relating to the construction of the new logistics building. We discussed that the grass area near the Ag Shop would possibly be destroyed but she said that it would be replaced. The raised planter beds may be in the way of construction but no final word has been given yet. Cathy is taking more questions about the space behind the Ag shop to the contractor when they are hired.

Next Advisory Committee Meeting: The next meeting is scheduled for November 6<sup>th</sup> at 5:30 PM.

Questions/ Concerns: None at this time. Meeting adjourned at 7:00 pm.

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 4.29.14

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and issues.

**Agriculture Teachers Present:** Samantha Cahill, Kendall Green

**Advisory Committee Members Present:** Daniel Bays, Ken Bays, John Azevedo, Nancy Sill, Barbara Coelho

**Guests Present:**

**Topics/ Meeting Outcomes:**

Approval of Past Minutes

Old Business

Past FFA Events:

Judging Field Days: FFA members have attending UC Davis Field Day, Merced College Field Day, MJC Field Day, Dinuba Vet Science Field Day, Consumnes River College Field Day, Fresno State Field Day and will be attending the Cal Poly State Finals at Cal Poly.

Livestock Tri Tip Fundraiser (4/3/14): Over 600 meals were sold for the Tri Tip Fundraiser. At least \$3500 will be donated to the Patterson Auction Boosters in support of their purchasing livestock projects.

FFA State Conference (4/12-15/14): Seventeen FFA members attending State Conference for the four days.

Garden Tour (4/26/14): Patterson FFA members welcomed the Patterson Garden Club to campus to see the horticulture program at PHS.

New Business

Upcoming FFA Events:

FFA State Finals (5/2-3/14): The veterinary science, floriculture, horticulture, BIG and dairy products teams will be competing at State Finals.

Ag Day (5/6/14): Approximately 200 third graders will be coming to PHS to learn about agriculture. FFA members will be presenting on livestock, horticulture and farm power machinery. A suggestion for Ag Day would be to hold it in the parks in Patterson.

Plant Sale (5/8-9/14): Students will be selling bedding plants, succulents and perennials at the upcoming plant sale. Proceeds go towards the horticulture account.

Relay for Life (5/17/14): FFA members will be participating in the Relay for Life event to support a fellow FFA member with cancer.

FFA Banquet (5/21/14): The end of the year banquet will be a chance to recognize the students who have put in time and effort into FFA this year.

Honor a Veteran (5/26/14): Floral students will be selling flowers in conjunction with the American Legion in Patterson.

Agriculture Department Budget: Kendall Green presented updates on the Agriculture Incentive Grant and the new funding formula and what it means for the Patterson Agriculture Department.

Campus Renovations: The committee walked around the Agriculture department to see the impact of the logistics building and discussed the expansion of the school farm.

New Agriculture Teachers: Two new Agriculture teachers will be hired this upcoming year. One will be a replacement and one will be a growth position.

Next Advisory Committee Meeting: The next advisory committee meeting will be scheduled during the new school year.

Questions/ Concerns

Patterson High School Agriculture Department Budget 2013-2014

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH
AVIALABLE FUNDS	13133	13133
CURRICULUM BUDGET		
AG MECHANICS	1712.53	1712.53
FLORAL	1712.53	1712.53
AG EARTH	150	150
AG BIO	150	150
OH	375	375
SMALL ENGINES	200	200
ANIMAL ANATOMY	100	100
TOTAL	4400.06	4400.06
DEPARTMENT BUDGET		
JUDGING TEAMS	225	225
GREENHOUSE	1372.19	1372.19
HORTICULTURE AREA	1000	1000
FAIR SUPPLIES	100	100
SCHOOL FARM	150	150
VEHICLE MAINTENANCE	3000	3000
SUBS		
FFA DUES	1885.75	1885.75
FFA	1000	1000
iCEV		
TOTAL	8732.94	8732.94
TOTAL FOR 2013-2104	13133	13133

**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 12.2.13

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and complete the Agriculture Incentive Grant Checklist.

**Agriculture Teachers Present:** Samantha Cahill, William Pierce, Kendall Green

**Advisory Committee Members Present:** Barbara Cohello, Ken Bays, Daniel Bays, John Azevedo, Nancy Sill

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Daniel Bays moved to have minutes approved. Ken Bays seconded. Motion approved.

**Old Business**

Past FFA Events: Summaries of the following past FFA activities took place.

Opening and Closing Sectional Speaking Contest (10/16/13): Three teams participated and received 2 silvers and 1 gold.

Tri Tip Fundraiser (10/22/13): 267 meals were sold!

Del Osso Farms Corn Maze and Haunted House (10/29/13): 50 FFA members attended!

Canned Food Drive (11/4-11/13): Over 1000 cans were donated to the Westside Food Pantry.

Wreath and Poinsettia Sales (11/4-11/13): Expected income is \$400.

Greenhand/ Chapter Degree Banquet (11/12/13): Approximately 180 greenhand degrees and 80 chapter degrees were given.

**New Business**

Upcoming FFA Events: Summaries of the following upcoming FFA activities took place.

Coats for Kids Drive (12/2-12/13)

Del Osso Farms Ice Skating (12/14/13)

Holiday Parade/ Tree in the Park (12/7/13)

MFE/ALA (2/7/2013)

Relay for Life (5/17/2014)

Tackle Cancer Dinner (12/12/2013): Dinner in support of two students fighting cancer. Tickets are \$10/ dinner.

Program Plan Updates: The advisory committee members reviewed the following parts of the program plan:

Job Market Description: A discussion about jobs available included areas such as management positions, processing positions such as with almonds, water conservation and Ag Business positions. A discussion on a possible Ag Business pathway took place because of the job market description. Overall the job market information was approved.

Targeted Occupations: A specific targeted occupation not listed could include Dairy Technology or Electrician. Overall the targeted occupations were approved.

Total Program Goals and Objectives: Goals and Objectives were approved.

Course Subject Matter Outlines and Program Descriptions: Outlines and Descriptions were approved. A discussion about the possibility of adding Ag Chemistry to the Ag Science pathway occurred due to subject matter course outline descriptions.

Program Completion Standards: Standards were approved. A discussion about the assessment of these standards took place.

Current Year Budget: Budget was approved.

List of Active Placement Sites: Suggested additions to the placement sites included: Del Mar- Kenny Herger, Westan- Rob Brooks, Belcorp- JD, JM Equipment, River Partners, Del Mar Seeds and Perez Brothers. Afterwards, we talked about how we would like to plan more visits to local community agricultural businesses for our FFA members as FFA activities.

5 Year Acquisition Schedule: Plan was approved.

Graduate Follow Up: The new graduate follow up plan was presented. Advisory committee approved of this new plan. In addition, a discussion on our retention numbers occurred from this new follow up plan. We explained how an addition of Ag Chemistry would help with retention numbers.

Agriculture Incentive Checklist: Daniel Bays went through the checklist and signed the checklist cover page. Kendall showed him evidence from the Program Plan binder.

Letter to Governor/ Legislators: Kendall discussed how the Governor is reviewing the Ag Incentive Grant and the impacts of cutting this grant. She encouraged writing letters to the governor and the local representatives.

Campus Renovations: An update on the campus renovations will be made by Kendall prior to the next advisory committee meeting.

Next Advisory Committee Meeting: The next advisory committee meeting will be on February 26 at 5 PM.

Questions/ Concerns: Daniel Bays asked about students apply to Sacramento Leadership Experience. Sam and Kendall plan to announce this opportunity to seniors interested.



**Patterson High School  
Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 10/14/2013

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

**Agriculture Teachers Present:** Samantha Cahill, William Pierce, Kendall Green

**Advisory Committee Members Present:** Ken Bays, Jim Melo, Daniel Bays

**Guests Present:** Dave Stubbs

**Topics/ Meeting Outcomes:**

Approval of Past Minutes: Minutes were read by all committee members. Jim Melo moved to approve the provided minutes. Daniel Bays seconded.

**Old Business**

**Past FFA Events:**

Patterson FFA Officer Retreat (6/13): Samantha Cahill introduced the new officer team. The 2013-2014 Patterson FFA Officers are Luis Lopez (President), Cerena Clifford (Vice President), Vanessa Beltran (Secretary), Ivan Barbontin (Treasurer), Lanaeya Banks (Reporter), Victoria Rodgers (Sentinel) and Cassey Nelson (Historian). All officers attended the officer retreat in Bodega Bay this summer to plan out the FFA year.

Stanislaus County Fair (7/13): William Pierce gave an overview of the Patterson FFA fair exhibitors and their experience. He informed the committee about the change in how the fair was releasing the checks to exhibitors based on the amount paid by the buyer. The committee members asked about beef exhibitors and why there were none last year. Kendall Green informed them that she would love to have beef exhibitors but due to the large expense in the project that last year there were not students with the monetary means to take on such projects.

FFA Meetings (Back to School BBQ, Minute to Win It, Halloween Costumes): Samantha Cahill gave an overview of the three FFA meetings that have taken place since the beginning of the school year. The Back to School BBQ meeting was in August and had approximately 175 FFA members present. The Minute to

Canned Food Drive (11/4-13/13): William Pierce mentioned the upcoming canned food drive. All cans will be donated to the local food bank.

Wreath and Poinsettia Sales (11/4-19/13): Kendall Green explained how FFA members will be selling wreaths and poinsettias as a fundraiser.

Greenhand/ Chapter Degree Banquet (11/12/13): Samantha Cahill invited all the advisory committee members to Greenhand/ Chapter Degree banquet in which we will recognize our first and second year FFA members.

Judging Teams: Kendall Green explained that the Floral, OH and Veterinary Science Judging teams are starting their practices soon. A large amount of interest has been shown in all teams so far. Samantha Cahill and William Pierce will start their teams next semester.

Classes: Course descriptions and outlines were discussed as the course offerings were described by all three teachers. Kendall Green is teaching 3 periods of Ag Floral, 1 period of ROP The Art and History of Floral Design and 1 period of Ag Biology. Samantha Cahill is teaching 2 periods of Ag Earth Science, 1 period of Ag Biology, 1 period of Ornamental Horticulture and 1 period of Animal Science. William Pierce is teaching Ag Mechanics 1, Ag Mechanics 2, Small Engines and Welding.

Campus Renovations: The Patterson High School Campus has been renovated with a new building of classrooms, a new office building and refurbished buildings on 9<sup>th</sup> street. In addition, a proposed building for the Logistics pathway will possibly be coming soon. This building will be placed where the current Maintenance department sits. David Stubbs updated the committee with information that he knew about the project. He suggested we discuss our concerns with Cathy Aumauologo. Jim Melo and Daniel Bays had concerns about traffic to the Agriculture department and storage facilities after this new building is built. David Stubbs said that the Agriculture department would "be better off" as far as storage facilities go. The floral cooler will also be moved due to this new building. During this discussion, the committee walked around the Agriculture department outside and discussed equipment and facilities available in the department. In addition, they discussed the current year's budget in regards to these new changes and maintenance on vehicles and fixing both the Greenhouse and the Walk in Floral Cooler.

Next Advisory Committee Meeting: The next Advisory Committee meeting will be held on December 2, 2013. Possible new advisory committee members were presented. One of these possibilities is Nicole Morris. Jim Melo officially resigned from the chair of the committee and Daniel Bays accepted the position.

Questions/ Concerns: Daniel Bays asked about how active the community is in the Agriculture program. He mentioned how when he was in the program they went on

Win It meeting was based on the quick game show and the Halloween meeting had a Halloween costume contest.

Greenhand Conference (9/12/13): Kendall Green discussed how 12 students attended the conference and showed excitement about the FFA. This conference allowed students to learn about FFA and the opportunities available to them in their next 4 years.

Staff vs. FFA Softball Game (9/18/13): William Pierce talked about how we held a softball game as an FFA activity to get more staff aware of the FFA chapter and its students on campus. The staff won the game easily but the FFA members had a great time seeing their teachers support them.

Chapter Officer Leadership Conference (10/5-6/13): Samantha Cahill explained how the seven officers attended COLC, a leadership conference made just for the officers at Denair High School. They each got to work with other officers from the region and learn more about their individual offices.

Costume Drive (10/7-18/13): Kendall Green discussed the costume drive in which FFA members collected costumes to donate to the local elementary school for Halloween.

MJC Open House (10/10/13): Kendall Green explained how she took 2 Seniors to the MJC Open House to learn more about their opportunities at MJC for next year. This was a great opportunity to learn more about the Agriculture department at MJC.

## New Business

### Upcoming FFA Events:

Opening and Closing Sectional Speaking Contest (10/16/13): Samantha Cahill talked about how three Opening and Closing teams have been practicing for this contest at Orestimba High School.

Tri Tip Fundraiser (10/22/13): William Pierce explained how 267 Tri Tip dinners have been sold for the upcoming fundraiser. The meat was purchased from Sanders Meat and there will be 4 pits to cook on according to Jim Melo.

Del Osso Farms Corn Maze and Haunted House (10/29/13): Kendall Green discussed the upcoming FFA activity in which FFA members will attend the corn maze and haunted house at Del Osso Farms.

tours of local industry businesses and that helped build contacts for him. He suggested we revamp this idea to work for the program now. Kendall Green plans on contacting local businesses and setting up small tours as FFA activities for FFA members.

## **Patterson High School**

### **Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 2/12/2013

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

**Agriculture Teachers Present:** William Pierce, Samantha Cahill and Kendall Green

**Advisory Committee Members Present:** John Azevedo, Ken Bays, Daniel Bays and Jim Melo

#### **Topics/Meeting Outcomes:**

Approval of Past Minutes: Minutes from previous advisory committee meeting were read. Jim Melo moved to approve minutes. Daniel Bays seconded. Motion approved.

Introductions: Introductions were made to new member Daniel Bays.

What is an advisory committee? A discussion on what an advisory committee is took place. A discussion about the paperwork the advisory committee should help review for the Agriculture Department took place. In addition, the advisory committee members emphasized that we should keep adding new members. They also encouraged the Agriculture teachers to emphasize judging teams and parliamentary procedure in the future.

#### **Old Business**

##### **Past FFA Events:**

Speaking Contests: FFA members competed in the Sectional Speaking Contests. Kierstan Rhodes took 5<sup>th</sup> place in Job Interview and three sophomores got 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in the Impromptu contest.

FFA Meetings: An overview of past FFA meetings occurred. The advisory committee meeting emphasized the importance of the FFA jacket and FFA pride.

#### **New Business**

##### **Upcoming FFA Events:**

Made for Excellence Conference: Sixteen students will be attending the Made for Excellence Leadership Conference in Modesto. It was a Friday and Saturday event.

Valentine's Day Roses: Roses will be sold by Floral design students for Valentine's Day.

FFA Week: FFA Week will include lunch time activities with raffle and dress up days. The advisory committee recommended ideas from past FFA weeks such as window displays in the community businesses.

FFA State Conference: Sixteen students will be attending the FFA State Conference.

Judging Teams: Judging Teams are practicing in preparation for field days.

Classes: A discussion on classes included information from the Program Description and Course Matter Subject Outlines. The class offerings this year were discussed along with plans for each class.

Ag Earth Science: Taught by Samantha Cahill

Ag Earth Science is prepping for the CSTs.

Animal Anatomy: Taught by Samantha Cahill

Animal Anatomy/ Animal Science is covering the skeletal, muscular and digestive systems.

Ornamental Horticulture: Taught by Samantha Cahill

OH is completing AgriScience Fair projects.

Ag Biology: Taught by Kendall Green

There are 2 periods of Ag Biology. There is a real push to improve CST scores in this course.

Floral/ Advanced Floral: Taught by Kendall Green and William Pierce

Ag Floral is preparing for Valentine's Day and Advanced Floral is creating portfolios.

Small Engines: Taught by William Pierce

There is 1 period of Small Engines. Currently, William has 18 engines to work with.

Ag Mechanics: Taught by William Pierce

Ag Mechanics 2 are completing their senior projects or working on projects such as wind mills, fire pits, BBQs and horse shoe projects. Ag Mechanics 1 are working on metal working and arc welding. Small Engines is focusing on troubleshooting with engines. They are all completing research projects.

**Fundraisers:**

**Livestock Fundraiser:** The money from this fundraiser will go to the Ag Boosters. It will occur at the end of March on the 21<sup>st</sup>.

