

REFLECTIONS ON ESTABLISHED
"QUALITY CRITERIA STANDARDS"



EMILY BENSON
FRONTIER HIGH SCHOOL
BAKERSFIELD CALIFORNIA
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Quality Criteria: 1. Curriculum and Instruction

The curriculum has been organized and sequenced around agriculture career paths with clear performance standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training and personal use. Instruction is performance based and integrates academic knowledge and skills which reflect current and emerging technologies and practices in business and industry.

1.1 the content of the Agricultural program has been assessed against, and where necessary, modified to satisfy the Agriculture content Standards, Grades 9-12

1.2 The curriculum is in written form and includes:

1.2.1.1 Course Descriptions, goals, objectives and outlines

1.2.2 Course/ program duration

1.2.3 Description of major instructional methodologies/ strategies

1.2.4 Identification of instructional materials, texts, supplemental materials, software, equipment, and facilities

1.2.5 Performance standards for program completers

1.2.6 Students evaluation procedures

The Agriculture Program at Frontier High School was opened in the fall of 2006 and consists of three parts; classroom, SAE, and FFA. The classes are organized in the study of agriculture and animal science: Agriculture Resources, Agriculture Earth Science, Agriculture Biology, Agriculture Communications, Veterinarian Science, and Agriculture Economics and Government. The foundation of agriculture science is taught through the content standards in the classroom setting. Each class/ grade level is required to provide and application based project through the integral part called SAE (Supervised Agriculture Experience), which is all documented and recorded in the FFA record book. As part of the FFA students are required to attend at least activities a semester to receive their grade for FFA membership. We encourage students to participate in further involvement beyond our chapter to develop premier leadership, personal growth, and career success.

Agriculture Resources/ Agriculture Earth Science is a one year physical science for the college-bound students who are interested in agriculture. This is an introductory course offered to all 9th grade students entering the agriculture program. The course satisfies the physical science graduation requirement and the UC/CSU a-g approved courses, by following the California Earth Science Content Standards. During the course of the year students are introduced to the agriculture industry and are welcomed into the FFA. Students learn the history of the FFA and must plan a working SAE project.

Agriculture Biology is a one year life science course designed for the college-bound students. The course is designed to focus on the life functions and relationships between plants and animals. The curriculum is centered around; growth and reproduction, health and disease, genetics, and the natural environment. This course satisfies the life science requirement and lab requirements for the UC/CSU a-g courses. This course is designed for second year students in the agriculture program who passed their first science requirements with a C or better.

The Veterinarian Science course is designed for third year students as and advanced animal science that's studies; animal systems, nutrition, reproductions, medications, and management for large and small animals. This course is approved for graduation requirements in the life sciences.

Agricultural Communications is an open enrollment course designed for students in their 2nd, 3rd, and 4th year in the agriculture program. This is a constructive class primarily based on leadership opportunities, business industry awareness, community service, and FFA development. Students develop and study communication skills to further help them in their future. Students connect to the community members and business that support our program and those individuals who are interested in the agriculture field.

Agriculture Economics and Government is specifically designed for 4th year students, who will be program competitors. This course satisfies the UC/CSU a-g requirements for graduation in the area of civics and government. Students enrolled in the course will study the economics of our nation, supply and demand, and most importantly study the importance that agriculture has on our economy. Furthermore students will study the government; laws and bills. Students who have completed 4 year agriculture science and received their FFA State Degree are awarded an FFA cord upon graduation and a block letter.

It is my job this year to further explore the curriculum of the History and Art of Floral Design which we hope to add as a course in the 2015-2016. This course has been approved by the District and does meet the UC/CSU a-g course requirements in the Fine Arts. We are pending the approval of funding and administration.

1.3 Academic courses, technical courses sequence and workplace learning sequences are structured in career path clusters.

1.4 Curriculum and instruction provides students with career path information and planning strategies. Career performance standards are interwoven and reinforced throughout the curriculum.

1.5 Integration across disciplines is evident in planning curriculum development, instruction, and assessment.

1.6 The curriculum indicates that students in agricultural education courses /programs engage in specific activities designed to enhance academic skills in math science, communication and technology.

All courses in the Agriculture Program at Frontier High School are year- long which allows sufficient time for students to become proficient in that subject matter. The curriculum is sequenced in a logical format that allows students to increase their knowledge and skill level in the agricultural field of study. The student's opportunities increase over the 4 years as they complete each course of study. By the time a student has reached their 3rd and 4th year all students enrolled in agriculture education will be competent in the FFA, Earth Processes, Biological Life science, Veterinarian Science, and government practices. Students will have received general and advanced training skills from the instructional objectives.

1.7 Each course of study incorporates higher order thinking skills and includes the application of group, individual decision making, and interpersonal skills.

1.8 Evidence exists that agricultural/ academic course are sequenced to support the occupational clusters identified in each career path.

1.9 Courses of study for each program indicate a planned, logical, and articulate sequence of learning experiences required to meet the identified instructional objectives.

1.10 Instructions in competency- based, sufficient in duration, current and relevant, and reflects the knowledge, attitudes, and skills currently required in the identified career path.

1.11 Computer instruction is provided throughout the Agricultural Education program to assist students with career path objectives.

Classes utilize a hands-on learning approach based on the content of the course standards, progress in the FFA, and a student's SAE project. The introductory class of the agriculture program focuses on providing the student with the knowledge and skill level to plan and present agriculture in their community with the focus on planning their SAE. During the 2nd, 3rd, and 4th year classes will be able to showcase projects, develop technical skills, and community relationships that will further their responsibility in the learning process. Each class is designed to develop further leadership and give opportunities to be successful in the agricultural/ animal science fields upon graduation. Students are provided with opportunities to participate in Career Development Events, such as: public speaking, livestock evaluation, vet science, parliamentary procedure, and natural resources. Each CDE is designed with rigorous content and students are challenged to compete as professionals in the particular field.

1.12 Program instruction, activities, and materials are consistent with the national goal of eliminating discrimination on the basis of gender, race, disabilities, or disadvantages.

1.13 The agriculture education curriculum has been designed to serve the needs of all students, especially those with special learning needs resulting from academic and economics disadvantages, and mental, emotional, and physical disabilities.

1.14 Resources are available to assist with remediation for successful course completion.

Our program displays diversity on the R-2 report that is updated each year. The Frontier FFA program is devoted to serving the public interest in our community and the community of our students on campus. We are closely tied to the special education office to better prepare curriculum and services needed to better our students education.

1.15 Documentation exists that validate course/program articulation and sequencing between and among feeder schools, high schools, ROC/P's adult education, community colleges, and four year institutions.

All of the agriculture courses taught are approved for graduation credit and the core science classes are UC/CSU a-g approved. Within the outlining community we promote our program every spring at freshman orientation in hopes to interest more students in agriculture education. We also have access for students to attend the ROP campus for advanced diesel mechanics and advanced animal science during their 3rd and 4th year. We also have a great relationship with our community college and try to get students on the campus as much as possible to explore the schools agriculture courses offered. Furthermore, California State University Bakersfield is working on further developing majors in the Agricultural Field.

1.16 The program uses business and industry sponsored resources and support, such as guest speakers, equipment, demonstration, field trips, student scholarships, community learning sites, partnerships and placement opportunities.

The Frontier FFA Program is very involved with our surrounding community in Bakersfield. We have guest speakers that present in numerous classes such as: vet science, natural resources, and business corporations. Furthermore, we have an enormous parent support “Boosters” program that constantly represents agriculture education in a positive manner. The Agriculture Communications class is required to contact a working business, create an interview, and present the agriculture career. Also the class is to host a business lunch-in to reinforce the importance of people skills and professional relationships.

Supporting Evidence: Appendix A

Career Pathways

Class Breakdown

Course Descriptions

Syllabi

Grading

Enrollment

Example of IEP/ Special Needs form

Quality Criteria: 2. Leadership and Citizenship

Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative individualized, and competitive instructional activities through involvement in the FFA.

2.1 All agriculture students have full access to the FFA.

The Frontier High School FFA Program was charter in 2006. It began with only a small class of freshman and sophomore students offering Agriculture Earth Science and Biology. The program has since then grown to a two person department with 382 strong active members. Each and every student has full access to the FFA through seven different classes; Ag Earth, Ag Biology, Vet Science, Ag Communications, Ag Econ, Ag Gov, and Floriculture. Furthermore students are supported by an efficient and large FFA Boosters Program that generously works on fundraising and gives annual scholarships to seniors. The agriculture education 3 circle model; FFA, Classroom, and SAE is taught in all classes at all levels throughout the program and students are encouraged to participate in the FFA at the local, State and National level each year.

2.2 The FFA activities are integral to instruction, are conducted by the appropriate instructors, and are Supported by the administration.

The Frontier FFA chapter is organized and run by 8 chapter officers with 2 advisors. We hold a 3 day officer retreat at the end of July where the officers bond and work endlessly on the upcoming school/FFA year. They take a close look at what was efficiently last year, what the chapter goals are for the upcoming year, and also take on the role of being and “administrative buddy” with individuals in the front office. Our administration is very supportive and is always lending a hand when we need to get to students to an event, conference, or competition. Our administration has been a supportive judge at contests and has traveled to the State FFA convention to sow support for Frontier FFA. Our department has been graciously given the “go ahead” to offer the floriculture class beginning in the fall of 2014. As students progress in the program they are challenged to join and compete on different Career Developments events that pertain the curriculum they are learning. At each FFA chapter meeting or local event “we” the advisors check in and keep track of the students that attend, so that we can then later have a written record of the students FFA participation for their FFA points. We also implement a Point Award Chart that students fill out at the end of each year. The chart is a basic checklist the students use the show or track the events they attended throughout the year and also must be recorded in their official record book to be valid. We meet as a department daily but hold department meeting every Monday morning and the chapter officers meet weekly with an official meeting held at 6:45am every two weeks.

2.3 Instruction intended to develop and/or enhance citizenship, leadership, and interpersonal skills, as defined in the Agriculture Content Standards, is clearly identified in courses and activities throughout the program.

Our chapter is very complete at the local and state level competing in CDE (Career Development Events) throughout the year. Theses contest really push students to use their knowledge gained in the classroom to further enhance their leadership and technical skills outside the classroom that apply to real world setting preparing them for a career and or college.

Each year we have roughly 100 students that a competitive on the local chapter level, 50 students at the sectional and regional level, and about 25 competing at the state level, and 10 students who reach the national level. We hold after school practices for our numerous CDE teams as well as incorporate the CDE contests and real world practices into our classrooms. Students are constantly practicing and preparing for contest in the following categories; public speaking, Parliamentary Procedure Advanced and Novice, Agriculture Sales, Novice Records, Best Informed Greenhand, Job Interview, Marketing, Banking Co-Ops, Horse Judging, and Livestock Judging. As a department we have touched on beginning the Vet Science and Floriculture CDE teams that will also be integrated in the units specifically taught in the agriculture courses.

Not only do we have students competing in the solely in the CDE events but our students are also aggressive in the leadership roles available in the FFA. Each year we have students running and holding positions on the sectional, regional, and state officer teams. Furthermore, Frontier students are seen as delegates, committee chairs, FFA band, and FFA talent at the State and national levels. Our students also have full access to attend leadership conferences; freshmen attend Greenhand leadership, Sophomores attend Made fore excellence, Juniors attend ALA, and we invite all student who want to attend the state conference access to go, as well as national convention. Throughout past years we have had 60 students attend State Conference and about 20 Students attend National convention each year.

To recognize our student's achievements and to showcase their talents we hold degree ceremonies in the fall, an annual awards banquet in the Spring, and practice contests. We invite all of our community supporters, Ag Boosters, administration, and most importantly parents. Additionally we host one annual fundraiser called the Spring Round Up. It is a dinner, dance, and raffle that our Ag Boosters group efficiently runs and hosts. All proceeds benefit the Frontier FFA students. The Ag Boosters meet once a month to determine where the funds are needed, if students or a student needs support to attend a conference, and most importantly they review the applicants for the scholarship awards.

Supporting Evidence: Appendix B

Program of Activities

Agriculture Curriculum

FFA unit lesson plans

Point Award Chart

Conference

Officer Applications

Quality Criteria 3- Practical Application of Occupational Skills

Practical application of occupational skills is accomplished through classroom simulations of work site experiences, community- based learning, or entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

3.1 The Agriculture program includes classroom simulations of work site experiences paid or unpaid.

These work experiences are directly related to, and coordinated and evaluated with regular classroom instruction.

- **Every student participates in an SAE (Supervised Agriculture Experience) and it is part of the grading criteria for each course**
- **80% of continuing students must be involved in an SAE project**

Frontier FFA offers many avenues for students explore different supervised agriculture experiences. All students are introduced to ownership and placement enterprises. Many students have some type of an ownership project. Each year we open our school farm for students house a market animal for the Kern County Fair. We take about 125 students to the fair each year. Not only do our students have a market animal half of the year but many choose to grow a small garden at home when or after they sell their market animal. It is amazing to see the parent involvement and support when the students being and or see the benefit of having a project. For example one of students started with a small garden and has now grown his garden with parental support that takes him and is goods to a local farmers market on the weekends. Our students begin the planning stages of their project they choose as a freshmen and continue developing their project throughout their years in the FFA. When students reach upper division courses many students will branch in the placement SAE 's and work for a local farmer, rancher, breeder, veterinarian, or business. Each project is tracked and maintained in the official FFA Record Book that is graded and monitored by the advisor(s). Furthermore the record book is incorporated in the student's grade and updated frequently. Students have the opportunity to advance their SAE and apply for proficiency awards and earn their State Degree.

3.2 If community- based work experience is included in the operation of a program, student supervision is accomplished through the cooperation of the advisor.

3.3 If a community- based work site experience is included in the operation of a program, there is a specific training plan for each students that is used to guide and evaluate a students' progress.

3.4 A variety of instructional strategies such as work exploration. Experiences are available for all students.

FFA advisors provide guidance and support for students in the classroom and outside the classroom performing project visits. Students also have the opportunity to explore the agriculture community that surrounds them daily within their SAE projects. We "advisors" bring in guest speakers, take field trips, and perform virtual field trips in the classroom to give all students an opportunity to expand their knowledge the meaning of an SAE project and its potential in career success. In the upper division course students learn to build a portfolio; creating resumes, cover letters, and filling out applications. Each year our senior class has the opportunity to find a local business owner and facilitate an interview, job walk, and host a business luncheon. Frontier is

blessed to have huge support for future students that will fill the agriculture industry and are very inviting and supportive of teaching students the real life everyday career of an Agriculturalist.

3.5 Services and resources are available to assist special populations with the practical application of skills.

All special populations find an appropriate SAE project with any modifications necessary. I have many special populations choose the avenue of a home garden, small animal project (rabbit), and those who are capable take a market animal to the local county fair.

Supporting Evidence: Appendix C

SAE plans & notes

Home visit reports

State degree application

Proficiency awards

Fair list

Supporting pictures

Quality Criteria 4- Qualified and Competent Personnel

Agriculture education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

4.1 Each instructor holds a valid California teaching credential authorizing the teaching of the assigned agricultural courses.

4.2 Each instructor has the appropriate occupational proficiency and work experience and or professional preparation in their area (s) of instruction.

I hold an undergraduate Bachelor of Science in Agriculture Science, concentrating in the Animal Science Field and hold a minor in Agricultural Business from California Polytechnic State University San Luis Obispo. I am currently enrolled and finishing my graduate degree in hope to obtain my master in Agriculture Education in the fall of 2014. I am employed at Frontier High School in the Kern High District located in Bakersfield California. I have been working in the district since the fall of 2011 completing my student teaching and working a substitute. I was called from who now is my teaching partner Julie Beechinor that there was opening at her school in the Ag Department for a long term substitute. I began at Frontier High School In February 2012 as a long term substitute which then led to a position opening. I applied and interviewed and have been on staff since June 1st 2012. I have just completed my official second year a full time teaching at Frontier High School in May 2014. I grew up in a small country town setting and raised cattle, horses, sheep, and swine. My dad is self employed owning a metal fabrication shop in the outskirts of Clovis California. My brothers and I had the opportunity to learn the business during summer break; welding, forklift driving, filing papers, and machinery. My family has always been found of "Learn by doing approach" which has given me the experience I hold true to in Agriculture education.

As I mentioned earlier my teaching partner Julie Beechinor is the Agriculture Department Chair at Frontier High School. She holds a Bachelor of Science in Agriculture Science from California Polytechnic State University San Luis Obispo and has been teaching for 13 years. She began her career at Sierra High School located in Tollhouse California in the foothills outside of Clovis. Funny enough she was my agriculture teacher when I was in high school. She taught at Sierra for 5 years and upon leaving she was hired at Frontier High School to start her own program in 2006. She is originally from Bakersfield and grew up in the Cattle industry. Her dad owns and operates a large scale feedlot in Bakersfield and processing plant in southern California. She has been in the agriculture industry all of her life providing her with the knowledge and experience in the Animal Sciences and Economical/ Government venues in the industry.

4.3 Instructor uses a variety of instructional strategies/ materials and effective teaching techniques to enhance students learning and meet the individual needs of the learner, including special populations.

During the month of August we meet and go through the calendar dates for the school year and discuss important dates that we should both be at or one of us will attend. We fill out and turn all request for facilities, field trips, and vehicle request during this time. We also discuss the

goal for the school and go over any important changes that are or need to be done. For example this year our school site adopted the Common Core Standards and it was thus then the Agriculture Department goal to be on top of this movement. We both went to district trainings and school staff meeting to further prepare our students. During the school year as a department we meet on a weekly basis and discuss that week's agenda pertaining to the students in the agriculture program (FFA), school wide, and district meeting as well.

4.4 All instructors annually participate in professional development activities that are designed to enhance or expand their knowledge of skills, technology, instructional strategies, effective teaching techniques, or integration of academic and vocational instruction as indicated in the professional development plan.

Each year the department goal is to always improve. We are heavily involved in attending trainings and curriculum development strategies that we implement in our classrooms daily. In the department we use textbooks, ICEV Online, power point, videos, and we have Ag department ipads that allow students to safely complete research and or complete web quests. Our administration encourages us to attend conferences and trainings. We are reimbursed for any expense that pertains to the growth of our agriculture program in more ways than one. I have attend the new professionals institute on behalf of my principal, we both attend the CATA regional meetings and road show each year.

4.5 Administrators, guidance counseling, staff, and instructional support staff are involved in professional development designed to enhance the quality of Agriculture programs.

Our administration has been involved and attended the State FFA leadership conference, the Regional California Teacher Association spring meeting, and are always a lending hand when we need a judge for a contest, or wear the FFA Chapter T-shirt to recruitment night.

4.6 All instructors are actively involved in professional subject matter and Agriculture Educations associations.

4.7 The department chairperson or lead teacher participates in the annual leadership conference sponsored by the California Department of Education. Information and materials are shared within the department.

4.8 Appropriate Agriculture subject matter instruction has been designated of the program areas.

All teachers in our department attended the annual California Agriculture Teachers Association conference in San Luis Obispo California in June, we also both attend the fall/spring regional meetings, as well as sectional meetings. We also both hold leadership positions. I am currently the Vice President of the South Valley Section, past secretary, and currently the sectional FFA Officer team Advisor. Ms. Beechinor has held all chairs in the South Valley Section, is the past South Valley Sectional Advisor, and is currently the Regional treasurer. We continue to grow as educators and leaders in our profession that reflects onto our program that has also grown by one class this year, Floriculture.

Supporting Evidence: Appendix D

Credentials
Professional Development
Reimbursement examples

Quality Criteria 5- Facilities, Equipment and Materials

Facilities, equipment, instructional materials, and supplies comply with health and safety standards, reflect and/ or simulate current and emerging technologies and applications, and are of sufficient quantity to meet the instructional objectives and individual needs of all students.

5.1 Facilities, equipment, and materials are comparable to and/or simulate those currently used by business and industry and are of quantity and quality needed to accomplish stated instructional objectives, as verified by a program advisory committee.

Our classroom facilities are up to date and improve each year to accommodate the instruction of students. We have desk and/ or tables for all students. We have a large industrial type room that allows us to perform labs during classroom time. Furthermore in the fall of 2014 we are opening a floriculture room/lab facility equipped with tables, tools, and floral fridge.

5.2 Where appropriate, provisions have been made for community or school-based laboratory facilities to enhance practical instruction.

5.3 Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated, to meet the local, state, and federal health and safety rules and regulations.

All Facilities are reviewed each year by the CTE facilitator and ROC- Regional occupational Center. All rooms are kept up to code with the Civil Rights Department and pass all earthquake safety requirements. Among inspections we also look for improvements to be made within the department. The ROC is gratefully helping fund the purchase of a floral fridge for the addition class that provides students with graduations credit and a fine art credit.

We are currently in the process of building a new school farm. Since the Kern Schools farm is on the other side of town our students have no way of direct access to the farm without a 25minute drive. Frontiers Ag Boosters INC has gone out at advertised to the local community that we are in need of a small portion of land to house student's project on. Currently AG Boosters INC is working with a local oil company that graciously donated land for the benefit of student use. Once we had the lease agreement and proof of insurance we have been under construction of a new farm since March 2014.

5.4 Facilities and equipment are purchased and/or modified to accommodate the needs of special populations.

5.5 Instructional materials are adopted and/or supplemented to meet the specific needs of special populations.

5.6 Adequate and secure storage space is provided for materials, supplies, records, and equipment.

The Agriculture program has open doors to all students, staff, and parents. We meet regularly with the special education department to accommodate our special needs population. We go over curriculum modifications, classroom organization, and the use of instructional aids during lecture. Our department meets with parents or communicates regularly via email to ensure students learning.

All facilities and storage spaces are maintained by the advisor. At the beginning and end of the school year the items in storage are inventoried and evaluated on its purpose for the students needs in instruction, therefore determining if curriculum demands changes in supporting material.

Supporting Evidence: Appendix E

School farm lay out

Equipment inventory

Pictures of facilities

Quality Criteria 6- Community, Business and Industry involvement

Individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies, and labor serve on a subject area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program.

6.1 Advisory Committee membership includes, but does not limit representatives from the community, special populations, business, industry, students, parents, community agencies, staff, post-secondary agencies, labor, and other individuals having skills in and knowledge of the occupations for which instruction is provided.

6.2 The advisory Committee assist in developing and implementing a long-range and short-range plan to ensure that the program remains current and relevant.

6.3 The Advisory Committee provides advice, support, counsel, written recommendations, and verifications pertaining, but not limited to the following; instructional content, budget, program, promotion, students recruitment, facilities, safety standards, equipment and materials, articulation, program planning, job placement, class size, supervised agriculture experience, proficiency standards, new technology, and current industry practices.

The Frontier Advisory Committee is strong and growing. They truly encourage and push us in the right direction for the students benefit. The advisory committee consists of a wide range of talents and industry practices from local breeders, ag equipment, ag mechanics, farming, banking, dairy men, ranching, pest control, and the oil fields. The committee strives on providing current and relevant information to the department and to the students to keep us current on our surrounding community.

6.4 Activity participates in the advisory committee meetings.

6.5 Advisory Committee meets a minimum of two times per year.

6.6 The advisory committee provides input on program decisions affecting special populations

6.7 A record of recommendations and/ or actions taken during the advisory committee meetings is maintained and is provided to school/district administrators.

The Frontier FFA Advisory Committee meets 2-3 times per year to discuss the movement of the program and the school. Our last meeting was September 12th, 2014 the committee discussed heavily on hiring a third teacher, facilities, and the direction of growth of the program. We looked at our recent data collected over the past two years of our student population on campus and our incoming populations. The committee is working hard on the potential growth, adding new sections and classes. Towards the end of the meeting it was decided that in January the advisory committee would establish contact with the principal and school board on the issue of a third teacher and new classes/sections.

Supporting Evidence: Appendix F

Advisory Committee Roster

Advisory Committee Minutes

Quality Criteria 7- Career Guidance

Career-vocational agriculture education staff, guidance counselors, and other resources personnel provide career guidance services to ensure that students enroll in agriculture courses/ programs that are consistent with their aptitudes, interests, abilities, and career path goals.

7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated not later the 9th grade for all students including special populations.

At the beginning of every year students up date and make necessary changes to their Student Data Sheet that is kept on file in the Agriculture Department.

7.2 Staff assists guidance counselors and other resource personnel to provide career guidance activities with include:

7.2.1 Recruitment, program information, and promotional activities for students, parents, and counselors.

7.2.2 Implementation of the national goal of eliminating discriminations on the basis of gender, race, disability, or disadvantage.

7.2.3 A systematic process to ensure students enrollment in programs consistent with their aptitudes, abilities, and career path goals.

Every April Frontier campus host an annual incoming freshman orientation for all program to showcase what they have to offer. We set up in the schools quad with a long goose neck trailer, Frontier FFA sign, awards, small animals, textbooks, examples of student lab, example of students project, and picture posters of students having fun at different events and or in the classroom. Furthermore we have a the Frontier FFA Chapter Officers and about 25 other students that help hand out flyers, answers questions, and retrieve additional information. Once orientation has finished we contact all students by phone that came by our booth inviting them to an information meeting and that we'll see them at registration. During the registration nights on campus we have a small booth that answers questions and points students in the right directions to counselors and etc. I believe that our students sell the program at it best. Student can come and join a family as we call it.

We welcome anyone who wants to join the agriculture program. Also parents that have concerns about their students' academic we are honest with all that we offer and we do not offer and gate/ advanced placements classes in the Ag program, sometimes that is a turn away and sometimes we get students who will take two sciences just to be involved in the Agriculture program.

7.3 Instruction includes career planning, employability skills, articulation options and provides students with information relevant to their career path goals.

7.4 Students are made aware of options for post-secondary education, advanced training, job specific requirements, such as licensure, and employment opportunities consistent with their career path goals.

7.5 With the assistance of their agriculture instructor, students annually review their career development plan, refine their occupational choice, identify SB813 graduation requirement alternatives, and modify their plan as necessary.

Our program predominately grows and retains students based on our efforts in the classroom. It is our job to keep students engaged and motivated to excel in agriculture educations. It is vital to make the classroom fun, strict, and most importantly safe for all students. It is important in my opinion to develop a relationship with every student. Once we so call get the students “hooked” I am lucky to say that our students do a ton of the recruiting from there on out. As student’s progress in the different pathways offered they begin to further explore their college and/ or career options. Students can test runs with different ideas or pathways by involving themselves in the CDE’s (mentioned in Criteria 2). All course offered in the Agriculture program will give students graduation credit. Students have opportunity to explore communications, floriculture, vet science, econ/gov, and science. Furthermore students have the options to attend the ROC- Regional Occupational Center in downtown Bakersfield. The ROC offers advanced animal health class and diesel mechanics programs that help students graduate into the work force. Again each year students evaluate their future plans and fine tune the course work they’ve taken and/or need to take on their data plan.

Supporting Evidence: Appendix G

Department Responsibility rolls

Quality Criteria 8- Program Promotion

There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives, of options, advantages, quality, accountability and availability of career vocational education programs.

8.1 There is a plan for program promotions and recruitment throughout the school year.

Stated in Criteria 7: Every April Frontier campus host an annual incoming freshman orientation for all program to showcase what they have to offer. We set up in the schools quad with a long goose neck trailer, Frontier FFA sign, awards, small animals, textbooks, examples of student lab, example of students project, and picture posters of students having fun at different events and or in the classroom. Furthermore we have a the Frontier FFA Chapter Officers and about 25 other students that help hand out flyers, answers questions, and retrieve additional information. Once orientation has finished we contact all students by phone that came by our booth inviting them to an information meeting and that we'll see them at registration. During the registration nights on campus we have a small booth that answers questions and points students in the right directions to counselors and etc. I believe that our students sell the program at it best. Student can come and join a family as we call it.

We welcome anyone who wants to join the agriculture program. Also parents that have concerns about their students' academic we are honest with all that we offer and we do not offer and gate/ advanced placements classes in the Ag program, sometimes that is a turn away and sometimes we get students who will take two sciences just to be involved in the Agriculture program.

8.2 Program Promotions activities are planned and conducted during the year to inform students, Parents, counselors, other subject matter teachers, site/district administrators, board members, advisory committee members, business and industry representatives, and community members about the achievements of agriculture students and merits of agriculture programs.

8.3 Promotional materials including, but not limited to, a descriptive program brochure have been developed to publicize the agriculture programs' organization, sequence, and benefits.

8.4 Equal access to agriculture programs and services is available to all students, including those with special needs.

8.5 Promotional activities are conducted annually to improve articulation with feeder school and advanced training/ education agencies.

Our program makes efforts to always promote the "greatness" that these students produce (bettering themselves) but our program will also help the community in all efforts that we can. As stated before we recruit incoming students in April on campus, we have program brochures available in the front office and classrooms at all times. We have a Frontier FFA webpage that is linked on the schools website, we also promote through Facebook, and currently this year we began an alumni chapter. Furthermore our communications class put son an annual Food for America which host 600 kindergarten through second grade students on the campus football field to spend the day learning about agriculture.