**See's Candies Fundraiser:** This should take place around Mother's Day.

**Stanislaus County Fair:** There was a livestock meeting in January. There should be 15 hogs, 7 goats, 8 sheep and 4 rabbits being raised this year.

**Next Advisory Committee Meeting:** A tentative date for the next advisory committee meeting will be in April.

**Questions/Concerns:** Daniel Bays recommended that more students be involved as National Delegates and attend SLE.

## **Patterson High School**

### **Advisory Committee Meeting Minutes**

**Name of Department:** Agriculture Department

**Meeting Date:** 8/23/12

**Meeting Goal(s):** Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

**Agriculture Teachers Present:** William Pierce, Samantha Cahill and Kendall Green

**Advisory Committee Members Present:** John Azevedo and Jim Melo

#### **Topics/Meeting Outcomes:**

##### **Old Business**

**New Agriculture Teachers:** The two new Agriculture teachers are Samantha Cahill and Kendall Green. Introductions were made to the advisory committee members.

Samantha will be teaching Ag Earth Science, Animal Science and Horticulture. Kendall will be teaching Ag Biology and Floral Design.

**Stanislaus County Fair:** Stanislaus County Fair was between July 12<sup>th</sup> and 21<sup>st</sup> this year. Samantha was the advisor for the pigs. For the pigs, 13 out of 15 sold. Two were under the weight limit. William was the advisor for the sheep, goats and dairy cattle. There were 3 sheep and 6 goats sold. Kendall was the advisor for the 2 steers and rabbits. We discussed the changes in the fair considering both the positive and negative. Once positive change discussed was that the move in process was much smoother this year than in the past. However, negatives included the fact that due to the new fair schedule, the length of the fair was quite long. In addition, the fees for both entry and showmanship were increased.

##### **New Business**

**FFA Officers:** This year, Patterson FFA has 6 FFA officers. During the summer, these officers planned out the year year of FFA activities under the FFA Program of Activities. There officer positions were announced as the following: President- Kierstan Rhodes, Vice President- Mikaela Green, Secretary- Karissa Allmon, Treasurer- Jenny Rodriguez, Reporter- Hailee Schilp and Sentinel- Luis Lopez.



Upcoming FFA Events: The FFA Calendar to be included in the FFA Program of Activities was described by Samantha Cahill. She emphasized upcoming events during the first semester. Some of the events she discussed included: Tri Tip Fundraiser, Monthly FFA Meetings, Greenhand Conference and the Wreath Fundraiser. In addition, she discussed our plan to continue with Prepared and Extemporaneous Speakers as well as Opening and Closing Teams.

Tri Tip Dinner Fundraiser: The Tri Tip Dinner Fundraiser is scheduled to be on September 25<sup>th</sup>. Mr. Pierce is ordering the tickets online and they will cost roughly \$42 for 500 tickets. Tickets will start being sold on September 3<sup>rd</sup> and continue to be sold until September 14<sup>th</sup>. Tickets cost \$40 each. Students who sell 3 tickets will receive credit for 1 FFA activity. All three teachers will sign up students to help at the fundraiser on September 7<sup>th</sup>. Preparations will occur on September 24<sup>th</sup> after school. A discussion on preferred vendors for each food product was discussed.

Floral Fundraiser: The floral account is rather low on funds. A quick budget discussion took place. Hence, a floral fundraiser was needed to start off the beginning of the year. The fundraiser will run through Dutch Mill Flower Bulbs in the form of flower bulb sales. Students received order forms on August 22<sup>nd</sup> and will turn in forms on September 5<sup>th</sup>.

Outside Area: Along with a discussion on the Five Year Plan, Samantha discussed improvements she is considering making to the outside area of the Agriculture department. She is looking into providing some sort of landscaping to the area in front of classrooms. However, she is very focused on making raiser planter beds next to the shade house.

Classes: A discussion on classes included information from the Program Description and Course Matter Subject Outlines. The class offerings this year were discussed along with plans for each class.

Ag Earth Science: Taught by Samantha Cahill

There are 2 periods of Ag Earth Science. There is a real push to improve CST scores in this course.

Animal Anatomy: Taught by Samantha Cahill

There are 2 periods of Animal Anatomy.

Ornamental Horticulture: Taught by Samantha Cahill

There is 1 period of OH. This class will be starting with horticultural commodities. This class is in the process of receiving A-G approval. This class will be putting on the plant sale in the spring.

Ag Biology: Taught by Kendall Green

There are 2 periods of Ag Biology. There is a real push to improve CST scores in this course.

Floral/ Advanced Floral: Taught by Kendall Green and William Pierce

Kendall will be teaching 2 periods of Ag Floral and 1 period of Advanced Floral. William will be teaching 1 period of Ag Floral. The Advanced Floral class is in the process of receiving A-G approval.

Small Engines: Taught by William Pierce

There is 1 period of Small Engines. Currently, William has 18 engines to work with.

Ag Mechanics: Taught by William Pierce

There are 2 periods of Ag Mechanics and 1 period of Advanced Mechanics. William has seniors who are excited to be in the Advanced class and would like to use his class as their prep projects to graduate. Both of these classes will be starting with safety units.

Next Advisory Committee Meeting: A tentative date for the next advisory committee meeting will be scheduled shortly.

Questions/Concerns: Jim Melo asked that more meetings will be scheduled with the three Agriculture teachers on a regular basis.

**P.**  
**Current Year Budget**

Patterson High School Agriculture Department Budget 2014- 2015

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH	VEA
<b>AVIALABLE FUNDS</b>	<b>14760</b>	<b>14760</b>	<b>30455</b>
<b>CURRICULUM BUDGET</b>			
AG MECHANICS	2103	2103	11525
FLORAL	1450	1450	400
AG EARTH	270	270	
AG BIO	270	270	
OH			850
SMALL ENGINES	225	225	
ANIMAL ANATOMY	180	180	
<b>TOTAL CURRICULUM</b>	<b>4498</b>	<b>4498</b>	<b>12775</b>
<b>DEPARTMENT BUDGET</b>			
FFA CONFERENCES	3500	3500	
CATA CONFERENCES	250	250	8460
FAIR SUPPLIES	90	90	
SCHOOL FARM	500	500	
VEHICLE MAINTENANCE	3000	3000	
SUBS			3220
FFA DUES	2422	2422	
FFA	500	500	
LIVESTOCK TRAILER			6000
<b>TOTAL DEPARTMENT</b>	<b>10262</b>	<b>10262</b>	<b>17680</b>
<b>TOTAL FOR 2014-2105</b>	<b>14760</b>	<b>14760</b>	<b>30455</b>

**Patterson High School Agriculture Department Budget 2014- 2015**

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH	VEA
<b>AVIALABLE FUNDS</b>	<b>14760</b>	<b>14760</b>	<b>30455</b>
<b>CURRICULUM BUDGET</b>			
AG MECHANICS	2103	2103	11525
FLORAL	1450	1450	400
AG EARTH	270	270	
AG BIO	270	270	
OH			850
SMALL ENGINES	225	225	
ANIMAL ANATOMY	180	180	
<b>TOTAL CURRICULUM</b>	<b>4498</b>	<b>4498</b>	<b>12775</b>
<b>DEPARTMENT BUDGET</b>			
FFA CONFERENCES	3500	3500	
CATA CONFERENCES	250	250	8460
FAIR SUPPLIES	90	90	
SCHOOL FARM	500	500	
VEHICLE MAINTENANCE	3000	3000	
SUBS			3220
FFA DUES	2422	2422	
FFA	500	500	
LIVESTOCK TRAILER			6000
<b>TOTAL DEPARTMENT</b>	<b>10262</b>	<b>10262</b>	<b>17680</b>
<b>TOTAL FOR 2013-2104</b>	<b>14760</b>	<b>14760</b>	<b>30455</b>

Patterson High School Agriculture Department Budget 2013-2014

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH	VEA
AVIALABLE FUNDS	13133	13133	14725
CURRICULUM BUDGET			
AG MECHANICS	1712.53	1712.53	837.5
FLORAL	1712.53	1712.53	537.5
AG EARTH	150	150	
AG BIO	150	150	
OH	500	500	
SMALL ENGINES	200	200	
ANIMAL ANATOMY	200	200	
TOTAL	4625.06	4625.06	1375
DEPARTMENT BUDGET			
CATA CONFERENCES			3000
GREENHOUSE	1372.19	1372.19	3600
HORTICULTURE AREA	1000	1000	
FAIR SUPPLIES	100	100	
SCHOOL FARM	150	150	3700
VEHICLE MAINTENANCE	3000	3000	
SUBS			1500
FFA DUES	1885.75	1885.75	
FFA	1000	1000	
ICEV			850
TOTAL	8507.94	8507.94	12650
TOTAL FOR 2013-2104	13133	13133	14025

**PATTERSON AGRICULTURE DEPARTMENT BUDGET**

Revised as of 9/15/13

DESCRIPTION	INCENTIVE GRANT	DISTRICT MATCH	VEA
AVIALABLE FUNDS	14592	14592	14025
CURRICULUM BUDGET			
AG MECHANICS	2071	2071	537.50
FLORAL	2071	2071	537.50
AG EARTH	150	150	
AG BIO	150	150	
OH	600	600	
SMALL ENGINES	500	500	
ANIMAL ANATOMY	200	200	
TOTAL	5742	5742	1075
DEPARTMENT BUDGET			
CATA CONFERENCES	1000	1000	3000
GREENHOUSE	1250	1250	3600
HORTICULTURE AREA	1000	1000	
FAIR SUPPLIES	200	200	
SCHOOL FARM			4000
VEHICLE MAINTENANCE	600	600	
SUBS			1500
FFA DUES	1800	1800	
FFA	3000	3000	
iCEV			850
TOTAL	8850	8850	12950
TOTAL FOR 2013-2014	14592	14592	14025

[illegible]



**Q.**  
**Signed Articulation**  
**Agreement and/or**  
**Evidence of Articulation**

# MODESTO JUNIOR COLLEGE

## 2013-2014 MASTER LIST - High School 2 + 2 Articulation Agreements

Courses that expired in 2014 will be honored through December of each academic year. Except for courses that are no longer offered at MJC, or courses MJC is no longer willing to articulate. In order to articulate a new class or re-articulate an existing class, please submit a Request to Articulate form, a board-approved course outline from your district, and a copy of the final exam to Florida Arias at [ariasf@mjc.edu](mailto:ariasf@mjc.edu). The forms can be downloaded from: <http://www.mjc.edu/highschool/getstarted/earlycollege/techprep.html>

(pending) = Pending signatures \* = courses linked together

Special Conditions exist for Math, AG, and Foreign Language Courses. (See Attachment)

High School	MJC Course	Units	Course Title	Instructor	Exp. Date
Amador	AGM 200	3	Introduction to Mechanical Technology	Ryan Mendosa	2015
	AGM 210	3	Agriculture Welding (ROP)	Ryan Mendosa	2015
	AGM 289	3	Principles of Power Mechanics/ SM Engines	Rich Wolf	2017
Central Valley	AP 50	3	Elementary Human anatomy-Physiology	Renee Melo	2015
	ANSC 55	3	Introduction to Veterinary Technology	Heather Adney	2015
	CMPGR 235	3	Beginning Photoshop	James Griffen	2014
Ceres	ADJU 201	3	Introduction to Administration of Justice (ROP)	Randy Cerny	2016
	ELTEC 300	3	Survey of Applied Technologies	Chris Vanmeter	2015
	ANSC 55	3	Introduction to Veterinary Technology	Mardel Runnels	2017
	ANSC 50	3	Preparatory Animal Science	Mardel Runnels	2017
	AGM 50	3	Preparation for Mechanical Technology	Michael Patterson	2017
	AGM 210	3	Agriculture Welding (ROP)	Michael Patterson	2017
	AGM 210	3	Agriculture Welding (ROP)	Michael Patterson	2017
	AP 50	3	Elementary Human Anatomy-Physiology	Tracey Clark	2015
Davis	CMPSC 203	3	Technical Computer Literacy	Kristie Durbin	2014
	PSYCH 101	3	General Psychology	Bridgit Asuncion	2015
Denair	AGEC 50	3	Survey of Agricultural Economics	Jim Wagner	2014
	BUSAD 310	3	Agricultural Accounting	Jim Wagner	2014
Downey	AP 50	3	Elementary Human anatomy-Physiology	Elizabeth Jesberg	2015
East Union	EHS 58	3	Preparatory Floral Design	Kristen Machado-Buck	2015
Enochs	ANSC 55	3	Introduction to Veterinary Technology	Nancy Miguel	2016
	AP 50	3	Elementary Human anatomy-Physiology	John Cardoso James Stacy	2014

<b>Gregori</b>	AGEC 225	3	Agriculture Computer Applications	Mark Nower	2017
	AGM 241	3	Diesel Engine Principals	Kyle Beeman	2017
	AGM 289	3	Principals of Power Mechanics/ SM Engines	Kyle Beeman	2017
	AGM 50*	3	Preparation for Mechanical Technology	Kyle Beeman	2017
	AGM 210*	3	Agriculture Welding	Kyle Beeman	2017
	AP 50	3	Elementary Human Anatomy-Physiology	Ethan Duewall	2015
	AGM 50	3	Preparation for Mechanical Technology	Kyle Beeman	2017
	EHS 280	3	Beginning Floral Design	Natalie Stevano	2017
	AGM 50*	3	Preparation for Mechanical Technology	Mike Ellington	2015 (pending)
	AGM 210*	3	Agricultural Welding	Mike Ellington	2015 (pending)
<b>Hughson Pathway</b>	AG 100A*	1	Leadership in Agriculture	Mike Ellington	2015 (pending)
	AG 349B*	2	Work Experience Agriculture - Supervised Practice	Mike Ellington	2015 (pending)
	PLSC 50*		Preparatory Plant Science	Mike Ellington	2016
				Sarah Marquez	
				Kelly Larson	
	PLSC 200*	3	Introduction to Plant Science	Mike Ellington	2016
				Sarah Marquez	
				Kelly Larson	
	AG 100A*	1	Leadership in Agriculture	Mike Ellington	2016
				Sarah Marquez	
<b>Johansen</b>	AG 349B*	2	Work Experience Agriculture - Supervised Practice	Kelly Larson	
				Mike Ellington	2016
				Sarah Marquez	
				Kelly Larson	
	BUSAD 310	3	Bookkeeping 1	Jane Cloud	2014
	CMPGR 264	3	Publishing on the World Wide Web	Brad Cornwell	2017
	CMPSC 204	3	Computer Programming	Brad Cornwell	2017
	OFADM 301	1.5	Beginning Keyboarding	Ty Thompson	2014
				Dory Griffin	
	EHS 50	2	Beginning Ornamental Gardening	Heather Dyk	2017 (pending)
<b>Linden</b>	ADJU 201	3	Introduction to Administration of Justice (ROP)	Joe Silva	2014
<b>MCS ROP</b>	PSYCH 101	3	General Psychology	Alyn Brereton	2014
<b>Modesto</b>	AP 50	3	Elementary Human Anatomy-Physiology	Bob Wessling	2017
<b>Oakdale</b>					



## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

March 31, 2014

Patterson High School  
David Stubbs, Principal  
Samantha Cahill, Instructor  
200 North 7<sup>th</sup> Street  
Patterson, CA 95363

### *Articulation Approved*

Greetings,

The articulation of **ANSC 55 – Introduction to Veterinary Technology** with Patterson High School and Modesto Junior College has been approved and will be valid through Summer 2017, once we receive the signed 2 + 2 Agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College  
Early College/ Tech Prep 2+2  
435 College Avenue  
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call me, 575-7858.

Sincerely,

A handwritten signature in black ink, appearing to read 'Florida Arias'.

Florida Arias

Director

ariasf@mjc.edu





## 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

##### Patterson High School

*School/District or ROP*

agrees to certify those students who have successfully completed

##### Animal Science (Anatomy and Physiology)

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)

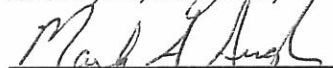
Maximum Articulated Agriculture Units Per Student: 3 units

Contract Date:

FALL 2014 – SUMMER 2017

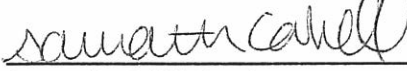
#### Modesto Junior College

 3/3/14  
Julie Haynes, MJC Faculty Date

 3/3/14  
Mark Anglin, Dean Date

\_\_\_\_\_  
Flerida Arias, Director Date  
Early College/Tech Prep 2 + 2

#### Patterson High School

 4/3/14  
Samantha Cahill, Faculty Date

 4-3-14  
David Stubbs, Principal Date



## TECH PREP 2+2 / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

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Date: May 15, 2014  
To: Kendall Green, Instructor  
From: Florida Arias/Nichole Loera  
Early College/Tech Prep 2+2   
Subject: Articulation Agreement

### Articulation Approved

Enclosed are copies of the articulation agreement for *EHS 280 – Beginning Floral Design* at Patterson High School. The attached articulation will be valid through Summer 2017.

Thank you for your efforts. 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the Early College/ TechPrep office at 575-7858.

**R.**  
**Graduate Follow-up**  
**System**

## Graduate Follow Up 2014

The results from our graduate follow up surveys are recorded in the R2 database. From looking at this year's data, we had 107 seniors at Patterson High School in the Agriculture department. Of those 107 seniors, 49 of them completed three or more years of instruction in our department. Of those 49, four of them are in a two year college pursuing an Agriculture major. In addition, two of them are in a two year college, studying for a non-Agriculture major and then seven of them are in a four year college studying a non-Agriculture major. Three of them are in a job that is agriculturally related and seven of them are working full time in a non-Agriculture job. And lastly, 27 of them did not respond to the surveys. Of those who did respond to the surveys, they said the following areas were areas of importance in the Agriculture department: Officer Experience, Judging Contests, Participation in Chapter Activities, Livestock SAE projects at the Stanislaus County Fair and SAE projects.

In the future, I hope to receive more responses back from past graduates. This was a new year of sending out digital surveys as well as hard copies because we found that very few students actually send back the hard copies. We did receive more digital responses but I hope that in the future our graduate follow up responses can be much stronger.



[Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)

### Graduate Follow-up Report Filing Year=2014

# CA0173 Patterson  
Patterson HS  
200 North 7th St.  
Patterson, CA 95363

Printed: 10/21/2014 12:37:07 PM

Total Seniors (Year=2013 ):	107
Total Seniors having completed 3 or more years of Ag Instruction:	49
<b>Program Completer Status</b>	
Two Year College Ag Major	4
Two Year College Non-Ag Major	2
Four Year College Non-Ag Major	7
Employed - Fulltime Ag Job	3
Employed - Fulltime Non-Ag Job	7
Location or Position Unknown	26

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Site developed and maintained by the California FFA Association.

## PHS Ag Dept Graduate Follow Up

### Welcome to the PHS Ag Dept Graduate Follow Up

Dear Recent Graduate:

As a program completer of the Patterson High School Agriculture Department, you were one of the few devoted FFA members and students to complete four years of instruction in Agriculture. You should be commended for your dedication to the Agriculture industry. In addition, as an FFA advisor and teacher myself, I want to thank you personally for your devotion to our PHS Agriculture department. As the new school year starts, I hope that you find yourself with new challenges and excitement as you embark on your next journey.

This year at Patterson High School, we are looking for new ways to better our program. I figured who better to ask about their experience in our program than those who spent four years with us just like you! Attached to this letter is an eight question follow up document that I hope that you could complete for our department. Your answers will help us determine how many of our students are going on to careers or furthering their education. We then look at these numbers to see if our program is being successful. In addition, we use it to take a deeper look into our FFA program and the value of the leadership component of our program. This helps us continually grow and build our FFA chapter. Please if you have just a few minutes, complete the following survey by October 6th, 2014. Your feedback really could help make our program more successful!

Thank you in advance for your support.

Sincerely,

Kendall Green

Agriculture Department Head

1. What is your full name?

2. What is your phone number?

3. What are you doing at the present time?

- ☐ Attending Four Year College Full Time
- ☐ Attending Four Year College Part Time
- ☐ Attending Community College Full Time
- ☐ Attending Community College Part Time
- ☐ Working Part Time in Agriculture
- ☐ Working Full Time in Agriculture
- ☐ Working Full Time in Non Agriculture Field
- ☐ Working Part Time in Non Agriculture Field
- ☐ Not Working
- ☐ In the Military

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

5. What is your job title or job description?

6. Which statement best applies to your present occupation?

- ☐ I am using most of the skills I learned in the Ag program at PHS.
- ☐ I am using some of the skills I learned in the Ag program at PHS.
- ☐ I am not using any of the skills I learned in the Ag program at PHS.

7. If you are in school, what is your major course of study?

8. How would you rate the training, career guidance and counseling received in the PHS agriculture program?

- ☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

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

- ☐ Officer Experience  
☐ Judging Contests  
☐ Participation in chapter activities in which you work with others  
☐ Livestock raising for the Stanislaus County Fair  
☐ Supervised Agricultural Experience projects

Other (please specify)

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

2013-2014

Graduate Follow Up is part of the comprehensive Program Plan that has been updated this year. In the previous years, the graduate follow up has been phone calls determining the status of graduates relating to their careers or education. The following R2 report outlines the career or education status of the 2013 graduates. Of the 2013 graduates, we obtained information on 74% of the graduates. Of these graduates, 65% of them continued on to either a 2 year or 4 year college. Of those graduates that are attending college, 45% of them are in a 4 year college and 55% of them went to a 2 year college. Of all of the graduates who responded, 29% of them went to either college or a career in the field of Agriculture.

In the future years, phone calls will still be made to graduates. However, the following form will be used to keep notes on the results from the phone calls. This form should allow us to better use the graduate follow up information to educate our students.

**Patterson High School Ag Department**  
**Graduate Follow-up**  
**2013-2014**

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  
\_\_\_\_\_ 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 PHS.

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

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

5. What type of school are you currently attending?

\_\_\_\_\_ High school  
\_\_\_\_\_ 4-year college  
\_\_\_\_\_ Adult education

\_\_\_\_\_ Trade/technical school  
\_\_\_\_\_ Private business school  
\_\_\_\_\_ Other \_\_\_\_\_

6. What is your major course of study? \_\_\_\_\_

7. How would you rate the training, career guidance and counseling received in the PHS agriculture program?

\_\_\_\_\_Excellent

\_\_\_\_\_Good

\_\_\_\_\_Fair

\_\_\_\_\_Poor

FFA

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

\_\_\_\_\_Officer experience

\_\_\_\_\_Judging contests

\_\_\_\_\_Participation in chapter activities, working with others

\_\_\_\_\_Livestock raising, shows, fairs, etc.

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

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

\_\_\_\_\_Learning skills related to future ag employment

\_\_\_\_\_Development of responsibility

\_\_\_\_\_Learning record keeping

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

\_\_\_\_\_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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**S.**  
**List of Active  
Placement Sites**

School Site: Patterson High School

Year:2014-2015

## ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

The following is a list of possible or current placement sites for students at Patterson High School.

[illegible]

# AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Patterson High School

Year: 2013-2014

## ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

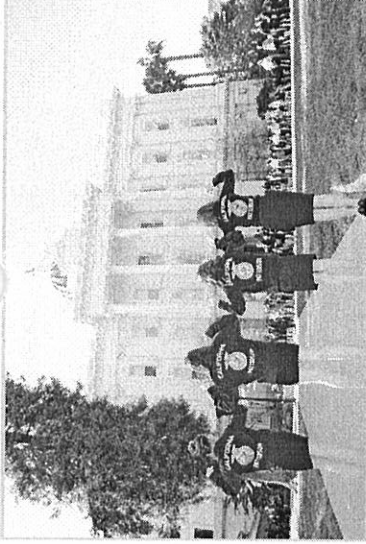
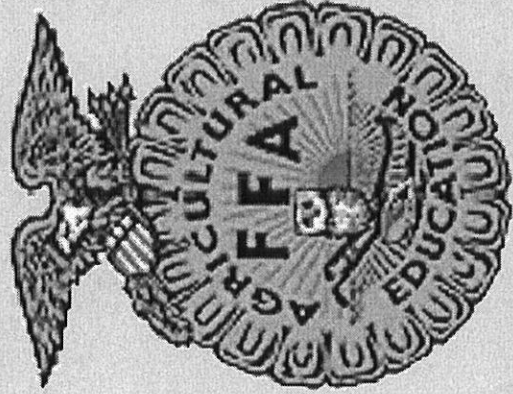
The following is a list of possible or current placement sites for students at Patterson High School.

[illegible]

**T.**  
**Recruitment Activities**  
**And Materials**

## Career Development Opportunities

Agriculture Mechanics  
Best Informed Greenhand  
Creed Speaking  
Dairy Products  
Extemporaneous Public  
Speaking  
Farm Power  
Floriculture  
Impromptu  
Job Interview  
Nursery Landscape  
Prepared Public Speaking  
Veterinary Science



## Contact us!

Mrs. Samantha Cahill  
Mr. Michael Costa  
Ms. Kendall Green  
Mrs. Monica Lopes

200 North 7th Street  
Patterson, CA 95363

(209) 892-4750

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

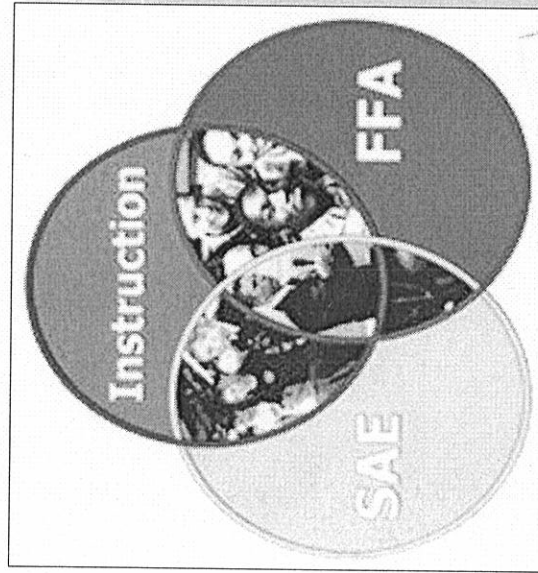


## Patterson High School Agriculture Department



# Agricultural Education

Agricultural Education is built in three core areas of classroom/laboratory instruction, supervised agricultural experience programs, and student activities and opportunities through FFA.



## Classroom/Laboratory Instruction:

Offering quality instruction in and about agriculture that utilizes a "learn by doing" philosophy.

## Supervised Agricultural Experience:

All students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education classes.

## FFA Activities/Opportunities:

FFA activities are an integral part of the agricultural education program that all agriculture students should participate in if they are to fully benefit from the program.

## Classes Offered

Advanced Mechanized Agriculture – Project Construction

Ag Floral Design 1

Ag Power and Small Engines

Agricultural Biology\*

Agricultural Earth & Environment Science\*

Agriculture Leadership

Animal Science (Anatomy and Physiology)\*

History and Art of Floral Design ROP

Mechanized Agriculture 1

Mechanized Agriculture 2

Ornamental Horticulture

ROP Agricultural Welding and Fabrication

\*Meets UC/CSU Grad Requirements





# FFA & Agriculture

Agriculture has been developed as a career pathway for students who have an interest in agronomy, the animal industry, mechanized agriculture, and ornamental horticulture. **Courses are targeted for those students interested in careers in the agriculture industry as well as those pursuing a two or four year degree.** Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America) – no fee required. They will maintain a record book based on their Supervised Agricultural Experience (SAE) project.

## Why choose Agriculture Education?

Students are provided opportunities for **leadership development, personal growth and career success.** The Agricultural Education model includes:

- 1) classroom/laboratory instruction: Quality instruction based on agriculture that utilizes a “learn by doing” philosophy.
- 2) supervised agricultural experience programs: Agriculturally-related work-based learning experience while enrolled in agriculture classes.
- 3) student leadership organizations (FFA): A leadership organization that operates on a local, sectional, regional, state, and national level.

**Agricultural Career Pathways**

	Ag Mechanics	Horticulture/Floral	Agriscience
9 <sup>th</sup> Grade Freshman	Mechanized Agriculture 1	Agricultural Earth and Environmental Science (P) Ornamental Horticulture	Agricultural Earth and Environmental Science (P)
10 <sup>th</sup> Grade Sophomore	Mechanized Agriculture 2	Agricultural Biology (P) Ornamental Horticulture Ag Floral Design	Agricultural Biology (P)
11 <sup>th</sup> Grade Junior	Advanced Mechanized Agriculture – Project Construction	Ag Floral Design ROP The History and Art of Floral Design	Animal Science (Anatomy and Physiology) (P) Ornamental Horticulture
12 <sup>th</sup> Grade Senior	ROP Agricultural Welding and Fabrication	ROP The History and Art of Floral Design	Animal Science (Anatomy and Physiology) (P) Ornamental Horticulture





## Career Development Opportunities

Best Informed Greenhand

Farm Records

Dairy Products

Ornamental Horticulture

Floriculture

Ag Mechanics

Farm Power

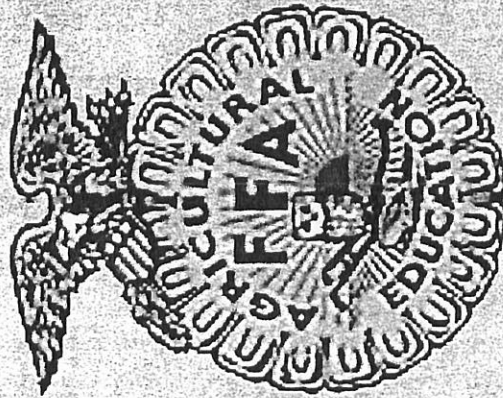
Creed Speaking

Extemporaneous Speaking

Prepared Public Speaking

Impromptu

...and more!



## Contact us!

Mrs. Samantha Cahill  
Ms. Kendall Green  
Mr. William Pierce

200 North 7<sup>th</sup> Street  
Patterson, CA 95363

(209) 892-4750

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



## Patterson High School Agriculture Department



**U.**  
**Staff In-Service Record**

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

## CRITERIA 4.B

School Year

2014

School

Patterson High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Kendall Green	Samantha Cahill	William Pierce		
Fall Region Meeting	X		X		
Region In-service Day	X		X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X			
Section In-service*					
Summer Conference	X				
University AgEd Skills Week					
Professional Development **	X	X			

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 New Professionals Institute: Professional Development for 1st- 3rd year teachers in Agriculture Teaching Profession

2

3

4

5

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**      School Year      2012-2013      School      **Patterson High School**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Samantha Cahill	Kendall Green	William Pierce		
Fall Region Meeting	X	X	X		
Region In-service Day			X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X			
Section In-service*		X	X		
Section In-service*					
Summer Conference	X	X	X		
University AgEd Skills Week					
Professional Development **	x(#1)	x(#1)			

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 New Professionals Institute
- 2
- 3
- 4
- 5

**V.**  
**Staff Minutes**

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 11/24/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:

11/3-14: Wreath/ Poinsettia Sales: Wreaths are \$20. Poinsettia sales are done. Encourage students to sell!

11/25: Food Court: If students purchase a cupcake at food court, it counts as 1 FFA activity. It counts as a maximum of 1 FFA activity for this event.

12/1-11: Coats for Kids Drive: If students donate any slightly used or new coats, it counts as 1 FFA activity.

12/12: Del Osso Farms Ice Skating: We can take 58 students. Kendall will call tomorrow to double check details.

Vehicle Needs for the Coming Week: Michael needs the suburban for picking up tanks for the shop on Monday (today).

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

Ag Incentive Grant Review:

Student Files need to be finished.

Nov 25<sup>th</sup>: Student Data Sheets

Nov 25<sup>th</sup> & 26<sup>th</sup>: Record Books need to be updated

Account Updates

FFA: \$4115.30

FFA Conferences: \$275.70

Floral: \$4757.46

FFA Livestock: \$71.71

FFA Scholarships: \$925.00

OH: \$4,495.48

Ag Shop: \$625.21

VEA Supplies: \$11307.76

VEA Subs/ Conferences: \$8487.98

AIG: \$18,628.85

Canned Food Drive: Cans need to be delivered.

Wreath and Poinsettias Sales

New Business:

Food Court: Sam is picking up the cupcakes.