Throughout the year students have to opportunity to provide community service through some for the planned activities that the chapter officers coordinate. We host a canned food (Christmas caroling for canned foods) drive and sock drive where student splay “dodge a sock” then once the activity is over we donate all proceeds to a local shelter.

Additionally Frontier FFA works with the Farm Bureau in Kern County and annually attend Farm Day in the City promoting agriculture to inner schools at the fairgrounds. Frontier FFA Freshman officers run a small booth and the communications class helps other companies at their booths.

Not only does the community support and help Frontier FFA but in return when the community calls us and ask for help at an event we sign up, and our administration is very supportive.

We post a calendar on the schools website, our own website, and facebook page to keep all parties informed so; students, parents, administration, and board members are aware when events and activities take place. We also make our students aware of the value of a “Thank You Card”. After each event whether is was an invent hosted by the Frontier FFA chapter or we were asked to help at an event students always send a thank you letter with a picture of students at the event.

Supporting Evidence: Appendix H
Recruitment Brochure
Supporting Pictures

Quality Criteria 9- Program Accountability and Planning

There is an annual program assessment using input from instructors, administrators, student, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and process is used, to develop a Program Improvement Plan for the short and long-range administration and operation of agriculture education programs.

9.1 A performance-based assessment system is used to measure students' performance in an application of vocational and academic skills and knowledge of occupational tasks.

Frontier Agriculture Department participates in statewide testing program that used to be the CST testing. This year our campus has implemented the common core standards and this coming year we will be adopting the next generation science standards on campus. We are currently designing the foundations of where all science programs will be headed towards and await to see the release of the new State test in the Spring 2015. We still as a department meet bi weekly with our regular science course teachers to review standards and student test results.

9.2 There is an annual program assessment, including review of the Program Improvement Plan, using input from instructors, administrators, student, other staff, and advisory committee members based upon the Quality Criteria for High Schools (career-vocational) Agricultural Education.

9.3 Records and reports are maintained and submitted as required to comply with federal, state, and local regulations and policies.

As a department we meet at the end of the year and discuss in detail what the program did well in and where in the next year we will strive to do better. As a department we surveyed our students for interest in adding the floriculture class, approached our Ag Boosters, ROC Coordinator, and finally our administration after much research of student interest and funding the class was approved for the agriculture department to offer and for students to receive a fine art credit. We also discuss our short and long term goals to reevaluate what we still need and what we have in the department to meet all students' needs.

9.4 The program Improvement Plan is based on the analysis of data collected from the program accountability and is utilized in the applications for the Carl D Perkins Vocational and Applied Technology Act Funds.

9.5 Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget developing and for monitoring expenditures.

Each year we submit a short term plan to our curriculum, facilities, and Perkin administrator to allocate for funds. Essentially we turn in a wish list from most important to least and once it is reviewed from our administration we hold a meeting to confirm what equipment will and should be ordered.

Supporting Evidence: Appendix I

Agincentive Grant review

Financial Breakdown

Quality Criteria 10- Student- Teacher Ratio

High quality vocational instruction in agriculture is dependent upon maintaining a student-teacher ratio that ensures effective instructional and safe working conditions. Much of vocational education is action oriented, hands-on, learning activity. Under these conditions, a lower student-teacher ratio is required than in classes which do not utilize these teaching/learning procedures.

10.1 A student-teacher ratio, which provides for safe, effective teaching shall be maintained.

10.2 Effective supervision of students occupational experience project and linkage of supervised agriculture experience project to class/laboratory instruction also requires regular and frequent on-site visits by the teacher.

Our classrooms are heavily impacted and well exceed 25 students. We try and reduce the numbers as much as possible in class that require a lab but we are in need of a third teacher. The student-teacher ratio breakdown is as follows:

Ag Earth Freshman: 30 students per class
Ag Biology Sophomores: 36 students per class
Vet Science Juniors: 45 students in class
Ag Communications: 55 Students in class
Ag Econ/Gov Seniors: 40 students in class
Floral Addition: 25 students maximum.

Although our class sizes are huge we do manage to make all project visits. Since our school farm is available we are able to meet students and parents at the farm to discuss the projects progress. As a department we also make home-visits and specific days of the week for example every Sunday all swine projects are visited, Monday for all sheep, and Tuesday all goat SAE's are seen.

Supporting Evidence: Appendix J

R2 Report Data on Classroom Enrollment

Quality Criteria 11- Full Year Employment

Effective instruction in vocational education in Agriculture extends far beyond the regular school day, school year, and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field throughout the year.

11.1 The School district shall provide adequate teacher time to conduct the year-round activities for the agriculture program.

11.2 In addition to any preparation period provided to teachers, a supervision period shall be provided.

At Frontier High School the agriculture has two full time teachers that are employed on a 10 month contract with and extended 36 days. There is a FFA stipend for the department chair and a small stipend for the sectional FFA Advisor.

There is no project supervision period at Frontier. Between the 11 sections of agriculture offered on campus I am the only with a prep period. As a department choice for two years Julie has gone without a prep period to give students the opportunity for more class pathways, but we need a third teacher. It is still in limbo for this next year if we have any prep periods at all or if we will both be on extended day.

Supporting Evidence: Appendix J

Contract Agreement

Contract Revision

Quality Criteria 12- Program Achievement & Activities

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 a	x	
Participated in any other FFA Sectional Activity	x	
Participated in Local Leadership Activities (3 maximum)	x	
Farm Day in the City		
Kern County Fair		
Sectional Skate Night		
TOTAL AREAS MET	21	

Appendix A.

- Career Pathways
- Class Breakdown
- Course Descriptions
- Syllabi
- Grading
- Enrollment
- Example of IEP/ Special Needs form

Frontier High School Agriculture Department

Ag Resources – Earth Science College Prep
Ag Biology – Life Science College Prep Lab
Veterinary Science – Life Science College Prep Lab
Ag Leadership – A-G elective
Ag Economics – Social Science College Prep
Ag Government – Social Science College Prep
Ag Floral Design- College Prep Fine Art

Career Awareness

- Ag Careers are taught at the beginning of the year as well as throughout the year in Ag leadership
- Students identify careers in agriculture and complete a research project on them
- Industry tours provide students with hands on experience in agriculture fields
- AgEcon/Ag Government takes a major role in development of career education by requiring students to complete a career field study as their final exam project.
- Vet science students must complete a research project and poster board on a veterinary career of their choice.

Recruitment Activities

- Club Day on campus in September
- Junior high presentations in April
- 8th grade orientation night – 2 in May
- 9th grade registration – 3 nights in May
- FFA activities during FFA Week
- Food for America

Follow-up System

- Graduate follow-up will be done each fall prior to October 15th
- A graduate follow-up form will be used
- Several program completers at this time

Current Class Size

Beechinor

1st period – AG Biology 38
2nd period – Ag Biology 40
3rd period – Ag Leadership 56
4th period – Vet Science 49
6th period – Ag Economics/Government 47
7th period – Ag Biology 37

Benson

1st Ag Resources – 32

2nd Prep
 3rd Floral Design – 30
 5th Ag resources – 30
 6th Ag resources-30
 7th Ag resources – 30

Students enrolled – 400

- First year students – 200
- Second year students – 127
- Third year students – 84
- Fourth year students – 56

Two person department = 400 students enrolled

Compensation for full time employees

- Two teachers in department
- Two 36 day extended contracts
- 1 department chair stipend
- 1 SAE period
- 1 extended day contract

As Frontier continues to grow we plan to ad new sections with a third teacher.

Agriculture Department Pathways: 5 year Plan

AgriScience

9th Grade	10th Grade	11th Grade	12th Grade
Ag Resources CP	Ag Biology CP	Ag Chemistry CP	Ag Econ/ Ag Gov
	Floral I - CP Fine Arts	Floral I – CP Fine Arts	Floral II – CP Fine Arts
	AG Communications	Floral II – CP Fine Arts	Ag Chemistry CP
		Advanced Animal/Plant Science – CP	Advanced Animal/Plant Science – CP

Beechinor

3 sections - Ag Biology
 1 Section – Ag Communications
 1 Section – Ag Gov/ Ag Econ
 1 Section – Academy Prep

Benson

2 sections – Floral I / Floral II (UC and KHSD Approved Fine Arts)
 2 Sections – Ag Chemistry (UC Lab and KHSD Approved Physical Science)
 1 Section – Advanced Animal/ Plant Science (UC Lab Approved and KHSD as Vet Science)

New Teacher

5 sections – Ag Resources

Frontier High School
Agriculture Resources
Course Syllabus 2013-2014

I. General Information

Course Title: Ag Resources
Grade Level: 9 College Prep
Building: Industrial Arts 1200
Room: 1202
Instructor: Emily Benson

Email:
Website: www.frontierffa.org
Phone: # 829-1107ex 68089
Office Hours: 7am-5pm M-F

II. Course Description

Agriculture Resources is a college prep course that meets the graduation requirement for science. It is the first phase for students interested in the agriculture education program. The purpose of this course is to introduce students to the world of agriculture through the exploration of earth science. Students enrolled in this course will gain a deep understanding of scientific investigation and experimentation while exploring such topics as Earth's place in the universe, dynamic earth process, energy in the earth's system, biochemical cycles, structure and composition of the atmosphere, as well as, California geology. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA.

III. Required Items for this Class:

1. Students must bring their **textbook** to class daily.
2. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
3. One spiral bound notebook labeled Ag Resources
4. A simple scientific calculator.
5. Students are required to obtain a set of colored pencils and/or colored markers for class worksheets. (These will not be needed each day but are expected to be in a student locker at all times.)

IV. Grading Policies:

All grades will be determined by the instructor of the course. Grades will be percent weighted on the following scales:

ASSIGNMENT	CODE	% WEIGHT
Homework	HMWRK	20%
Classwork	CLSWRK	20%
Tests/Quizzes	TEST	40%
FFA	FFA	10%
Participation	PAR	10%
	TOTAL	100%

% RANGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

Semester Grading	% Weight
Quarter 1 and 2	90%
Semester Final	10%

V. Absence Policy:

Any absence is still an absence, excused or not. As each weeks in class and homework assignments are on the agenda board each week, it is expected that EVERY student will know the work that is assigned and be prepared to turn in that work regardless of an absence. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

VI. Late Work:

Assignment will be on board for the week. Any late work for the week will be due the following Monday with a parent signature. After Monday absolutely no late work will be accepted from the previous week. If it is not turned in– IT IS A ZERO!

VII. Notebooks/Planner Checks:

Organization is the key to being successful in your education. Your notebook and school planners will be checked on a regular basis and graded as part of your participation grade. Spiral bound notebooks must contain all agriculture notes in a proper and organized fashion.

VIII. Cheating Policy:

Cheating will not be tolerated in this class or at Frontier High School. Any use of another student's thoughts or answers will be considered cheating. Giving your answers to other students will also be considered cheating on both student's parts and assignments for both students will receive a score of zero. Looking at another students test, copying homework or labs is cheating and will not be tolerated. A student who is caught cheating will be dealt with by the dean and school officials.

IX. Class Expectations:

1. Students must come to class prepared and ready to learn daily.
2. Text Books must be brought to school each day regardless of its use.
3. Binders, pencils and pens are expected to be out on your desk by the time the tardy bell rings.
4. Students must ask permission to leave their seat at anytime.
5. Students are to remove all hats upon entering the classroom.
6. Restroom visits will not be allowed except in the case of an emergency. You have a 6 minute passing period and you should use the restroom then.
7. No food, drink or chewing gum will be allowed in the classroom.
8. Students will need to have their student ID with them at all times.
9. Borrowing materials from the teacher will require an ID that will be returned when borrowed items are returned.
10. Cell phones are to be off at ALL times.
11. All personal items which become a distraction will be confiscated by the instructor and handed over to the Dean's office where you can deal with their retrieval at the end of the day.
12. All students are expected to be respectful to classmates, guests and the instructor at all times.
13. Students must be willing to create extreme study habits and focus on laboratory work to advance their knowledge.
14. Students will be asked to participate in a minimum of 3 co-curricular FFA activities per semester.

**Course Syllabus Agreement
Agriculture Resources
2013-2014**

**DUE: FRIDAY August 23rd
ASSIGNMENT VALUE: 25 pts**

WE, THE UNDERSIGNED, HAVE READ THE COURSE SYLLABUS FOR AGRICULTURE RESOURCES AND UNDERSTAND THE POLICIES FOR THIS CLASS AS SET FORTH BY THE INSTRUCTOR. WE UNDERSTAND THAT WE ARE TO SUPPLY THE STUDENT WITH THE NECESSARY REQUIRED CLASS ITEMS OF:

STANDARD PENS (BLUE OR BLACK ONLY)
PENCILS AND ERASERS

IF WE CANNOT SUPPLY THESE ITEMS BY FRIDAY, AUGUST 23, 2013 WE WILL MAKE ARRANGEMENTS WITH INSTRUCTOR IN ADVANCE.

STUDENT NAME (PRINTED) _____

STUDENT SIGNATURE _____

PARENT NAME (PRINTED) _____

PARENT SIGNATURE _____

District Wide Course of Study Title:

Agriculture Science 1

A. COURSE INFORMATION

Grade Level: 9-10
Length of Course: One Year
Maximum Credit: 10

Type: Completion of both Ag Sci 1 and Ag Sci 2 will count for high school graduation credit- Life Science
Recommendation for Enrollment:

B. COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement.)

This course is intended as an introduction to the Agriculture industry and agriscience career pathway as outlined by the CDE- CTE standards. 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. Students will gain knowledge and career awareness that will help them to develop a career pathway plan. In addition, completion of Agriculture Science 1 and Agriculture Science 2 will fulfill the high school graduation requirement for Biological Sciences- Life Science.

- C. **INSTRUCTIONAL MATERIALS** *(List the basic text – include title, edition, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)*

BOARD-ADOPTED TEXTBOOKS

Agriscience: Fundamentals & Applications Elmer L. Cooper. 1999. Delmar Publishing.

FFA Student Handbook C. Coleman Harris. 1996. Alexandria, Virginia.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Official FFA Manual Current Year Publication. Alexandria, Virginia.

New Horizons Magazine Bi-Monthly Publication. Copies available to every student.

Modern Livestock & Poultry Production 5th Edition. James Gillespie. 1997, United States.

California FFA Record Book Current Year Publication. Copies available to every student.

- D. **COURSE OUTLINE** *(List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)*

Semester 1:

- C1.0 Students understand the role of agriculture in the California economy
- C2.0 Students understand the interrelationship between agriculture and the environment
- C3.0 Students understand the effects of technology on agriculture
- C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society

Semester 2:

- C8.0 Students understand fundamental animal nutrition and feeding
 - C9.0 Students understand basic animal health
 - C11.0 Students understand plant growth and development
 - D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment
-

E. COURSE OBJECTIVES FOR *(The objectives area to include the specific, major skills or understandings which students will be able to demonstrate or acquire instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standards (s) after each objective. Minimum length: one page)*

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).

C8.0 Students understand fundamental animal nutrition and feeding:

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
- C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
- C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

- C9.1 Assess the appearance and behavior of a normal, healthy animal.

- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.
- C9.4 Understand how to control parasites and why.
- C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

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.

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.

FOUNDATION STANDARDS

The Foundation standards are covered throughout the course work through many different units.

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

- (10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- (12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America's market economy in a global setting.
 - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 - (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
 - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
 - (12.2.6) Describe the effect of price controls on buyers and sellers.
 - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
 - (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
 - (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.

- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
 - (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
 - (1.3) Reflect appropriate manuscript requirements in writing.
-

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand how to locate important information on a material safety data sheet.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

F. STUDENT EVALUATION STANDARDS (List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester final in tabulating the final grade.)

The students will be assessed on the following:

- | | |
|---------------------------------------|------|
| 1) Class/Lab | **0% |
| 2) Participation/Career Readiness | **0% |
| 3) Test/Quizzes | **0% |
| 4) Supervised Agricultural Experience | **0% |

5) FFA

10%

** These percentages are to be determined by the specific school site

Semester Grades are based on the following:

Quarter 1	40%
Quarter 2	40%
Final	20%

- G. **SUGGESTED INSTRUCTIONAL ACTIVITIES** *(This item is optional and is not required of the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objectives.)*

Prepared by: Emily Keverline, Donald Mills, Katy Neiblas

District Wide Course of Study Title:

Floral Design #1 (P)

A. COURSE INFORMATION

Grade Level:	9-12
Length of Course:	One Year
Maximum Credit:	10
Type: Fine Arts (F)	
Recommendation for Enrollment:	Freshmen enrollment is subject to site approval in accordance with the school site career pathways.

B. COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific gradation requirement.)

The Art of Floral Design is intended to introduce the student to theories and principles of artistic design and their influence on floral artistry. The course emphasizes the knowledge and skills needed to understand artistic perception, creative expression, historical and cultural context(s); aesthetic valuing, and practical application of the visual arts. Students will analyze, interpret, create and judge various types of artwork and apply what is learned to floral art. Students will be introduced to the basic elements of visual art such as line, balance, color and form and apply this knowledge to floral designs as well as two dimensional projects using other art media. Through hands on practice the student will become familiar with material selection, design mechanics, maintenance and design evaluation. Students will achieve this through creating, designing, identifying, explaining and evaluating their own work. Other projects will include two and three dimensional design that serve to reinforce the students' instruction in historical and cultural influence, color theory and creative expression. Concepts will be reinforced by using appropriate design vocabulary in conjunction with development of technical skills in floral art, cut flower identification and care and will serve as a foundation for more complex works such as multi-part floral design, design challenges and creating art based on client specifications.

- C. **INSTRUCTIONAL MATERIALS** (List the basic text – include title, edition, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

BOARD-ADOPTED TEXTBOOKS

The Art of Floral Design, by Norah T. Hunter; pub Delmar

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Art Talk, by Rosalind Ragans; pub Glencoe & McGraw-Hill
Fifty Centuries of Art, Pamela Taylor, Francis Henry Taylor
Paint, Brush & Palette, Harvey Weiss
Fast Flower Arranging, Jane Packer, DK Publishing
Art in Everyday Life, Goldsteirns, The MacMillan Company
Color, Ruth Heller, The Putnam & Grosset Group
A Concise History of Painting from Prehistroy to the Thirteenth Century, David Talbot Rice,
Floriculture: From Greenhouse Production to Floral Design, Delmar Publishing
California Department of Education Career Technical Standards
California Department of Education Content Standards Visual & Performing Arts
Basic Floral Design Workbook
Discovering Art History, by Gerald F. Bromer; pub Davis
Exploring Visual Design: The Elements & Principles; pub Davis
The Visual Experience; pub Delmar
Essential Impressionist; pub Parragon
The Natural Way to Draw, by Kimon Nicolaides
Elements of Design (video); pub Crystal Productions
Fresh Cut Florist Flowers- Interactive CD-ROM
Delmar's Handbook of Flower, Foliage and Creative Design- Norah Hunter

- D. **COURSE OUTLINE** (List the major content areas of the course an divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

Unit of Instruction/Objectives	VPA Standards	CTE Standards	Key Assignments
Unit I: Introduction to Art A. The Variety of Art 1. Artistic perception B. When is it Art? 1. Philosophy of Arts 2. Aesthetic Value of Objects 3. Artistic Inspirations 4. Art Appreciation 5. The Art World	<u>Aesthetic Valuing</u> 4.1, 4.3 <u>Connections,</u> <u>Relationships,</u> <u>Applications</u> 5.4	• Agriscience C1.2	• Students will write an art evaluation on one of the below: Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir • Students will create an <i>Interactive Notebook</i> that will contain: class notes from

			lectures, drawings, and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain.
Unit of Instruction/Objectives	VPA Standards	CTE Standards	Key Assignments
Unit I: Introduction to Art-continued C. Floral Symbolism <ol style="list-style-type: none"> 1. Identify flowers and foliage and their symbolism in art. <ol style="list-style-type: none"> a. Historical and modern works of art b. Cultural c. Design d. Ikebana 	<u>Artistic Perception</u> 1.5 <u>Historical & Cultural Context</u> 3.1, 3.3, 3.4 <u>Aesthetic Valuing</u> 4.1	<ul style="list-style-type: none"> • Agriscience C 1.1, 1.3, 11.1 • OH11.1 	<ul style="list-style-type: none"> • Students will research and write a description of the historical symbolism of specific flowers and foliage. • Students will choose a flower or foliage, find the symbolism and from it create a floral design. • Add information, lecture notes, and drawings to <i>Interactive Notebook</i> on historical flower symbolism
Unit II: Historical Contributions and Cultural Dimensions A. Interpretation <ol style="list-style-type: none"> 2. The meaning of art 3. Elements of Art History B. History of Floral Art <ol style="list-style-type: none"> 1. The Floral Art Designs of Ancient Civilizations 2. Floral visual art design styles and their origination C. Research the Influences of Floral Artists of the 20th and 21st Century <ol style="list-style-type: none"> 1. Styles and techniques 2. Artistic Inspirations 3. Visual themes used in various cultures 4. Artistic components of various time periods and cultures 5. Time periods in floral art history 6. Historical style and periods 7. Floral art design: culture, ethnicity, time periods, and media 8. Cultural Themes: religious, holiday, funeral and wedding 9. Cultural Design 10. Design alternatives 	<u>Artistic Perception</u> 1.3, 1.5, 1.6 <u>Creative Expression</u> 2.4, 2.5, 2.6 <u>Historical & Cultural Context</u> 3.1, 3.2, 3.3, 3.4 <u>Aesthetic Valuing</u> 4.1, 4.2, 4.3, 4.5 <u>Connections, Relationships, Applications</u> 5.2	<ul style="list-style-type: none"> • Agriscience C1.1, C1.4 • OH F11.1, 11.2, 11.4 	<ul style="list-style-type: none"> • Evaluation of art examples from various time periods • Create a visual presentation on history of Floral Design • Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles • Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media • Practicum using a

			given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
Unit of Instruction/Objectives	VPA Standards	CTE Standards	Key Assignments
Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art A. Works of Art and Aesthetic Value <ol style="list-style-type: none"> 1. Critique works of art using appropriate visual arts terms 2. Analyze art works in terms of art elements and design principles 3. Apply sensory qualities to works of floral art 4. Explores various styles and periods of viewed art 5. Evaluate and critique art elements and art principles used in others and own works of art 	<u>Creative Expression</u> 2.2, 2.5, 2.6 <u>Connections, Relationships, Applications</u> 5.3, 5.4	<ul style="list-style-type: none"> • Foundation 1.1, 1.3 • Agriscience C1.1 • AgBusiness A7.4, A7.5, A8.1 	<ul style="list-style-type: none"> • Complete a floral art three-dimensional Critique Sheet for historical periods • Create floral design arrangements with emphasis on elements and principles of design • Create verbal and written reflections for floral design project utilizing student's <i>Interactive Notebook</i> • Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks' critiques. Minimum of five pieces required. • Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper. • Analyze and interpret student and others' work through critiques and rubrics. • Develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.
Unit IV: Art Elements of Design A. Lines	<u>Creative Expression</u> 2.3, 2.6	<ul style="list-style-type: none"> • Foundation 11.0 • OH-F1.4, 	<ul style="list-style-type: none"> • Complete worksheet for elements and principles of design

<ol style="list-style-type: none"> 1. Implied and expressive use of line in visual art works 2. Vertical, horizontal, and diagonal use of line in floral art works <p>B. Shapes/Forms</p> <ol style="list-style-type: none"> 1. Shape and form in visual art works 2. Visual art elements of shape and form in design through <p>C. Colors</p> <ol style="list-style-type: none"> 1. The origin of color through visual art 2. Color harmony in various art works 3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works 	<p><u>Aesthetic Valuing</u></p> <p>4.2, 4.3</p>	<p>F1.5, F11.2</p>	<ul style="list-style-type: none"> • Create a design project utilizing all elements and principles of design • Emotions and color influence project • Create a Color Wheel • Additions to student art and floral Portfolio Projects: application using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary, tertiary, warm, cool, value, tint, tone, and shades to floral artworks
Unit of Instruction/Objectives	VPA Standards	CTE Standards	Key Assignments
<p>Unit IV: Art Elements of Design-continued</p> <p>D. Textures</p> <ol style="list-style-type: none"> 1. Visual and tactile components in floral art using fine, medium, and course-textured media 2. Container and material components of floral art 3. Flower and foliage use through arrangements <p>E. Value</p> <ol style="list-style-type: none"> 1. Light and dark in visual art designs 2. Light and dark change in floral art <p>F. Space and Depth</p> <ol style="list-style-type: none"> 1. The use of space in two and three-dimensional visual art designs 2. Interpret space in our environment 3. The use of space in visual designs by applying angling and overlapping media in floral art designs 4. Significance of size and color of media in Floral Art 		<ul style="list-style-type: none"> • OH F1.5, 11.2, 11.4 • 	<ul style="list-style-type: none"> • Add information, notes, and drawing to <i>Interactive Notebook</i> on color harmony, value, and schemes
Unit V: Principles of Art Design	<u>Artistic</u>	<ul style="list-style-type: none"> • Foundation 	<ul style="list-style-type: none"> • Complete worksheet

<p>A. Balance</p> <ol style="list-style-type: none"> 1. Symmetrical and asymmetrical balance in floral art 2. Asymmetrical or symmetrical balance through developing floral art works 3. Radial and open balance in visual art designs <p>B. Proportion/Scale</p> <ol style="list-style-type: none"> 1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment 2. Geometrical techniques in floral art and visual art designs <p>C. Emphasis</p> <ol style="list-style-type: none"> 1. Visual floral art works 2. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs 3. Emphasis in floral designs by using line direction and directional facing <p>D. Rhythm</p> <ol style="list-style-type: none"> 1. Floral art using repetition and eye movement 2. Transition and radiating line in floral art works 	<p><u>Perception</u></p> <p>1.1, 1.2, 1.3, 1.4</p> <p><u>Creative Expression</u></p> <p>2.3</p> <p><u>Aesthetic Valuing</u></p> <p>4.2, 4.3</p>	<p>11.0</p> <ul style="list-style-type: none"> • OH F1.1, F1.4, F1.5 	<p>for elements and principles of design</p> <ul style="list-style-type: none"> • Create a design project utilizing all elements and principles of design • Emotions and color influence project • Create a Color Wheel • Add information, notes, and drawing to <i>Interactive Notebook</i> on color harmony, value, and schemes • Classroom Color Display Board • Additions to student art and floral Portfolio Projects: applying focal point to student works
Unit of Instruction/Objectives	VPA Standards	CTE Standards	Key Assignments
<p>Unit V: Principles of Art Design-<i>continued</i></p> <p>E. Harmony and Unity</p> <ol style="list-style-type: none"> 1. Harmony and unity through applying color combinations to visual designs 2. Placement, transition, and proximity in visual art works and critique student works in floral design <p>F. Contrast</p> <ol style="list-style-type: none"> 1. Color schemes in floral art design using various media 			

<p>Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</p> <p>A. Two-Dimensional Media</p> <ol style="list-style-type: none"> 1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout 2. Painting techniques for floral art through developing a color wheel and still life floral artwork 3. Mosaic art designs for floral art using paper and tile 4. Printmaking to floral art using pressed flowers 5. Photographic and graphic design through computer art <p>B. Three-Dimensional Sculptures</p> <ol style="list-style-type: none"> 1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage 2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media 3. Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs 4. Demonstrate the process of evaluation and refining floral art projects 	<p><u>Creative Expression</u> 2.1, 2.3, 2.6</p> <p><u>Historical & Cultural Context</u> 3.1, 3.4, 3.5</p> <p><u>Aesthetic Valuing</u> 4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> • Foundations 4.0, 4.1, 4.2, 4.3, 4.6 • OH F5.5 • OH F11.1, F11.2, 11.3 • AgBusiness A8.1, A8.2 	<ul style="list-style-type: none"> • Create a presentation board displaying basic drawing and layout skills • Create mosaic art designs for floral art using paper and tile. • Create and display flower and foliage media techniques for specific floral art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage. • Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media. • Create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles • Student will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others
<p>Unit of Instruction/Objectives</p>	<p>VPA Standards</p>	<p>CTE Standards</p>	<p>Key Assignments</p>

<p>Unit VII: Connections, Relationships, and Applications Learned in Visual Art</p> <p>A. Relationships to Other Disciplines</p> <p>1. Compare and contrast works of art to other discipline areas</p>	<p><u>Creative Expression</u></p> <p>2.3</p> <p><u>Historical & Cultural Context</u></p> <p>3.4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Create a mosaic art design utilizing geometric shapes • Emotional poetic, color influenced project designed visually for floral art • Historical time periods and artistic works written three page report • Design a floral advertisement using art elements, principles, and techniques to display student's work at an art exhibition. • Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.
<p>Unit VIII: Career Opportunities, Marketing Original Works of Art</p> <p>A. Career Pathways within Floral Design & Floral Art</p> <p>B. Importance of Marketing the Final Product</p> <p>C. Professional Organizations and Resources for Floral Design</p>		<ul style="list-style-type: none"> • Foundation 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.0, 5.1, 5.2, 5.3, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.0, 8.1, 8.2, 8.3, 8.4 • OH F11.4 • OH F8.4 	<ul style="list-style-type: none"> •

E. COURSE OBJECTIVES FOR *(The objectives area to include the specific, major skills or understandings which students will be able to demonstrate or acquire instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standards (s) after each objective. Minimum length: one page)*

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

Course Objectives

ARTISTIC PERCEPTION

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

2.0 CREATIVE EXPRESSION

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

3.0 HISTORICAL AND CULTURAL CONTEXT

- *Role and Development of the Visual Arts*
 - 3.1 Identify similarities and differences in the purposes of art created in selected cultures.