Del Osso Farms Ice Skating: Kendall is double checking the bookings.

Sectional Bowling Trip: Due to timing, we are not attending the sectional bowling trip this year.

Coats for Kids Drive: The Ag leadership class is working on promoting this event.

Tree in the Park: Kendall will find out details about this event.

Christmas Parade: Kendall will find out details about this event.

FFA State Degrees: We put together a list of eleven students who we believe are eligible for their State FFA Degree. There will be an informational meeting on 12/2 at 3 PM for these members.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 11/17/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:

11/3-14: Wreath/ Poinsettia Sales: Wreaths are \$20 and Poinsettias are \$10. By selling 3, it counts for 1 FFA activity. Encourage students to sell!

11/17: Officer Dinner 6:30 PM at Austin's house

11/18: CATA Counselor's Night MRC- MJC West Campus 5 PM

11/19-20: New Professionals

11/21-22: CATA Road Show/ Regional Meeting

12/1-11: Coats for Kids Drive

12/12: Del Osso Farms Ice Skating

Vehicle Needs for the Coming Week:.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Ag Incentive Grant Review:

Student Files need to be finished

Nov 24<sup>th</sup>: Student Data Sheets

Nov 24<sup>th</sup> & 25<sup>th</sup>: Record Books need to be updated

Account Updates

FFA: \$4622.71

FFA Conferences: \$275.70

Floral: \$4757.46

FFA Livestock: \$71.71

FFA Scholarships: \$925.00

OH: \$4,495.48

Ag Shop: \$625.21

VEA Supplies: \$11307.76

VEA Subs/ Conferences: \$8487.98

AIG: \$19,628.85

Canned Food Drive: Cans need to be delivered.

Wreath and Poinsettias Sales

New Business: None at this time.

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 11/10/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

## Important Dates During the Month:

11/3-14: Wreath/ Poinsettia Sales: Wreaths are \$20 and Poinsettias are \$10. By selling 3, it counts for 1 FFA activity. Encourage students to sell!

11/3-14: Canned Food Drive: If students bring in 3 cans, it counts as 1 FFA activity.

11/12: Ag Advisory Committee Meeting 5:30 PM

11/13: Bays Ranch Field Trip

11/17: Officer Dinner 6:30 PM at Austin's house

11/18: CATA Counselor's Night MRC- MJC West Campus 5 PM

11/19-20: New Professionals

11/21-22: CATA Road Show/ Regional Meeting

Vehicle Needs for the Coming Week:.

Project Visitations Made (prior week):

## Informational Items for Departmental Consideration:

Old Business:

### Ag Incentive Grant Review:

Student Files need to be finished by Wednesday.

### Agriculture Advisory Committee Meeting:

Kendall is preparing the paperwork. The committee will go through the AIG checklist and make suggestions on the Five Year Plan, Course Descriptions, and a couple other documents for the Program Plan.

### Account Updates

FFA: \$5290.15

FFA Conferences: \$275.70

Floral: \$3,048.87

FFA Livestock: \$71.71

FFA Scholarships: \$925.00

OH: \$4,495.48

Ag Shop: \$625.21

VEA Supplies: \$11307.76

VEA Subs/ Conferences: \$8487.98

AIG: \$19,628.85

Bays Ranch Visit: Sign ups will start this week. Kendall will get the permission slip for the trip.

New Business: None at this time.



# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 11/3/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

## Important Dates During the Month:

11/3-14: Wreath/ Poinsettia Sales: Starting tomorrow. Flyers will be passed out in classes. Wreaths are \$20 and Poinsettias are \$10. By selling 3, it counts for 1 FFA activity.  
11/3-14: Canned Food Drive: If students bring in 3 cans, it counts as 1 FFA activity.  
11/4: Greenhand/ Chapter Degree Banquet  
11/6: Ag Advisory Committee Meeting 5:30 PM: Meeting was rescheduled due to Daniel Bays, Ken Bays and Melissa Magee being unable to attend the meeting. It was rescheduled to 11/12 at 5:30 PM. Kendall sent out a new invitation for the meeting.  
11/13: Bays Ranch  
11/17: Officer Dinner 6:30 PM at Austin's house  
11/18: CATA Counselor's Night MRC- MJC West Campus 5 PM  
11/19-20: New Professionals  
11/21-22: CATA Road Show/ Regional Meeting

Vehicle Needs for the Coming Week:.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

Ag Incentive Grant Review: To be discussed at the next department meeting.

Greenhand Degree/ Chapter Degree Banquet: Jobs were discussed and last minute plans were made for details of the banquet.

Samantha- Working on certificates and getting food  
Kendall- Organizing Officers and helping with certificates  
Michael- Cooking and Organizing morning ceremony  
Monica- Decorations

## Account Updates

FFA: \$5290.15  
FFA Conferences: \$275.70  
Floral: \$3,048.87  
FFA Livestock: \$71.71  
FFA Scholarships: \$925.00  
OH: \$4,495.48  
Ag Shop: \$625.21  
VEA Supplies: \$11307.76  
VEA Subs/ Conferences: \$8487.98  
AIG: \$19,628.85

New Business:

Bays Ranch Visit: Sign ups will start this week. Kendall will get the permission slip for the trip.



# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 10/27/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

## Important Dates During the Month:

10/28: Pizza Fundraiser- Rescheduled to November  
11/3-14: Wreath/ Poinsettia Sales- Kendall is working on the pamphlet for the sales.  
11/4: Greenhand/ Chapter Degree Banquet- Officers have been practicing.  
11/6: Ag Advisory Committee Meeting 5:30 PM  
11/13: Bays Ranch  
11/17: Officer Dinner 6:30 PM at Austin's house  
11/18: CATA Counselor's Night MRC- MJC West Campus 5 PM  
11/19-20: New Professionals  
11/21-22: CATA Road Show/ Regional Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

## Ag Incentive Grant Review

SAE Plans- Sam and Monica will complete these with first year members in November.

SAE Visitation Form- Sam and Kendall will sort through these forms.

Permanent Student Files- New files are being made for all students this year.

Inventory of Equipment: Completed by Oct 30th

Vehicle Maintenance: Ag Truck's seat is being fixed.

Greenhand Degree/ Chapter Degree Banquet: Officers are practicing.

## Account Updates

FFA: \$5290.15

FFA Conferences: \$275.70

Floral: \$3,048.87

FFA Livestock: \$71.71

FFA Scholarships: \$925.00

OH: \$4,495.48

Ag Shop: \$625.21

VEA Supplies: \$11307.76

VEA Subs/ Conferences: \$8487.98

AIG: \$19,628.85

New Business:

Public Speaking Teams Meeting will be Monday, November 3<sup>rd</sup> at 3 PM.

Judging Teams will start soon.



# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 10/20/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:

10/6-17: Costume Drive

10/21: Officer Dinner 6:30 PM at Sam Calvert's house

10/23: Del Osso Farms Corn Maze: 15 students are needed to serve dinner in full uniform.

10/25: Lions Club Dinner

10/28: Pizza Fundraiser: Ag leadership students should be planning this event.

11/3-14: Wreath/ Poinsettia Sales

11/4: Greenhand/ Chapter Degree Banquet

11/6: Ag Advisory Committee Meeting 5:30 PM

11/13: Bays Ranch

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

Ag Incentive Grant Review

FFA Chapter Activities Check Sheet

In- Service Activities Documentation

5 Year Plan

Staff Responsibilities

Program of Activities

Copies of AIG Purchase Orders

Inventory of Equipment: Completed by Oct 30th

Costume Drive: Delivery of costumes needs to occur.

Dell Osso Farms: 57 students will be attending this trip with the bus, high school van and suburban. Michael, Monica and Kendall will be attending this trip.

Agriculture Field Trips: Kendall brought up the idea of an Agriculture field trip 3-4 times a year. Her suggestion is to start with Bays Ranch and to ask Daniel Bays tonight. This trip will take place on November 13<sup>th</sup>.

New Business:

Lions Club Dinner: Need more volunteers! Sam is checking with the Ag Leadership class.

Cal Poly Visitor and Program Plan: Information on the following is needed:  
Officer Retreat Paperwork- Sam is sending it to Kendall.

Vehicle Maintenance: Truck seat is being fixed.

Greenhand Degree/ Chapter Degree Banquet: Sam is in charge of food and certificates. Kendall is in charge of officers. Monica is in charge of decorations and Michael is in charge of the morning ceremony and cooking the food.

Roadshow Preferences: Forms will be faxed in by Kendall.

Account Updates

FFA: \$5410.15  
FFA Conferences: \$1,075.70  
Floral: \$3,548.87  
FFA Livestock: \$71.71  
FFA Scholarships: \$925.00  
OH: \$4,559.93  
Ag Shop: \$525.21

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 10/13/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:

10/6-17: Costume Drive

10/7: Tri Tip Fundraiser- Profit was \$4433.70

10/9: MJC Open House

10/14: FFA Meeting 6:30 PM

10/15: Opening and Closing Contest

10/21: Officer Dinner 6:30 PM at Sam Calvert's house

10/23: Del Osso Farms Corn Maze: 15 students are needed to serve dinner in full uniform.

10/25: Lions Club Dinner

10/28: Pizza Fundraiser: Ag leadership students should be planning this event.

Vehicle Needs for the Coming Week: Two District vans will be used on 10/15. Michael and Kendall can pick them up at 3 PM. Monica will pick up the High School van.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Opening and Closing Contest: A discussion drivers and vehicles took place. Sam may not be able to attend. Michael, Kendall and Monica will attend and drive students.

Ag Incentive Grant Review/ R2 Process

R2 Forms: The leftover R2 forms need to be completed so that Kendall can submit the R2 online this week. Kendall anticipated the final R2 number to be around 570 students.

An overview of the review process was given based on the letter sent by Charles Parker to the department. The review will be December 2<sup>nd</sup>.

Costume Drive: 1 costume is worth 1 FFA activity point- Michael will deliver them.

Dell Osso Farms: 57 students will be attending this trip with the bus and the suburban.

Ag Advisory Committee Meeting: A review of the Ag Advisory Committee agenda and packet occurred and we planned out each of our parts in the meeting.

Agriculture Field Trips: Kendall brought up the idea of an Agriculture field trip 3-4 times a year. Her suggestion is to start with Bays Ranch and to ask Daniel Bays tonight.

New Business:

None at this time.

# AGRICULTURE DEPARTMENT

## WEEKLY MEETING MINUTES

DATE: 10/9/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

### Important Dates During the Month:

10/6-17: Costume Drive: The Ag Leadership class is spearheading the costume drive collection boxes by asking local businesses to allow them to place boxes during this week.

10/7: Tri Tip Fundraiser: See below for details.

10/14: FFA Meeting 6:30 PM: Halloween meeting is being planned by officers. There will be a costume contest like in the past. It will be worth 1 FFA activity to attend, 1 FFA activity to dress up and 1 FFA activity to enter the pumpkin carving contest. All pumpkins must be turned in by 5:30 PM on 10/14.

10/15: Opening and Closing Contest: Four teams are practicing for the contest.

10/21: Officer Dinner at Sam's house

10/23: Del Osso Farms Corn Maze: Bus is reserved. Sign up will start soon.

10/25: Lions Club Dinner: Sign ups will start on Oct 13<sup>th</sup>.

10/28: Pizza Fundraiser: The Ag Leadership class/ Officers should be planning this event.

### Vehicle Needs for the Coming Week:

Project Visitations Made (prior week): SAE project ideas are being discussed in Agriculture classes as students update/ begin record books.

### Informational Items for Departmental Consideration:

#### Old Business:

Tri Tip Fundraiser: Off the top of Kendall's head, she reported that the estimated profit from the Tri Tip Fundraiser was approximately \$4325.00.

Opening and Closing Contest: See above.

#### Ag Incentive Grant Review/ R2 Process

R2 Forms: Kendall will double check R2 forms with a list from PowerSchool and pass out hard copies to Monica, Michael and Sam of students who have not completed it.

Course Outlines: Course outlines need to be completed by 10/12 and given to Kendall to be put in the Program Plan binder before the Advisory Committee meeting. Kendall pulled up the CTE standards and explained how the outlines should be based off the CTE standards as well.

Updates for Ag Advisory Committee: See below.

Dell Osso Farms: Buses are booked. Permission slips will be passed out soon. Fifty students can attend the trip.

Costume Drive: The costume drive is being planned by the Ag Leadership class. Collections have started.

Dell Osso Farms: Buses are booked. Permission slips will be passed were distributed today. Fifty students can attend the trip. If the trip fills up quickly, we may expand the number of students who can attend. Kendall will check on getting vans.

#### New Business:

Ag Advisory Committee Meeting: The meeting will be on Monday 10/13. Kendall, Monica and Michael updated the Five Year Acquisition Plan and reviewed the other documents that are needed to be updated by the Advisory Committee for the AIG.



Agriculture Field Trips: Kendall brought up the idea of starting Agriculture field trips that count as 1 FFA activity and taking small groups of students to different businesses. Monica and Michael really liked this idea! Kendall said she would start by contacting the Bays family or Fresh Ideas Flowers in Modesto.

# AGRICULTURE DEPARTMENT

## WEEKLY MEETING MINUTES

DATE: 9/29/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

10/4-5: COLC: This conference will take place at Denair High School. Kendall and Michael will be attending.

10/6-17: Costume Drive: The Ag Leadership class is spearheading the costume drive collection boxes by asking local businesses to allow them to place boxes during this week.

10/7: Tri Tip Fundraiser: See below for details.

10/9: MJC Open House: Open House this year has been changed by MJC.

10/14: FFA Meeting 6:30 PM: Halloween meeting is being planned by officers. There will be a costume contest like in the past.

10/15: Opening and Closing Contest: Four teams are practicing for the contest.

10/21: Officer Dinner

10/23: Del Osso Farms Corn Maze: Bus is reserved. Sign up will start soon.

10/25: Lions Club Dinner: Sign ups will start on Oct 13.

10/28: Pizza Fundraiser: The Ag Leadership class/ Officers should be planning this event.

Vehicle Needs for the Coming Week: Michael will use the suburban to take the officers to COLC. Kendall will meet them there.

Project Visitations Made (prior week): SAE project ideas are being discussed in Agriculture classes as students update/ begin record books.

Informational Items for Departmental Consideration:

Old Business:

COLC: All officers should be attending COLC with Kendall and Michael.

Raised Planter Beds: We are waiting to hear from Daniel Saavedra about the construction and if it will inhibit the use of the raised planter beds.

Tri Tip Fundraiser

- Ticket Collection Process: Kendall has passed out envelopes to Michael and Monica to start selling tickets. Tickets should be collected by now. A total number of meals ordered came to 360 with about 20 extra and accounting for free meals to the BBQ crew.
- Rolls: Michael will pick up the rolls from Costco on 10/5 at 5 PM. Kendall has requested petty cash from the ASB account to cover the cost of the rolls.
- Tri Tip: Michael will pick up the tri tip on 10/7 from Sanders.
- Salads: Kendall will pick up the salads on 10/6 from Food Maxx and will use the Save Mart card to pay for them.
- Cookies: Monica will pick up the cookies on 10/6 from SaveMart in the morning and use the SaveMart card to pay for them.
- Baked Potatoes: Kendall has arranged with Bobby Yamamoto for the donation of potatoes to be delivered on 10/6.
- Bags (Sandwich bags, Gallon bags, Paper bags, Tin Foil, Charcoal, Coolers): Michael will take care of sandwich bags, gallon bags, tin foil. Monica will take care of charcoal and Kendall will take care of getting the coolers.

Opening and Closing Contest: See above.

Ag Incentive Grant Review/ R2 Process

R2 Forms: Monica has Chrome Book Cart 2 reserved for Sept 30<sup>th</sup> and Michael

has it reserved for October 1<sup>st</sup>. Forms will be done online. Kendall will double check R2 forms with a list from PowerSchool and pass out hard copies to Monica, Michael and Sam of students who have not completed it.  
Course Outlines: Course outlines need to be completed by 10/10 and given to Kendall to be put in the Program Plan binder.

New Business:

Costume Drive: See above.

Dell Osso Farms: Buses are booked. Permission slips will be passed out soon. Fifty students can attend the trip.

VEA Purchase Orders: Kendall updated Michael on new funds for VEA and they started completing VEA purchase order forms.

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 9/23/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

9/15-26: Tri Tip Ticket Sales: Ticket Sales are on going.

9/23: Officer Dinner 6:30 PM (440 Sanderling Dr, Patterson): Dinner at Luis's house.

9/24: GLC: Monica and Michael will be taking 17 students to GLC.

10/4-5: COLC: Kendall and Michael are attending with the 7 officers.

10/6-17: Costume Drive

10/7: Tri Tip Fundraiser

10/9: MJC Open House

10/14: FFA Meeting 6:30 PM

10/15: Opening and Closing Contest: Kendall will be requesting check for the O/C dinner for participants. No cost to students.

10/21: Officer Dinner

10/23: Del Osso Farms Corn Maze

10/25: Lions Club Dinner

10/28: Pizza Fundraiser

Vehicle Needs for the Coming Week: Ag Suburban and HS Van needed for GLC.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

Greenhand Leadership Conference: Michael and Monica are attending.

COLC: Kendall and Michael are attending. Officers will receive permission slips and more information at the officer dinner.

Raised Planter Beds

Tri Tip Fundraiser

- Rolls: Michael will pick up the rolls from Costco on 10/5 at 5 PM.
- Tri Tip: Michael will pick up the tri tip on 10/7 from Sanders.
- Salads: Kendall will pick up the salads on 10/6 from Food Maxx and will use the Save Mart card to pay for them.
- Cookies: Monica will pick up the cookies on 10/6 from SaveMart in the morning and use the SaveMart card to pay for them.
- Baked Potatoes: Kendall has arranged with Bobby Yamamoto for the donation of potatoes to be delivered on 10/6.
- Bags (Sandwich bags, Gallon bags, Paper bags, Tin Foil, Charcoal, Coolers): Michael will take care of sandwich bags, gallon bags, tin foil. Monica will take care of charcoal and Kendall will take care of getting the coolers. Kendall will take care of a donation letter to SaveMart for paper bags.

Opening and Closing Contest: Four teams are practicing. There is one novice team, two intermediate teams and one officer team. Registration has been turned in already. Kendall will be ordering scarves and ties for sale to participants.

Ag Incentive Grant Review/ R2 Process

Staff Salary: Kendall will be collecting staff salary from Michael and Monica.

R2 Forms: Monica has Chrome Book Cart 2 reserved for Sept 30<sup>th</sup> and Michael

has it reserved for October 1<sup>st</sup>. Forms will be done online. Please keep track of every student who completes it.  
Course Outlines need to be updated.

New Business:

Costume Drive: Ag Leadership is spearheading the costume drive. Kendall will email Angie Gonzalez about the costume drive to check with Walnut Grove.

Dell Osso Farms: Buses reserved.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 9/15/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

9/15- 26: Tri Tip Ticket Sales  
9/16: Stan T/ Tri Rivers Picture Night  
9/17: FFA vs. Staff Softball Game  
9/23: Officer Dinner 6:30 PM  
9/24: GLC  
10/4-5: COLC  
10/6-17: Costume Drive  
10/7: Tri Tip Fundraiser  
10/9: MJC Open House  
10/14: FFA Meeting 6:30 PM  
10/15: Opening and Closing Contest  
10/21: Officer Dinner  
10/23: Del Osso Farms Corn Maze  
10/25: Lions Club Dinner  
10/28: Pizza Fundraiser

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

Greenhand Leadership Conference

- Sign Ups with Mrs. Lopes starting Monday, 9/8
- Subfinder: Kendall showed Michael and Monica how to request substitutes on subfinder for the conference.

FFA vs. Staff Softball Game

- Reminders sent out!
- Equipment Needed is being taken care of by Michael DeZego.

COLC: Just a reminder about the date.

Raised Planter Beds: Soil can be donated. We are just waiting on report about construction.

Tri Tip Fundraiser

- Ticket distribution process: The process was explained.

Opening and Closing Contest: Teams are practicing.

New Business:

Ag Incentive Grant Review/ R2 Process: Kendall gave a quick overview of the process on R2s and the review.

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 9/3/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

9/3: Sentinel Interviews 3:30 PM

9/4: Officer Meeting 3 PM

9/6: Local GLC

9/9: FFA Meeting 6:30 PM

9/15- 26: Tri Tip Ticket Sales

9/16: Stan T/ Tri Rivers Picture Night

9/17: FFA vs. Staff Softball Game

9/23: Officer Dinner 6:30 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Local GLC

- Officer's Role: The officers are facilitating this workshop. We are expecting about 50 students to attend but are excited to try it out.

Greenhand Leadership Conference

- Sign Ups with Mrs. Lopes starting Monday, 9/8
- Subfinder: Reminder about getting subs for the conference day.

Sentinel Officer Elections: Interviews will be on 9/4. We have five candidates and need to check grades for eligibility. Advisors will be the only ones in the interviews due to rumors circulating about biases between the officers.

FFA vs. Staff Softball Game

- Sign Ups with Ms. Green starting Wednesday, 9/10

COLC: Just a reminder of the date!

Raised Planter Beds

Tri Tip Fundraiser

- Tickets coming in!

New Business:

Opening and Closing Contest: Contest is on 10/15.

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 8/25/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

8/26: Welcome Back BBQ and FFA Meeting 6:30 PM

8/22- 8/28: Japanese Exchange Student Visit

9/6: Local GLC

9/9: FFA Meeting 6:30 PM

9/16: Stan T/ Tri Rivers Picture Night

9/17: FFA vs. Staff Softball Game

Vehicle Needs for the Coming Week: Michael will be using the Ag Truck on Thursday to pick up soil.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:  
Old Business:

Local GLC: Ag Leadership is planning!

Greenhand Leadership Conference: September 24<sup>th</sup>. Michael and Monica need to get subs for their classes.

Sentinel Officer Elections: Applications are due Friday.

Welcome Back BBQ: It's tomorrow! The expected number of students is 445. Kendall and Monica are going shopping now to buy supplies.

FFA vs. Staff Softball Game

Website Biographies: Please send to [llopez0497@live.com](mailto:llopez0497@live.com)

Purchase Orders: Kendall asked if we needed any more purchase orders.

COLC

New Business:

Raised Planter Beds: The cost for soil is \$25/ yard. Michael will pick up as much as he can in the Ag truck from Recology in Modesto.

Tri Tip Fundraiser: Date is set for Oct 7<sup>th</sup>.



# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 8/18/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

8/19: Officer Dinner at Kim's House (2931 East Marshall Road in Patterson) 6:30 PM

8/21: Patterson Livestock Auction Boosters Thank You Dinner: Starts at 5 PM.

8/26: Welcome Back BBQ and FFA Meeting 6:30 PM: See below.

8/22- 8/28: Japanese Exchange Student Visit: Students arrive on Friday. There is a welcome dinner that night. Teachers are invited.

9/6: Local GLC

9/9: FFA Meeting 6:30 PM

9/16: Stan T/ Tri Rivers Picture Night: Starts at 4 PM.

9/17: FFA vs. Staff Softball Game at 3:30 PM: Kendall will send an email to staff inviting them to play.

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Officer Dinner: Discussions will include local GLC and COLC as well as the upcoming FFA meeting. Roles for the FFA meeting will be clarified and the PowerPoint needs to be made by officers.

Local GLC: Ag Leadership class is planning away workshops!

Greenhand Leadership Conference: 17 students will be attending the conference on 9/24. The cost will be \$20 per student due to the increase in the registration cost.

Sentinel Officer Elections: Interviews will be scheduled.

Welcome Back BBQ: Michael, Kendall and Monica will ask tomorrow for numbers to know how much food to buy for the BBQ.

FFA vs. Staff Softball Game: The field is booked for the event.

Website Biographies: Please send to [llopez0497@live.com](mailto:llopez0497@live.com).

New Business:

COLC

Purchase Orders: Kendall walked Michael through the Purchase Order process.

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 8/13/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:

8/13: Host Family Orientation Meeting 7 PM

8/19: Officer Dinner at Kim's House (Marshall Road in Patterson) 6:30 PM

8/21: Patterson Livestock Auction Boosters Thank You Dinner: The shifts are set up, serving and clean up. Set up is from 5- 6:30 PM. Serving is from 6-8 PM. Clean up is from 7:30- 9 PM.

Students can sign up with Kendall.

8/26: Welcome Back BBQ and FFA Meeting 6:30 PM

8/22- 8/28: Japanese Exchange Student Visit

9/6: Local GLC: It will be from 8 AM- 12 PM. There will be 3 workshops for students to attend.

9/9: FFA Meeting 6:30 PM

9/16: Stan T/ Tri Rivers Picture Night

9/17: FFA vs. Staff Softball Game

Vehicle Needs for the Coming Week: Ag Truck will be needed.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Chart of responsibilities: Mike, Monica and Kendall reviewed the chart of responsibilities. Kendall will email it when typed up.

Agriculture Incentive Grant and Budget: AIG has been signed by all parties and should be approved by the school board in September. Kendall has emailed Charles Parker to make sure this is an acceptable school board approval date. The budget has been approved by Tonya Bibbins and has been emailed to all involved.

New Business:

Officer Dinner: Kendall just reminded everyone.

Local GLC: Ag Leadership is planning their workshops!

Greenhand Leadership Conference: Monica and Kendall will be attending.

Sentinel Officer Elections: We need to elect a new sentinel.

Welcome Back BBQ: Planning on food will start next week.

FFA vs. Staff Softball Game

Gradebook, Edmodo and Remind 101: Kendall introduced these to Michael and Monica.

Website Biographies: Please send to [llopez0497@live.com](mailto:llopez0497@live.com). Kendall gave Michael and Monica an example for their own biographies.

# AGRICULTURE DEPARTMENT

## WEEKLY MEETING MINUTES

DATE: 3/24/14

In Attendance: Samantha Cahill, Kendall Green  
Activities for the Week:

Monday: Officer Interviews at 4 PM  
Tuesday: Sheep/ Goat Mtg 3 PM/ Officer Dinner at Vanessa's house 6:30 PM/ Last day to turn in tri tip tickets!  
Wednesday: Occupational Olympics  
Thursday:  
Friday: Farm Clean Up 3:30- 6:30 PM  
Saturday: Modesto Junior College Field Day  
Sunday: Pick up lambs

Important Dates During the Month:

3/25: Officer Dinner at Vanessa's House 6:30 PM  
3/29: MJC Field Day  
4/1: FFA State Conference Parent Mtg 5:30 PM  
4/3: Tri Tip Fundraiser  
4/4: Ag Day Committee Sign Ups 3 PM  
4/5: CRC Field Day  
4/8: FFA Meeting 6:30 PM  
4/8-11: STAR Testing  
4/12-15: Fresno State Field Day/ State Conference  
4/26: Patterson Garden Tour: Kendall will be arranging this tour with Barbara Cohello.  
5/6: Ag Day

Vehicle Needs for the Coming Week: Suburban is needed on Thursday by Kendall.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$594.64 (Women's apparel has not been paid for!)  
FFA Conferences: \$1122.95  
Floral Account: \$3596.36  
Livestock Account: \$25.00  
OH Account: \$5231.94  
VEA General Funds: \$745.00—Supplies from Nasco will be bought with these funds.  
VEA Subs/ Conference Funds: \$239.64  
AIG: \$335.44

2. Occupational Olympics: Kendall will be attending.

3. Officers Candidates and Elections: Applications will be passed out.

4. School Farm: It needs the clean up.

5. State Conference Chaperone: If needed, we will ask Amy Castillo if she wants to chaperone.

6. Nasco Expenditures: We made a plan for the items we needed from Nasco.

# AGRICULTURE DEPARTMENT WEEKLY MEETING MINUTES

DATE: 3/10/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green  
Activities for the Week:

Monday: LCAP Meeting 5:30 PM  
Tuesday: FFA Meeting 6:30 PM  
Wednesday:  
Thursday:  
Friday: Food Court  
Saturday: Merced College Field Day  
Sunday:

Important Dates During the Month:

3/15: Merced College Field Day  
3/18: State Degree Ceremony at Turlock Community Theatre  
4/3: Tentative Livestock Tri Tip Fundraiser: Changed date!  
3/14: School Farm Clean Up 3:30- 6:30 PM  
3/22: Dinuba Veterinary Science Contest  
3/22: Picked up pigs/ Irrigation installed for raised planter beds  
3/19: Ag Day at the Capital  
3/21: School Farm Clean Up 3:30- 6:30 PM  
3/24: Officer Interviews 4 PM  
3/25: Officer Dinner at Vanessa's House 6:30 PM  
3/28: School Farm Clean Up 3:30 – 6:30 PM  
3/29: MJC Field Day  
4/1: Parent Meeting for State Conference at 5:30 PM  
4/5: CRC Field Day  
4/12-15: Fresno State Field Day/ State Conference

Vehicle Needs for the Coming Week: Kendall needs the suburban on Thursday.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$594.64 (Women's apparel has not been paid for!)  
FFA Conferences: \$2075.40  
Floral Account: \$3596.36  
Livestock Account: \$185.00  
OH Account: \$5231.94  
VEA General Funds: \$5075.00  
VEA Subs/ Conference Funds: \$640.62  
AIG: \$4488.59

2. Ag Day at the Capital: Kendall and Sam go with students.

3. Officer Applications: Applications need to be back by Friday 3/21. The officer interviews will be on 3/24 at 4 PM.

4. Plant Sale is May 8<sup>th</sup> and 9<sup>th</sup> from 3-6 PM

5. Department Expectations: There needs to be a school farm clean up.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 2/24/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:  
Tuesday: Officer Dinner at 6:30 PM (Ivan's house)  
Wednesday:  
Thursday:  
Friday:  
Saturday:  
Sunday:

Important Dates During the Month:

2/25: Officer Dinner at Ivan's House 6:30 PM  
2/25: Science Department Meeting 3 PM  
2/27: Ag Advisory Committee Meeting 5 PM  
3/4: Patterson FFA Relay for Life Meeting 3 PM  
3/8: UC Davis Field Day  
3/15: Merced College Field Day  
3/18: State Degree Ceremony at Turlock Community Theatre  
3/20: Tentative Livestock Tri Tip Fundraiser  
3/22: Dinuba Veterinary Science Contest  
3/25: Officer Dinner at Vanessa's House 6:30 PM  
3/29: MJC Field Day  
4/5: CRC Field Day  
4/12-15: Fresno State Field Day/ State Conference

3/10 LCAP Community Mtg.  
3/21 Ag Day  
Proposed date: 3/25  
3/27

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$1168.80 (Apparel has not been paid for!)  
FFA Conferences: \$1165.40  
Floral Account: \$3596.36  
Livestock Account: \$25.00  
OH Account: \$5231.94  
VEA General Funds: \$5075.00  
VEA Subs/ Conference Funds: \$2855.00  
AIG: \$5305.26

emailed Aaron

2. MJC Field Day

3. FFA State Conference Drop Outs  
4. Advisory Committee Meeting  
5. SAE Project Requirements

Request from district

email chad  
about project  
competition requirements

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 1/27/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:

Tuesday: Officer Dinner (Victoria's House) 6 PM 6:30 PM

Wednesday:

Thursday: Super Thursday

Friday:

Saturday:

Sunday:

Important Dates During the Month: 6:30 PM

1/28: Officer Dinner at Victoria's 6 PM

1/30: Tri Rivers Super Thursday (Pitman)

2/5: Spouse's Night

2/7-8: MFE/ ALA Modesto

2/10: Central Region FFA Officer Interviews (MJC) app due Friday

2/11: FFA Royalty Apps Passed Out

2/17: FFA Week Starts

2/18: FFA Meeting 6:30 PM

2/20: FFA Staff Appreciation Breakfast

2/22: Central Region CATA Spring Meeting

2/25: Officer Dinner at Ivan's 6 PM 6:30 PM

Vehicle Needs for the Coming Week: Super Thursday

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

## 1. Account Updates

FFA Account: \$638.64

FFA Conferences: \$3842.76

Floral Account: \$2984.22

Livestock Account: \$25.00

OH Account: \$5231.94

VEA General Funds: \$5075.00

VEA Subs/ Conference Funds: \$2855.00

AIG: \$13388.06

## 3. FFA State Conference

## 4. Conferences/ CATA Summer Conference

## 5. School Farm Update

## 6. Sectional Leadership Conference

## 7. Occupational Olympics

## 8. Class Videos/ Class Day

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 2/3/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