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

4.0 AESTHETIC VALUING

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

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

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

The course objectives are designed to help the students achieve the following Bakersfield High School ESLR's: 1a, b, c, 2a, b, c, d, e, f, and 3 a, b, c, d.

FOUNDATION STANDARDS

1.0 Academics - Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector. (The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history—social science content standards adopted by the State Board of Education.)

- 1.3 History–Social Science :** Specific applications of Principles of Economics standards (grade twelve):
- (12.2) Students analyze the elements of America's market economy in a global setting.
 - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 - (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
 - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
 - (12.2.6) Describe the effect of price controls on buyers and sellers.
 - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
 - (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

2.0 Communications: Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. (The standards listed below retain in parentheses the numbering as specified in the English– language arts content standards adopted by the State Board of Education.)

2.1 Reading: Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

2.2 Writing: Specific applications of Writing Strategies and Applications standards (grades 9-10)

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions : Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking: Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Convey information and ideas from primary and secondary sources accurately and coherently.
 - b. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - c. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades 11-12)

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly

Career Technical Standards

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology : Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking : Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety : Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility : Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities: Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork : Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills : Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application : Students demonstrate and apply the concepts contained in the foundation and pathway standards.

A. Agricultural Business Pathway

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

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:

- F1.4 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.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.
- F8.4 Understand marketing and merchandising principles used in nursery production.

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.

F. STUDENT EVALUATION STANDARDS (List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester final in tabulating the final grade.)

The students will be assessed on the following:

- | | |
|---------------------------------------|-----|
| 1) Class/Lab | **% |
| 2) Participation/Career Readiness | **% |
| 3) Test/Quizzes | **% |
| 4) Supervised Agricultural Experience | **% |
| 5) FFA | 10% |

** These percentages are to be determined by the specific school site

Semester Grades are based on the following:

- | | |
|-----------|-----|
| Quarter 1 | 40% |
| Quarter 2 | 40% |
| Final | 20% |

- G. **SUGGESTED INSTRUCTIONAL ACTIVITIES** *(This item is optional and is not required of the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objectives.)*

*****Prepared by: Emily Keverline, Donald Mills, Katy Neiblas, Matt Riley, Jennifer Wilke***

FRONTIER FFA
ELIGIBILITY REQUIREMENTS
GOVERNING FAIRS, SHOWS AND FFA ACTIVITIES

As a member enrolled in the Frontier FFA Chapter the following eligibility requirements must be met in order to represent the chapter at any event or activity regardless of an official FFA uniform being required.

1. Students must have a 2.0 grade point average or higher as posted on the last grading period.
2. Students who have above a 2.0, but received an "F" grade in any class on the last posted grading period will be required to report to that class period on the day of the activity.
3. The student project must show quality and readiness to compete at fairs and shows.
4. Students must be in good standing with the FFA Chapter.



**KERN HIGH SCHOOL DISTRICT
SPECIAL EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM**

**GENERAL EDUCATION TEACHER
INVITATION / NOTIFICATION OF MEETING**

Purpose of IEP Meeting: ☒ Annual Review ☐ Triennial Review ☐ Initial ☐ Placement Change ☐ Manifestation Determination
☐ Transition Plan ☐ Triennial Evaluation ☐ Interim ☐ Behavior Plan ☐ Other _____

Student: Harris, Matthew
(1st SEMESTER SCHEDULE)

- ☐ 0. _____
- ☐ 1. Jeremy Pierce, Computer Lit, 1101
- ☐ 2. Lee Prewett, English, 601
- ☐ 3. P.E. Taylor Seay, Gym
- ☐ 4. Lunch
- ☐ 5. Emily Benson, Ag. Resources, 1202
- ☐ 6. Trevor Bazemore, Study Skills, 1201
- ☐ 7. Colette Moon, Algebra, 1103

An Individualized Education Program (IEP) Meeting has been scheduled to discuss how this student's disability affects his/her involvement and progress in the general curriculum. Your input is essential to develop a comprehensive program for this student.

Please complete this progress report and provide additional information as appropriate. You will be informed of the outcome(s) of this meeting and may review the completed IEP at your convenience.

Date of Meeting: 9/9/2014

Day: ☐ M ☒ T ☐ W ☐ Th ☐ F Time: 1:30 PM

Location: Special Ed. Conference Room

- Please indicate whether you will attend this meeting: ☐ Yes ☒ No
- Does the student bring proper materials to class? ☒ Yes ☐ No
- Does the student arrive on time to class? ☒ Yes ☐ No
- Does the student complete assigned work? ☒ Yes ☐ No
- Is the material presented too difficult for the student? ☐ Yes ☒ No
- Does the student need extra help to complete assigned work? ☐ Yes ☒ No
- Do you wish to speak with me about the student? ☐ Yes ☒ No

Current academic grade: ☒ A ☒ B ☐ C ☐ D ☐ F

Behavioral Concerns/Comments:

He tends to talk a lot but after i ask him to not talk he gets back on task. he just gets distracted sometimes.

Benson
Print Teacher Name

EB
Teacher's Signature

After completing, please sign and return to: _____ by _____

Appendix B.

- Program of Works
- FFA Calendar
- Point Award Chart
- Officer Contract
- FFA Code of Ethics

INTRODUCTION & HISTORTY

The FFA is a national organization of, by, and for students studying agriculture education in public secondary schools under the provision of the National Vocational Education Acts.

As an integral part of the program of vocational education in agriculture in the public schools system of America, the FFA has become well known in recent years. No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the effective instruction offered to students of the vocational agriculture, and to provide further training in citizenship and agriculture business.

The FFA is an intra-curricular activity having its origin and roots in a defined part of the school curriculum-vocational agriculture. Students learn how to construct and take an active part in a public meeting, to speak effectively in public, to buy and sell cooperatively to devise solutions for their own problems, to finance themselves and to assume civic responsibilities. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The FFA is a non-profit, youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agricultural technology and the improvement of life.

National headquarters for the FFA is located in the Agriculture Education Branch Office of Health, Education and Welfare, Washington D.C. National conventions are held annually in Indianapolis, Illinois and the California FFA Association holds its annual state convention at California State University Fresno.

The Frontier FFA Chapter was established and recognized as an official charter in 2006.

DO YOU JUST BELONG?

*Are you an active FFA member, the kind that would be missed?
Or are you just content to have your name upon the list?
Do you attend the meetings and mingle with the flock?
Or do you usually stay away and criticize and knock?
Or are you satisfied, to be the kind that just belongs?
Do you pitch in and do your share to really make things tick?
Or leave the work to just a few that you would call "the clique"
There's quite a program scheduled that we're sure you've heard about,
And we'll appreciate it if you too will help us work things out.
So come to the meetings often and help with hand and heart.
Don't just be a member, take an active part.
Think this over, friend, cause you know right from wrong.
Are you an "Active Member", or do you "just belong"*

Author Unknown

THE FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds-achievements won by 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 within myself and playing square with those whose happiness depends upon me.

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

The Creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA.

FFA AIMS AND PURPOSES

The primary aim of the FFA is the development of agriculture leadership, cooperation, and citizenship. The specific purpose for which this organization was formed are as follows:

1. To develop competent and assertive agricultural leadership.
2. To develop an awareness of the global importance of agriculture and its contribution to our well-being.
3. To strengthen the confidence of agriculture students in themselves and their work.
4. To promote the intelligent choice and establishment of an agricultural career.
5. To stimulate development and encourage achievement in individual agricultural experience programs.
6. To improve the economic, environmental, recreational and human resources of the community.
7. To develop competencies in communications, human relations and social abilities.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To build cooperative attitudes among agriculture students.
10. To encourage wise management of resources.
11. To encourage improvement in scholarship.
12. To provide organized recreational activities for agriculture students.

FFA OPPORTUNITIES

Opportunities abound in the FFA for leadership, skill development and recognition. Through the FFA, members have the opportunity to learn about careers in agriculture, increase communication skills, travel and demonstrate responsibility. In addition, members can be recognized for their efforts in all of these areas. The FFA has an extensive award program, implemented at all levels.

Awards provide incentive for members to set goals and work toward achieving them. The result is a membership dedicated to progress in their chosen areas of interest. The following areas are some of the opportunities available.

AGRI-SCIENCE

The FFA Agri-science Fair recognizes high school students who are studying the Application of scientific principles and emerging technologies in agricultural enterprises. Participation begins at the local chapter level and progresses to the state and national levels.

PROFICIENCY AWARDS

Members who excel in their Supervised Agriculture Experience programs can be recognized through the Proficiency Award program. These awards encourage members to develop specialized skills that will apply toward a future career. Members are recognized at the local, state and national levels.

A student can select from two proficiency award categories. One is called "placement," for work or experience-only SAE programs. The other, called "entrepreneurship," is for programs that typically involve ownership of an agricultural production or agribusiness enterprise.

SCHOLARSHIPS

Chapter members considering higher education should apply for FFA's numerous scholarships. A variety of companies, individuals and foundations sponsor the scholarships through the National FFA Foundation, and new ones are added every year.

A special application must be completed and sent to the National FFA Center postmarked by February 15 of each year. The application and instructions for the National FFA College and Vocational/Technical School Scholarship Program are available free from the National FFA Center.

STAR AWARDS

Star Greenhand

The chapters most active first year member who has a strong SAE program and has demonstrated leadership is selected to win the Star Greenhand medal each year.

Star Chapter Farmer

The chapter member who has an outstanding SAE in production agriculture and demonstrates the most involvement in all phases of the chapter's activities is awarded the Chapter Star Farmer.

Star State Farmer

Outstanding achievement in a production agriculture SAE and active participation in the FFA is recognized with the State Star Farmer award. Each year, state associations select one member from the top applicants for the State FFA Degree.

CAREER DEVELOPMENT EVENTS

Team competitions and classroom instruction come alive as students use their skills in a competitive setting. CDE's help develop technical knowledge, judgment, reasoning and sportsmanship.

Livestock Judging

Members evaluate beef cattle, sheep and swine on physical characteristics and records for market and breeding usage. Members give oral reasons explaining their placing of certain *classes*.

Natural Resource

This contest involves identification of trees, shrubs, plants and animals. The students are required to pack a mule. This is a national contest.

Prepared Public Speaking

The speaking events are major leadership development activities in the FFA. Prepared speaking requires participants to write and deliver a six to eight minute speech in front of a panel of judges. Extemporaneous speaking requires participants to deliver a speech on one of three agricultural topics after they are given 30 minutes to prepare the four to six minute speech.

CHAPTER AWARDS AND ACTIVITIES

National Chapter Award

This award is designed for chapters to improve chapter operations using a program of activities that emphasizes student, chapter and community development. Quality standards have been developed in each area.

PALS (Partners in Active Learning Support)

This FFA mentoring program is based on partnering FFA members with younger students to build trust and develop self esteem by working together in agricultural activities. The program engages FFA advisors, school and community leaders, elementary educators and others in partnership to ensure successful mentoring of youth.

Food For America

Public relations and leadership development are combined in the Food For America program. FFA members present to elementary students a program about the importance of agriculture to educate children about where food comes from.

STATE AND NATIONAL ACTIVITIES

State FFA Convention

The state FFA convention is the highlight of a year's activity by FFA members. Delegates from each chapter conduct the business of the state association and elect officers to represent them during the coming year. A major part of state convention activity is the presentation and recognition of individual and chapter achievement in FFA career development events and awards. Attending the state FFA convention is an honor. Chapter members should earn the privilege of attending the convention through active participation in chapter activities.

National Convention

The national FFA convention is similar in purpose to a state FFA convention, but is held on a much larger scale. It is now the largest annual meeting of students in the nation, with attendance of more than 50, 000 members. National officers preside over business sessions conducted by 475 delegates representing their respective state associations.

A wide variety of activities are available at the national convention: a career show, national career development events and award competitions, a national band, chorus and talent program which provides entertainment, leadership and career success workshops for high school students. During the sessions, members are motivated by guest speakers and are inspired by the retiring addresses of the national officers. For many members, the national FFA convention is the inspiration that leads to further achievements in FFA.

Camps and leadership Conference

Developing leadership for tomorrow is what FFA does best. An excellent way for members to improve leadership skills is to attend some of the many special leadership camps and conferences held at the state and national levels.

Chapter members who want to boost their leadership skill while learning about the nation's capital should attend the Washington Leadership Conference conducted by the National FFA Organization. FFA members from across the country gather near Washington, D.C. for a weeklong program of leadership and personal development sessions and visits to many historic sites around the area.

International Opportunities

FFA members can broaden their horizons in global agriculture through involvement in programs that provide international experience. FFA members and advisors can choose from a full range of opportunities including short seminars focused on specific agriculture topics; a 3, 6, or 12 month exchange living and working with a host family to learn the culture and agriculture of the country.

2008-2009 OFFICER TEAM MOTTO

“Wii Serve Wii Lead Wii Challenge”

The FFA Colors

Perhaps no more appropriate colors for a live “up-and coming” youth organization could have been selected than **NationalBlue** and **Corn Gold**. Rich and cheerful, these colors should appear in connector with all meetings, and in the equipment and paraphernalia used. The yellow corn color on a background of medium blue has been found to be an ideal color combination.

The FFA Motto

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

“LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE”

THE FFA EMBLEM



The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units of the organization, it is made up of five symbols: the cross section of the ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation. The rising sun signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity. The plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength. The eagle is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture. The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture. The words "Agricultural Education" and "FFA" are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

FFA CODE OF ETHICS

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

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests, and all meetings and by being modest in winning and generous in defeat.
7. Attending meetings promptly and respecting the opinion of others in discussion.
8. Taking pride in our organization, activities supervised experience programs, exhibits, and the occupation of agriculture.
9. Sharing with others experiences and knowledge gained by attending national and state meetings.

THE PROPER USE OF THE FFA JACKET

1. The jacket is to be worn only by its members.
2. The jacket should be kept clean and neat.
3. The jacket should have only one large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter, district or area on the back and the name of the individual and one office or honor on the front.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. Members and officers should wear the jacket on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes too faded and worn, it should be discarded or the emblems and lettering should be removed.
9. The emblem and lettering should be removed if the jacket is given or sold to a non-member.
10. A member always acts like a lady or gentlemen when wearing the jacket.
11. Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
12. All chapter degree, officer, and award medal should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the Member.

HOW TO BE AN ACTIVE MEMBER OF THE FFA

An active member of the Frontier FFA Chapter is one who:

1. Is enrolled in an Agriculture Education class
2. Has paid their dues, at the local, state and national level
3. Maintains a 2.0 or higher grade point average at all times
4. Earns a C or better in an Agricultural Class (no D's or F's)
5. Has earned necessary points when applicable
6. Participates in fundraisers
7. Has become involved in an SAE

Every student enrolled in an Agriculture Education course at Frontier High School is eligible to join FFA. The first step is to sign up; that starts the process to active membership.

The next step is to maintain a 2.0 or higher G.P.A. If a student falls below a 2.0 for two consecutive grading periods, that student will not be eligible to attend meetings, participate in any FFA activities until their G.P.A. is raised to a 2.0. See page 13 for further explanation.

The final step is to be involved as much as possible. The FFA has a Point Award System and every activity has points assigned to it. At the end of the year chapter officers grade these points. It is then determined the top 5 freshmen, sophomores, juniors and seniors of the chapter that will receive awards.

We encourage everyone to involve him/herself in the FFA. There are opportunities, which develop leadership, confidence, and friendships. There is a large area for growth within the FFA program. Come join us!

WHAT IS A CHAPTER HANDBOOK

A chapter Program of Activities is like a “road map”. It sets chapter goals and charts the course for reaching those goals. The Program of Activities, when carefully planned and executed, provides educational and rewarding experience for chapter members.

A Program of Activities encourages teamwork and develops leadership skills among FFA members. It gives members an opportunity to accept responsibility. By involving the community and school in planning the Program of Activities, it becomes an excellent public relations tool. Perhaps the most important benefit of the planned Program of Activities is that it provides a means of evaluating and improving chapter activities.

The organization establishes eleven areas in which FFA chapters should plan activities:

- Supervised Agricultural Occupation Experience
- Scholarship
- Cooperation
- Recreation
- Community Service
- Public Relations
- Leadership
- Alumni Relations
- Participation in State & National Activities
- Conduct of Meetings
- Earnings, Savings and Investments

Each year the chapter should develop specific goals and planning. Standing committees, which report to the entire chapter, should do this. When planning is completed the chapter's Program of Activities should be duplicated and a copy given to each member.

For additional assistance in planning a chapter Program of Activities see “A Guide Use In Planning Your Chapter Program of Activities” in the FFA Activities Handbook. Information is also available in the Advisor's Handbook and the Student Handbook.

ADVISOR'S MESSAGE

Dear FFA Members,

It is with great excitement that I welcome all of you with a standing ovation for engaging yourself in a program that promotes premier leadership, career success and personal growth to all who seek the challenge.

As this program continues to evolve and rise to the top, you will find yourself with numerous opportunities to strengthen your science education, leadership skills and above all, find a place where you not only belong, but also are also excited to be.

This year's officer team is dedicated to changing the face of agriculture from that of just "cows, sows, and plows" to an educational opportunity that allows you to become successful life-long learners who believe in the future of agriculture and the dedication of leadership for tomorrow's youth.

Thank you for helping us to promote a program, which will stand above all others. Welcome to Frontier FFA!

Sincerely Yours,

Julie Beechinor
FFA Advisor

FRONTIER FFA AG BOOSTERS

The Frontier FFA Ag Boosters shall be a support group of parents and community members with an interest in the financial future of the Frontier FFA and Frontier Agriculture Department. Membership is open to any adults wishing to assist. This organization shall be run by an executive committee to help with labor and financial needs for the Frontier FFA Agriculture Program. Members shall plan fundraising activities to support the needs of the Frontier Agriculture Program. Money earned by the Ag Boosters committee can be designated for student project support, school farm improvements and/or FFA activities. FFA Parents are encouraged to participate in boosters.

FAIRS AND SHOWS

The Frontier FFA Chapter is involved in many fairs and exhibitions throughout the year. The animals that are exhibited are market and breeding *beef, dairy cattle, horses, sheep, swine, goats, poultry, and rabbits*. Students shall exhibit animals at the Kern County Fair (held in September), The California State Fair (August) and any weekend jackpot show held throughout the year. Please be aware that there is no obligation for an advisor to assist in any jackpot show. It shall be left to the decision of the advisor as to which jackpot shows Frontier FFA will provide transportation to.

CALIFORNIA STATE FAIR

The exhibition of projects at the California State Fair shall be determined by the individual. However, students choosing to show animals at the California State Fair must be in good standing with the Frontier FFA Chapter including; the grade point average of a 2.0 or higher, must have passed their last agriculture class with a “C” grade or better and the animal must show proper preparation for California State Fair. Entries must be signed by the FFA Advisor as the show is sanctioned as FFA. Proper uniform is required and transportation will be provided upon request.

KERN COUNTY FAIR

All students of agriculture education classes will be encouraged to exhibit a project at the Kern County Fair. Students choosing to exhibit a project must be in good standing with the Frontier FFA Chapter including; the grade point average of a 2.0 or higher, must have a grade of “C” or better in their current agriculture class and the animal must show proper preparation for exhibition. All State Fair rules apply. Transportation will be provided for students with projects.

BUDGETS FOR FAIR LIVESTOCK

The following budgets are provided as an estimate for livestock projects. These are an estimate only. There is not an exact amount that one should plan on spending when raising a project. Keep in mind that the purchase price of your animal can fluctuate based on quality of the breeder you are purchasing from. Also consider the initial start up cost for the equipment required to show the project. Although the first year can be expensive the payoff is using the equipment for the next 4 or 5 years and selling it to another agriculture student. One should also consider the estimated income on a project. Look at trends of past fairs and shows to consider what you might be able to sell your projects for. When available Frontier FFA will provide some equipment and Ag Boosters committee will provide financial support to fair projects.

Market Steer

Purchase Price	\$1200
Feed	\$1200
Insurance	\$90
Hoof Trim	\$50
Show Stick	\$18
Show Halter	\$35
Product	\$200
Total Expenses	\$ 2793.00
Est. Income (1250lbs @ \$3.75/lb)	\$4,687.50

Market Lamb

Purchase Price	\$300
Feed	\$100
Insurance	\$25
Lamb Halter	\$20
Lamb Sock	\$20
Entries	\$20
Product	\$50
Total Expenses	\$585
Est. Income (140lbs @ \$5.00/lb)	\$700

Market Hog

Purchase Price	\$350
Feed	\$150
Insurance	\$100
Medical	\$20
Show Cane	\$20
Product	\$10
Total Expenses	\$650
Est. Income (240lbs @ \$5.00)	\$1,200



RULES AND CONDITIONS GOVERNING FFA TRIPS

All Frontier High School rules are in effect when on FFA functions. Please consult the Parent Student Handbook for questions. The following additional rules also apply:

1. Lights out will be 10:30pm on all trips.
2. Wake up will be determined prior to each fair or contest by the species advisor.
3. Students are not to leave the show or contest site without permission of the instructor.
4. All students will stay for the duration of the show or contest and shall show up for all feedings and scheduled barn duties.
5. On all over night trips students will stay in the areas assigned to the Frontier FFA.
6. Students will not drive their own vehicles on out-of-town trips. They will need to return to Frontier High by the same means of transportation used to reach the fair/contest, unless approved by the instructor.
7. Failure to follow the above mentioned rules will result in disciplinary action.
8. No student may leave motel without parents' prior permission with instructor. Doors will be taped at 11 pm to ensure no student leave their room.

JUDGING CONTESTS

Why do we have FFA occupational skills contests? All FFA contests are to be a natural outgrowth of the instructional program in vocational agriculture. The contests help to make classes more interesting and give students an additional reason for doing their best to develop skills. These skills include (1) the technical knowledge attained in the classroom, (2) the ability to make sound judgments, (3) the ability to defend their decisions by giving a convincing set of reasons, and (4) to build self-confidence and leadership.

The excitement and challenge you experience on an FFA judging team can be compared to the excitement of participating on an athletic team. Like any sporting event, study and practice almost always pay off a winning team. Time and preparation, in addition to classroom education of the basics, will be necessary if the students expect to place high in a FFA contest. The extra time in preparation not only helps produce a winning team, but also helps one prepare for a career in agriculture.

Frontier FFA is very active and competitive with our teams. All FFA members will be encouraged to participate in one or more of the following teams:

Banking
Best Informed Greenhand
Creed
Extemporaneous
Public Speaking
Job Interview
Live Stock
Marketing
Natural Resources
Novice Farm Records
Open & Closing Ceremonies
Parliamentary Procedure - Novice and Advanced

Practices are held after school two or three times a week and contests are held on Saturdays. Junior and State Colleges provide most contests during the spring semester. Public Speaking, Marketing, Horse Judging, Natural Resources, and Creed are also national contests. In order to participate, a team must first win the California State title, and then in November the team will be flown to Indianapolis, Illinois for the National competition.

CHAPTER GOALS

- I. Encourage active member participation through:
 - a. Ag buddies (freshmen paired with officers)
 - b. Officer Involvement in at least one contest team or judging team
 - c. Fun and Exciting activities at meetings
 - d. Leadership building activities put on by leadership classes
 - e. Show awards and all FFA possibilities at beginning of year for interest
 - f. Competitive officer elections
- II. Community Service:
 - a. Strengthen involvement in the community
 - 1. PALS Program
 - 2. Food Drives
 - 3. Needy Family
 - 4. Food for America
- III. Communication with the community through the local and school newspaper
 - a. Monthly article in the North West Voice
 - b. Article on each activity completed by Reporter
 - c. Articles in school newspaper
 - d. Board meeting representation
 - e. Scrapbook kept up-to-date
- IV. Improve FFA's image school wide
 - a. Wear official uniform at all meetings, contests and professional events.
 - b. Have Chapter t-shirt and hats made
 - c. Get involved with A.S.B. Officers
 - 1. A.S.B. with FFA week
 - 2. Noon time activities
 - d. Improve relations with faculty – Ranch breakfast served to faculty
 - e. Announcements of FFA Activities and Awards
 - f. Meet and greet parents and future students at all contests and events
 - g. Activities - ASB rally included with FFA

LEADERSHIP

Objectives: Provide opportunities for FFA members to participate in activities
Which improve their leadership abilities.

Goals

- I. Enjoyable leadership activities,
Build leadership and develop new
opportunities.
- II. Encourage every member to be on
at least one committee or involved
in some kind of activity per quarter.

Ways and Means

1. FFA Week, Idea Box,
Leadership Class, Activity
Nights.
2. Pass out POA early,
master check off list of committees,
committee sign

COOPERATION

Objective: To encourage chapter to work cooperatively and learn to work
together.

Goals

- I. Sponsor cooperative purchasing
and/or sales activities.
- II. Provide agricultural services
and / or equipment for members
- III. Cooperate with other school organizations
and local organizations
- IV. Conduct a demonstration in the
community to promote good
agricultural practices
- V. Sponsor activity to promote a better
understanding between residents with in
service area of the school district

Ways and Means

1. Work with FFA members
in finding buyers for the
members projects
1. Provide supplies and/or
equipment of Frontier
High FFA for the use
of all members
1. Work with student council,
Booster club and all other
school organizations in
planning and executing
school activities
1. PALS Program
1. Have displays and
demonstrations at Frontier
High School, county fair
and Freshman recruitment

SCHOLARSHIP

Objective: Recognize importance of a good education.

Goals

Ways and Means

- | | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Improve scholastic average of all FFA members in academic and Vocational subjects. | <ol style="list-style-type: none"> 1. Require that all officers maintain a "C" average. 2. Award members points In chapter point system 3. Present scholarships pins At FFA Banquet to any Member with a 3.0 average Or better. 4. Have a master check list. |
| II. Improve home and library use. | <ol style="list-style-type: none"> 1. Provide farm and livestock publications to student for reading materials in AG room. |
| III. Increase number of Seniors applying for awards, scholarships, and college entrance. | <ol style="list-style-type: none"> 1. Award memorial scholarships to deserving Seniors. |

ALUMNI RELATIONS

Objective: Establish a strong chapter alumni association

Goals

Ways and Means

- | | |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Alumni participation in chapter activities | <ol style="list-style-type: none"> 1. Invite alumni members to banquet 2. Involve alumni at fairs, fundraisers and boosters program |
| II. Establish official association | <ol style="list-style-type: none"> 1. Find alumni members willing to organize association |

COMMUNITY SERVICE

Objective: Serve our community to let them know what the FFA is all about.

Goals

I. Donation Dog Wash.

Ways and Means

1. Officers organize where members come in local community dog wash.

II. Help people in the community when the need arises.

1. Collections for victims of a tragedy.
2. Collections of canned food.
3. Coats for Kids

RECREATION

Objective: To provide recreation and entertainment to members community.

Goals

I. Sponsor a recreation program to include chapter members.

Ways and Means

1. Hold a summer retreat for executive committee to organize up-coming events.
2. Activity nights with FFA members
Sponsor annual picnic

II. Have social activities that include members, parents and community.

1. Potluck dinner for Greenhand/Chapter Farmer ceremony.
2. Hold annual awards banquet
3. Dinner Dance Fundraiser

SUPERVISED AGRICULTURAL EXPERIENCE

Objective: To get more people involved and to diversify the projects within the chapter

Goals

- I. Stimulate growth and development of agricultural programs which will increase the quality of the members productive products
- II. Conduct an activity to improve agricultural mechanics project programs of members.
- III. Conduct an activity that will provide Plant/animal loss prevention.
- IV. Conduct a tour of the members projects.

Ways and Means

- 1. Hold a supervised farming project contest.
- 2. Foundation Award given in each project area.
- 3. Enter and exhibit projects at local fairs.
- 1. Encourage all members to enter projects in the fair
- 1. Invite local veterinarian to speak to the members.
- 1. Include first year members in the tour to encourage them to start their own projects.

CONDUCT AT MEETINGS

Objective: To develop the ability in FFA members to properly organize, conduct and Participate in an orderly democratic organization.

Goals	<u>Ways and Means</u>
I. Have well organized and well Conducted meetings.	<ol style="list-style-type: none"> 1. Have executive committee meet and plan an agenda prior to each meeting. 2. Use all appropriate official ceremonies. 3. Use all official chapter paraphernalia. 4. Assist the president in maintaining order at meetings. 5. Put announcement on all class whiteboards 3 days in advance. 6. Put announcement over P.A system 3 days prior and day of meeting.
II. Increase pride and knowledge in the FFA.	<ol style="list-style-type: none"> 1. Maintain a current file of official materials. 2. Have all officers wear official FFA jackets, black pants and skirts at all general meetings.
III. Hold regular chapter meetings.	<ol style="list-style-type: none"> 1. Hold one FFA meeting each month throughout the entire year. 2. Hold officers retreat during the summer prior to the new school year. 3. Have committee chairman give progress reports at meetings. 4. Have committee meetings throughout the year. 5. Have meetings start and adjourn as scheduled. 6. Arrange with school the dates of planned meetings.
IV. Have FFA speakers above the local level.	<ol style="list-style-type: none"> 1. Invite sectional, regional, state, and national officers for speaking arrangements.
V. Encourage post-high school members to retain their FFA membership.	<ol style="list-style-type: none"> 1. Talk to graduates about joining the FFA.
V. Encourage post-high school members	<ol style="list-style-type: none"> 1. Start an FFA alumni association

- To retain their membership.
- VI. Election of officers
2. Invite graduating seniors to planned activities.
1. Have candidates fill out a questionnaire.
 2. Have candidates give 2 minute speech, video taped.
 3. Candidates give interviews by slating committee
 4. Members vote for candidates on secret ballot.
- VII. Proper dress at all FFA functions.
1. All members must wear the official dress when appropriate.
 2. If not in proper dress, you will not be allowed to the function.
- VIII. Help other committees in their special needs.
1. Greenhand ceremonies
 2. Banquet programs

PARTICIPATION IN THE STATE AND NATIONAL ACTIVITIES

Objective: To have as much participation as possible above the chapter level

Goals

I. Judging teams and Parliamentary Procedure

II. Participate in State Convention

III. Participate in National Convention

IV. National activities

Ways and Means

1. Give teams opportunities to compete at state level.

1. Send two delegates each year, and pay registration cost

1. Pay registration and housing fee of delegates.

1. Pay \$125 of two highest officers or first two members who want to go.
2. Have work experience abroad (WEA).

PUBLIC RELATIONS

Objective: Maintain the FFA's good standing with the community by Communication through the members.

Goals

I. Emphasize member participation in public relations.

II. Various forms of media.

III. Make community feel wanted.

Ways and Means

1. Appoint committees
2. Maintain a scrapbook
3. Have members speak to incoming Freshman about our Ag incentive program and opportunity in the field of Agriculture.

1. Regularly provide local newspapers with chapter activity information.
2. Provide FFA pictures
3. Bulletin boards
4. Community monthly calendar

1. Hold potluck dinner in conjunction with Greenhand/Chapter Farmer ceremonies.

FRONTIER FFA OFFICERS ELIGIBILITY RULES

The officers have a vital interest in demonstrating to the public and fellow FFA members that its FFA officers are properly disciplined, dressed, groomed and act as ladies and gentlemen. It is recognized that uniform rules and regulations are necessary to maintain morals and discipline. No chapter can be effective unless their moral and spirits are high.

Experience has shown that individual expression by an FFA officer in matters of dress, grooming and behavior dissension are important. This is detrimental to the chapter and subject to proper control by the advisors.

Eligibility of an FFA officer affected by violation of the following:

1. Alcohol
2. Drugs
3. Improper FFA Conduct
4. Improper grooming and dress
5. Ineligibility due to school policy

Punishment for such violations is as follows:

1. Suspension from all FFA activities for one calendar year from the date of offense. After such suspension, the student must apply to the FFA chapter if he/she wishes to participate in any FFA activity. This time period carries into the next school year.

FRONTIER FFA

OFFICERS RESPONSIBILITIES

I. General Rules:

1. FFA meetings will be held each Tuesday at lunch for the entire year
2. Missing three meetings or FFA activities will result in removal from office
3. Must attend officer-training contest COLC.
4. Must attend all activities developed on FFA Calendar

II. Penalties:

1. Official warning – one from president for each time.
2. Three warnings will result in loss of officer position

III. Specific Duties of Office:

1. President

- a. Preside over meetings
- b. Appoint committees and serve on them as an official member
- c. Official representative of chapter
- d. Coordinate activities
- e. Responsible for notifying everyone of meetings by putting on whiteboard 2 days prior to FFA meeting and announcements
- f. To have an executive meeting prior to FFA meetings
- g. To make sure each officer is fulfilling his written and unwritten Responsibilities

2. Vice President

- a. Assume responsibilities of President if necessary and his/her written commitments.
- b. Supervise chapter commitments
- c. Responsible for food and utensils
- d. Responsible for bulletin boards decorations
- e. Responsible for announcements

3. Secretary

- a. To keep official chapter secretary's book up to date and present at executive meetings, completed, when asked by the president
- b. Attend to chapter correspondence
- c. Issue membership cards
- d. Keep member attendance and activities records
- e. Have on hand for each meeting:
 1. Official secretary's book; including minutes of the previous meeting
 2. Copy of the program of activities including all standing and special committees.
 3. Official Manual

4. Treasurer
 - a. Receive and deposit FFA funds
 - b. Collect assessments
 - c. Prepare and submit membership roster and dues to the national organization in cooperation with secretary.
 - d. Maintain a neat and accurate official FFA Treasurer's book and present it at executive meetings when asked by the president.
 - e. Prepare monthly treasurer's report for meetings, executive and chapter.
5. Reporter
 - a. Release news and information to local news media
 - b. Submit articles covering all FFA activities with picture
 - c. Submit articles to newspaper and school paper
 - d. Encouraged to submit application for Star Region Reporter
6. Historian
 - a. Scrapbook
 1. Take and develop pictures for scrapbook for the entire school year
 2. Encouraged to enter regional competition with creative and well formed scrapbook.
 3. The scrapbook must be presented at executive meetings up to date (with exception of pictures being developed), when asked by the president.
 4. Laminate scrapbook.
 5. Maintain upkeep of old scrapbooks.
7. Sentinel
 - a. Prepare the meeting room and care for chapter equipment and supplies.
 - b. Put all items away after meetings.
 - c. Attend the door and welcome visitors.
 - d. Assist with special features and refreshments.
 - e. Keep organization of FFA file cabinet, storeroom and back room.
 - f. Raffle Tickets
8. Chaplin/Sweetheart
 - a. Responsible to give invocation at FFA Banquet
 - b. Help other officers with commitments
 - c. Assisting other officers with their duties
 - d. Community service and fundraisers

FRONTIER FFA OFFICER ELECTION APPLICATION

Name: _____ Grade: _____ Current GPA: _____

First Choice Office: _____

Second Choice Office: _____

Qualifications: Check yes or no for each of the following

	Yes	NO
Are you a Chapter Farmer?	_____	_____
Did you receive your Greenhand Degree?	_____	_____
Are you enrolled in Ag projects for next year?	_____	_____
Do you have an SAE?	_____	_____
Do you play a sport?	_____	_____
Can you commit to Tuesday lunch meetings each week?	_____	_____
Do you plan on being on a competitive FFA team?	_____	_____

Short Answer: Feel free to attach additional paper to answer questions.

1. Why do you want to be a chapter officer?
2. List the top five FFA activities you have participated in:
3. How would you encourage members to become involved in FFA?
4. What are your future goals in FFA?

The undersigned student and parent understand that by signing this application the student is agreeing to participate in FFA activities necessary to run the Frontier FFA Chapter with parental support. It is understood that meetings will take place each Tuesday at lunch, numerous activities will take place after school and that the student will be required to attend some weekend activities. The undersigned is also aware of eligibility requirements, the strike system that will be in place and that if slated, a minimum, two-minute speech will be required of all candidates.

Student Signature

Parent Signature

Date

FRONTIER FFA OFFICER'S STRIKE NOTICE

Dear Frontier FFA Chapter Officer _____,

You have been chosen to be a FFA officer for your chapter, so you must work for your chapter and your team to the best of your ability. One of your responsibilities is being at FFA activities. Our Program of Activity defines your responsibilities to this Chapter. Unfortunately, you have failed to stay on task with a specific requirement and so you have received a strike for _____. I want to encourage you to step up to the plate and use this strike as a learning tool. You are a vital part of this program and we need you to be a team player. If you have any questions, concerns or simply want to explain the situation please feel free to come and see me.

Sincerely,

Miss. Beechinor
FFA Advisor

1st Strike_____ Date Received: _____ Parent Signature: _____

2nd Strike_____ Date Received: _____ Parent Signature: _____

3rd Strike_____ Date Received: _____ Parent Signature: _____

- I. Mandatory attendance:
 - A. FFA Banquet
 - B. Officer Retreat
 - C. Greenhand/Chapter Degree Ceremonies
 - D. Ag Boosters Fundraiser
 - E. Opening and Closing Contest
 - F. First Activity Night
 - G. Tuesday meetings
 - H. Chapter Officer Leadership Conference
 - I. Speaking Contest/Judging Contest
 - J. School Suspension 1 day
 - K. 2 days detention

FRONTIER FFA SLATING COMMITTEE APPLICATION

The committee shall consist of at least four students and one advisor. Seniors shall have first priority, then juniors, and so on.

Please check all that apply and/or write the number of times you have participated in that activity. To be eligible for selection you must be able to check off all **bold** items. (Total of 7 mandatory checks.)

Name: _____ Grade _____ GPA _____

Highest Degree Earned

_____ Greenhand
_____ Chapter
_____ State Degree

Fairs & Shows – Must be able to check off at least one

_____ Kern County Fair
_____ California State Fair
_____ Other fairs and shows: _____

Sierra FFA Activities

_____ FFA Mtg.
_____ Activity Night
_____ FFA Banquet
_____ GH/CH Ceremonies
_____ FFA Week
_____ Tulare Farm Show
_____ Faculty Breakfast
_____ Fundraiser Sales
_____ Drive Thru BBQ Sales

Leadership – Must be able to check off one here.

_____ Opening/Closing	_____ Parliamentary Procedure
_____ Creed	_____ Job Interview
_____ Extemporaneous Speaking	_____ GH Conference
_____ Prepared Speech	_____ State Convention
_____ Made for Excellence	_____ Sacramento Leadership Experience
_____ Chapter Office	_____ Natural resources team
_____ Regional Officer	
_____ Sectional Officer	
_____ Other _____	
Committee Chairman (specify) _____	

AGRICULTURE ADVISORY

Functions:

The creation and establishing of an advisory body is to assist the agriculture education teacher, the administration and the school board in carrying out the objectives of the agriculture program. It is strictly advisory in its capacity and has no administrative authority. This philosophy must be clearly understood if the committee is to function properly. Formation of advisory committees is not intended to usurp the prerogative of the Board of Education or its administrative staff.

1. Advisory committee should be used to help the agriculture education teacher determine what kind of program should be offered.
2. The advisory committee can be used to assist the teacher in finding suitable workstations for students in both on-farm and off-farm occupations.
3. The committee can help the instructor establish a curriculum that possesses a practical approach and one that will attract capable students into the program. The committee can also be helpful in finding and providing opportunities for the disadvantage and handicapped.
4. An advisory committee can be an effective public relations instrument. Community interest and support of vocational education can be increased when members of the committee can help coordinate the work in the Agriculture department with that of other agencies within the community. This may include a strong working relationship with such groups as service clubs, the Farm Bureau, the Grange and the National Farmer's Organization, the Chamber of Commerce, Farm Implement Dealers, the Extension Service and other agriculturally related agencies.
5. Advisory committees, if requested to do so, can be very useful in helping to evaluate the effectiveness of the vocational agriculture program. Regularly planned evaluations of the curriculum and the department should be made. Key members of the advisory committee should be involved in this process. Guidelines for the evaluation should be developed cooperatively with the administration, the Board of Education and members of the Bureau of Agriculture Education.
6. The advisory committee can help gain support for legislation and appropriations. Here again, it is necessary for work of this kind to be checked carefully with the administrative staff so that the greatest benefits can be derived without running into opposition from the school board and administrative staff. Many times improved facilities in the Agriculture department can be obtained by administration with the real needs of the department.
7. Properly structured committees can perform a real service in helping the teachers develop a list of capable resource persons that may be used for the following purposes: Key speakers for both in-school and out-of-school tests and parliamentary procedure contest.
8. Advisory committees can be used to help obtain sponsors for appropriate awards that are useful in carrying out the FFA program. Industry representative will be more inclined to contribute equipment, livestock or cash if they feel that an adult advisor group is supporting an effort of this kind.

These are a few ways that an advisory committee may be useful to vocational agriculture teachers

LOCAL CHAPTER CONSTITUTION FOR THE FRONTIER FFA CHAPTER

ARTICLE I - Name, Mission and Strategies

Section A. The name of this organization shall be the Frontier FFA Chapter of the National FFA Organization

Section B. The mission and strategies for this chapter are as follows:

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.

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

ARTICLE II – Organization

Section A. The Frontier Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions in the constitution and bylaws of the California Association of FFA as well as those of the National 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 activities 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. While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study. Either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
 2. Show an interest in the affairs of the organization by attending meetings, striving for degrees of membership, and participating in other organized activities of the chapter.
 3. Pay all current state and national dues by the date determined by the chapter.
 4. Display conduct consistent with the ideals and purposes of the National FFA Organization.
- 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 FFA Organization.

ARTICLE V - Degrees and Privileges of Active Membership

- Section A.** There shall be four degrees of active membership based on individual achievement. These degrees are (1) Greenhand FFA Degree, (2) Chapter FFA Degree, (3) State FFA Degree, and (4) American FFA Degree.

All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the regulation 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 National Constitution)
1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
 2. Learn and explain the meaning of the FFA Creed, Motto, and Salute.
 3. Describe and explain the meaning of the FFA emblem and colors.

4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit a written application for the Greenhand FFA Degree.

Section C. Chapter FFA Degree. Minimum qualifications for election: (Refer to National Constitution)

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

Section D. State FFA Degree. Minimum qualifications for selection:

1. Qualifications for the State FFA Degree are those set forth in the constitution of the State FFA Association and National FFA Organization.

Section E. American FFA Degree. Minimum qualifications for selection.

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

ARTICLE VI - State and Chapter Officers

Section A. The offices of the Frontier FFA chapter shall be: president, vice president, secretary, treasurer, reporter, historian, sentinel and sweetheart. Other officers may be elected as deemed appropriate by the local advisor and/or governing body. The teacher(s) of agricultural education shall be the FFA advisor(s). The members present at any regular meeting of the Frontier chapter shall elect chapter officers annually or semi-annually.

ARTICLE VII – 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 the Frontier FFA Chapter
- Section C.** No member shall be considered as active and in good standing
Unless enrolled in an agriculture education course.

ARTICLE VIII – 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 7 bylaws of either the state association or the national organization.

POINT AWARD CHART

NAME _____

GRADE _____

DATE _____

This Point Award Chart is designed to keep track of how much you have contributed to the FFA from **July 1st to May First**. The presiding chapter officers will calculate the point award charts. The top five members in each grade that have accumulated the highest numbers of points will be awarded a plaque at our annual FFA Banquet!

Students must earn 275 points to earn the right to have their chart scored. The maximum number of points that can be earned on each item is listed beside it. All points listed must be shown in your record books, which must be turned in with this chart. **Record books must be up-to-date!** This means **May 1st to April 30th** must be complete.

If you have any questions, don't hesitate to ask one of the FFA Chapter Officers. Good Luck!

REMEMBER IF IT IS NOT IN YOUR RECORD BOOK – YOU GET NO POINTS!

DUE ON OR BEFORE MAY 10TH

I. PROJECTS

A. For each different **ownership project** score accordingly pg. 3a (250 pts. Max)

Each horse 15 pts.

Each mkt. hog 15 pts

Each mkt. lamb 15 pts

Each mkt. goat 15 pts

Each mkt. steer 30 pts

Each breeding lamb 60 pts

Each breeding hog 60 pts

Each Breeding goat 60 pts

Each breeding beef 120 pts

Each small animal (rabbit, poultry, etc.) 10 pts

Other _____ (points vary see advisor)

B. For every \$5 you made on an **ownership project** score 1pt. (250 pts. Max)
(See below)

1. From you record book

a. Add total **expenses** in journal from May 1-April 1
from *columns 9*, on *pgs .6a and 6b*
Total Expenses = _____

b. Add total **income** in journal from May 1-April 1
from *columns 8*, on *pgs. 6a and 6b*
Total Income = _____

c. Subtract Expenses from Income
Total Profit = _____

d. Divide total profit by 5 and enter points here

C. For each work experience project (paid or unpaid), score 10 pts. (50 pts. Max)
Each work experience paid project counted must have a minimum of 50 hrs.

D. For each \$15 made from **Paid Work Experience** score 1 pt. (250 pts. max)
You must have a minimum of 50hrs.per each paying job you
score, pg. *6b*, *column 11*
Total Income divided by 15 =

E. For each \$15 paid for **expenses** under **Paid Work Experience** score 1 pt.
pg. 6b, column 12 (250 pts. max)
Total Expenses divided by 15 =

G. For each 5 hours of **Self-Labor** score 1 pt. *Pg.6a column 7* (250 pts. Max)
Total number of hours divided by 5 =

TOTAL POINTS PAGE 1 _____

H. For ever \$2 in **Inventory** score 1 point Score

a. Add depreciable and non-depreciable property together

Pages 9 and 10 total = _____

2. Divide answer a by \$2 for total points (250 pts. Max) _____

I. **Proficiency Award** (Mark your highest score)

1. Chapter – 50 pts _____

2. Section – Gold 100 pts _____

Silver 75 pts _____

3. Region – 125 pts _____

4. State – 200 pts _____

5. National – 300 pts _____

II. LEADERSHIP

A. If you were enrolled in **the Ag Leadership class** during this year 50 points _____

B. If you own an **FFA jacket** 50 pts. _____

C. For each **Chapter FFA meeting** attended 30 pts.

List Dates : _____

C. For each **Sectional FFA** meeting attended 50 pts. (100 pts Max)

List Dates: _____

D. For each **Regional FFA** meeting attended 50 pts. (100 pts Max)

List Dates: _____

E. For each FFA degree received score as follows:

(Mark your highest degree only)

1. Greenhand – 75 pts _____

2. Chapter Farmer – 125 pts _____

3. State Farmer – 200 pts _____

F. For each Regional Office held during the current year score 50 pts

List office: _____

G. For each Sectional Office held during the current year score 50 pts

List office: _____

H. For each Chapter Office held during the current year score 100 pts

List office: _____

I. For each **Student Body/Class Office** held during current year 50 pts

List Dates: _____

TOTAL POINTS PAGE 2 _____

J. If you attended any Officer Screening 25 pts. each(75 pts Max)

Chapter, Sectional, Regional or State

List: _____

K. Mark only one of the following

1. If you were a delegate for the State FFA Convention score 100 pts _____
2. If you attended the State FFA Convention score 75 pts _____
3. If you attended the all member day at the State Convention score 25 pts _____

L. **Freshmen Creed Contest Participant**-Count highest level of participation only

1. Class 25 pts _____
2. Chapter 50 pts _____
3. Sectional 100 pts _____
4. Regional 150 pts _____
5. State 200 pts _____

M. If you attended officers training COLC score 25 pts _____

N. If you were a 4-H Junior Leader or Fair Board Member this year score 20 pts _____

O. Public Speaking, Extemporaneous Speaking and Job Interview

1. Chapter – 50 pts _____
2. Sectional – 75 pts _____
3. Regional – 100 pts _____
4. State – 150 pts _____

III. TEAMS

A. Score 50 pts. for each team you are a member of

1. Opening/Closing _____
2. Banking _____
3. BIG _____
4. Horse Judging _____
6. Natural Resources _____
7. Marketing Plan _____
8. Parliamentary Procedure _____
9. Other _____

B. If you attended any state wide field day contest 100 pts _____

C. Competed at State Finals 125 pts. (125 pts. Max) _____

D. School Athletic Team Member 35 pts. (35 pts. Max) _____

E. Place 4th or better in State Finals – 150 pts _____

F. National Contestant– 200 pts _____

G. Nationals 4th place or better – 250 pts _____

TOTAL POINTS PAGE 3 _____

IV. FAIRS AND SHOWS

- A.** For each Fair you attended with a project add 25 points. (Jackpots do not count here)

List Fairs: (75 points max)

- B.** Showmanship Final Round–List Fairs (150 pts. Max)

1. 1st place 75 pts _____

2. 2nd place 60 pts _____

3. 3rd place 50 pts _____

4. 4th place 35 pts _____

5. 5th place 25 pts _____

- C.** Score 1 point for each \$1 dollar earned premium money (250 pts max.)

Must show in Record Book

What month _____

- D.** Score 15 points for each Jackpot Show you attended with a project

(75 points max) List Shows: _____

V. ACTIVITIES

- A.** Score accordingly for those Activities in which you have participated in

1. Greenhand Initiation 100 pts.

2. Donkey Basketball Spectator 25 pts.

3. Donkey Basketball Rider 30 pts

4. Helped put on Chapter Contest 50 pts

5. FFA Week Participant 30 pts

6. Tulare Farm Show 25 pts

7. Drive-Thru BBQ 25 pts

8. FFA Banquet – 150 pts

9. National Convention Delegate 150 pts

10. National Convention Attendee 100 pts

TOTAL POINTS PAGE 4 _____

11. National Convention Competitor 200 pts _____
12. Activity Nights 30 pts each
List: _____

13. Others, please list: _____

B. Chairman and Committee Member – For each committee of which you have been an active member or chairman score 25 pts

1. Donkey Basketball – in charge of ticket sales _____
2. Drive Thru BBQ 's _____
3. Greenhand Ceremony – speaking, decorating, etc. _____
4. Ag Boosters Fundraiser _____
5. Ag Breakfast _____
6. FFA week _____
6. Others, please list: _____

VI. SCHOLASTIC ACHIEVMENT

- 1st Quarter – 3.0 GPA or better score 25 pts. _____
- 2nd Quarter – 3.0 GPA or better score 25 pts. _____
- 3rd Quarter – 3.0 GPA or better score 25 pts. _____

VII. COMMUNITY SERVICE

- A. For any community service you participated in during the current year score 25 pts (100 pts Max)

List: _____

XI. PARENT ACTIVITIES

- A. For each activity your parents attended with you score 15 pts. (75 pts. Max)

B. List: _____

TOTAL POINTS PAGE 5 _____

Please verify that all your totals are added up correctly and that everything you gave yourself points for is shown in your record book.

TOTAL POINTS PAGE 1 _____

TOTAL POINTS PAGE 2 _____

TOTAL POINTS PAGE 3 _____

TOTAL POINTS PAGE 4 _____

TOTAL POINTS FOR THIS CHART _____

Frontier FFA Past Officers

2006-2007

President	Samantha Church
Vice President	Chelsea Morris
Secretary	Brittney Barnett
Treasurer	Leah Hicks
Reporter	Lee Yantis
Sentinel	Jayke Knight
Historian	Rachel Hicks
Chaplin	Nick Barton

2007-2008

President	Samantha Church
Vice President	Jayke Knight
Secretary	Chelsea Morris
Treasurer	Gina Holmes
Reporter	Matt Walker
Sentinel	Tino Rossi
Historian	Rachel Hicks
Sweetheart	Amanda Rudnick

2008-2009

President	Rachel Hicks
Vice President	Samantha Church
Vice President	Jayke Knight
Secretary	Leah Hicks
Treasurer	Thomas Banducci
Reporter	Tino Rossi
Sentinel	Cameron Leon Guerrero
Historian	Gina Holmes
Sectional Sentinel	Chelsea Morris

Frontier FFA State Degrees

2008

Brittney Barnett

Robert Beechinor

Samantha Church

Leah Hicks

Rachel Hicks

Jayke Knight

FRONTIER FFA ACTIVITIES CALENDAR 2014-2015

August

- 9-10 – SOLC, Sectional Officers
- 16-17 – SJR FFA Officer Boot Camp
- 21 – Back to School Night 7-8:45pm
- 23 – SV COLC, Frontier 8am-3pm
- 26 – Officer Meeting 6:45am
- 27 – Food Sale Day
- 28 – Freshmen Ice Cream Social, Cafeteria 7pm

September

- 2 – Ag Booster Meeting room 1206 7pm
- 4 – Fair Meeting Potluck 6pm Frontier Cafeteria
- 10 – Ag Advisory Council Meeting 6pm
- 10 – Officer Meeting 6:45am
- 11 – FFA Meeting and Activity Night Johns Incredible 5pm
- 13 – Kern County Fair Clean Up Day 7am-noon
- 17-28 – Kern County Fair

October

- 4 – School Farm Clean Up 7am-noon
- 6 – Opening/Closing Practice starts 3-5pm
- 7 – Ag Booster Meeting room 1206 7pm
- 7 – SV CATA Meeting @ 5pm
- 7-9 – FFA Officer Practice Greenhand Ceremonies 3-5pm
- 9 – Greenhand Conference – Delano 7am
- 14 – Greenhand and Chapter Degree Night 7pm PAC
- 16 – KCF Steer Sign Up and Meeting 6pm room 1206
- 17 – Greenhand Officer Applications due by 3pm
- 20 – Greenhand Officer Interviews 3-5pm
- 21 – Officer Meeting – 6:45am
- 23 – FFA Meeting and Movie Night – 5pm
- 24 – Drive Thru BBQ 3-6pm
- 27-1st – National FFA Convention Louisville, Kentucky

November

- 4 – Ag Boosters Meeting 7pm room 1206
- 4 – Public Speaking Practice Starts 3-5pm
- 6 – Greenhand Officer Retreat 3-6pm
- 12 – Officer Meeting 6:45am
- 13 – FFA Meeting and Activity Night 5pm
- 18 – Opening and Closing Contest Taft 4pm
- 21-23 – Stierwalt Show Camp Cattle Clinic, Porterville
- 24 – Manuscripts and Job Interview Apps Due
- 30 – Natural resources contest Clovis 8am

December

- 2 – Ag Booster Meeting room 1206 7pm
- 3 – Officer Meeting 6:45am
- 4 – FFA Meeting and Activity Night – Skateland
- 9 & 10 – Christmas Caroling Canned Food Drive 7-9pm
- 11 – Banking Quiz Ag Pavilion 4pm
- 12-14 – Holiday Classic Steer Show KCF
- 13 – Sectional Public Speaking Contest Wasco @8:30am
- 22-23 – State Degree & Proficiency Workshops FHS 9am
- 22-Jan 4 – Christmas Break

January

- 5 – Back to School
- 6 – Ag Boosters Meeting room 1206 7pm
- 6 – Parliamentary Practice Sign ups Begin
- 14 – 6:45 am Officer Meeting
- 15 – FFA Meeting and Activity Night 5pm
- 16-18 – Sierra Winter Classic Steer Show Porterville
- 22 – BIG/Novice records and Co-Ops contest BC 5pm
- 23 – San Joaquin Regional Officer Applications due
- 23-25 – MJC Showmaster Classic, Modesto
- 27 – State Degree Record Book Scoring Ag Pavilion 4pm
- 28 – KCF Dairy project Meeting 6pm
- 30 – Drive Thru BBQ 3-6pm

February

- 3 – Ag Boosters Meeting room 1206 7pm
- 5 – Ag Advisory Meeting, 6pm
- 9- SJR proficiency Scoring - Fresno
- 11 – Tulare Farm Show
- 13-14 – MFE/ALA & Regional Interviews
- 13-15 – Redwave Livestock Show, Fresno
- 17-20 – National FFA Week, daily lunchtime activities
- 20-22 – Western Bonanza Livestock Show Paso Robles
- 24 –State Proficiency Scoring, Bakersfield
- 26 – State Fair Meeting parents and student 6pm rm 1206
- 27 – Staff Ranch Breakfast, Cafeteria 6am-9am
- 28 – San Joaquin Regional FFA Meeting 8am, Frontier

March

- 3 – Ag Boosters Meeting room 1206 7pm
- 3-6 – Sacramento Leadership Experience
- 6 – UC Davis Parli-Pro 12pm
- 7 – UC Davis Field Day
- 10 – SV Sectional Activity Night
- 13 – Drive Thru BBQ 3-6pm
- 14 – Chico State Field Day
- 17 – SV & Kern Sectional Parli-Pro Foothill 4pm
- 20 – Regional Parli-Pro Tulare – COS
- 21 – Merced Field Day
- 21 – 8th Annual Ag Boosters Spring Round Up
- 22 – San Joaquin State Officer Training, Fresno
- 24 – SV State Degree Awards Banquet Ag Pavilion 5pm
- 25 – Officer Meeting 6:45am
- 26 – FFA Meeting and Activity Night, 5pm
- 27 – Regional Public Speaking Contest 10am Tulare
- 28 – Modesto Jr. College Field Day

April

- 7 – Ag Boosters Meeting room 1206 7pm
- 7 – SV Section Apps Due
- 8 – Officer Banquet Meeting 3-5pm
- 9 – Freshmen Orientation 6pm
- 11 – Ag Sales State Finals

- 11 – Reedley Field Day
- 11 – Cal Poly Pomona Field Day
- 14-16 – Freshmen Registration Nights
- 16 – State Speaking Finals Fresno, 11am
- 17 – State Parli-Pro Contest Fresno 7am
- 18 – Fresno State Field Day
- 18-21 – State FFA Convention
- 22 – 6:45am Meeting FFA Officers
- 22 – FFA Meeting 5pm
- 23 – KCF Parent and Student meeting 7pm PAC
- 28 – SV officer Elections, McFarland 5pm
- 29 – Banquet Practice 3-5
- 30 – Food For America, football field 6am-2pm

May

- 1 – Point Award Charts Due
- 2 – Cal Poly State Finals, SLO
- 4-7 –Banquet Practice 3-5pm
- 5 – CATA Planning Meeting 5pm
- 5 – FFA Officer Application Due by 3pm
- 6 – FFA Officer Interviews 3-7pm
- 7 – Ag Business Luncheon, Frontier 11:30am
- 11 – Officer Candidate Speeches Video Taped 3pm
- 12 – FFA Officer Elections
- 11-12 –Banquet Practice 3-5pm
- 13 – 9th Annual Frontier FFA Awards Banquet 5pm PAC
- 17 – Farm Clean up and preparation 7am-noon
- 20 – Dairy and Beef Entries Due KCF 5pm
- 23– Tagging Beef and dairy KCF
- 21 – NEW officer and Parent Dinner 6pm
- 22 – Ag Advisory Council Meeting 6pm room 1206

June

- 16-19 – San Joaquin Regional Officer retreat
- 21-26 – CATA Teacher Conference

July

- 8-12 – California State fair
- 28-30 – Chapter officer Retreat

POINT AWARD CHART

NAME _____

Circle GRADE: 9 10 11 12

DATE _____

This Point Award Chart is designed to keep track of how much you have contributed to the FFA from **May 1st 2013 to April 30th 2014**. The presiding chapter officers will calculate the point award charts. The top **FIVE** members in each grade that have accumulated the highest numbers of points will be awarded a plaque at our annual FFA Banquet!