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Monday:

Tuesday: Livestock Meeting 5:30 PM

Wednesday: Spouse's Night

Thursday:

Friday: MFE/ ALA

Saturday: MFE/ ALA

Sunday:

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Important Dates During the Month:

2/7-8: MFE/ ALA Modesto

2/10: Central Region FFA Officer Interviews (MJC)

2/11: FFA Royalty Apps Passed Out

2/17: FFA Week Starts

2/18: FFA Meeting 6:30 PM

2/20: FFA Staff Appreciation Breakfast

2/22: Central Region CATA Spring Meeting

2/25: Officer Dinner at Ivan's 6 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$638.64

FFA Conferences: \$4917.76

Floral Account: \$2984.22

Livestock Account: \$25.00

OH Account: \$5231.94

VEA General Funds: \$5075.00

VEA Subs/ Conference Funds: \$2855.00

AIG: \$12443.39

3. FFA State Conference

4. CATA Summer Conference

7. Occupational Olympics

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 2/3/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:

Tuesday: Livestock Meeting 5:30 PM

Wednesday: Spouse's Night

Thursday:

Friday: MFE/ ALA

Saturday: MFE/ ALA

Sunday:

Important Dates During the Month:

2/7-8: MFE/ ALA Modesto

2/10: Central Region FFA Officer Interviews (MJC)

2/11: FFA Royalty Apps Passed Out

2/17: FFA Week Starts

2/18: FFA Meeting 6:30 PM

2/20: FFA Staff Appreciation Breakfast

2/22: Central Region CATA Spring Meeting ✓

2/25: Officer Dinner at Ivan's 6 PM

Buy thumbprint scanner  
Vehicle payment

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$638.64

FFA Conferences: \$4917.76

Floral Account: \$2984.22

Livestock Account: \$25.00

OH Account: \$5231.94

VEA General Funds: \$5075.00

VEA Subs/ Conference Funds: \$2855.00

AIG: \$12443.39

3. FFA State Conference

4. CATA Summer Conference

7. Occupational Olympics

Mechanics Acct: + \$500  
email Aaron

11  
485

2

970

2530

830

1560

315

AIG

22  
23  
24  
25  
26  
27  
28  
29  
30  
31

12

160  
4

1280  
830

2110



# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 1/13/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday: State Conference Applications Passed Out  
Tuesday: FFA Meeting 6:30 PM  
Wednesday:  
Thursday:  
Friday:  
Saturday:  
Sunday:

Important Dates During the Month:

1/14: FFA Meeting 6:30 PM  
1/21: Mock Public Speaking Contest  
1/22: Record Book Scoring (Gregori) 4 PM  
1/28: Officer Dinner at Victoria's 6 PM  
1/30: Tri Rivers Super Thursday (Pitman)  
2/5: Spouse's Night  
2/7-8: MFE/ ALA Modesto  
2/10: Central Region FFA Officer Interviews (MJC)  
2/23: Central Region CATA Spring Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$926.57  
FFA Conferences: \$3842.76  
Floral Account: \$2984.22  
Livestock Account: \$25.00  
OH Account: \$5231.94  
VEA General Funds: \$5075.00  
VEA Subs/ Conference Funds: \$2915.00  
AIG: \$13495.06

2. State Degree Scoring  
3. FFA State Conference  
4. Public Speaking Teams  
5. MFE/ ALA Plans

crock pot  
can openers  
plastic spoons

Dairy Cattle  
Judging Wed 3 PM

12-1

Group 1 - 1st & 2nd  
Group 2 - 1st, 2nd & 3rd

invite P & V's

fetal  
pigs

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 1/6/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- 1/7: Officer Meeting 3 PM
- 1/14: FFA Meeting 6:30 PM
- 1/21: Mock Public Speaking Contest — 3:30 PM all
- 1/22: Record Book Scoring (Gregori) 4 PM
- 1/28: Officer Dinner at Victoria's 6 PM
- 1/30: Tri Rivers Super Thursday (Pitman) — PS next monday
- 2/5: Spouse's Night
- 2/7-8: MFE/ ALA Modesto — (letter)
- 2/10: Central Region FFA Officer Interviews (MJC) — follow up!
- 2/23: Central Region CATA Spring Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$559.57

FFA Conferences: \$3842.76

Floral Account: \$2984.22

Livestock Account: \$25.00

OH Account: \$5231.94

VEA General Funds: \$5925.00

VEA Subs/ Conference Funds: \$2990.00

AIG: \$15525.06

- 2. MJC Articulation: Paperwork is due on January 13th.
- 3. FFA State Conference

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 12/2/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

## Activities for the Week:

Monday: Coats for Kids Drive Starts (2 coats= 1 FFA activity)  
Tuesday: Pass out Permission Slip for Ice Skating (Cost is \$15)  
Wednesday: Pass out Wreaths and Poinsettias  
Thursday:  
Friday:  
Saturday: Holiday Parade ✓  
Sunday:

## Important Dates During the Month:

12/4: Wreath and Poinsettia Deliveries  
12/2: Tree Decorating  
12/3: Permission Slips for Ice Skating Passed Out  
12/7: Holiday Parade—Meet at 3 PM  
12/ 2-12: Coats for Kids Drive  
12/13: MJC Articulation Meeting — KSV  
12/14: Del Osso Farms Ice Skating at 9 AM  
12/29: Tree in the Park Decoration Removal Date  
1/22: State Degree Record Books Due  
1/30: Super Thursday — INFO MTG: Monday 12/9 at 3 PM

## Vehicle Needs for the Coming Week:

Sub. Smith — SAT

## Project Visitations Made (prior week):

Tyler Steer

## Informational Items for Departmental Consideration:

### 1. Account Updates

FFA Account: \$435.30  
FFA Conferences: \$3842.76  
Floral Account: \$3161.77  
Livestock Account: \$0.00  
OH Account: \$5231.94  
VEA General Funds: \$5925.00  
VEA Subs/ Conference Funds:  
Green: \$980.00  
Pierce: \$1315.00  
Cahill: \$905.00

AIG: \$17950.12

### 2. MJC Articulation

### 3. Program Plan Updates and AIG Checklist

Record Books:  
Hailey  
Cook  
Karen  
Bailey

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 12/2/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

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Activities for the Week:

Monday: Coats for Kids Drive Starts (2 coats= 1 FFA activity)  
Tuesday: Pass out Permission Slip for Ice Skating (Cost is \$15)  
Wednesday: Pass out Wreaths and Poinsettias  
Thursday:  
Friday:  
Saturday: Holiday Parade  
Sunday:

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Important Dates During the Month:

12/4: Wreath and Poinsettia Deliveries  
12/2: Tree Decorating  
12/3: Permission Slips for Ice Skating Passed Out  
12/7: Holiday Parade—Meet at 3 PM  
12/ 2-12: Coats for Kids Drive  
12/13: MJC Articulation Meeting  
12/14: Del Osso Farms Ice Skating at 9 AM  
12/29: Tree in the Park Decoration Removal Date

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): Kendall visited rabbit project at Hailee Schilp's house.

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$355.25-214.50=\$140.75  
FFA Conferences: \$3842.76  
Floral Account: \$3161.77  
Livestock Account: \$0.00  
OH Account: \$5231.94  
VEA General Funds: \$5925.00  
VEA Subs/ Conference Funds:  
    Green: \$980.00  
    Pierce: \$1315.00  
    Cahill: \$905.00

AIG: \$17950.12

2. MJC Articulation: Articulation meeting is on Dec 13<sup>th</sup>.

3. Program Plan Updates and AIG Checklist: We discussed the updates and AIG checklist in preparation for the Ag Advisory committee meeting.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 11/25/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:

Tuesday:

Wednesday:

Thursday: Thanksgiving Break

Friday: Thanksgiving Break

Saturday:

Sunday:

Important Dates During the Month:

12/3-5: Wreath and Poinsettia Deliveries (Kendall will confirm)\_

11/29: Tree in the Park Decorating at 10 AM

12/7: Holiday Parade

12/ 2-12: Coats for Kids Drive

12/3: Permission Slips for Ice Skating Passed Out

12/14: Del Osso Farms Ice Skating at 9 AM

12/2-12: Patterson FFA Relay for Life Penny Drive

12/29: Tree in the Park Decoration Removal Date

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$876.52

FFA Conferences: \$3842.76

Floral Account: \$3161.77

Livestock Account: \$0.00

OH Account: \$5231.94

VEA General Funds: \$5925.00

VEA Subs/ Conference Funds:

Green: \$980.00

Pierce: \$1315.00

Cahill: \$905.00

AIG: \$17950.12

2. MJC Articulation: Get applications ready to be submitted. William and Kendall are planning on going to the informational meeting.

3. Program Plan Updates

The following were updated and Kendall added all suggestions to the binder.

- Goals and Objectives
- Policies
  - Need Exhibitor/ Farm Contract
  - Need Officer Contract
- Active Placement Sites: Placement sites included G-N Vet, Melo Machine, Floral Shops
- Recruitment Materials
- Equipment Inventory
- Course Outlines
- Proficiency Standards

4. Thank You Letters: Thank You letters to Hilmar Cheese, Bobby Yamamoto and Patterson Lions Club.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 11/13/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday: Veterans Day

Tuesday: Greenhand/ Chapter Degree Banquet

Wednesday: Collaboration

Thursday: \_\_\_\_\_

Friday: \_\_\_\_\_

Saturday: \_\_\_\_\_

Sunday: \_\_\_\_\_

Important Dates During the Month:

11/4-13: Canned Food Drive (Kendall will call the Food Bank for a delivery on Friday)

11/4-19: Wreath and Poinsettia Sales (Brochures have been passed out)

12/??: Holiday Parade and Tree in the Park (Kendall will contact for registration)

12/??: Coats for Kids Drive (Kendall will call Tri Counties Bank)

12/13: Del Osso Farms Ice Skating (Kendall will contact First Student and Dell Osso about this date)

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): None.

Informational Items for Departmental Consideration:

1. Account Updates

FFA Account: \$876.52

FFA Conferences: \$3842.76

Floral Account: \$3161.77

Livestock Account: \$0.00

OH Account: \$5231.94

VEA General Funds: \$5925.00

VEA Subs/ Conference Funds:

Green: \$980.00

Pierce: \$1315.00

Cahill: \$905.00

AIG: \$17950.12

2. MJC Articulation

3. Program Plan Updates

Budget: Kendall will be updating with changes to Vehicle Maintenance and School Farm.  
5 Year Expenditure Plan: Plan was created with 5 years in mind.

FFA Program of Work: Sam is working on POA and Kendall will create the Points of Awards list.

Ag Advisory Committee Roster: Roster is finished except for the addition of Nancy Sill.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE:** 11/5/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Activities for the Week:**

Monday: Canned Food Drive Starts  
Tuesday: Wreath and Poinsettia Sales Start  
Wednesday:  
Thursday:  
Friday:  
Saturday:  
Sunday:

**Important Dates During the Month:**

11/4-11/13 Canned Food Drive  
11/4-11/19 Wreath and Poinsettia Sales  
11/12 Greenhand/ Chapter Degree Banquet 6:30 PM  
11/26 Officer Dinner (Carena)  
12/13 Del Osso Farms Ice Skating

**Vehicle Needs for the Coming Week: None.**

**Project Visitations Made (prior week): None.**

**Informational Items for Departmental Consideration:**

**1. Account Updates**

FFA: \$1157.79  
Livestock: \$0.00  
OH: \$5231.94  
Ag Mechanics: \$261.14  
Floral: \$3090.94  
VEA:  
Supplies Account: \$9525.00  
Conferences/ Subs:  
Sam: \$888  
Kendall: \$958  
William: \$1303

**2. Upcoming FFA Activity Matters:**

- a. MFE/ ALA Registration
- b. Greenhand/ Chapter Degree Banquet: An update from all three teachers was given.
- d. California Association Dues

**3. Upcoming CATA Activities:**

- a. New Professionals: 11/21-11/22
- b. Road Show/ Fall CATA Mtg: 11/22-11/23

**4. CTE Update: 11/12 Department Mtg 3 PM**

**5. Science Update: 11/21 Department Mtg 3 PM**

**6. MJC Articulation**

**7. Advisory Committee Members**

**8. AIG Program Plan Update: Kendall asked for recommendations on all the Program Plan**



Updates. Sam and William put in their input so we can update our program plan. Kendall is working on updating the rest of the binder.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

**DATE:** 10/28/13

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Activities for the Week:**

Monday: Officer Meeting 5:30 PM

Tuesday: Corn Maze 3 PM

Wednesday:

Thursday:

Friday: Food Court

Saturday:

Sunday:

**Important Dates During the Month:**

10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM

11/4-11/13 Canned Food Drive

11/5 Officer Meeting

11/4-11/19 Wreath and Poinsettia Sales

11/12 Greenhand/ Chapter Degree Banquet 6:30 PM

11/26 Officer Dinner (Carena)

**Vehicle Needs for the Coming Week: None. Corn Maze trip will have a First Student Bus arrive at school.**

**Project Visitations Made (prior week): Kendall visited steer projects.**

**Informational Items for Departmental Consideration:**

1. Account Updates

FFA: \$1608.79

Livestock: \$0.00

OH: \$5231.94

Ag Mechanics: \$261.14

Floral: \$3090.94

VEA:

Supplies Account: \$9525.00

Conferences/ Subs:

Sam: \$888

Kendall: \$958

William: \$1303

2. Upcoming FFA Activity Matters:

a. MFE/ ALA Registration: Ready!

b. Greenhand/ Chapter Degree Banquet: Kendall is arranging food and Sam is ordering all pins and awards.

d. California Association Dues: These will be paid using AIG funds.

3. Upcoming CATA Activities:

a. New Professionals: 11/21-11/22

b. Road Show/ Fall CATA Mtg: 11/22-11/23

4. CTE Update: 11/12 Department Mtg 3 PM

5. Science Update: 11/21 Department Mtg 3 PM

6. MJC Articulation: Keep working on course outlines.

7. Advisory Committee Members: New members include Barbara Cohello, Chris Bettencourt and Nancy Sill.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE:** 10/14/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

## **Activities for the Week:**

Monday: Deliver Halloween Costumes and Tri Tip Prep

Tuesday: Tri Tip BBQ Fundraiser

Wednesday: Collaboration

Thursday:

Friday:

Saturday:

Sunday:

## **Important Dates During the Month:**

10/7- 10/18 Costume Drive

10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM

11/4-11/13 Canned Food Drive

11/5 Officer Meeting

11/4-11/19 Wreath and Poinsettia Sales

11/12 Greenhand/ Chapter Degree Banquet 6:30 PM

11/12 MJC Counselor's Night

11/26 Officer Dinner (Cerenia)

**Vehicle Needs for the Coming Week: None.**

**Project Visitations Made (prior week): None.**

## **Informational Items for Departmental Consideration:**

### **1. Account Updates**

FFA: \$1857.26 (Not including recent deposits made by Cahill)

Livestock: \$63.78

OH: \$5231.94

Ag Mechanics: \$261.14

Floral: \$1500.00

VEA:

Supplies Account: \$9525.00

Conferences/ Subs:

Sam: \$888

Kendall: \$958

William: \$1303

### **2. Upcoming FFA Activity Matters:**

a. MFE/ ALA Registration: Ready to go!

b. Greenhand/ Chapter Degree Banquet: Sam is working with the officers on the script. Kendall and William are getting the food in order. Sam is also ordering the pins and certificate folders.

c. Sectional Dues: Kendall will request payment for these dues.

d. California Association Dues: Kendall will request payment for these dues.