Students must earn 275 points to earn the right to have their chart scored. The maximum number of points that can be earned on each item is listed beside it. All points listed must be shown in your record books, which must be turned in with this chart. **Record books must be up-to-date!** This means **May 1st to April 30th** must be complete.

REMEMBER IF IT IS NOT IN YOUR RECORD BOOK – YOU GET NO POINTS!

DUE ON OR BEFORE MAY 8th

I. SUPERVISED AGRICULTURE EXPERIENCE PROJECTS

A. Ownership Projects- For each ownership project that is recorded in your record book score as listed (Max 400)

- a. Market Steer 50 points each _____
- b. Market Lamb 25 points each _____
- c. Market Hog 25 points each _____
- d. Market Goat 25 points each _____
- e. Dairy Heifer 50 points each _____
- f. Breeding Beef 75 points each _____
- g. Breeding Hog 50 points each _____
- h. Breeding Lamb 50 points each _____
- i. Breeding/Dairy Goats 50 points each _____
- j. Rabbit/chinchilla 15 points each _____
- k. Poultry 15 points each _____
- l. Other (see Advisor) _____

B. For every \$5 you made on an ownership project score 1 point (250 points max)

a. From your record books calculate the following:

i. Add total expenses in journal from May 1, 2013- April 30, 2014

from columns 9 on pages 6a and 6b

Total Expenses= _____

ii. Add total income in journal from May 1, 2013- April 30, 2014

from columns 8 on pages 6a and 6b

Total Income= _____

iii. Subtract Expenses from income

Total Profit _____

iv. Divide profit by 5 and enter total points here _____

C. For each Work Experience Project (paid or unpaid) score 10 points

Each work experience paid project counted must have a minimum of 50 hrs _____

D. For each \$15 made from a paid work experience score 1 point (250 points max)

You must have a minimum of 50 hours per each paying job you

Score pg 6b column 11

Total Income divided by 15 _____

E. For each \$15 paid for expenses under paid Work Experience score 1 point

Pg 6b column 12(250 points max)

Total expenses _____ divided by 15 _____

F. For each 5 hours of Self-Labor score 1 point pg 6a column 7 (250 points max)

Total number of hours _____ divided by 5 _____

TOTAL POINTS PAGE 1 _____

II. LEADERSHIP

- A. If you were enrolled in the **Ag Communications** class 50 points _____
- B. If you own an **FFA jacket** 50 points _____
- C. If you own a **chapter t-shirt** 25 points _____
- D. For each **Chapter Meeting** attended 30 points
 - a. September 12th, 2013 – Johns Incredible _____
 - b. October 22, 2013- Movie night _____
 - c. November 14th, 2013- chapter exchange _____
 - d. December 5th, 2013- Skate night _____
 - e. January 21, 2014- _____
 - f. March 20th, 2014 - _____
 - g. April 24th, 2014 – Frozen _____
- E. For each **Sectional Meeting** Attended 50 points each (50 point max)
 - a. April 29th, 2014- South Valley Elections _____
- F. For each **Regional Meeting** Attended 50 points each (50 points max)
 - a. August 16th-17th 2013, Boot Camp Training _____
 - b. February 22nd, 2014- Spring Regional Meeting at Frontier _____
- G. For each **leadership conference** you attended 50 points
 - a. Greenhand Conference _____
 - b. MFE _____
 - c. ALA _____
 - d. COLC _____
 - e. SOLC _____
 - f. ROLC _____
 - g. WLC _____
 - h. SLE _____
 - i. National Convention _____
- H. If you attended **State Conference** 75 points
 - a. If you were a delegate 100 points (mark only one) _____
 - b. Committee or Sub Committee Chairs for State Conference 100 points (mark only one) _____
- I. If you attended any **officer interview** 25 points each (75 points max)
 - a. EIT _____
 - b. Chapter _____
 - c. Section _____
 - d. Region _____
 - e. State _____

TOTAL POINTS PAGE 2 _____

- J. For each **Executive in Training** Office held during the school year- 100 points

List Office _____

- K. For each **Chapter Office** held during the current school year- 100 points

List Office- _____

- L. For each **Section Office** held during the current school year- 50 points

List Office _____

- M. For each **Region Office** held during the current school year- 50 points

List Office _____

- N. For each **FFA degree** Received score as follows-

(Mark your highest degree only)

a. Greenhand- 75 points _____

b. Chapter- 125 points _____

c. State- 200 points _____

III. ACTIVITIES

- A. For each of the following **activities** you attended mark 50 points:

a. Welcome Back Potluck _____

b. Ice Cream Social _____

c. Kern County Fair Clean up Day _____

d. Drive-Thru BBQ _____

e. FFA Week participant _____

f. Tulare Farm Show _____

g. Poinsettia Sales _____

h. FFA Banquet (2013) _____

IV. CAREER DEVELOPMENT EVENTS

- A. For each CDE **team** you were a member of 50 points

a. Opening/Closing _____

b. Banking _____

c. CO/OPS _____

d. Ag Sales _____

e. Parliamentary Procedure Advance or Novice _____

f. Best Informed Greenhand _____

g. Horse Judging _____

h. Novice Record Books _____

i. Livestock Evaluation _____

TOTAL POINTS PAGE 3 _____

B. Public Speaking Events including **Creed, Prepared, Extemp, Job Interview, Impromptu, Parli-Procedure**

Mark highest Participation only

- a. Chapter Level 25 points _____
 - b. Sectional Level 50 points _____
 - c. Regional Level 100 points _____
 - d. State Level 200 points _____
 - e. National Level 400 points _____
- C. For any of the above events for which you place **fourth or better at State Finals** 150 points _____
- D. For each **Official State Finals Contest** you competed score in 100 points
- a. Cal Poly State Finals May 3rd-4th, 2013 _____
 - b. Consumnes River College April 5th, 2014 _____
 - c. Reedley State Finals- January 25th, 2014 _____
- E. **Field Days** mark 50 points for each
- a. UC Davis- March 7th and 8th, 2014 _____
 - b. Merced- March 15th, 2014 _____
 - c. Modesto junior College Field Day – March 29th, 2014 _____
 - d. Reedley Field Day – April 5th 2014 _____
 - e. Fresno State Field Day – April 12th, 2014 _____

V. FAIRS AND SHOWS

- A. For each **county or state fair** you attended with an FFA project score 50 points
- a. California State Fair _____
 - b. Kern County Fair _____
 - c. Ridgecrest Fair _____
- B. **Championships** – For each division you received champion or reserve list title and show score 25 points (max 100 points)
- a. _____
 - b. _____
 - c. _____

TOTAL PONTS PAGE 4 _____

C. **Championships-** If you were a supreme or reserve supreme champion at Kern County or State Fair show score

150 points (600 points)

- a. _____
- b. _____
- c. _____
- d. _____

D. **Showmanship** – For each Kern County/State Fair Final round placing score as follows (150 points max)

- a. 1st place 75 points _____
- b. 2nd place 60 points _____
- c. 3rd place 50 points _____
- d. 4th place 35 points _____
- e. 5th place 25 points _____

E. Score 25 points for each **jackpot show** you attended with an FFA project

- a. Holiday Classic December 13-14 _____
- b. Sierra Winter Classic January 17-18 _____
- c. MJC Showmaster Classic January 24-26 _____
- d. Fresno red Wave February 7-9 _____
- e. Western Bonanza Feb 14-16 _____
- f. Pork Spectacular _____
- g. NJSA _____
- h. Pacific coast Show March 7-8 _____
- i. Other (Only one) _____

VI. COMMUNITY SERVICE

A. For each of the following community service projects you attended score 25 points

- a. Christmas Caroling for Canned Food Drive _____
- b. Farm Day in the City _____
- c. Food For America _____
- d. Other _____

TOTAL POINTS PAGE 5 _____

VII. CHAIRMAN AND CO-CHAIRMAN ACTIVITIES

A. If you were a **Chairman** of the following committees mark 50 points

- a. Food Sale Day _____
- b. Natural Resources Contest _____
- c. Staff Ranch Breakfast _____
- d. Tulare Farm Show _____
- e. Ag Olympics _____
- f. Petting Zoo _____
- g. Dress up days _____
- h. Pie an Officer _____
- i. Sign Making _____
- j. Other _____

B. If you were a **Co-chairman** for the following committees mark 25 points

- a. Food Sale Day _____
- b. Natural Resources Contest _____
- c. Staff Ranch Breakfast _____
- d. Tulare Farm Show _____
- e. Ag Olympics _____
- f. Petting Zoo _____
- g. Dress Up Days _____
- h. Pie an Officer _____
- i. Sign Making _____
- j. Other _____

C. If you were a **committee member** of the following committees mark 15 points

- a. Food Sale Day _____
- b. Natural Resources Contest _____
- c. Staff Ranch Breakfast _____
- d. Tulare Farm Show _____
- e. Ag Olympics _____
- f. Pie an Officer _____
- g. Petting Zoo _____
- h. Kiss the Donkey _____
- i. Sign Making _____
- j. Other _____

TOTAL POINTS PAGE 6 _____

VIII. SCHOOL ACTIVITIES

A. Mark the following **scholastic achievements** as follows

a. 1st Quarter GPA 3.0 or better 25 points

b. 2nd Quarter GPA 3.0 or better 25 points

c. 3rd Quarter GPA 3.0 or better 25 points

B. Other

a. If you held a Student Body/ Class Office during the current school year 50 points

b. If you were a member of a sports team 25 points

IX. PARENT ACTIVITIES

A. For each activity your **parents** attended score 15 points

a. FFA Banquet 2013

b. Welcome back Potluck- September 5th, 2013

c. Kern County Fair 2013

d. South Valley Awards Banquet April 25th, 2014

B. Parent is an **Active member of Ag Boosters** (attended 5 or more meetings)- 50 points

C. You or your parents Donated an Item to the **Ag Boosters Spring Round Up** – 50 points

D. Parents Attend the **Spring Round-Up March 29th** - 75 points (only one)

TOTAL POINTS PAGE 7 _____

**PLEASE VERIFY THAT ALL YOUR TOTALS ARE ADDED UP CORRECTLY AND THAT
EVERYTHING YOU GIVE YOURSELF POINTS FOR IS SHOWN IN YOUR RECORD BOOK.**

TOTAL POINTS PAGE 1 _____

TOTAL POINTS PAGE 2 _____

TOTAL POINTS PAGE 3 _____

TOTAL POINTS PAGE 4 _____

TOTAL POINTS PAGE 5 _____

TOTAL POINTS PAGE 6 _____

TOTAL POINTS PAGE 7 _____

TOTAL POINTS FOR THIS CHART _____

Frontier Chapter FFA Officer Contract

As an officer of the Frontier FFA Chapter, I _____ will: (initial each)

- _____ A. Give precedence to FFA over other activities when there is no chance to work out a compromise.
- _____ B. Attend Chapter Officer Retreat during the summer
- _____ C. Attend all officer meetings and monthly chapter meetings.
- _____ D. Cooperate with other officers and maintain a friendly attitude with them, always working as a team.
- _____ E. Abide by the National FFA Code of Ethics and School Policies.
- _____ F. Set an example for other members by my positive actions both inside and outside of the classroom and take part in all fundraising activities.
- _____ G. Obtain and wear proper official dress at all meetings and official functions.
- _____ H. Accept all responsibilities of the office I receive.
- _____ I. Maintain a 2.0 GPA throughout the duration of my term.
- _____ J. Attend all of the following events and activities: (subject to changes)

Officer Meeting Monday July 29th at school - 2pm
Officer Retreat – July 30th – August 1st – Lake
Nacimiento
FFA Officer Boot Camp – August 16th-17th, Scicon
COLC – August 24th (all day)
Ice Cream Social – August 29th
Welcome Back Potluck meeting – September 5th
FFA Meeting – Sept 12th
Fair Clean up – September 14th
Kern County Fair – Sept 18-29th
Greenhand/Chapter degree night – October 15th
FFA Meeting – October 22nd
National Convention – October 30-Nov 2nd
FFA Meeting – Nov 14th
Opening Closing Contest – Nov 19th
FFA Meeting SV Sectional Skate Night – December 5th

SV Speaking Contest – Hosted at Frontier December 7th
8am
Canned food Drive – December 10-11, 7-9pm
FFA Meeting – January 21st
ALA/MFE – February 14th 15th
FFA Week – February 17th- 21st
Staff Ranch Breakfast – February 21st
Spring Regional Meeting – February 22nd at Frontier
FFA Meeting – March 18th
Ag Boosters Spring Round Up – March 29^h 5-8pm
State FFA Conference – April 12th-15th (Also Spring
Break)
Food for America – May 1st
Ag Business Luncheon - May 8th
Banquet Practice May 5th – 8th & 12^h -13th
Annual FFA Awards Banquet – May 14th

I have read and understand the above information. As an officer, I understand that I am required to abide by the Frontier High School Drug and Alcohol policy. Any violation at any time may result in my removal from the officer team. As a chapter officer, I will carry out my responsibilities in accordance with these statements. I understand I will be removed from office by the Adviser or membership if I have not followed the established standards for chapter FFA office.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

FRONTIER FFA CONDUCT POLICY AND CODE OF SHOW RING ETHICS

Student Behavior:

- FFA members are expected to respect the authority and direction of all teachers and site representatives of all agricultural Department events and activities.
- FFA members are expected to be held accountable for their actions and that communication between advisors and site administration will occur when violations are made.
- All FFA exhibitors are expected to conduct themselves in a cooperative and courteous manner while participating and representing the Frontier FFA chapter at FFA sanctioned events, fairs, and shows.

Good Conduct Policy:

FFA Members, who wish to have the privilege of participating in FFA activities within the Frontier FFA Chapter including but not limited to; all Local, Sectional, Regional, State or National events including all County Livestock Expositions, Fairs and Shows, must conduct themselves in accordance with the Conduct Policy. A violation of the code of ethics before, during or after participation in any recognized FFA event and or activity will result in the removal of the member and the project from the event, activity, and/or fair and show. All violations will be reported to the Frontier Administration for further action under the school's conduct policy and the member/exhibitor understands that his/her future participation in the FFA may be limited and or prohibited for a period of time or for its entirety. A meeting of the member, parent/guardian, advisor, and administration will be held to determine future standing of member eligibility.

Code of Show Ring Ethics:

Youth represent the entire program and your behavior reflects on your parents, leaders, school, and the entire FFA organization. Any youth who breaks the code of Ethics or allows another person (adult or peer) to talk you into violating the code of ethics agrees to forfeit all awards on that entry and your membership will be in question based on the findings and decision of the site administrators.

- Students and or parents who risk the reputation of the Frontier FFA Chapter and Frontier High School before, during and or after an event, shall be held accountable for their actions by possible removal from the FFA Chapter and the Agriculture Program.
- All food animals raised and shown by frontier FFA students that may be harvested immediately following the show shall be safe for consumers, and shall have met all withdrawal times for all medications, and be free of violate drug residue. Any animal that is found to have been changed in appearance or performance shall be in violation of the Frontier FFA Code of Ethics. Student exhibitors and or parents will be disqualified from the show, and the students have subject to removal from FFA program or face consequences for such actions penalties as assessed against me, my parents and or guardian by, FFA advisors, and school administration.
- By entering an exhibit in any fair or show you will accept any disciplinary action taken for any violation of this Code of Ethics and any other rules of the competition of the fair without recourse against management including; advisors, school administration, and fair officials.
- Students are not to be involved in any illegal activities while participating in FFA events, including but not limited to alcohol, tobacco or drug use.
- Students who cannot exhibit/show their entry for any reason will notify the advisor immediately and make arrangements for a substitute showman.
- Any protest consideration presented by any parent or student representing the Frontier FFA Chapter must be approved by the advisor of the chapter and or advisor of the project. All protests are subject to administration approval.

I agree to conduct myself in an honest, ethical, and upstanding manner. I understand that disciplinary actions will result if these rules are violated. I understand that I am expected to represent the program in appositive manner. I have read and understand this Code of Ethics and any other rules of competition.

Student Name Printed

Student Signature

Date

FRONTIER FFA CONDUCT POLICY AND CODE OF SHOW RING ETHICS

Parent Name Printed

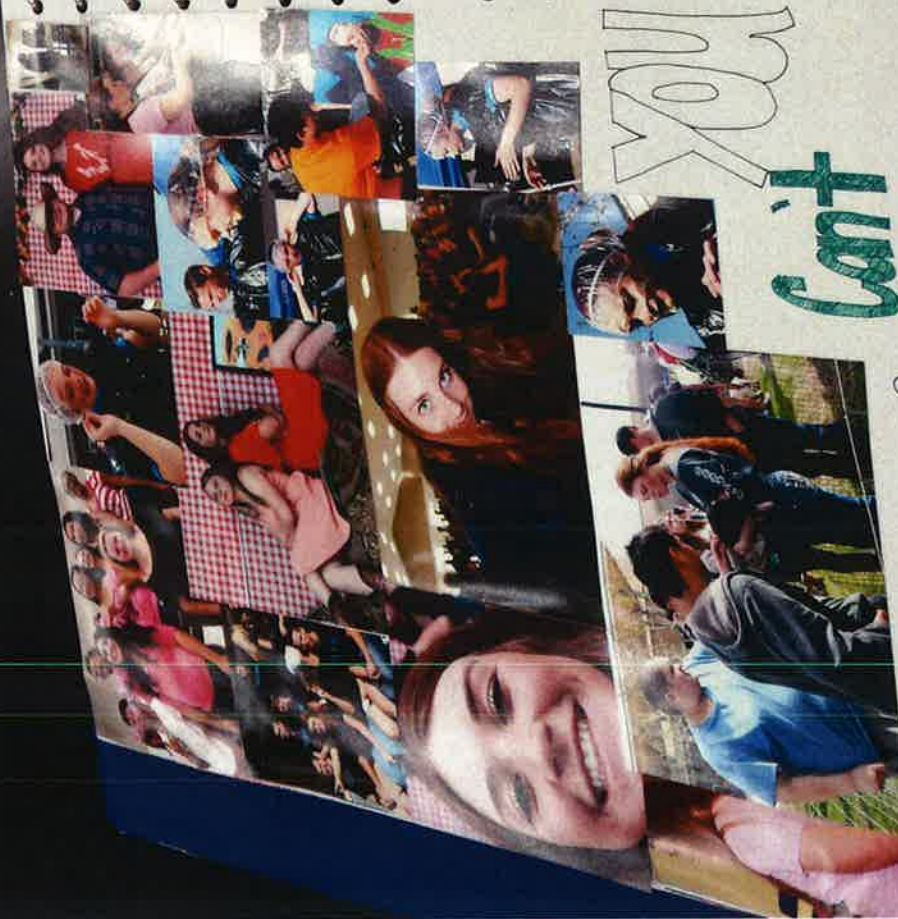
Parent Signature

Date



you need to become what you are

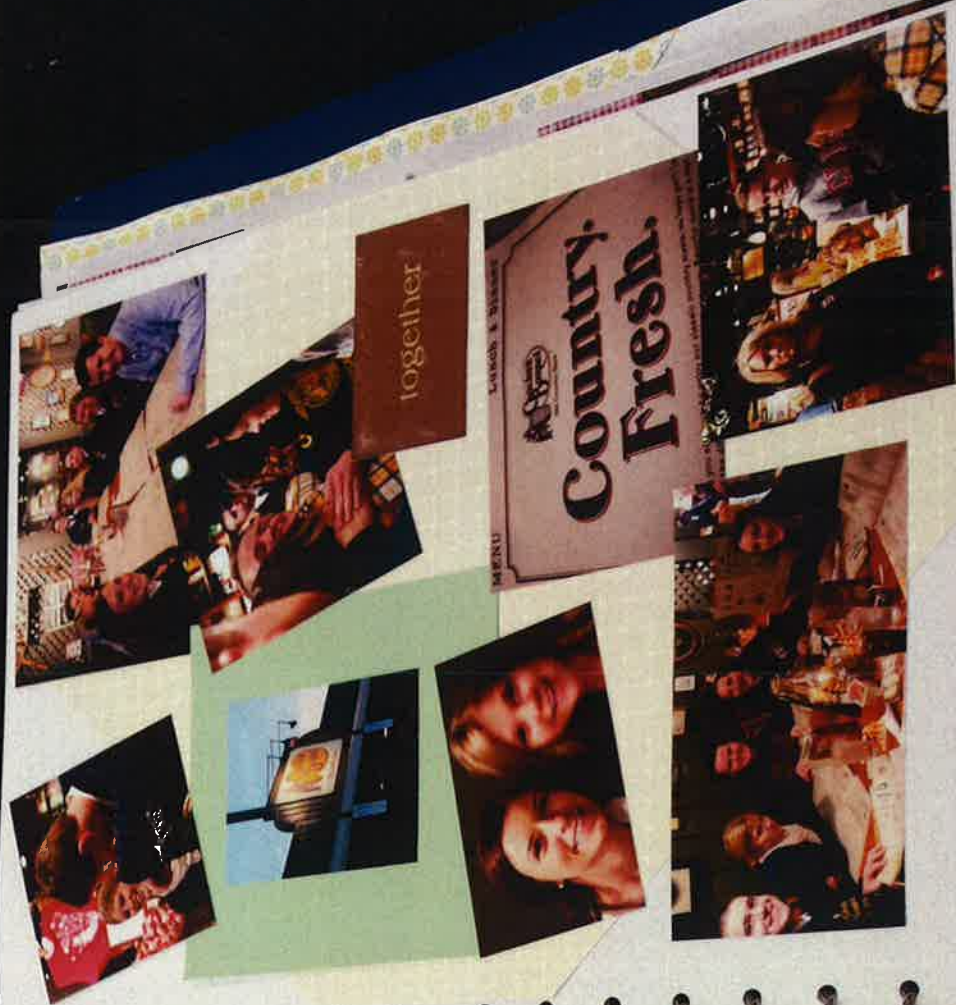
Can't You



together



**Country.
Fresh.**



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FFA Roster

CA0535 Bakersfield - Frontier High School

Frontier HS

6401 Allen Rd.

Bakersfield, CA 93314

Year: 2014

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
* 0	Acosta	Isabel		Bakersfield	CA	93314	1	09	F	X	2 or More	Agriscience
* 600977397	Adams	Julie		Bakersfield	CA	93314	2	10	F		White	Agriscience
* 0	Adams	Zach		Bakersfield	CA	93312	1	09	M		White	Agriscience
* 0	Aguilar	Ashton		Bakersfield	CA	93312	1	09	M	X	2 or More	Agriscience
* 600977398	Anderson	Koltin		Bakersfield	CA	93312	2	10	M		White	Agriscience
* 600028504	Armistead	Cheyenne		Bakersfield	CA	93312	4	12	F		White	Agriscience
* 600977399	Ashley	Megyn		Bakersfield	CA	93312	2	10	F		White	Agriscience
* 600561626	Atkinson	Morgan		Bakersfield	CA	93314	3	11	F		White	Agriscience
* 553637073	Atwater	Laura		Bakersfield	CA	93312	5	13	F		White	Agriscience
* 600977400	Avalos	Clarissa		Bakersfield	CA	93314	2	10	F	X	2 or More	Agriscience
* 0	Avis	Adolf		Bakersfield	CA	93314	1	09	M		White	Agriscience
* 600977401	Ballew	McKayla		Bakersfield	CA	93312	2	10	F		White	Agriscience
* 0	Barber	Lauren		Bakersfield	CA	93312	1	09	F		White	Agriscience
* 553637076	Barber	Megan		Bakersfield	CA	93312	5	13	F		White	Agriscience
* 0	Barker	Brooker		Bakersfield	CA	93314	1	10	F		White	Agriscience
* 0	Barrera	Riley		Bakersfield	CA	93314	1	10	F		2 or More	Agriscience
* 0	Barton	Kerstyn		Bakersfield	CA	93314	1	09	F		White	Agriscience
* 600028509	Bassett	Callie		Bakersfield	CA	93312	4	12	F		White	Agriscience
* 0	Bates	Kieran		Bakersfield	CA	93312	1	09	M		White	Agriscience
* 600977404	Batista	Clarissa		Bakersfield	CA	93314	2	10	F	X	2 or More	Agriscience
* 0	Bazan	Kathryne		Bakersfield	CA	93312	1	09	F		White	Agriscience
* 553637080	Beard	Andrew		Bakersfield	CA	93312	5	13	M		White	Agriscience
* 0	Beimontes	Jennifer		Bakersfield	CA	93312	1	09	F	X	2 or More	Agriscience
* 600977406	Beisel	Kody		Bakersfield	CA	93312	2	10	M		White	Agriscience

* 600977407	Bently	Harleigh	Bakersfield	CA	93314	2	10	F	White	Agriscience
* 0	Billington	Justin	Bakersfield	CA	93312	1	09	M	White	Agriscience
* 553637083	Blackford	Branson	Bakersfield	CA	93312	5	13	M	White	Agriscience
* 600561770	Blackford	Savannah	Bakersfield	CA	93314	3	11	M	White	Agriscience
* 0	Blair	Tristan	Bakersfield	Ca	93314	1	09	M	White	Agriscience
* 553264847	Bloom	Chad	Bakersfield	CA	93312	6	14	M	White	Agriscience
* 553637084	Bloomer	Amber	Bakersfield	CA	93312	5	13	F	White	Agriscience
* 600977409	Botts	Lauren	Bakersfield	CA	93312	2	10	F	White	Agriscience
* 0	Bracket	Garrett	Bakersfield	CA	93312	1	09	M	White	Agriscience
* 600561692	Brakebill	Kyle	Bakersfield	CA	93312	3	11	M	White	Agriscience
* 600977410	Branford	Madeline	Bakersfield	CA	93312	2	10	F	White	Agriscience
* 0	Branford	Sarah	Bakersfield	CA	93312	1	09	F	White	Agriscience
* 600977411	Brenden	Clark	Bakersfield	CA	93314	2	10	M	White	Agriscience
* 0	Brewer	Chloe	Bakersfield	Ca	93312	1	09	F	Hawaiian/Pac Is.	Agriscience
* 553264858	Brown	Racanne	Bakersfield	CA	93312	6	14	F	White	Agriscience
* 600977412	Brown	Raymond	Bakersfield	CA	93312	2	10	M	White	Agriscience
* 600561733	BroziK	Hayley	Bakersfield	Ca	93312	3	11	F	White	Agriscience
* 600977413	Bruce	Haylee	Bakersfield	CA	93312	2	10	F	White	Agriscience
* 600028520	Brundstedt	Madison	Bakersfield	CA	93312	4	12	F	2 or More	Agriscience
* 0	Bullard	Alyssa	Bakersfield	CA	93312	1	09	F	White	Agriscience
* 0	Burke	Caitlin	Bakersfield	CA	93312	1	09	F	White	Agriscience
* 601072337	Burlock	Shelby	bakersfield	CA	93314	2	10	F	White	Agriscience
* 0	Burst	Reese	Bakersfield	CA	93314	1	09	F	White	Agriscience
* 600977414	Burton	Alyssa	Bakersfield	CA	93312	2	10	F	White	Agriscience
* 600561761	Burton	Averi	Bakersfield	CA	93312	3	11	F	White	Agriscience
* 552979366	Butimore	Amber	Bakersfield	CA	93312	7	15	F	White	Agriscience
* 0	Butimore	Kaitlyn	Bakersfield	CA	93312	1	09	F	White	Agriscience
* 0	Byrne	Dakota	Bakersfield	CA	93314	1	11	M	2 or More	An. Science
* 0	Caldwell	Zariah	Bakersfield	CA	93314	1	09	F	Black	Agriscience
* 0	Campagna	Brooklyn	Bakersfield	CA	93312	1	11	F	White	Agriscience
* 0	Campbell	Kiley	Bakersfield	CA	93312	1	11	F	White	Agriscience
* 553264865	Capetillo	Hannah	Bakersfield	CA	93312	6	14	F	White	Agriscience
* 0	Cargill	Kolyn	Bakersfield	CA	93314	1	09	M	White	

									Agriscience
* 600977416	Cargill	Taylor	Bakersfield	CA 93312	2	10	F	White	Agriscience
* 0	Carter	Trenton	Bakersfield	Ca 93314	1	09	M	White	Agriscience
* 600561588	Cateno	Harleigh	Bakersfield	CA 93312	3	11	F	White	Agriscience
* 0	Cecil	Holly	Bakersfield	Ca 93314	1	09	F	White	Agriscience
* 0	Chaddick	Taylor	Bakersfield	CA 93314	1	11	F	X 2 or More	An. Science
* 0	Chamberlin	Ryan	Bakersfield	CA 93312	1	12	M	2 or More	Ag Bus Mgt
* 600561722	Chassi	Brittany	Bakersfield	CA 93312	3	11	F	White	Agriscience
* 600028528	Choate	Jordyn	Bakersfield	CA 93312	4	12	F	White	Agriscience
* 600977509	Choate	Taylor	Bakersfield	CA 93312	2	10	F	White	Agriscience
* 600028529	Chrisco	Olivia	Bakersfield	CA 93314	4	12	F	White	Agriscience
* 600028531	Claggett	Gabrielle	Bakersfield	CA 93312	4	12	F	White	Agriscience
* 0	Clark	Brenden	Bakersfield	CA 93314	1	10	M	White	Agriscience
* 0	Clark	Kami	Bakersfield	CA 93312	1	09	F	White	Agriscience
* 553264877	Clark	Sarah	Bakersfield	CA 93314	6	14	F	White	Agriscience
* 0	Clay	Sage	Bakersfield	CA 93312	1	09	F	White	Agriscience
* 600977510	Clines	Noah	bakersfield	Ca 93312	2	10	M	White	Agriscience
* 0	Clines	Seth	Bakersfield	CA 93312	1	09	M	White	Agriscience
* 600977511	Coe	Karina	Bakersfield	CA 93312	2	10	F	White	Agriscience
* 0	Coffman	Jamie	Bakersfield	CA 93314	1	10	F	2 or More	Agriscience
* 0	Colwell	Daven	Bakersfield	CA 93312	1	09	M	White	Agriscience
* 0	Compton	Paige	Bakersfield	Ca 93314	1	09	F	White	Agriscience
* 0	Cortez	Presley	Bakersfield	CA 93304	1	09	F	White	Agriscience
* 553637111	Crawford	Caulyn	Bakersfield	CA 93312	5	13	F	White	Agriscience
* 600561631	Crist	Hunter	Bakersfield	CA 93312	3	11	M	White	Agriscience
* 0	Cruz	Aileen	Bakersfield	CA 93312	1	09	F	X 2 or More	Agriscience
* 0	Dalby	Leland	Bakersfield	CA 93263	1	09	M	White	Agriscience
* 600561668	Dallas	David	Bakersfield	CA 93312	3	11	M	X 2 or More	Agriscience
* 600561751	Dallas	Dominique	Bakersfield	CA 93312	3	12	F	X 2 or More	Agriscience
* 0	Davis	Jack	Bakersfield	Ca 93312	1	09	M	White	Agriscience
* 600561636	Delattre	Cassidy	Bakersfield	CA 93312	3	11	F	White	Agriscience
* 600977513	Delgado	Jennifer	Bakersfield	CA 93314	2	10	F	X 2 or More	Agriscience
* 552979378	Denny	Fisher	Bakersfield	CA 93314	7	15	M	White	Agriscience

* 600561614	Denny	Parker	Bakersfield	Ca	93314	3	11	M		White	Agriscience
* 600977514	DeRevere	Blake	Bakersfield	CA	93312	2	10	M		2 or More	Agriscience
* 0	Desjarlais	Hayden	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 0	Dodson	Bailey	Bakersfield	Ca	93312	1	09	F		White	Agriscience
* 600028544	Dodson	Cody	Bakersfield	CA	93312	4	12	M		2 or More	Agriscience
* 600561576	Duarte	Shena	Bakersfield	CA	93312	3	11	F	X	2 or More	Agriscience
* 600028553	Elizondo	Alyssa	Bakersfield	CA	93312	4	12	F	X	2 or More	Agriscience
* 600977515	Ellis	Blake	Bakersfield	CA	93312	2	10	M		White	Agriscience
* 600028554	England	Maghan	Bakersfield	CA	93314	4	12	F		White	Agriscience
* 600561634	Escalante	Raquel	Bakersfield	CA	93312	3	11	F	X	2 or More	Agriscience
* 0	Espera	Victoria	Bakersfield	CA	93314	1	09	F		White	Agriscience
* 600561581	Faulkenberry	Jacob	Bakersfield	CA	93312	3	11	M		White	Agriscience
* 600028560	Faure	Justin	Bakersfield	CA	93312	4	12	M		White	Agriscience
* 0	Fernandez	Alexandria	Bakersfield	CA	93312	1	09	F	X	2 or More	Agriscience
* 553637125	Fickle	Jaycie	Bakersfield	CA	93312	5	13	F		White	Agriscience
* 552979383	Fien	Garrett	Bakersfield	CA	93314	7	15	M		White	Agriscience
* 600977519	Flores	Yvette	Bakersfield	CA	93312	2	10	F	X	2 or More	Agriscience
* 553637130	Ford	Cameron	Bakersfield	CA	93312	5	13	M		White	Agriscience
* 600976730	Frickel	Kacy	Bakersfield	CA	93314	2	10	F	X	2 or More	Agriscience
* 600976731	Furtado	Baylie	Bakersfield	CA	93314	2	10	F		White	Agriscience
* 600561661	Gabler	Breanna	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 600561777	Gambill	Melissa	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 0	Gamboa	Morgan	Bakersfield	CA	93314	1	09	F	X	2 or More	Agriscience
* 600561728	Gano	Samual	Bakersfield	CA	93312	3	11	M		White	Agriscience
* 0	Garcia	Arcelie	Bakersfield	CA	93312	1	11	F	X	2 or More	An. Science
* 600561742	Garcia	Cameron	Bakersfield	CA	93314	3	11	M	X	2 or More	Agriscience
* 600561624	Garcia	Destiny	Bakersfield	CA	93314	3	11	M	X	White	Agriscience
* 600561603	Garcia	Kaitlyn	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 0	Gatlin	Jordan	Bakersfield	CA	93314	1	09	F		White	Agriscience
* 553264910	Gatlin	Taylor	Bakersfield	CA	93312	6	14	F		White	Agriscience
* 0	Gerdon	Zach	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 553264911	Gerez	Brittany	Bakersfield	CA	93312	6	14	F		White	Agriscience

* 600028570	Gerez	Bryan	Bakersfield	CA	93314	4	12	M		White	Agriscience
* 0	Germanetti	Abby	Bakersfield	Ca	93312	1	09	F		White	Agriscience
* 0	Germanetti	Taylor	Bakersfield	CA	93314	1	10	F		2 or More	Agriscience
* 0	Gibson	Garrett	Bakersfield	CA	93312	1	09	M		White	Agriscience
* 600976732	Gillis	Garrett	Bakersfield	CA	93312	2	10	M		White	Agriscience
* 553637143	Goin	Jason	Bakersfield	CA	93312	5	13	M		White	Agriscience
* 553264917	Goldsberry	Emily	Bakersfield	CA	93312	6	14	F		White	Agriscience
* 553264918	Goldsberry	Trevor	Bakersfield	CA	93312	6	14	M		White	Agriscience
* 0	Gonzales	Janae	Bakersfield	CA	93312	1	09	F	X	2 or More	Agriscience
* 600976734	Gonzales	Marissa	Bakersfield	CA	93312	2	10	F	X	2 or More	Agriscience
* 0	Graff	Breanna	Bakersfield	CA	93313	1	09	F	X	2 or More	Agriscience
* 600028575	Gray	Samantha	Bakersfield	CA	93312	4	12	F		White	Agriscience
* 600561627	Guerra	Matthew	Bakersfield	CA	93312	3	11	M	X	2 or More	Agriscience
* 0	Guerrera	Cassandra	Bakersfield	CA	93314	1	09	F	X	2 or More	Agriscience
* 0	Gutierrez	Casey	Bakersfield	CA	93312	1	09	M	X	2 or More	Agriscience
* 600028577	Hall	Bailey	Bakersfield	CA	93312	4	12	F		White	Agriscience
* 600561725	Hall	Jackson	Bakersfield	CA	93312	3	11	M		White	Agriscience
* 0	Hall	Ryann	Bakersfield	CA	93312	1	09	F		White	Agriscience
* 600976740	Hall-Layman	Sierra	Bakersfield	CA	93312	2	10	F		Am. Ind.	Agriscience
* 600028580	Hardin	Taylor	Bakersfield	Ca	93312	4	14	F		White	An. Science
* 0	Harris	Matthew	Bakersfield	CA	93312	1	09	M		White	Agriscience
* 600561708	Harrison	Grant	Bakersfield	CA	93312	3	11	M		White	Agriscience
* 553264927	Harrison	Mallory	Bakersfield	CA	93312	6	14	F		White	Agriscience
* 600561646	Harvey	Kindle	Bakersfield	CA	93312	3	11	M		White	Agriscience
* 0	Hatch	Christon	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 0	Hatfield	Wyatt	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 553637153	Havens	Hannah	Bakersfield	CA	93312	5	13	F		White	Agriscience
* 600976742	Hawkesworth	Hannah	Bakersfield	CA	93314	2	10	F		White	Agriscience
* 553411483	Hawkesworth	Sierra	Bakersfield	CA	93314	6	14	F		White	Agriscience
* 600561608	Hawkins	Addie	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 0	Henry	Nickolas	Bakersfield	CA	93312	1	09	M		White	Agriscience
* 600028584	Hernandez	Damian	Bakersfield	CA	93312	4	12	M	X	2 or More	Agriscience
* 0	Herrera	Shyllinn	Bakersfield	CA	93312	1	09	F		White	Agriscience

* 600977351	Hibbitts	Starr	Bakersfield	CA 93314	2	10	F		White	Agriscience
* 600977352	Hidalgo	Jamie	Bakersfield	CA 93314	2	10	F	X	2 or More	Agriscience
* 0	Higarda	Israel	Bakersfield	CA 93312	1	09	M	X	2 or More	Agriscience
* 0	Higgins	Madelyn	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 600561773	Holden	Alyssa	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 553264934	Holden	Ashley	Bakersfield	CA 93312	6	14	F		White	Agriscience
* 600561641	Holt	Mya	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 600561712	Horn	Rhianna	Bakersfield	CA 93312	3	11	M		White	Agriscience
* 600977353	Hornsby	Dakota	Bakersfield	CA 93312	2	12	M		White	An. Science
* 600561598	House	Madison	Bakersfield	CA 93312	4	12	M		White	Agriscience
* 600028591	Howard	Taylor	Bakersfield	CA 93312	4	12	F		White	Agriscience
* 553264937	Hudson	Andrew	Bakersfield	CA 93314	6	14	M		White	Agriscience
* 600977354	Hudson	Brad	Bakersfield	CA 93307	2	10	M		White	Agriscience
* 600977355	Hudson	Nikolas	Bakersfield	Ca 93312	2	10	M		White	Agriscience
* 600977356	Hurley	Tristan	Bakersfield	CA 93314	2	10	M		White	Agriscience
* 0	Hurst	Madison	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 600561745	Hutchison	Emily	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 600561790	Huyck	Cara	Bakersfield	CA 93314	3	11	F	X	2 or More	Agriscience
* 600977357	Ibarra-Montaya	Denise	Bakersfield	CA 93314	2	10	F	X	2 or More	Agriscience
* 0	Jackson	Trevor	Bakersfield	CA 92212	1	09	M		Black	Agriscience
* 0	Johnson	Emily	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 600977359	Johnson	Skylar	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 553264944	Jones	Kelcie	Bakersfield	CA 93314	6	15	F		White	Agriscience
* 600028598	Jones	Mackenzi	Bakersfield	CA 93312	4	12	F		White	Agriscience
* 600561760	Jones	Zane	Bakersfield	CA 93314	3	11	M		White	Agriscience
* 0	Jonson	Chole	Bakersfield	Ca 93314	1	11	F		White	Agriscience
* 600028599	Judd	Kelsey	Bakersfield	CA 93312	4	12	F		White	Agriscience
* 600977360	Karney	Jenelle	Bakersfield	CA 93308	2	10	F		White	Agriscience
* 601072339	Keeland	Kolbey	Bakersfield	CA 93314	2	10	M		White	Agriscience
* 0	Kennedy	Katherinc	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 0	Kenny	Cade	Bakersfield	CA 93312	1	09	M		White	Agriscience
* 600561739	Komaroni	Lanc	Bakersfield	Ca 93314	3	11	M		Black	Agriscience
* 600561749	Komin	Marissa	Bakersfield	CA 93314	3	11	F		White	

										Agriscience
* 553264952	Kosareff	Ivan	Bakersfield	CA 93312	6	14	M		White	Agriscience
* 0	Lafler	Jennifer	Bakersfield	CA 93314	1	10	F		2 or More	Agriscience
* 0	Lane	Tabbitha	Bakersfield	Ca 93312	1	09	F		White	Agriscience
* 600977363	Larson	Hannah	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 0	Lauderdale	Jeremy	Bakersfield	CA 93308	1	09	M		White	Agriscience
* 0	Lemos	Rebecca	Bakersfield	Ca 93312	1	09	F	X	2 or More	Agriscience
* 0	Lencioni Frye	Madison	Bakersfield	CA 93314	1	10	F		2 or More	Agriscience
* 0	Lewis	Hannah	Bakersfield	CA 93312	1	12	F		2 or More	Ag Bus Mgt
* 0	Lewis	Joshua	Bakersfield	CA 93312	1	10	M		2 or More	Agriscience
* 600977364	Lidgett	Matthew	Bakersfield	CA 93312	2	10	M		White	Agriscience
* 600977365	Lievanos	Audrey	Bakersfield	CA 93312	2	10	F	X	2 or More	Agriscience
* 600977367	Long	Camryn	Bakersfield	CA 93314	2	10	F		White	Agriscience
* 600561577	Long	Taylor	Bakersfield	CA 93314	3	12	F	X	2 or More	Agriscience
* 600977368	Lopez	Hannah	Bakersfield	CA 93314	2	10	F		White	Agriscience
* 601072340	Love	Christopher	Bakersfield	CA 93314	2	10	M		White	Agriscience
* 0	Lowery	Damien	Bakersfield	CA 93314	1	09	M		White	Agriscience
* 600977369	Lowry	Britta	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 600561759	Lowry	Laci	Bakersfield	CA 93314	3	11	F		White	Agriscience
* 600977370	Loyd	Theresa	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 600977371	Luter	Madalyn	Bakersfield	CA 93312	2	11	F		White	Agriscience
* 0	Mabry	Spencer	Bakersfield	Ca 93314	1	09	M		White	Agriscience
* 0	Magdaleno	Makenzie	Bakersfield	CA 93312	1	09	F	X	2 or More	Agriscience
* 600561811	Manning	Kayla	Bakersfield	CA 93312	7	15	F		White	Agriscience
* 600561812	Manning	Sydney	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 553637185	Manning	Tyler	Bakersfield	CA 93312	5	13	M		White	Agriscience
* 0	Marquez	Brielle	Bakersfield	CA 93314	1	10	F	X	2 or More	Agriscience
* 600028620	Marroquin	Susan	Bakersfield	CA 93314	4	12	F	X	2 or More	Agriscience
* 600561817	Marshall	Jacob	Bakersfield	CA 93312	3	11	M		White	Agriscience
* 553264985	Martinez	Christian	Bakersfield	CA 93312	4	12	M	X	2 or More	Agriscience
* 0	Martinez	Jonathan	Bakersfield	CA 93312	1	09	M	X	2 or More	Agriscience
* 0	Martinez	Lizeth	Bakersfield	CA 93314	1	09	F	X	White	Agriscience
* 600977224	Martinez	Soia	bakersfield	CA 93312	2	10	F		White	Agriscience

* 600977225	Martinez	Toni	Bakersfield	CA	93314	2	10	F	X	2 or More	Agriscience
* 0	Martinez Flores	Mia	Bakersfield	CA	93312	1	10	F	X	2 or More	Agriscience
* 0	Massey	Mckenna	Bakersfield	CA	93312	1	09	F		White	Agriscience
* 600561821	Massie	Dakota	Bakersfield	CA	93314	3	11	M		White	Agriscience
* 0	Massie	Tanner	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 600561825	Mazzei	Cassidy	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 600977227	McCabe	Bree	Bakersfield	CA	93314	2	10	F		White	Agriscience
* 553637189	McClellan	Dylan	Bakersfield	CA	93312	5	13	M		White	Agriscience
* 600977228	McClellan	Savannah	Bakersfield	CA	93312	2	10	F		White	Agriscience
* 0	McClure	Jessica	Bakersfield	Ca	93312	1	09	F		White	Agriscience
* 600977229	McClure	Sarah	Bakersfield	CA	93314	2	10	F		White	Agriscience
* 552979440	Mccoy	Kaitlyn	Bakersfield	CA	93314	7	15	F		White	Agriscience
* 600028623	McCoy	Mike	Bakersfield	CA	93314	4	12	M		White	Agriscience
* 600028624	McCoy	Nicholas	Bakersfield	CA	93314	4	12	M		White	Agriscience
* 0	McDonald	Brittany	Bakersfield	CA	93312	1	12	F		2 or More	Ag Bus Mgt
* 0	McEwen	Tyler	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 600977230	McHenry	Joshua	Bakersfield	CA	93314	2	10	M		White	Agriscience
* 600977231	Mckenna	Erica	Bakersfield	CA	93314	2	10	F		White	Agriscience
* 600028626	McMahan	Shelby	Bakersfield	CA	93312	4	12	F		White	Agriscience
* 600028627	McWhorter	Kaylie	Bakersfield	CA	93312	4	12	F		White	Agriscience
* 600977232	McWhorter	Shane	Bakersfield	CA	93312	2	10	M		White	Agriscience
* 0	Mebane	Karson	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 600561838	Medina	Tomas	Bakersfield	CA	93312	3	11	M	X	2 or More	Agriscience
* 600977233	Mendez	Danielle	Bakersfield	CA	93312	2	10	F	X	2 or More	Agriscience
* 600561844	Mendoza	Karla	Bakersfield	CA	93314	3	11	F	X	2 or More	Agriscience
* 0	Metz	Jayson	Bakersfield	CA	93312	1	09	M		White	Agriscience
* 553637200	Miller	Briauna	Bakersfield	CA	93312	5	13	F		White	Agriscience
* 0	Miller	Dakota	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 0	Miller	Kassidy	Bakersfield	CA	93314	1	09	F		White	Agriscience
* 600028632	Miller	Kody	Bakersfield	CA	93314	4	12	M		White	Agriscience
* 600028633	Moccardini	Aaron	Bakersfield	CA	93312	4	12	M		White	Agriscience
* 0	Moncur	Robert	Bakersfield	CA	93314	1	09	M		White	Agriscience

* 600977234	Montana	Rylee	Bakersfield	CA	93312	2	10	F		White	Agriscience
* 0	Montanio	Jack	Bakersfield	Ca	93314	1	09	M		White	Agriscience
* 600977235	Montanio	Kyleen	Bakersfield	CA	93312	2	10	F	X	2 or More	Agriscience
* 553637205	Montano	Nick	Bakersfield	CA	93312	5	13	M		White	Agriscience
* 600028635	Montellano	Claire	Bakersfield	CA	93312	4	12	F	X	2 or More	Agriscience
* 600028637	Morales	Joe	Bakersfield	CA	93312	4	12	M	X	2 or More	Agriscience
* 600028638	Morris	Corey	Bakersfield	CA	93312	4	12	M		White	Agriscience
* 600561860	Morris	Ochun	Bakersfield	CA	93312	3	11	M		White	Agriscience
* 553637210	Morse	Alexis	Bakersfield	CA	93314	5	13	F		White	Agriscience
* 600977237	Mullings	Audrey	bakersfield	ca	93312	2	10	F		White	Agriscience
* 600028639	Munoz	Crystal	Bakersfield	CA	93314	4	12	F	X	2 or More	Agriscience
* 600028640	Munoz	Jianna	Bakersfield	CA	93312	4	12	F	X	2 or More	Agriscience
* 601072341	Munoz	Jonathan	Bakersfield	CA	93312	2	10	M	X	2 or More	Agriscience
* 0	Murdryk	Bailey	Bakersfeild	CA	93312	1	09	F		White	Agriscience
* 601072342	Myers	megan	bakersfield	Ca	93312	2	10	F		White	Agriscience
* 600977520	Myers	Morgan	Bakersfield	CA	93314	2	10	F		Black	Agriscience
* 0	Nash	Dahlia	Bakersfield	CA	93312	1	09	F	X	2 or More	Agriscience
* 0	Navarro	Linda	Bakersfield	CA	93314	1	09	F	X	2 or More	Agriscience
* 0	Nessmith	Jordn	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 0	Nielsen	Zachary	Bakersfield	CA	93314	1	09	M		White	Agriscience
* 600977522	Opdyke	tyler	Bakersfield	CA	93312	2	10	M		White	Agriscience
* 0	Ormonde	Hope	Bakersfield	CA	93312	1	09	F		White	Agriscience
* 600561874	Ormonde	Levi	Bakersfield	CA	93314	3	11	M		White	Agriscience
* 0	Osenbaugh	Jacob	Bakersfield	CA	93312	1	09	M		White	Agriscience
* 0	Palmer	Devin	Bakersfield	CA	92212	1	09	M		White	Agriscience
* 600561877	Palmer	Micaela	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 600028648	Parrent	Baylee	Bakersfield	CA	93312	4	12	F		White	Agriscience
* 600561879	Parris	Alorah	Bakersfield	CA	93312	3	11	F		White	Agriscience
* 0	Patch	Cody	Bakersfield	CA	93312	1	12	M		2 or More	Ag Bus Mgt
* 600977523	Patino	Dominic	Bakersfield	CA	93314	2	10	M		2 or More	Agriscience
* 0	Patino	Gabriella	Bakersfield	CA	93314	1	09	F	X	2 or More	Agriscience
* 0	Patterson	Bailie	Bakersfield	Ca	93312	1	11	F		White	Agriscience
* 0	Pattcrson	Shannon	Bakersified	CA	93314	1	09	F		2 or More	

										Agriscience
* 600977524	Patty	David	Bakersfield	CA 93314	2	10	M		White	Agriscience
* 600028651	Perez	Isabell	Bakersfield	CA 93312	4	12	F	X	White	Agriscience
* 0	Perez	Ruben	Bakersfield	CA 93314	1	09	M	X	2 or More	Agriscience
* 0	Phelps	Kalem	Bakersfield	Ca 93312	1	09	M		White	Agriscience
* 600977526	Phipps	Kieran	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 0	Pike	Hannah	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 0	Pittman	Cody	Bakersfield	CA 93312	1	09	M		White	Agriscience
* 600977531	Powell	Mari-Lyn	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 600977532	Priddy	Katelyn	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 600561887	Pritchard	Samantha	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 600561890	Pyle	Erica	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 0	Relerford	Lindsey	Bakersfield	CA 93314	1	11	F		White	Agriscience
* 0	Roadarmel	Paul	Bakersfield	ca 93314	1	09	M		White	Agriscience
* 0	Roberts	Julia	Bakersfield	CA 93312	1	09	F	X	2 or More	Agriscience
* 0	Robey	Jasmine	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 600977536	Rodriguez	Jenifer	Bakersfield	CA 93312	2	10	F	X	2 or More	Agriscience
* 600028663	Rogers	Grant	Bakersfield	CA 93312	4	12	M		White	Agriscience
* 600561908	Rubalcava	Elvira	Bakersfield	CA 93312	3	11	F	X	2 or More	Agriscience
* 0	Ruebel	Alexis	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 600977537	Ruiz	Baylie	Bakersfield	CA 93312	2	10	F	X	2 or More	Agriscience
* 553637249	Rutledge	Destiny	Bakersfield	CA 93314	5	13	F		White	Agriscience
* 0	Rymer	Cole	Bakersfeild	Ca 93314	1	11	M		White	Agriscience
* 600977538	Ryo	Brittany	bakersfield	CA 93314	2	10	F	X	2 or More	Agriscience
* 0	Saavedra	Vanessa	Bakersfield	CA 93312	1	09	F	X	2 or More	Agriscience
* 0	Salas	Hope	Bakersfield	CA 93309	1	09	F	X	2 or More	Agriscience
* 600028668	Salcido	Anthony	Bakersfield	CA 93312	4	12	M	X	2 or More	Agriscience
* 0	Sanborn	Sara	Bakersfield	CA 93312	1	12	F		2 or More	Ag Bus Mgt
* 0	Santiago	Justin	Bakersfield	CA 93314	1	09	M		Hawaiian/Pac Is.	Agriscience
* 600977540	Sarabia	byoncee	Bakersfield	CA 93312	2	10	F	X	2 or More	Agriscience
* 0	Sarabia	Daisy	Bakersfield	Ca 93314	1	09	F	X	2 or More	Agriscience
* 0	Saunders	Sage	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 600561923	Schumacher	Katie	Bakersfield	CA 93312	3	12	F		White	

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* 600561962	Suderman	David	Bakersfield	CA 93314	3	11	M		White	Agriscience
* 600976759	Sutherland	Dru	Bakersfield	CA 93312	2	10	F	X	2 or More	Agriscience
* 600976761	Taylor	Emily	Bakersfield	CA 93312	2	10	F		White	Agriscience
* 0	Taylor	Emily	Bakersfield	CA 93314	1	10	F		2 or More	Agriscience
* 600028689	Taylor	Isabel	Bakersfield	CA 93312	4	12	F	X	2 or More	Agriscience
* 0	Tessandori	McKenna	Bakersfield	CA 93314	1	10	F	X	2 or More	Agriscience
* 600976763	Thomas	Wyatt	Bakersfield	CA 93314	2	10	M		White	Agriscience
* 0	Thompson	Emmalea	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 600028692	Tomisaka	Jordan	Bakersfield	CA 93312	4	12	F		Hawaiian/Pac Is.	Agriscience
* 0	Tyler	Alex	Bakersfield	CA 93314	1	09	M		White	Agriscience
* 553265063	Van Allen	Logan	Bakersfield	CA 93312	6	14	F		White	Agriscience
* 600976764	Van Neman	Breanna	Bakersfield	CA 93314	2	10	F		White	Agriscience
* 0	Vasquez	Lourdeen	Bakersfield	Ca 93314	1	09	F		Hawaiian/Pac Is.	Agriscience
* 600561976	Verdejo	Kevin	Bakersfield	CA 93312	3	11	M	X	2 or More	Agriscience
* 600561977	Vierra	Matthew	Bakersfield	CA 93308	3	11	M		White	Agriscience
* 0	Villasenor	Makayla	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 0	Voelkers	Jillan	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 0	Walker	Mariah	Bakersfield	CA 93312	1	09	F		Black	Agriscience
* 600977419	Walker-Banks	Hannah	Bakersfield	CA 93312	2	10	F		Black	Agriscience
* 600977421	Ward	Lynnsey	Bakersfield	CA 93314	2	10	F		White	Agriscience
* 0	Waterhouse	Ever	Bakersfield	Ca 93312	1	09	F		White	Agriscience
* 0	Watkins	Tristen	Bakersfield	CA 93312	1	09	M		White	Agriscience
* 0	Waymire	Carlee	Bakersfield	CA 93312	1	09	F		White	Agriscience
* 0	Weedon	Cole	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 600561991	Welch	Todd	Bakersfield	CA 93312	3	11	M		Black	Agriscience
* 600561995	Wesbrook	Karli	Bakersfield	CA 93314	3	11	F		White	Agriscience
* 553637295	White	Amy	Bakersfield	CA 93312	5	13	F		White	Agriscience
* 552979490	White	Garrett	Bakersfield	CA 93314	7	15	M		White	Agriscience
* 553637296	Whitesell	Brittany	Bakersfield	CA 93314	5	13	F		White	Agriscience
* 600561999	Wilkerson	Brittany	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 0	Willden	Courtney	Bakersfield	Ca 93312	1	11	F		White	Agriscience
* 601072343	Williams	Michelle	Bakersfield	CA 93314	2	12	F		White	An. Science

* 553637298	Willis	Jacquelyn	Bakersfield	CA 93312	5	13	F		Am. Ind.	Agriscience
* 0	Wilson	Morgan	Bakersfield	CA 93314	1	11	F	X	2 or More	An. Science
* 0	Winkler	Megan	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 600562006	Wittman	Jacob	Bakersfield	CA 93312	3	11	M		White	Agriscience
* 600562008	Woodward	Hannah	Bakersfield	CA 93312	3	11	F		White	Agriscience
* 600977423	Worman	thomas	Bakersfield	CA 93314	2	10	M		White	Agriscience
* 0	Wright	Kobe	Bakersfeild	CA 93312	1	11	M		White	Agriscience
* 0	Young	Ethan	Bakersfield	CA 93314	1	09	M		White	Agriscience
* 0	Zachary	Courtney	Bakersfield	CA 93314	1	09	F		White	Agriscience
* 0	Zeman	Makenzie	Bakersfield	CA 93308	1	09	F		White	Agriscience
* 600977426	Zimmerle	Eliza	Bakersfield	CA 93314	2	10	F		White	Agriscience
* 553411484	Zittle	Madison	Bakersfield	CA 93312	6	14	F		White	Agriscience

Printed: 11/26/2014 6:48:40 AM

Count: 392

* Posted

 Site developed and maintained by the California FFA Association.