### **3. Upcoming CATA Activities:**

a. New Professionals: 11/21-11/22

b. Road Show/ Fall CATA Mtg: 11/22-11/23

4. CTE Update: 11/12 Department Mtg 3 PM
5. Science Update: 11/21 Department Mtg 3 PM
6. MJC Articulation: Articulation informational meeting should be coming up.
7. Advisory Committee Members: William and Kendall have been talking to community members trying to get new members for the committee.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

**DATE:** 10/7/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Activities for the Week:**

Monday: Costume Drive Starts (Ends on 10/18)  
Tuesday: FFA Meeting 6:30 PM (Set up starts at 5 PM)  
Wednesday: Pass out Corn Maze and Jr. Livestock Camp Permission Slips  
Thursday: MJC Open House (5-8 PM)  
Friday: Tri Tip Sales End  
Saturday: Associated Feed Jr. Livestock Camp  
Sunday: Associated Feed Jr. Livestock Camp

**Important Dates During the Month:**

10/8 October FFA Meeting 6:30 PM  
10/10 MJC Open House 5:00 -8:00 PM (MJC East Campus)  
10/7- 10/18 Costume Drive  
10/16 Opening and Closing Contest 4:00 PM (Newman)  
10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM

**Vehicle Needs for the Coming Week:**

10/10 MJC Open House 4-9 PM: Ag Suburban (Green)  
10/12 Associated Feed Jr. Livestock Camp 7 AM- 2 PM: Suburban and 1 District Van  
10/13 Associated Feed Jr. Livestock Camp 7 AM- 2 PM: Suburban and 1 District Van

**Project Visitations Made (prior week): None.**

**Informational Items for Departmental Consideration:**

1. Account Updates

FFA: \$253.04 (Not including recent deposits made by Cahill)

Livestock: \$63.78

OH: \$5231.94

Ag Mechanics: \$261.14

Floral: \$2000.00

VEA:

Supplies Account: \$9525.00

Conferences/ Subs:

Sam: \$1290

Kendall: \$1395

William: \$1500

2. Upcoming FFA Activity Matters:

a. MFE/ ALA Registration: Kendall has sent it all in.

3. Upcoming CATA Activities:

a. New Professionals: 11/21-11/22

b. Road Show/ Fall CATA Mtg: 11/22-11/23

Registration is in and Checks have been requested.

4. CTE Update: 10/8 Department Mtg 3 PM

5. Science Update: 10/22 Department Mtg 3 PM

6. MJC Articulation: Upcoming DCC Meeting: Sam and William will be attending the DCC meeting to get their course outlines approved.

7. Advisory Committee Meeting: A review of the agenda occurred.

8. R2 Report and Report of Expenditures: Kendall updated Sam and William on the progress for both of these assignments.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE:** 9/30/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Activities for the Week:**

Monday:  
Tuesday: Officer Meeting 6:30 PM  
Wednesday:  
Thursday:  
Friday:  
Saturday: Central Region COLC  
Sunday: Central Region COLC

**Important Dates During the Month:**

10.5- 10.6 Central Region COLC (Denair)  
10/8 October FFA Meeting 6:30 PM  
10/10 MJC Open House 5:00 -8:00 PM (MJC East Campus)  
10/7- 10/18 Costume Drive (Papa Murphy's 9/30- 10/13)  
10/16 Opening and Closing Contest 4:00 PM (Newman)  
10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM

**Vehicle Needs for the Coming Week:**

**Project Visitations Made (prior week):**

**Informational Items for Departmental Consideration:**

1. Account Updates
  - FFA: \$593.00
  - Livestock: \$63.78
  - OH: \$5231.94
  - Ag Mechanics: \$261.14
  - Floral: \$2000.00
  - VEA:
    - Supplies Account: \$9525.00
    - Conferences/ Subs:
      - Sam: \$1395
      - Kendall: \$1395
      - William: \$1500
2. Upcoming FFA Activity Matters:
  - a. MFE/ ALA Registration: Kendall is taking care of the registration.
3. Upcoming CATA Activities:
  - a. New Professionals: 11/21-11/22
  - b. Road Show/ Fall CATA Mtg: 11/22-11/23

Checks and Request for Conference forms have been submitted.
4. CTE Update: 10/8 Department Mtg 3 PM
5. Science Update: TBD Department Mtg
6. MJC Articulation: Course outlines need to be submitted ASAP
7. Advisory Committee Meeting: We overviewed the agenda for the upcoming advisory committee meeting to be discussed with advisory committee members.
8. FFA Awards: FFA awards need to be sent in as recognition for the school district. Sam and Kendall worked on it together and sent it in.

# AGRICULTURE DEPARTMENT

## WEEKLY MEETING AGENDA

**DATE:** 9/23/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Important Dates During the Month:**

10/22: Tri Tip Fundraiser

10/7-18: Costume Drive

10/16: Opening and Closing Contest

10/24: Corn Maze

9/25: Lamppost Pizza Fundraiser

**Vehicle Needs for the Coming Week: None.**

**Project Visitations Made (prior week):** William and Kendall have visited with dairy cattle and beef cattle.

**Informational Items for Departmental Consideration:**

1. Account Updates: Kendall gave updates on all the ASB accounts.
  - a. FFA: \$1092.85
  - b. Livestock: \$63.78
  - c. OH: \$5231.94
  - d. Ag Mechanics: \$261.14
  - e. Floral: \$2230.94
2. Upcoming FFA Activities:
  - a. Tri Tip Fundraiser 10/22: The date has been changed to 10/22. Tickets are being ordered.
  - b. COLC: Registration has been sent in. Kendall will request the check from the ASB FFA account.
  - c. Costume Drive: Students turn in 3 costumes for 1 FFA activity.
  - d. Opening and Closing Contest: Three teams are practicing!
  - e. Corn Maze: A bus has been reserved and Dell Osso Farms is expecting us!
  - f. Lamppost Pizza Fundraiser: It will occur from 5-8 PM.
  - g. MFE/ ALA: Let's get the students registered early!
3. Upcoming CATA Activities:
  - a. New Professionals: Nov 21-22- Registration is being sent in and a check requested!
  - b. Road Show/ Fall CATA Mtg: Nov 22-23: Kendall and William will be attending Road Show and CATA Mtg. Sam will only be attending the CATA meeting.



# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

**DATE:** 9/9/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Important Dates During the Month:**

9/10 September FFA Meeting

9/12 Greenhand Conference

9/20 CTE Model Standards In Service

**Vehicle Needs for the Coming Week:** None.

**Project Visitations Made (prior week):** William and Kendall have visited with dairy cattle and beef cattle.

**Informational Items for Departmental Consideration:**

1. Account Updates: Kendall gave updates on all the ASB accounts.
  - a. FFA: \$1141.54 (not counting SaveMart receipt from Officer Retreat)
  - b. Livestock: \$63.78
  - c. OH: \$5231.94
  - d. Ag Mechanics: \$261.14
  - e. Floral: \$2830.94
2. Upcoming FFA Activities:
  - a. September FFA Meeting: Sam is working with the officers to plan the meeting. The meeting will start at 6:30 PM. The activity will be Minute to Win It games.
  - b. Greenhand Conference: Permission slips have been handed out. The conference is registered for and paid for. Request for Inservice Forms have been completed.
  - c. Tri Tip Fundraiser 9/26: The date needs to be changed due to a conflict with the school master calendar. A new date is being proposed to Jim Melo and his crew.

# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

**DATE:** 8/19/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Important Dates During the Month:**

8/20 Welcome Back BBQ and FFA Meeting  
8/22 Patterson Livestock Boosters Thank You Dinner  
9/7 Cal Poly vs. Fresno State Football Game  
9/10 September FFA Meeting  
9/12 Greenhand Conference  
9/20 CTE Model Standards In Service

**Vehicle Needs for the Coming Week: None.**

**Project Visitations Made (prior week):** William visited dairy heifers.

**Informational Items for Departmental Consideration:**

1. Account Updates: Kendall gave updates on all the ASB accounts.
  - a. FFA: \$1141.54 (not counting SaveMart receipt from Officer Retreat)
  - b. Livestock: \$63.78
  - c. OH: \$5231.94
  - d. Ag Mechanics: \$261.14
  - e. Floral: \$2830.94
2. MJC Articulation: Kendall passed out the application forms and information to get courses approved. Sam, Kendall and William are working on filing out the paperwork.
3. Upcoming FFA Activities:
  - a. Welcome Back BBQ and FFA Meeting will start at 6:30 PM. Kendall and William will get the BBQ ready and Sam will prepare for the FFA meeting with the officers. Food is being purchased from SaveMart.
  - b. Patterson Livestock Boosters Thank You Dinner: William has signed up the livestock showmen to work the thank you dinner. A double check of who still needs to sign up was done.
  - c. Cal Poly vs. Fresno State Football Game: Kendall and William will drive the vans with students. Sam is unable to go so we need to find another driver. The tickets are bought—in total we have 31!
  - d. September FFA Meeting: Sam is working with the officers to plan the meeting.
  - e. Greenhand Conference: Permission slips have been handed out. The conference is registered for and paid for. Request for Inservice Forms need to be completed.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE:** 8/12/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Important Dates During the Month:**

8/20 Welcome Back BBQ and FFA Meeting  
8/22 Patterson Livestock Boosters Thank You Dinner  
9/7 Cal Poly vs. Fresno State Football Game  
9/10 September FFA Meeting  
9/12 Greenhand Conference  
9/20 CTE Model Standards In Service

**Vehicle Needs for the Coming Week: None.**

**Project Visitations Made (prior week):** William visited dairy heifers.

**Informational Items for Departmental Consideration:**

1. Account Updates: Kendall gave updates on all the ASB accounts.
  - a. FFA: \$1717.04 (not counting SaveMart receipt from Officer Retreat)
  - b. Livestock: \$63.78
  - c. OH: \$5231.94
  - d. Ag Mechanics: \$261.14
  - e. Floral: \$2830.94
2. MJC Articulation: Kendall passed out the application forms and information to get courses approved. Sam, Kendall and William are working on filing out the paperwork.
3. Upcoming FFA Activities:
  - a. Welcome Back BBQ and FFA Meeting will start at 6:30 PM. Kendall and William will get the BBQ ready and Sam will prepare for the FFA meeting with the officers. Food is being purchased from SaveMart.
  - b. Patterson Livestock Boosters Thank You Dinner: William has signed up the livestock showmen to work the thank you dinner.
  - c. Cal Poly vs. Fresno State Football Game: Kendall and William will drive the vans with students. Sam is unable to go so we need to find another driver.
  - d. September FFA Meeting: Sam is working with the officers to plan the meeting.
  - e. Greenhand Conference: Permission slips are ready to be handed out. They will be handed out soon.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE:** 8/9/2013

**In Attendance:** Kendall Green, Samantha Cahill and William Pierce

**Important Dates During the Month:**

8/20 Welcome Back BBQ and FFA Meeting  
8/22 Patterson Livestock Boosters Thank You Dinner  
9/7 Cal Poly vs. Fresno State Football Game  
9/10 September FFA Meeting  
9/12 Greenhand Conference  
9/20 CTE Model Standards In Service

**Vehicle Needs for the Coming Week: None.**

**Project Visitations Made (prior week):** William visited dairy heifers.

**Informational Items for Departmental Consideration:**

1. Account Updates: Kendall gave updates on all the ASB accounts.
2. Chart of Responsibilities: Kendall, William and Sam discussed the chart of responsibilities for this year. Kendall will type it up and add it to the Program Plan binder.
3. MJC Articulation: Kendall passed out the application forms and information to get courses approved.
4. Upcoming FFA Activities:
  - a. Welcome Back BBQ and FFA Meeting will start at 6:30 PM. Kendall and William will get the BBQ ready and Sam will prepare for the FFA meeting with the officers.
  - b. Patterson Livestock Boosters Thank You Dinner: William will sign up the livestock showmen to work the thank you dinner.
  - c. Cal Poly vs. Fresno State Football Game: Kendall and William will drive the vans with students. Sam is unable to go so we need to find another driver.
  - d. September FFA Meeting: Sam is working with the officers to plan the meeting.
  - e. Greenhand Conference: Permission slips are ready to be handed out.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 5.20.13**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Informational Items for Departmental Consideration:**  
**Old Business:**

**Officer Retreat:** Officer Retreat will be in Bodega Bay again. The officers will be camping. Sam is putting together the officer binders and plan for the retreat.

**Fair Forms and Fees:** All fair entries are done hard copy.

**CATA Summer Conference:** All three teachers will be attending summer conference. We will be staying at the same hotel as last year. Conference Request Paperwork has been submitted.

**New Business:**

**Fair Plans:** The fair schedule was discussed. Kendall will be at the fair for both weeks with the goats and rabbits. William will be there with the dairy cattle and sheep. Sam will be there with the pigs.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 5.6.13**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Informational Items for Departmental Consideration:**  
**Old Business:**

**Project Visits:** Project Visits and Showmanship Practices are scheduled. We shared the calendar with each other. Sam and Kendall figured out a schedule to share the scale.

**Sectional Officer Applications:** Kierstan is applying for sectional office. William is going to drive her to Camp Sylvester.

**New Business:**

**Officer Retreat:** Officer Retreat will be in Bodega Bay again. The officers will be camping. Sam is putting together the officer binders and plan for the retreat.

**Fair Forms and Fees:** All fair entries are done hard copy.

**CATA Summer Conference:** All three teachers will be attending summer conference. We will be staying at the same hotel as last year. Conference Request Paperwork has been submitted.

# AGRICULTURE DEPARTMENT

## WEEKLY MEETING AGENDA

DATE: 4.24.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:

Old Business:

Officer Dinner: Reminder- it starts at 6:30 PM.

Consumnes River College Field Day: Dairy Products is going!

State Conference: State Conference is almost here! We have 25 students signed up to attend. William has been taking care of registration, hotel booking and collecting student payments. Room assignments are ready to go. We need to register one more student when we arrive at State Conference.

April FFA Meeting: April FFA meeting will be the elections meeting. We discussed the elections process this year. Voting and speeches will take place at the meeting. There are 9 candidates for the positions. A review of officers elections took place. The new officers are: Luis Lopez, Cerena Clifford, Cassey Nelson, Vanessa Beltran, Lanaeya Banks, Ivan Barbontin and Victoria Rodgers.

Ag Day: Sam is working with Kierstan to plan Ag Day. Committees include the following topics: Poultry (with chicks), Rabbits (with rabbits), Dairy Cattle (with calves), Sheep, Goats, Pigs (with animals from the school farm) and Horticulture (with a seed planting area).

New Business:

Project Visits: Project Visits and Showmanship Practices are scheduled. We shared the calendar with each other.

Finalize Banquet: William introduced the options for banquet food. Kendall has planned out all the thank yous and awards. The officers have been practicing the banquet script in preparation.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 4.9.13**

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:

Old Business:

Officer Dinner: Reminder- it starts at 6:30 PM.

Consumnes River College Field Day: Dairy Products is going!

State Conference: State Conference is almost here! We have 25 students signed up to attend. William has been taking care of registration, hotel booking and collecting student payments. Room assignments are ready to go. William has updated us on payments.

April FFA Meeting: April FFA meeting will be the elections meeting. We discussed the elections process this year. Voting and speeches will take place at the meeting. There are 9 candidates for the positions.

Ag Day: Sam is working with Kierstan to plan Ag Day.

New Business:

Finalize State Conference: William is finalizing all plans.

Ag Day Committees: Sam is creating committees of students. All students who go to the informational meeting will be on a committee. Committees are broken up by species.

Fair Forms: Dairy forms need to be completed.

End of the Year Banquet: We discussed the budget and plans on how to split the responsibilities of the banquet. William is taking care of food while Kendall is working with the officers.

State Finals: Sam and Kendall will be taking teams to State Finals.



# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 3.18.13**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Informational Items for Departmental Consideration:**

**Old Business:**

Officer Dinner: Reminder- it starts at 6:30 PM.

Sectional Fun Night: The Fun Night will be Bowling in Modesto. We will be taking the Suburban and a van full of students to the bowling alley. All the students are signed up and ready to go.

Fresno Field Day: Kendall is planning on taking her floral team and her OH team. Sam is planning on taking her Dairy Products and BIG teams.

State Conference: State Conference is almost here! We have 25 students signed up to attend. William has been taking care of registration, hotel booking and collecting student payments.

School Farm Set Up/ Move In: Weeds need to be cut down and the farm needs to be ready for animals coming! A meeting time has been scheduled for students to help clean up the farm. It is mandatory for any student keeping an animal on the farm.

**New Business:**

Room Assignments for State Conference: We put together the room assignments for the students going to State Conference.

Consumnes River College Field Day: Dairy Products is going!

April FFA Meeting: April FFA meeting will be the elections meeting. We discussed the elections process this year.