Appendix C

- Home Visit Report
- Animal Contract
- Example of Fair Attendance form
- Example Flyer; Fair Prep Clipping
- Pictures

Frontier Ag Boosters, INC.
Financial Responsibility Agreement

This agreement is entered into this 29 day of May 2013
by and between Alorah Parris (student) and Benson
(advisor) and Stephanie Parris (parent) and supports the student
project enterprise of a Market Goat for \$ 150.

Maximum Finance Coverage:

- Heifer = \$1500
- Steer = \$1500
- Hog = \$300
- Lamb = \$300
- Goat = \$250

This agreement outlines the following project requirements:

- Ownership of the animal will be in the name of the student.
- Student is responsible for repayment of all financial expenses for the entire length of the project, even if loss, injury, or death of the animal occurs.
- Student must exhibit, show, and sell the market project at the Kern County Fair.
- Student must remain in good standing with local FFA Chapter and Advisor and hold a minimum of 2.0 grade point average.
- Animal must show proof of insurance.
- It shall be the responsibility of the student to remit payment in full, which is due upon the receipt of Kern County Fair exhibitor check.

Alorah Parris
Student Signature
Stephanie Parris
Parent Signature
[Signature]
Advisor Signature

Date 5/28/13
Date 5-28-13
Date 5-29-13



FRONTIER HIGH SCHOOL AGRICULTURE DEPARTMENT

FRONTIER FFA CHAPTER

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: Math Guerra Grade: _____ Date: _____

Student Address: _____ Phone: _____

Project: _____ Project Type: _____

Purpose of Visit: _____

Current Feeding Program: _____

Project Weight: _____ Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
5/28	wormed	tylan				

Student Signature: _____

Est. Date of Next Visit: _____

Instructor Signature: _____

Parent Signature: _____

Paid Accounts

Student	KCF Shirts	Chapter	Shavings	total
Anderson, Koltin				
Armistead, Cheyenne				
Barerra, Riley				
Barton, Kerstyn				
Bassett, Callie				
Beard, Andrew				
Beisel, Kody				
Beisel, Koltin				
Beisel, Mikayla				
Blackford, Savannah				
Botts, Lauren				
Brakebill, Kyle				
Branford, Madeline				
Branford, Sarah				
Brown, Rea Ann				
Brozik, Hayley				
Bruce, Haylee				
Burke, Caitlin				
Burton, Alyssa				
Burton, Averi				
Butimore, Katie				
Cargill, Kolyn				
Cargill, Taylor				
Carter, Trenton				
Catano, Harleigh				
Chassi, Brittany				
Claggett, Gabby				
Coe, Karina				
Coffman, Jamie				
Cortez, Presley				
Crist, Hunter				
Crist, Lauren				
Dallas, David				
Dallas, Domnique				
Denny, Parker				
Elizando, Alyssa				
Ellis, Blake				
Ellis, Tanner				
Ellis, Page				
England, Brock				
England, Maghan				
Ford, Cameron				
Furtado, Bailey				
Gabler, Breanna				
Garcia, Ariceli				
Garcia, Hannah				

Paid Accounts

Student	KCF Shirts	Chapter	Shavings	total
Garcia, Kaitlyn				
Gatlin, Jordan				
Gerez, Brittany				
Gerez, Bryan				
Germanetti, Taylor				
Giddings, Jasmine				
Gonzales, Janae				
Gonzales, Marissa				
Gray, Sam				
Hall, Bailey				
Hall, Jackson				
Hardin, Taylor				
Harrison, Grant				
Harrison, Mallory				
Harvey, Kindle				
Havens, Hannah				
Hawkesworth, Hannah				
Hawkins, Addie				
Hibbitts, Starr				
Holden, Ally				
Hornsby, Dakota				
House, Madison				
Howard, Preston				
Howard, Taylor				
Huckaby, Brad				
Hudson, Andy				
Hudson, Brad				
Hudson, Nick				
Hurley, Tristian				
Hutchison, Emily				
Hutchison, Emily				
Huyck, Cara				
Huyck, Cara				
Johnson, Skylar				
Kamorami, Lane				
Karr, Jake				
Keeland, Kolbey				
Komin, Marissa				
Kosareff, Ivan				
Lane, Tabitha				
Lenconi, Madison				
Lopez, Samantha				
Luter, Madalyn				
Manning, Sydney				
Marquez, Brielle				
Massey, Mckenna				

Paid Accounts

Student	KCF Shirts	Chapter	Shavings	total
McClellan, Savannah				
McCoy, Mike				
McCoy, Nick				
McDonald, Brittany				
McHenry, Josh				
McWhorter, Kaylie				
Medina, Tommy				
Miller, Kody				
Moccardini, Aaron				
Montellano, Claire				
Morris, Corey				
Morris, Ochun				
Munoz, Jianna				
Myers, Morgan				
Ormonde, Hope				
Ormonde, Levi				
Palmer, Brynn				
Palmer, Micaela				
Palmer, Micaela				
Paris, Alorah				
Patch, Cody				
Patino, Dominic				
Pation, Gabriel				
Pitcher, Allia				
Polm, Morgan				
Priddy, Katelynn				
Pritchard, Sam				
Rodriguez, Jennifer				
Rogers, Grant				
Ruiz, Baylie				
Ryann, Kylee				
Schumacher, Katie				
Sherman, Zoey				
Shockley, Brianna				
Silva, Holly				
Silva, Hunter				
Silva, Jordan				
Simpson, Kaitlyn				
Smith, Cheyenne				
Smith, Kristyn				
Stark, Karra				
Stark, Zech				
Storar, Isaiah				
Streiff, Hannah				
Sutherland, Dru				
Synder, Ashlan				

Paid Accounts

Student	KCF Shirts	Chapter	Shavings	total
Tilley, Hunter				
Tomisaka, Jordan				
Walker, Mariah				
Welch, Todd				
Wesbrook, Karli				
Whitesell, Brittany				
Williams, Michelle				
Winkler, Megan				
Wittman, Jacob				
Zittel, Madison				

Goat Clipping time!!!

Wednesday September 16th @ 4:00pm

701 Pinto Lane

We will be going to Brittany Gerez's house to clip goats for the fair. I, Miss Benson will haul all the animals from the farm. Please meet me at the farm to help load the goats @ 3:30pm. **You will need to bring the following items:**

Shampoo

Towels

Clipper blades- **medium or fine**

Aloe vera- clear

Cotton blanket/sleeve- (go to round up)

Extension cords

(If you have extra clippers or goat stand please bring them I have a few pairs of extra blades, the more equipment we have the better.)

Ally Holden- self

Alroah Parris- self

Bradley Huckaby-x

Caitlin Burke -x

Emily Hutchison-x

Harleigh Caetano-x

Hunter Tilley-x

Jordan Gatlin- self

Janae Gonzales-x

Haylee Bruce-x

Karina Coe-x

Kindle Harvey-x

McKenna Massey-x

Tommy Medina- self ?

Karli Wesbrook

Lane Kamaromi

Riley Barerra

****Brad Hudson**

****Brittany Gerez**

****Jake Karr**

****Kylee Ryan**

****Starr Hibbits**

****Gabby Patino**

We will have time Thursday night (18th) and Friday morning (19th) to finish clipping and make any touch ups before the show on Saturday.

****clipping on your own** Come and help!**

Self- transporting own animals to clipping night

x- miss benson is taking animal









KERN COUNTY FARM BUREAU, inc.

801 South Mt. Vernon Avenue
Bakersfield, CA 93307-2048
Phone: (661) 397-9635 - Fax: (661) 397-3403
Web: kerncfb.com - Email: kcfb@kerncfb.com

Steve Maniaci
President

Greg Wegis
1st Vice President

Jeff Rasmussen
2nd Vice President

Benjamin McFarland
Executive Director

March 26, 2013

Emily Benson
Frontier High School
6401 Allen Road
Bakersfield, CA 93314

Dear Emily,

Farm Day in the City was a huge success with more than 2,400 students in attendance over both days! On behalf of the Kern County Farm Bureau, I would like to thank you for your time and dedication to this invaluable educational program.

This annual event has been sponsored by the Kern County Farm Bureau since 1984. Over the years, Farm Day has grown from being held at one school with several children into thousands of children at the Kern County Fairgrounds.

Each year, the Farm Bureau tries to improve this event which has become the largest continuous student-oriented County Farm Bureau program in the State of California. Farm Day in the City would not be possible if it were not for our exhibitors, contributors and volunteers. If you have any comments or suggestions for improving our event, please notify the program coordinator Sadie Thomas at stthomas@kerncfb.com or by calling the KCFB office at 661-397-9635.

It is your support that has made it possible for the children of our future to have this opportunity to learn about such a vital industry! Thank you again for spending time with us, and we look forward to working with you again next year.

Sincerely,

Steve Maniaci
President
Kern County Farm Bureau, Inc.

THANKS!

Appendix D

- Copy of Credentials
- Evaluation of Classroom teaching
- Professional Development
 - CATA Registration
 - CATA Voting Card
- California Teachers Association Card
- Employees Policy

California Agricultural Teachers' Association



NAME Benson, Emily
SCHOOL Frontier HS
REGION San Joaquin Region
SECTION

Conference Registration

Conference Total \$540.00

Alumni Luncheon 1 Cal Poly, SLO
Adult Child Student Teacher

CC Luncheon

1/2 Chicken 1/4 Chicken

Family BBQ

20 PLUS

Banquet

Parking 1

Ag Ed Magazine

Agri Skills Inst. 1

Agri Skills Credit 1

Con. Ed. Credit

Region/Road Credit 1

CATA Handbook

CATA

Member Type Regular

Member Dues \$140.00

ACTE

NAAE

Contribution

CATA Total \$140.00

Registration Type

- ☒ Paid Member
☐ Non-member
☐ Associate
☐ Student Teacher

Payments

Credit Card Amount \$295.00

PO # 233005

School Kern HSD

Amount \$315.00

Check #

Check Amount

Receipt Number 445

Grand Total \$680.00

By: 

FIRST NAME	INITIAL	LAST NAME
STREET	CITY	ZIP
HOME E-MAIL		
OTHER E-MAIL		
HOME PHONE	CELL PHONE	SCHOOL /CAMPUS
		LOCAL

KERN HI SCH TCHRS ASSN 0400
 EMILY_BENSON@KERNHIGH.ORG Ind: 0010015687

EMILY A BENSON
 7216 YUMA WAY
 BAKERSFIELD, CA 93308-6409

FRONTIER UNION HIGH SCHOOL
 KERN UNION HIGH

IMPORTANT: If any of the information shown requires correction, enter the new information in the area to the left. Detach and return the postcard to your membership contact for forwarding.



CALIFORNIA TEACHERS ASSOCIATION
 NATIONAL EDUCATION ASSOCIATION
 NON-PROFIT ORGANIZATIONS

EMILY A BENSON
 KERN HI SCH TCHRS ASSN
 ID: 0010015687

Active Professional
 Active Professional

CTA EXECUTIVE DIRECTOR
 2014-15
 NEA EXECUTIVE DIRECTOR

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION
<i>Emily Benson</i>
SERVING AGRICULTURE BY TEACHING 2014/2015 ACTIVE MEMBER

and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint: Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee, who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation: Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall precede with his/her investigation of the complaint.

Step 3 - Investigation of Complaint: The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

GUN-FREE WORKPLACE NOTICE TO EMPLOYEES (2/2000)

YOU ARE HEREBY NOTIFIED that it is a violation of Board policy for any employee not employed by the District as a peace officer to possess or carry a firearm at a school-district workplace, regardless of whether the employee has a license to carry a firearm.

"Firearm" is defined as a pistol, revolver, shotgun, rifle, and any other device capable of propelling projectile by force of an explosion or other form of combustion.

"School-district workplace" is defined as any place where school district work is performed, including a school building or other school premises; any school-owned or school-approved vehicle used to transport students to and from school or school activities; any off-school sites when accommodating a school-sponsored or school-approved activity or function, such as a field trip or athletic event, where students are under District jurisdiction; or during any period of time when an employee is supervising students on behalf of the District or otherwise engaged in District business.

"License to carry a firearm" is defined as a license to carry a concealed pistol, revolver, or other firearm issued pursuant to the provisions of Penal Code Section 12050.

The board may impose disciplinary action for any violations of this policy, up to and including termination.



DRUG-FREE WORK PLACE POLICY (9/95)

As an employer, Kern High School District is committed to maintaining a safe and healthful work environment for all members on staff. The Drug-Free Work Place Act of 1988 requires that all recipients of any federal agency grant or contract maintain a drug-free work place. Therefore, both because of the District's concern for its employees and because of legal requirements, all personnel are advised that the unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited in Kern High School District.

The National Institute on Drug Abuse estimates that one in every five workers 18-25 years of age and one in every eight workers 26-34 years uses drugs on the job. Studies have proven that the use of drugs impairs the ability to perform reasonable job duties. Drug use not only creates more absenteeism but can also lead to lasting and possibly fatal health problems. The effects of drugs can also cause accidents that injure the users and fellow workers.

As previously stated, it is the policy of Kern High School District to maintain a work environment free from drugs. For the benefit of the faculty, administration, counselors and staff, the District offers a referral program. The services of evaluation and referral are free, and any employee who is interested in this service is encouraged to contact Rod Lancaster at 53101 for further information. This service is completely confidential. Employee in-service and updated information will continue to be provided by this program to all staff, either through school site workshops or District-wide workshops.

Violations of the Kern High School District drug abuse policy can lead to disciplinary action up to and including reassignment, suspension and termination. In particular, each employee who is engaged in work under the auspices of a federal grant must be given a copy of this policy statement and must agree to the provisions of the Drug-Free Work Place Act as stated in this memorandum. The employee must also notify the District of any drug conviction resulting from a violation occurring in the work place no later than five days after that conviction. The District must notify the granting agency of the conviction within ten days after receiving notice from the employee.

For the benefit of all its employees, the Kern High School District will do everything possible to continue to maintain a drug-free work place through implementation of the provisions of this memorandum as prescribed by the Act.

TOBACCO-FREE SCHOOLS SMOKING POLICY (7/95)

As an employer, Kern High School District is committed to maintaining a safe and healthful work environment for all staff and students. The Tobacco-

Free Schools/Smoking Policy which was implemented July 1, 1995 requires that all recipients of any state or federal grant or contract maintain a tobacco-free work place. Therefore, because of the District's concern for its employees and students and because of the legal requirements, all Kern High School District personnel are advised that as of July 1, 1995 the use of any tobacco on District property and in District vehicles is prohibited anytime and anywhere.

For the benefit of the entire staff and students of Kern High School District, the District offers a referral program. The services of the referral are free to employees; and employees who are interested in this service are encouraged to contact Russell Clark, Personnel Administrator, at 53161 for further information. Students who request a referral for free assistance are encouraged to contact a school-site counselor.

Violations of the Kern High School District tobacco-free policy will lead to uniform District-wide disciplinary action which may include any and all of the following: informal discussion, verbal warning, written reprimand, and suspension without pay.

For the benefit of its employees and students, Kern High School District will do everything possible to maintain a tobacco-free and drug-free work place through the implementation of the provisions of this memorandum as prescribed by this Policy.

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

It is the intent of the Kern High School District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

SEXUAL HARASSMENT:

The Kern High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion.

For the purpose of this Policy, sexual harassment is defined as conduct which is unwelcome and consists of (a) sexual advances; (b) requests for sexual favors; or (c) other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting under any of the following conditions: (1) submission to such conduct is made

either explicitly or implicitly a term [or] condition of an individual's employment, academic status, or progress; (2) submission to or rejection of such conduct by an individual is used for the basis of employment or academic decisions affecting that individual; or (3) such conduct has the purpose or effect of interfering with that individual's work or academic performance or of creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may occur between persons of the same gender or of different genders.

Without limitation, conduct prohibited under this policy may manifest itself in undisguised direct solicitation of sexual favors or solicitation accompanied by overt threats; from behavior which has the effect of creating an intimidating, hostile or offensive working or educational environment such as pervasive and continuous unwelcome physical contact, sexual remarks about a person's clothing, body or sexual relations, conversation of a sexual nature or similar jokes and stories and the display of sexually explicit materials in the work place or their use in the classroom without defensible educational purpose.

Sexual harassment can result from verbal harassment. For example, epithets, unwelcome comments, names or labels, derogatory comments or slurs. Physical harassment can result from assault, impeding or blocking movement, gestures or any physical interference with normal work or movement. Visual forms of sexual harassment can result from derogatory posters, letters, poems, graffiti, cartoons or drawings.

Every member of the Kern High School District Management Team is expected to support and execute this policy. Any supervisor observing a situation involving possible sexual harassment shall take immediate action to stop it. Supervisory personnel who receive reports of harassment are expected to seriously consider all such complaints and take immediate steps to implement this policy in accordance with the provisions contained herein.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Kern

Professional Growth Activities

June 2013

CATA (California Teachers Association) Summer Conference

August 2013

Beginning year staff meetings

BTSA: Beginning Teacher Support Assessment

November 2013

CATA: Regional Road Show

New Professionals Conference; Year 2

BTSA

January 2014

Common Core Literacy Training

February 2014

CATA Spring Regional Meeting

BTSA

March 2014

Common Core; Earth Science Workshop

New Generation Science Standards

April 2014

Completion of BTSA Program

June 2014

CATA Summer Conference

Appendix E

- Pictures of Classroom Facilities
- Frontier Farm Facility
- Equipment List





5 year Facility and Equipment Acquisition

1. Storage Facility, possible steel train container	\$ 5,000.00
2. New Ag Truck	\$ 35,000.00
3. Greenhouse Growing facility	\$ 8,000.00
4. Equipment Trailer	\$ 5,000.00
5. School Farm Development	\$ 25,000.00
6. Lap-top computers (10 each)	\$ 10,000.00

Appendix F

- Advisory Committee Roster
- Ag Advisory Minuets

Ag Advisor Roster - 2014

Julie Beechinor – Ag Teacher

Emily Benson - Ag teacher

Traci Banducci – Ag Boosters President

Bill Barnett – Manager Maple Dairy

Kathy Yantis – Ag Boosters Scholarship Chair

Eric Horn – Manager Three Brand Cattle Company

Dan Shannon – Frontier High School Assistant Principal

Jason Haught – Paramount Farming

John Antonigiovanni – local farmer/resident of Frontier District

Dominic Patino- Ag Services

FRONTIER HIGH SCHOOL AGRICULTURE DEPARTMENT

FRONTIER FFA CHAPTER



6401 Allen Road
Bakersfield, CA 93314
Phone 661-829-1107
Fax 661-829-1185



Agriculture Science Department Chair - Julie Beechinor

November 11, 2011

I am writing in the hopes of recruiting you to become a member of the Frontier Agriculture Advisory Committee. Your involvement in Frontier High School has made you a strong candidate for this position. It would be an honor to have you serve as a volunteer committee member on this high school agriculture advisory board.

The creation and establishment of an advisory board is to assist the agriculture education teacher, the administration, and the school board in carrying out the objectives of the agriculture program. It is strictly advisory in its capacity and has no administrative authority. The Advisory committee is used to help the agriculture education teacher determine what kind of program should be offered.

Commitment to this advisory board asks that you attend just two meetings during the school year to help evaluate the Frontier High School agriculture program. One of those meeting will be scheduled in the fall and the other in the spring.

I would like to extend this letter as your invitation to our next meeting to be held **Thursday November 17th at 6pm on the Frontier High School Campus in room 1206**. Frontier is located at 6401 Allen Road. Dinner will be provided for this meeting.

I appreciate your consideration in this important matter. If you are willing to join the Ag Advisory Committee please RSVP to Julie at 912-6929 or by email julie_beechinor@khsd.k12.ca.us.

Sincerely,

Julie Beechinor
Ag Department Chair

Emily Benson
Ag Science Instructor

Dan Shannon
Principal

Vicky Thompson
Assistant Principal

Josh Williams
Assistant Principal

Ag Advisory Minutes

1. Called to order at 7:05
2. Members in attendance:
 - Julie Beechinor – Ag Teacher
 - Traci Banducci – Ag Boosters President
 - Bill Barnett – Manager Maple Dairy
 - Kathy Yantis – Ag Boosters Scholarship Chair
 - Jason Haught – Paramount Farming
 - John Antonigiovanni – local farmer/resident of Frontier District
3. Discussed purpose and goals of advisory committee. Meet twice a year and support the Ag program.
4. Discussed Frontier Program of Activities – How we function
5. Ag Career Pathways – discussed in detail the career pathways that are available and what new pathways could be added in the future.
6. CP/UC Ag courses offered – explained how Frontier is set up to meet CP and UC requirements. We are not an elective program. Jay Sullivan spoke on the importance of this at Frontier. The Ag program was praised for having the highest scores in the district.
7. Discussed R2 enrollment data
8. Reviewed criteria for Ag Incentive Grant
 - Discussed heavily the need for a full time Ag teacher. At the current time there are 8 sections of Agriculture which are heavily overloaded and 6 of those have been impacted for the past two years. Currently the incentive grant has been met only by filing a variance request with the State department of Education. It is possible that if we file this again it will not pass and incentive will be cut by \$2,000.
 - Discussed possible school farm options. Need to discuss further.
9. Budget concerns were discussed. Julie Beechinor commented that incentive grant could be cut by nearly 10% this year and summer pay might be an option for KHSD to discuss in the future.
10. A 5 year facility and equipment acquisition and inventory list was presented.
11. The Ag Boosters program and the success of their fundraising efforts. She identified the use of their funds to include financial assistance to SAE projects, scholarships, fair equipment, FFA traveling events and numerous other potential sites for support.
12. Meeting included dinner and was adjourned at 8:22 pm.

Appendix G

- Student Data Sheets
- Career Development Trips
 - Field Days
 - OSU Trip

Chico State Field Day

February 28th - March 1st

(3 on a team-alternates)

Friday- 2/28/14

- Depart Frontier- 10:30am (students released end of 3rd period)
- Arrive Chico- 5:00pm
 - Dinner
- Check In to hotel- 6:00pm (\$20 per student)
 - Lights out- 10:00pm

Saturday- 3/1/14

- Breakfast-7:00am
 - Horse Judging Contest- 7:45am @ Saddle Creek ranch near college
 - Livestock Contest- 8:00am @ CSUC Beef Unit
- Lunch- 1:00pm
- Awards- 3:00pm
- Depart Chico- 4:00pm
- Arrive Frontier-Bakersfield- 10:00pm

Hotel Information

SR 99 AT COHASSET HWY
665 MANZANITA CT
CHICO CA 95926
Phone: 530-345-5500
Fax: 530-894-2846

Van 1(Benson)

Van 2(Smith)

Ms. Benson- Advisor

Cell- 559-349-4361

Email- emily_benson@kernhigh.org

Shary Smith- Chaperone

Cell- 661-889-4930

***** Bring Money for food (\$40)**

R:1
Cara Hayuck
Kalri Wesbrook
Karla Mendoza
Zoey Sherman

R:2
Kara Stark
Karina Coe
Katelyn Priddy
Bree Vanneman

R:3
Kristyn Smith
Cheyenne Arm.
Katie S
Taylor Howard

R:4
Sarah McClure
Haylee Bruce
Taylor Cargill

R:5
Josh McHenery
Matt Guerra
Koltin Anderson

Chico Febuary 28th- March 1st

Livestock			
Armistead, Cheyenne			438367
Schumauker, katie			445395
Smith, Kristyn			436805
Howard, Taylor			438486
Anderson, Koltin			475619
Bruce, Haylee			475657
Holden, Ally			456087
Cargill, Taylor			475670
McHenry, Josh			479047
Karr, Jacob			478676
McClure, Sarah			478116
Hurley, Tristain			478096

Horse			
Stark, Kara			479348
Coe, Karina			478916
Huyck, Cara			456096
VanNeeman,Bree			476001
Priddy, Katelyn			479096

OSU Livestock Judging trip

June 18th

- Meet at Frontier at 1:00pm- depart by 1:30pm
 - Drive to Burbank airport 1hour 40min drive.
- Check in for flight at 3:45pm
- Depart Burbank 5:30pm
 - Stop in Phoenix- don't change planes
- Arrive OKC 11:30pm
 - Picked up by OKC van- head to University

June 19th - June 21st – Students at Judging Camp see attached schedule.

June 21st

- Depart Camp @ 2:45pm
- Depart OKC airport- 4:50pm
 - Change over in Las Vegas
- Arrive Burbank 7:40pm

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name _____ Last Name _____ First Name, MI _____
 B. Gender: Male _____ Female ☒
 C. Date: 11/3/13
 D. Year in Agriculture Program: 1st (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9 (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. Ethnic Origin: (Select Only One)
☒ White
 _____ Hispanic
 _____ Black (Except Hispanic)
 _____ Filipino
 _____ Asian or Pacific Islander
 _____ American Indian/Native American
 _____ Other

I. Locator Data:
 Street Address: _____
 Phone Number: _____
 Parent/Guardian Name (Print Full Name For Each)
 Mr. Mr. Michael Poling
 Miss/Mrs./Ms. Mrs. Melissa Poling
 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.
Veterinarian
 K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College _____
 Community College _____
 Four Year College _____
 Full-Time Student ☒
 Part-Time Student _____
 Agriculture Major ☒
 Non-Agriculture Major _____
 3 Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Spanish 1		Spanish 2				
	Gate Geometry		Algebra 2				
	Ag. Earth Science		Ag Biology		Vet Science		Ag Gov Econ
	PE		PE				
	Gate Biology						
	Gate English		AP English				
			Euro History		World History		

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		Swine		Swine		Swine	

N. Planned Department Activity (FFA)

John's Incredible Pizza					
FFA Officer Practice Greenhand Interview					
Greenhand Conference					
Officer Practice Greenhand Seminars					

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name Last Name First Name, MI
 B. Gender: Male Female X
 C. Date: 10/31/13
 D. Year in Agriculture Program: 1st
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9
 (9, 10, 11, 12)
 F. Program of Instruction Being Pursued: (Select Only One)
 Plant & Soil Science (4010)
 Animal Science (4020)
 Agricultural Mechanics (4030)
 Agricultural Business (4040)
 Ornamental Horticulture (4050)
 Forestry & Natural Resources (4060)
X Agriscience (4070)
 G. I Am Taking This Course Because: (Select One)
X I plan a career in agriculture
 Not a career, just an interest in agriculture.
 Not interested, placed in class.
 H. Ethnic Origin: (Select Only One)
X White
 Hispanic
 Black (Except Hispanic)
 Filipino
 Asian or Pacific Islander
 American Indian/Native American
 Other

I. Locator Data:
 Street Address:
 Phone Number:
 Parent/Guardian Name (Print Full Name For Each)
 Mr. John T. V. Stark
 Miss/Mrs/Ms. Cynthia Lynn Stark
 J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
I would like to be a vet
animal vet
 K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time
 No Further Education
 Some College Later
 2. Go to College X
 Community College
 Four Year College
X Full-Time Student
 Part-Time Student
X Agriculture Major
 Non-Agriculture Major
 3 Go Into Military Service

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag Science		Ag Biology		Vet Science		Ag Government
	Spanish		Choir		Choir		Choir
	Spanish 1		Spanish 2		Spanish 3		Spanish 4
	PE		PE				
	Geometry		Algebra 2		Math Analysis		Calculus
	Latent English		Honors English		AP English		AP Lit.
			Euro History		World History		

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine		Swine		Swine		Swine	

N. Planned Department Activity (FFA)

John's Incredible							
Chair							

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name	Last Name	First Name, MI
B. Gender: Male	Female	<input checked="" type="checkbox"/>
C. Date: <u>October 3, 2013</u>		
D. Year in Agriculture Program:	1st	(1st, 2nd, 3rd, 4th)
E. Grade Level in School:	9	(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)		
<input checked="" type="checkbox"/> I plan a career in agriculture		
<input type="checkbox"/> Not a career, just an interest in agriculture.		
<input type="checkbox"/> Not interested, placed in class.		
H. Ethnic Origin: (Select Only One)		
<input checked="" type="checkbox"/> White		
<input type="checkbox"/> Hispanic		
<input type="checkbox"/> Black (Except Hispanic)		
<input type="checkbox"/> Filipino		
<input type="checkbox"/> Asian or Pacific Islander		
<input type="checkbox"/> American Indian/Native American		
<input type="checkbox"/> Other		

I. Locator Data:	Street Address:	Phone Number:
		661/717/8518
	Parent/Guardian Name (Print Full Name For Each)	
	Mr. Justin Joquette	
	Miss/Mrs./Ms. Ms. Deanna Bruce	
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, animal science	
K. Please indicate below your plans after graduation from high schools:		
1. Go to Work Full - Time		
No Further Education		
Some College Later		
2. Go to College		
Community College		
Four Year College		
Full-Time Student		
Part-Time Student		
Agriculture Major		
Non-Agriculture Major		
3 Go Into Military Service		

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Alg 1		Ag Biology		vet science Ag		Ag Econ
	Ag Earth Science		Ag communication		Chemistry		Gate English 4
	CP English 1		Gate English		Ag communications		Ag literature
	PE		geometry		Ag English		Math Analysis
	Spanish 1		Gate Euro history		Alg 2		Ag communications
	CIC		PE		World history		
			spanish 2		spanish 3		

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine		Swine		Swine		Swine	

N. Planned Department Activity (FFA)

Ice cream social					
Drive-thru BBA					
State convenience					
Kern County fair					

Parents/Guardians Signature:

Appendix H.