Ag Day: Sam is contacting the schools to attend our Ag Day on campus.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 3.4.13**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Informational Items for Departmental Consideration:**

**Old Business:**

Officer Dinner: Reminder- it starts at 6:30 PM.

March FFA Meeting: Officers are all set!

Livestock Tri Tip Fundraiser: William is ordering the meat and cookies. Sam is picking up the rolls and salad.

State Degree Ceremony: Sam and Kendall are attending the State Degree Ceremony.

**New Business:**

Sectional Fun Night: The Fun Night will be Bowling in Modesto. We will be taking the Suburban and a van full of students to the bowling alley.

Fresno Field Day: Registration is up.

School Farm Set Up/ Move In: Weeds need to be cut down and the farm needs to be ready for animals coming!

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 2.18.13**

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:

Feb 15-16: MFE/ ALA

Feb 23: Spring CATA Meeting

Informational Items for Departmental Consideration:

Old Business:

CTE Money: Discussion about plans for CTE money.

Galt Prelims: Kendall will take the suburban to take the Impromptu students to the Galt Prelims.

Officer Dinner: Reminder- it starts at 6:30 PM.

State Convention: Students need to pay their 2<sup>nd</sup> payment.

Field Days:

Merced: All contests except Ag Mechanics and Nursery Landscape have \$5.00 per person registration fee.

MJC: Floriculture, Dairy Products and Small Engines have materials fees.

Livestock Payments: We need to set a date for students to pay for animals.

New Business:

March FFA Meeting: Officers are planning it!

Livestock Tri Tip Dinner: William is organizing this fundraiser.

State Degree Ceremony: Sam and Kendall will be attending the ceremony.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 1.8.13**

In Attendance: Samantha Cahill, William Pierce, Kendall Green

**Important Dates During the Month:**

Jan 8: FFA Meeting

Jan 22: Record Book Scoring

Feb 15-16: MFE/ ALA

Feb 23: Spring CATA Meeting

**Informational Items for Departmental Consideration:**

**Old Business:**

Record Book Scoring: This will take place at Gregori on January 22. All record books for state degrees need to be done before this. Sam is working with students wanting state degrees.

Hollywood Movie FFA meeting: This should be on Jan 8th. To show a movie, we have a movie license that costs \$100. A vote on the movie has been made.

State Conference: We have 16 students wanting to attend State Conference.

Meeting for Fair: Fair meeting is upcoming! William is organizing materials to be discussed at the meeting.

**New Business:**

Central Region CATA Spring Meeting at MJC Sat, Feb. 23<sup>rd</sup>: Conference Requests have been turned in.

UC Davis Field Day: Registration for teams need to be submitted.

Occupational Olympics: William and Kendall will be taking mechanics and floral students. Sam will be sending her Job Interview students.

FFA Week: FFA Week plans are being made by the officers.

Ag @ Elementary School: Sam will be taking students, goats and calves to the local elementary school to see Mrs. Vargas's class.

See's Candy: This fundraiser is being postponed.

Valentines letter writing: FFA members will be writing letters to soldiers overseas.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 12.3.12**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Important Dates During the Month:**

Dec. 14: Ice Skating

Feb 15-16: MFE/ ALA

**Informational Items for Departmental Consideration:**

**Old Business:**

Super Thursday: It will take place on Jan 30th at Pitman High School. Both vans and the Suburban will be used to take the students. Permission slips should have been collected by this time.

Officer: Reminder- it starts at 6:30 PM.

**New Business:**

Record Book Scoring: This will take place at Gregori on January 22. All record books for state degrees need to be done before this.

Hollywood Movie FFA meeting: This should be on Jan 8<sup>th</sup>. To show a movie, we need a movie license that costs \$100. A vote on the movie needs to be made.

State Conference: We will be having an informational meeting on State Conference. Students must complete an application to go.

Meeting for Fair: Informational meeting for fair needs to happen so we can get students signed up for livestock animals.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 11.19.12**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Important Dates During the Month:**

Dec. 14: Ice Skating

Feb 15-16: MFE/ ALA

**Informational Items for Departmental Consideration:**

**Old Business:**

Speaking Contest: Teams are signed up. Practices are starting for Impromptu, BIG, Creed and Job Interview.

Tree in the park: We are signed up for the Tree in the Park. The officers want to decorate it themselves. They have looked through the decorations in the office.

Christmas parade: We need to make a float. Officers will come up with ideas. Float will be made the week before the parade. We need hay bales.

Officer dinner: Reminder- it starts at 6:30 PM.

Counselor night Nov. 14: Kathy, Hugh and Stubbs should be attending. It takes place at the Ag Center in Modesto. We need a door prize for the event. We are meeting all the counselors there.

**New Business:**

Super Thursday: It will take place on Jan 30<sup>th</sup> at Pitman High School. Both vans and the Suburban will be used to take the students. Permission slips were passed out.

Officer: Reminder- it starts at 6:30 PM.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 11.5.12**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Important Dates During the Month:**

Nov 6: FFA Meeting

Dec. 14: Ice Skating

Feb 15-16: MFE/ ALA

**Informational Items for Departmental Consideration:**

**Old Business:**

Officer Dinner: Dinner will start at 6:30 PM. There will be a thanksgiving theme.

Coats for kids: Coats for Kids Drive will start in December and will be taken to the local bank for collection. We have lots of coats so far! William is going to deliver them!

Greenhand banquet: Greenhand and Chapter degree Banquet is coming up! Kendall will make certificates and order pins. Sam will take care of food and William will man the grill. The officers are practicing the script.

Officer dinner: Dinner will start at 6:30 PM. Just a reminder!

Ice skating Dec. 14th: There are spots for 50 students for ice skating. The bus is reserved! All the spots for Ice Skating are taken!

**New Business:**

Speaking Contest: We need to start announcing for the contests and take sign ups.

Tree in the park: We are signed up for the Tree in the Park. The officers want to decorate it themselves.

Christmas parade: We need to make a float. Officers will come up with ideas.

Officer dinner: Reminder- it starts at 6:30 PM.

Counselor night Nov. 14: Kathy, Hugh and Stubbs should be attending. It takes place at the Ag Center in Modesto. We need a door prize for the event.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 10.8.12**

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:

Oct 17: OC Contest

Oct 9: FFA Meeting

Oct 25: Del Osso Farms Corn Maze

Nov 6: FFA Meeting

Feb 15-16: MFE/ ALA

Informational Items for Departmental Consideration:

Old Business:

Del Osso Corn Maze: Spots for 50 students are available for the corn maze.

MFE/ ALA: Permission Slips will be collected first come first serve for MFE/ ALA. All students will be MFE because none have gone before.

New Business:

Thanksgiving FFA Meeting: Turkey bowling will be the activity!

Canned Food Drive: Canned Food will go to the local food bank. Deliveries take place on Thursdays. The classes will have a competition for the most brought in.

Christmas Wreath Fundraiser: Kendall provided pamphlets and wreaths will be ordered through Matranga Floral.

Officer Dinner: Dinner will start at 6:30 PM.

Ag Advisory Committee Meeting: Discussions about when the next meeting is scheduled took place.



# AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 9/24/12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:

Sept 25: Tri Tip Fundraiser

Oct 6-7: COLC

Oct 17: OC Contest

Oct 9: FFA Meeting

Oct 25: Del Osso Farms Corn Maze

Feb 15-16: MFE/ ALA

Informational Items for Departmental Consideration:

Old Business:

Tri tip fundraiser Sept. 25: Potatoes are being donated by Bobby Yamamoto. Tri Tip will be cooked by Jim Melo and company. Salad will come from Food Maxx and rolls will come from Costco. The cookies will come from SaveMart. Ticket counts are in and orders are made. Sam will drive the meat back and forth. Kendall will help with setting up bags and William will be on the street passing out bags.

COLC Oct. 6-7th: COLC will take place in Denair. All the students are registered. Kendall will drive the van with officers not taking the SATs. William will bring the rest of the officers after the SATs.

Halloween FFA mtg Oct. 9th: There will be a Halloween costume contest! The officers are ready to go!

Opening and closing contest Oct. 17th: There will be 1 novice team, 2 intermediate teams and 1 officer team going this year!

New Professionals: Kendall and Sam will be attending New Professionals. Conference Request forms have been submitted. They will be taking the suburban on this conference and meet William in Tahoe.

Road Show and regional mtg. Tahoe: All three will be attending the Regional Meeting. Conference Request forms have been submitted. William will attend Road Show and will take the Ag Truck.

New Business:

Del Osso Corn Maze: Spots for 50 students are available for the corn maze.

MFE/ ALA: Permission Slips will be collected first come first serve for MFE/ ALA. All students will be MFE because none have gone before.

# **AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA**

**DATE: 8/20/12**

**In Attendance:** Samantha Cahill, William Pierce, Kendall Green

**Important Dates During the Month:**

Sept 11: September FFA Meeting  
Sept 22: Sectional Softball at Denair High School  
Sept 25: Tri Tip Fundraiser

**Informational Items for Departmental Consideration:**  
**Old Business:**

Fair: Checks should be handed out soon.

Five year plan: Sam, William and Kendall created the Five year plan to be sent to Mr. Parker.

Chart of responsibilities: Sam, William and Kendall reviewed the chart of responsibilities.

Officer retreat: Officer retreat was a success!

August FFA meeting: August FFA meeting included a welcome back BBQ- the students seemed to really like the food portion of the meeting.

**New Business:**

Greenhand Conference: Approximately 15 students are attending the upcoming Greenhand Conference. Due to problems reserving vans, we need to find 1 more driver for the event. Mr. Cahill may be available.

Sectional Softball Sept. 22: Students are signed up. We have enough to form 2 teams for softball.

Tri tip fundraiser Sept. 25: Potatoes are being donated by Bobby Yamamoto. Tri Tip will be cooked by Jim Melo and company. Salad will come from Food Maxx and rolls will come from Costco. The cookies will come from SaveMart.

September FFA mtg Sept. 11: The officers are working on plans for the upcoming meeting.

Officer dinner: The officer dinner will take place at 6:30 PM.

**W.**  
**Department Inventory**



# **AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION**

School Site: Patterson High School

Year: 2014-2015

## EQUIPMENT INVENTORY

QUANTITY	DESCRIPTION	LOCAL ID NUMBER	DATE PURCHASED	COST/ ITEM	STORAGE SITE	DATE DISPOSED OF
2	Vertical Band Saws	00414/ 00486	Prior to 2006		Room 904	
1	Table Saw	00474	Prior to 2006		Room 904	
1	Drill Press	00473	Prior to 2006		Room 904	
6	MIG Welders	00475	Prior to 2006/ 2014	\$2500	Room 904	
2	Oxyacetylene Outfit with Torches		Prior to 2006/ 2009	\$1200	Room 904	
25	Arc Welders		2009	\$350	Room 904	
1	Horizontal Band Saw		Prior to 2006		Room 904	
1	Metal Sheer		2008	\$3000	Room 904	
1	Planer		Prior to 2006		Room 904	
1	Chop Saw		2008	\$250	Room 904	2014
1	Miter Saw		2010	\$250	Room 904	
1	Plasma Cutting Table		2009	\$13000	Room 904	
1	Plasma Cutter		2009	\$3000	Room 904	
1	Bench Break	6080	Prior to 2006		Room 904	
1	Spot Welder		Prior to 2006		Room 904	

1	Floor Grinder			Prior to 2006		Room 904	2013
1	Floor Sander			Prior to 2006		Room 904	2014
2	Bench Grinder			2013	\$50	Room 904	
7	Jigsaw			2012	\$40	Room 904	
3	Palm Sander			2012	\$25	Room 904	
5	Palm Sander			Prior to 2006	\$25	Room 904	
1	Tap and Die Set			Prior to 2006	\$500	Room 904	
1	Drill Press Vice			2006	\$150	Room 904	2014
12	Miscellaneous Mechanics					Room 904	
12	Hand Tools:						
5	Tape measure						
10	Try square						
11	Angle grinder						
3	Claw hammer						
6	Drill						
13	Hack saw						
4	Cross cut saw						
1	Rip saw						
9	Sliding T bevel						
4	Builders square						
3	C clamps						
10	Rivet Gun						
15	Rasps						
3	Metal files						
2	Wood files						
7	Routers						
4	Wood vise						
6	Screw drivers Phillips						
6	Chipping hammer						
3	Level						
1	Skill saw						
	Pipe reamer						

1	Pipe cutter					
1	Needle nose pliers					
5	Vise grips					
2	Combination slip joint pliers					
5	Sheet metal cutting shears					
3	Socket sets					
1	Torque wrench					
	Feeler gauge					
12	Welding Helmets					
25	Wood Clamps					
15	Welding Gloves					
15	Concrete Trowels					
6	Crescent Wrenches					
9	Flat Head Screw Driver					
1	Beverly Shear					
5	Welding Gloves (Pairs)					
1	Scroll Saw					
1	Small Floral Cooler	10088	Prior to 2005		Room 903	
1	Walk In Floral Cooler		Prior to 2005		Horticulture Area	
1	Bunch Cutter		2013		Room 903	
	Floral Shears		2013/2014		Room 903	
	Wire Cutters		2013/2014		Room 903	
	Metal Rose Strippers		2013		Room 903	
	Plastic Rose Strippers		2013		Room 903	
	Floral Knives		2013		Room 903	
1	Helium Tank Stand				Room 903	
2	Cellophane/ Floral Paper Dispensers				Room 903	
1	Floral Bucket Stand		2013		Room 903	
	Hot Glue Guns/ Glue Pans		2013		Room 903	
1	Livestock Scale		Prior to 2006		School Farm	
1	Small Hanging Scale		2014	\$25		
1	Digital Livestock Scale		2014	\$700	School Farm	

4	Livestock Tack Boxes		Prior to 2006		Storage Unit	
20	Miscellaneous Feeders and Buckets				Storage Unit	
5	Hay Feeders				Storage Unit	
4	Metal Pig Feeders				Storage Unit/ School Farm	
1	Plastic Pond Inserts				Storage Unit	
1	Plastic Feed Trough				Storage Unit	
1	Wooden Tack Box				Storage Unit	
5	Lamb Stands				Storage Unit	
2	Supply Carts				Storage Unit/ Greenhouse	
11	Pig Boards				Storage Unit/ School Farm	
1	Feed Scale				Storage Unit	
1	Weed Eater				Storage Unit	
2	Electric Germinating Trays				Storage Unit	
9	Pig Waterers		2012		Storage Unit	
5	Metal Patterson FFA Signs				Storage Unit	
3	Sheep Stands				Storage Unit	
2	Andis Clippers		2011/2012	\$350	Storage Unit	
1	Beefhead Clippers		2010	\$480	Storage Unit	
1	Blower		2010	\$210	Storage Unit	
2	Ear Taggers		2009	\$25	Storage Unit	
1	Cattle Chute		2012	\$800	Storage Unit	
2	Miscellaneous Horticulture				Storage Unit	
1	Hand Tools:					
8	Post Pounders					
7	Felling Axe					
5	Yard Rakes					
8	Forks					
3	Round Head Shovels					
9	Flat Head Shovels					
	Hoes					
	Snow Shovel					



2	Action Hoes					
3	Hedge Shears					
1	Rose Shears					
1	Cultivator					
78	Scientific Beakers					Room 901/ Room 903
14	Microscopes					Room 901
86	Dissection Trays					Room 901/ Room 903
116	Test Tubes					Room 901
11	Glass Bottles					Room 901
1	Manual Scientific Scale					Room 901
2	Class Sets of Dissection Tools					Room 903
4	Digital Scale					Room 901
4	Hot Plates					Room 901
37	Goggles					Room 901
16	Funnels					Room 901
20	Thermometers					Room 901
11	Bottle Brushes					Room 901
74	Droppers					Room 901
8	Scientific Clamps					Room 901
2	Fire Starters					Room 901
1	Chevy Suburban					Ag Compound
1	Chevy Pick Up Truck					Ag Compound
15	Plastic Labware Assortment (set of five, nested beakers (50, 100, 250, 500, and 1000 ml), 25 ml cylinder, 100 ml cylinder, and a set of twelve 15 ml <i>plastic</i> tubes)		2014	\$400		Room 903
4	Digital Compact Scale		2014	\$80		Room 903