- Recruitment Brochure
- Frontier FFA Facebook
- Supporting Pictures

"On the opportunities..."

Frontier High School offers a wide variety of activities and programs that students can become a part of to strengthen their high school experience.

One of those programs is the Agriculture Program and the FFA.

This co-curricular program provides students with a four year CTE path in agriculture science that involves classroom and hands-on laboratory curriculum in one of the most technical science areas, agriculture.

Selecting a science course in the agriculture department will not only enhance students' scientific skills, it will also allow students to gain knowledge in specific areas including: earth science, plant and animal biology, veterinary science, biotechnology, and of course, become more aware of our agriculture industry and its important role in food production; the most basic human need.



Along with class enrollment in the Agriculture Program students will have the fantastic opportunity to participate in the FFA. This national organization of more than 600,000 high school students allows students to develop primer leadership, personal growth, and career success through participation in local, state and national leadership events, FFA activities within the community, and supervised agriculture experience projects.

Science Curriculum offered in Agriculture

Students enrolled in Agriculture Science courses receive college preparatory and UC approved science instruction, will complete all necessary science requirements for high school graduation, and receive UC approved laboratory science and elective coursework credits. All students are strongly encouraged to continue a third and even fourth year of science instruction, which comes highly recommended for all college applicants.



"FFA...What's in it for me?"

- Leadership Activities
- Travel Opportunities
- Competitive Events
- Conferences



- \$24,000,000 in Scholarships per year



- Public Speaking Skills
- Professionalism
- Officer Positions
- Career Choices
- Community Service

Supervised Agriculture Experience

In the agriculture program all students will have the unique opportunity to develop an individual agriculture project. The advisors of the program will help students identify a project that best suits their



lifestyle. Projects may include anything in the field of agriculture. With over 500 project possibilities a few might include an

agriculture science research project, a paid or unpaid work experience job in the agriculture industry, raising a project animal for fairs and shows, job shadowing someone in the agriculture industry, or even starting a business of their own related to agriculture.



Agriculture Program Courses

- 9th grade—Ag Resources (CF earth science)
- 10th grade—Ag Biology (CF life science & UC lab)
- 11th grade—Veterinary Science (UC-D requirement)
- 12th grade—Ag Economics/Ag Government (CF Social Science)

Any year—Ag Leadership (A-C elective)

Floral Design I and II (A-C Fine Arts Requirement)

"Where do I sign up?"

Class Registration Nights:

April 8, 9, 10th 4-7pm
in the FHS cafeteria

Frequently Asked Questions ??

Q: "If I take a science class in the Ag Department do I get the same credits as students who take science from the basic science department?"

A: "Yes, you will receive 10 CP science credit, as well as UC credit and UC elective credit."

Q: "Do I have to have experience in agriculture to be in an Ag science class?"

A: "No way. The objective of this program is to learn about agriculture and experience some technology that many students don't have the chance to do until college."

Q: "If I take a class from the Ag department, does that mean I am in the FFA too?"

A: "Yes. Your membership is paid by the advisor of the program as soon as you enroll. This makes you immediately available to participate in all of the activities outside of class."

Q: "I am already in a 4-H club that I love. If I take an Ag science course do I have to show FFA and quit 4-H?"

A: "Never. A lot of students in the Ag program continue to be involved in 4-H as well as FFA. These two programs can go hand in hand quite easily."

Q: "If I want to be in the FFA do I have to take a science class in the Ag Department?"

A: "Yes. This program is co-curricular so FFA is a part of the classroom curriculum."



Frontier High School
Agriculture Department
6401 Allen Road
Bakersfield, Ca 93314

Frontier High School Agriculture Department

**Premier Leadership
Personal Growth &
Career Success**

Through Agriculture Education



Agriculture Department Teachers

Julie Beechinor

Check us out on the Web
www.frontierffa.org

Phone: 661-829-1107 ext 68091
Email: julie_beechinor@fhhsd.k12.ca.us
6401 Allen Road Bakersfield, Ca 93314

Frontier High School does not allow discrimination based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Appendix !

- Ag Incentive Grant Review List
- Financial Breakdown

California Department of Education
DRAFT AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2013–14 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2013)

DATES OF PROJECT DURATION - JULY 1, 2013, TO JUNE 30, 2014

Frontier High School

(School Site)

Kern High 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

Ag Coordinator, Kern HSD

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: (661)832-9053

Date of Approval of Local Agency Board:

6/20/2013

Funds Requested - Part I

\$4,500.00

Part II

\$3,496.00

Part III

\$8,000.00

Part IV

\$0.00

Total

\$15,996.00

Number of Different Agriculture Teachers at Site:

2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	Yes	
2. Leadership and Citizenship Development	Yes	
3. Practical Application of Occupational Skills	Yes	
4. Qualified and Competent Personnel	Yes	
5. Facilities, Equipment, and Materials	Yes	
6. Community, Business, and Industry Involvement	Yes	
7. Career Guidance	Yes	
8. Program Promotion	Yes	
9. Program Accountability and Planning	Yes	

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	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2012-13 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	437	\$3,496.00

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:

2

List the Names of the Agriculture Teachers:

1. Julie Beechinor

4.

2. Emily Benson

5.

3.

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	\$0.00
Criterion 11A - Year-Round Employment	2	\$4,000.00
Criterion 11B - Project Supervision Period	2	\$4,000.00
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.

\$0.00

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		10,596.00	10,596.00
2			Subtotal for 4000	\$10,596.00	\$10,596.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Conferences	2,500.00	2,500.00
4			2. Copier Contract	900.00	900.00
5			3. Bus and Travel	2,000.00	2,000.00
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$5,400.00	\$5,400.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000–6000 Lines 2, 8, 13	\$15,996.00	\$15,996.00

TOTAL 2013–14 Incentive Grant Allocation:

\$15,996.00

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		\$0.00

TOTAL Amount of Waiver Requested:

Ag Department Budgets

- Principal budget funds for Agriculture
 - Received \$5,415.75 to help cover unique expenses (travel) associated with Ag Department only.
 - Based off the number of Ag students, teachers, and projects (formula)
 - Can confirm with Paul Bealessio, Budget Director at District Office

Principal budget is currently covered subs only as current Incentive grant has funded bussing.

- Ag Incentive Grant
 - \$13,716.00 received from state and federal budget to support Ag program
 - 4000 category – supplies (FFA manuals/books)
 - 5000 category – Services and operating expenses: conferences, staff travel, bus trips
 - 6000 category – capital outlay: buildings, equipment, site improvement

Incentive grant has paid for science supplies, books, paper, ink, computers, microscopes, travel that the principal budget has never been asked to pay for.

- Carl Perkins
 - Received because we are a CTE program
 - \$10,000 in items which principal budget does not pay for
 - Equipment that directly enhances student performance

Responsibilities Chart

Activity	Miss. Beechinor	Miss. Buffington	Student Teacher
Department Chair	x		
FFA Advisor	x		
EIT Advisor		x	
Ag Advisory Committee	x		
Frontier Ag Boosters	x	X	
Animal Species			
Beef	x		
Sheep		x	
Swine	x		
Mkt/Pygmy Goats		x	
Dairy	x		
Poultry/Rabbits	x		
Misc(landscape/photo)		x	x
June			
New Officer Dinner	x		
CATA, SLO	x	x	
WLC Conference	x		
July			
Fireworks Booth	x		
Officer Retreat	x		
State Fair	x	x	
August			
Chapter Theme	x		
Chapter T-shirts	x		
FFA Calendar	x		
Classroom Prep	x	x	x
Ice Cream Social	x	x	x
SOLC	x		x
Back to School	x	x	x
Ag Buddies		x	x
September			
Fair Meeting/potluck	x	x	x
COLC	x	x	x
EIT applications		x	x
EIT interviews		x	x
Activity Night/MTG	x		x
Kern County Fair	x	x	x

Responsibilities Chart

October			
SV Fair Meeting	x	x	x
Greenhand Conference		x	
GH/Chapter Degree		x	x
Fall Festival	x		x
Open/Close Open teams	x		x
Open/Close Freshmen		x	x
Toyota truck Sales		x	x
Food Sale Days		x	x
November			
Drive-thru BBQ	x	x	x
Fall CATA/FFA Mtg	x	x	x
Natural Resources	x		
FFA Meeting		x	x
Ag Advisory Meeting	x	x	x
Stierwalt Clinic	x		
Poinsettia sales		x	
December			
SV Skateland	x		x
Creed		x	
Prepared Speeches	x		x
Job Interview			x
Holiday Classic	x		
Clovis NR Contest	x		
Maraposia NR	x		x
MJC NR	x		x
Banking Contest		x	
Christmas Caroling	x	x	x
Rose Bowl Float	x	x	x
Proficiencies	x		x
January			
Parli-Pro	x		
State Degrees	x		
Fresh Record Books		x	
Frontier NR Contest	x		x
Record Book Scoring	x	x	x
Sierra Winter Classic	x		
BIG		x	
Activity Night/MTG	x		x
Yosemite NR contest			x
Coalinga NR contest	x		
Coalinga BIG		x	
Reedley State Finals	x		

Responsibilities Chart

February			
Regional Applications	x		
Fresno Red Wave	x		x
FFA week General	x		
Tulare Farm Show		x	x
FFA Dance	x	x	x
Activities 4th lunch		x	
Activities 5th lunch	x		
Staff Ranch Breakfast	x		
ALA/MFE Registartion	x		
ALA/MFE Chaperone		x	x
Western Bonanza	x		
Ch Creed Contest		x	
SV Speech Contest		x	x
MJC Parli-Pro	x		
Novice Record Books		x	
CATA/FFA Reg Mtg	x	x	x
March			
UC Davis parli-pro	x		
UC Davis Field Day	x	x	x
Kenr Parli-pro contest	x		
SV Parli-pro contest	x		
Chico State Field Day	x	x	x
Regional Parli-pro contest	x		
Merced Field Day		x	x
Spring Round-up	x	x	x
FFA Meeting			x
State Candidate Training	x		
Drive-Thru BBQ	x		
SV Awards Banquet	x	x	x
Regional Speech Contest		x	
MJC Field Day		x	
April			
SV Officer Applications	x		x
Banquet orders	x		x
Cow Palace	x		x
Ag Advisory MTG	x	x	x
State Speaking Finals		x	x
State Parli-pro Finals	x		x
State Conf Registration	x		x
State Conf Chaperones		x	x
SV sectional Elections	x		x
Freshmen Point Awards		x	
Upper class point Awards	x		

Responsibilities Chart

May			
Cal Poly State Finals		x	x
Officer Applications	x		
Officer interviews	x		x
Officer elections	x		x
Food for America	x		x
Making the Connection	x		x
Banquet General	x		
Officer banquet practice	x		x
Speaking banquet Practice		x	x
Banquet Dinner		x	
Banquet Slide Show	x		
Banquet Guest Speaker			x
Banquet Mailer			x
Banquet Awards Lists	x	x	
FFA Banquet Night	x	x	x

Appendix ٧

- R2 Classroom Data

- Home
- CalAgEd.org
- Directory
- R-2 Subject Query
- School at a Glance
- School Listing

Select a school:

Data for Year: 2014-2015

School:

CA0535 Bakersfield - Frontier High School

Frontier HS

6401 Allen Rd.

Bakersfield, CA 93314

[Get Map](#)

[Web Site](#)

Teachers: 2

Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	37	Life Science	
Ag Biology	Ag Biology	36	Life Science	
Ag Biology	Ag Biology	36	Life Science	
Ag Bus Mgt	Ag Economics	50	Economics	
Ag Bus Mgt	Ag Government	50	History/Gov't	
Agriscience I	Ag Resources	29	Physical/Earth Sci.	
Agriscience I	Ag Resources	31	Physical/Earth Sci.	
Agriscience I	Ag Resources	30	Physical/Earth Sci.	

Agriscience I	Ag Resources	29	Physical/Earth Sci.
Agriscience I	Ag Resources	29	Physical/Earth Sci.
Animal Science	Veterinary Science	54	Life Science
O.H./Floral	Floral Design	29	Fine Arts
Other Ag	Ag Communications	47	Other
TOTAL		487	
Average Class Size		37.5	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	5
Agriscience	379
An. Science	8
	392

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	120
10	100
11	75
12	50

13	23
14	17
15	7
Total	392

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	149
2	92
3	65
4	41
5	22
6	17
7	6
Total	392

Average Years 2.4

Freshman Persistence: Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	101	53%
2	41	21%

3	7	4%
4	42	22%
Freshman Cohort Students	191	
Average Years Completed	1.9	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Congressional District

Assembly District 34

State Senate District 18

County Kern

County-District-School Code 15635290110999

Site developed and maintained by the California FFA Association.

Appendix K.

- Advisor/ Department Activity Responsibilities
-



Kern High School District

5801 Sundale Avenue, Bakersfield, CA 93309-2924
Phone 661.827.3160 FAX 661.827.3311

Contract for Employment as a Probationary Certificated Employee

To: Emily A. Benson

Date: May 10, 2012

Salary Rate: \$ 3,963.36 month

District offers to Applicant, and Applicant accepts, employment for the 2012-2013 School Year in the probationary service of the District pursuant to the further terms of this Agreement. District by law is empowered to hire certificated persons and is desirous of filling a certificated teaching position at this time. District expressly relies on each of the representations of Applicant in entering into this agreement, including representations as to credentials held. Applicant represents that he/she is not now under contract to any other school district or other public school entity in the State of California except as set forth by a memorandum attached to this Agreement.

THIS AGREEMENT, made as of the signature date shown below, provides for your probationary certificated employment as a teacher on the staff of Frontier High School. Assignment: Agriculture (5) 100% if part-time:

RATE OF PAY: The Probationary Employee agrees that the annual salary shall be \$ 43,597.00. Payment will be made monthly by payroll salary warrant, as indicated below, with appropriate deductions for tax withholding, State Teachers' Retirement System, Medicare (if applicable), and any other deductions authorized in writing by the employee and accepted by the District. *****Salary is based on current certificated salary schedule.

Class 2WO Step 1
With Masters
Without Masters X

Basic Annual Salary \$ 43,597.00

Total Annual Salary \$ 43,597.00

This placement is based on information provided on your application: No previous contract teaching experience; Clear California Credential; no semester units beyond issue date of degree.

The salary quoted will require verification of degrees and collegiate credits of record through the current summer session. Necessary adjustments will be made at the time of verification.

Your earnings will be payable at the end of each calendar month as follows: Eleven equal payments of \$3,963.36 August through June. This amount will be adjusted if there is a change in the certificated salary schedule.

Budget Class: 03.0000.0.1110.1000.1101.018.0251.02 (4) 03.0350.0.6000.1000.1101.018.1098.32 (1)

The number of actual working days for a full year assignment for this type of position is 184. Your service will be 184 actual working days, to be scheduled at the convenience of the District between August 15, 2012 and June 30, 2013.

TERM OF EMPLOYMENT: This Agreement is made effective August 15, 2012, and will continue until the occurrence of the earliest of the following events: (1) Resignation by Applicant; (2) Abandonment of position by the Applicant; (3) Notice of termination of employment due to layoff under Education Code §44955; (4) Retirement; (5) Non-reelection pursuant to Education Code § 44929.21 (6) Dismissal pursuant to Education Code §44948.3; or (7) Failure to maintain an appropriate California credential. **CONTRACT CONTINGENT UPON FINGERPRINT CLEARANCE.**



KERN HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

J. Bryan Batey, President

Chad Vegas, Vice President

Mike Williams, Clerk

Martha Miller, Member

William R. Perry, Ed.D., Member

DONALD E. CARTER, Ed.D., SUPERINTENDENT

5801 SUNDALE AVENUE • BAKERSFIELD • CALIFORNIA • 93309-2924 • (661) 827-3100 • FAX: (661) 827-3311

BRYON J. SCHAEFER, Ed.D.
Assistant Superintendent, Personnel

May 07, 2012

Emily A. Benson
2900 Pine Street
Bakersfield, CA 93301

Dear Emily:

Congratulations on your contract with the Kern High School District. You will find enclosed our contract offer. Please sign and return the original, retaining the employee copy for your files.

It is important that you contact the District Office when you have signed your contract so that we may supply you with additional information relative to our benefits package, credentialing and the necessary payroll procedures. Please contact Gloria Toliver in the Personnel Division, (661) 827-3229, for an appointment.

We are very pleased you have elected to be a part of our staff. We look forward to an experience that will be mutually beneficial to you and the Kern High School District.

Sincerely,

Bryon J. Schaefer
Assistant Superintendent, Personnel

BJS/nl
Enclosure (2)

Frontier Ag Boosters, INC.

Making a difference in the lives of students everyday

History of the Frontier FFA Program

- Frontier FFA is an Official National FFA Program who received their National Charter in 2007.
- Frontier FFA is an educational program offered at Frontier High School.
- Students enrolled in Frontier FFA are encouraged to continue their agriculture education for four years as well as into college.
- In 2006, when Frontier High School opened its doors for the first time, Frontier FFA had just 22 students enrolled in the Agriculture education program.
- Currently in 2014 the Frontier FFA program has an enrollment of 423 students.
- We are a two-teacher program, yet manage to be one of the largest FFA memberships in Kern County.

History of the Frontier FFA Program

- With student membership of 423, it is our goal to have students equally involved in the three circles of Agriculture Education.



FFA Mission and Motto

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

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

To Accomplish its Mission, Frontier 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**

Frontier Ag Boosters, INC.

Frontier Ag Boosters, INC, was organized exclusively to financially support the three ring model of Agriculture Education. Specifically, Frontier Ag Boosters, INC. is made up of dedicated community volunteers and parents whose primary purpose is to gather financial support and use it to support the Frontier FFA Chapter and its membership. This committee was organized to provide additional funding needs which exceed that of the current high school budget.

What is Frontier Ag Boosters, INC.

- Official Not for Profit 501c(3) – Established in 2007
- Frontier Ag Boosters, INC. has an elected board of trustees as well as a membership made up of parents and community members who support agriculture education. They meet every first Tuesday of the month.
- Board Members:
 - President – Claudette Johnson
 - Vice President – Kristine Hudson
 - Secretary – Patricia Clark
 - Treasurer – Susan Rutledge
 - Corporation's Initial Agent– Julie Beechinor

Frontier Ag Boosters INC. Activities

- Frontier Ag Boosters, INC. shall support the Frontier FFA Chapter in several ways. This support includes the following annual payments:

1.	State and National FFA Convention support	\$6,000-\$10,000
2.	Community Outreach Programs	\$2,000
3.	Kern County Fair	\$3,000
4.	Farm Operations	\$5,000
5.	College Scholarship Funds	\$6,000
6.	Animal Project Loans	\$23,000

State FFA Leadership Convention— more than 80 students attend annually



National FFA Convention – Louisville Kentucky



Making the Connection Ag Business Luncheon – Community business partners leading the way.



Community Outreach Program – Food for America



Community Outreach Program – Food For America



Kern County Fair – more than 125 Participants



Instruction, Teaching and Leadership



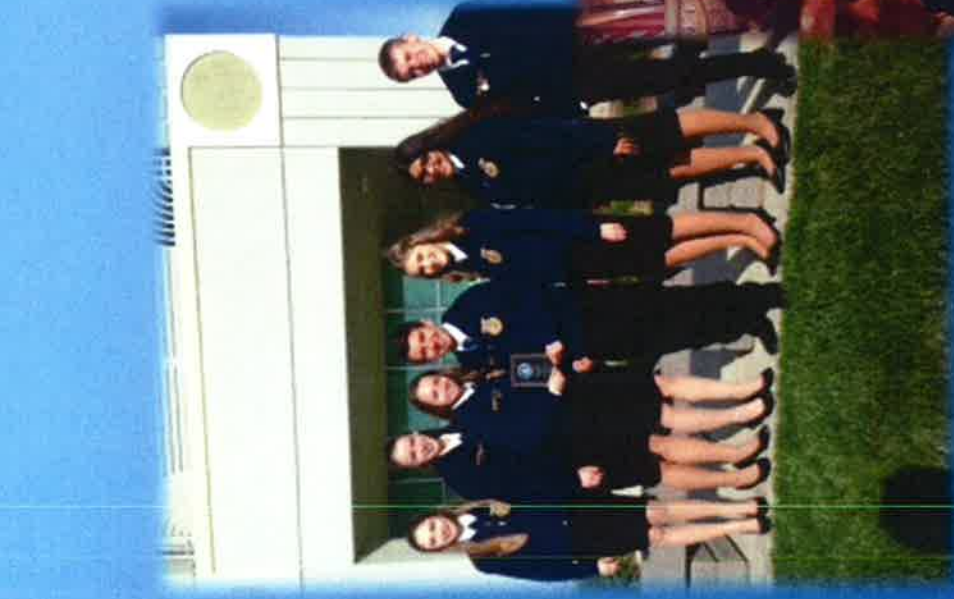
Instructional Development



Frontier Ag Booster, INC. – Annual Fund Raising – 2014



Competitive Events – Parliamentary Procedure, Livestock Judging, Ag Sales Teams



Frontier Ag Booster, INC. – Learning about market animals



Annual Awards Banquet



Frontier Ag Boosters, INC

Building a dream

Frontier Ag Boosters, INC. Farm

- In 2007 the Frontier Ag Boosters, INC. made it their mission to find a place to house student animal projects.
- The secured space was a temporary $\frac{1}{4}$ acre available for student use
- The Frontier AG Boosters, INC. developed this property into a facility able to house 50 head of livestock including goats, sheep and hogs.



Old Ag Farm 2007 – 2013 – Donated Use of Space

Frontier Ag Boosters, INC Farm

- In 2013 Frontier Ag Boosters, INC. was asked to vacate the property by the county inspector; sighting too many animals per acre.
- So we tore it down and packed up the farm



Frontier Ag Boosters, INC. Farm

- Ground Broke in May and the Frontier Ag Boosters, INC. had just weeks to get the property up and running to take on animals June 14th 2014.
- Its was a massive effort of parents, community members, businesses, and students to get the farm running.
- Estimated expenses for phase 1: \$147,000
- Donated labor and materials: ~~-\$70,000~~
- Estimated expenses paid out in year one: \$77,000

Frontier Ag Booster, INC. – Construction of the new farm



Frontier Ag Booster, INC. – Construction of the new farm



Frontier Ag Booster, INC. – Construction of the new farm



Frontier Ag Booster, INC. – Construction of the new farm



Frontier Ag Booster, INC. – New Farm In Service 6/2014



Frontier Ag Boosters INC. – Farm Projection Plan

2015– year one

1. Curb, Gutter, and drains to existing hog barn	\$30,000
2. Facility Water Well	\$25,000
3. Septic tank and leach lines for existing barn	\$15,000
4. Electrical transformer and power completed	\$20,000
5. Wash Racks and drainage completed	\$ 5,000
6. Finish perimeter fencing	\$ 3,000
7. Raised planter beds for horticulture students	\$ 5,000
Total estimated Capital Needs:	\$103,000

Frontier Ag Boosters INC. – Farm Projection Plan

2016– year two

1. Pre-fabricated goat and lamb barn facility	\$25,000
2. Overhead roofing structure hog barn	\$35,000
3. Show arena, holding pens and bleachers	\$20,000
4. Pasture fencing and feed barn for cattle	\$25,000
Total estimated Capital Needs	\$105,000

Frontier Ag Boosters INC. – Farm Projection Plan

2017-2020

1. Pasture grass and irrigation	\$20,000
2. Cattle barn and cold box	\$45,000
3. Farrowing Barn	\$60,000
4. Poultry house	\$78,000
5. Full perimeter fencing	\$40,000
6. Equipment purchases –tractors, trailers	\$65,000
7. Equipment barn	\$25,000
8. Hay Barn	\$20,000

Total estimated Capital Needs **\$353,000**

The Art of Floral Design

Name: _____

2014-2015

	Introduction to Floral Design		
The Beginning			
A Year Summary			
Welcome to Floral Design			
Syllabus			
Class Agreement			
Safety Rules			
Safety Agreement			
Common Tools & Material			
Tool ID			
Tool Study Guide			
Plant Physiology			
Plant Classification			
Parts of a Plant			
Flower Types			
Parts of a Flower			
Foliage			
Flower Care & Handling			
Unit Study Guide			
Introduction to Art Concepts			
Corssword Puzzel			
Language of Art			
Elements of Design			
Shape			
Color			
Color Schemes			
Hue: Video			
Space & Depth			
Texture			
Elements- relationship chart			
Unit Study Guide			
Personal Flowers			
To Wear			
To Carry			
Corsage Design			
Mini Boquets			
Flower Collage			

History of Floral Design			
History of Floral- Article			
Histroy- notes			
Acient Garlands			
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Vistorian			
American			
Oriental			
Modern			
Timeline Project			
Principles of Art			
Design introduction			
Balance			
Scale			
Accent			
Rhythm			
Harmony			
Unity			
Unit Study Guide			
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Wedding Notes			
Personal			
Ceremony			
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Wreaths			
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Holidays			
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Dried & Preserved			
Famous Artisits of History			
Renaiaissance			
Borque & Dutch Flemish			
French Impressionism			
Modern			
Professional Portfolio			
Tables of Contents			

Cover Letter			
Resume			
Letters of Recommendation			
Job Application			
Work Samples (5)			

FLOWER MEANINGS

Acacia	Friendship, Concealed love, Beauty in retirement, Chaste love	Hydrangea	Thank-you for understanding, Frigidity, Heartlessness
Agapanthus	Love Letters	Iris	Emblem of France, Wisdom and Valor, Meaningful friendship
Allium	Unity, Humility, Patience	Ivy	Fidelity, Wedded love, Friendship, Affection
Astroemeria	Wealth, Prosperity, Fortune	Lavender	Devotion
Amaryllis	Pride	Lilac	Humility
Anemone	Forsaken	Day Lily	Coquetry, Chinese emblem for mother
Aster	Afterthought	Orange Lily	Hatred
Astilbe	I'll still be waiting	White Lily	Virginity, Purity, Majesty, It's heavenly to be with you
Azalea	First love, Chinese symbol of womanhood, Fragile passion	Yellow Lily	I'm walking on air, False and gay
Bachelor's Button	Felicity, delicacy, Single blessedness	Lily of the Valley	Sweetness, You've made my life complete, Return to happiness
Bells of Ireland	Good luck	Magnolia	Love of nature, Nobility
Begonia	Beware	Moss	Maternal love, Charity
Bouquet of withered flowers	Rejected love	Myrtle	Home, Love, Hebrew emblem of marriage
Bouvardia	Enthusiasm	Narcissus	Egotism, Formality, Stay as sweet as you are
Calla	Magnificent Beauty	Oleander	Caution
General Camellia	Perfection	Orchid	Love, Beauty, Refinement, Beautiful lady, Chinese symbol for many children
Pink Camellia	Longing for you	Orchid (Cattleya)	Mature charm
Red Camellia	You're a flame in my heart	Palm leaves	Victory, Success
White Camellia	You're adorable	Pansy	Thoughts
General Carnation	Fascination, Women love	Peony	Bashfulness
Solid Color Carnation	Yes	Petunia	Resentment, Anger, Your Presence Soothes Me
Pink Carnation	I'll never forget you	Queen Anne's Lace	Haven
Purple Carnation	Capriciousness	Ranunculus	You are radiant with charm
Red Carnation	My heart aches for you, Admiration	Rose: Dark Crimson	Mourning
Striped Carnation	Sorry I can't be with you, No, Refusal, Wish I could be with you	Red Rose	Love, Respect, I love you
White Carnation	Innocence, Sweet and lovely, Pure love, woman's good luck gift	White Rose	Innocence, Secrecy, Purity, I am worthy of you, Silence
Yellow Carnation	Rejection, You have disappointed me	White and Red Mixed Roses	Unity, Flower Emblem of England
General Chrysanthemum	Cheerfulness, You're a wonderful friend, Rest	Pink Rose	Grace, Perfect Happiness, Thankfulness, Please believe me
Red Chrysanthemum	I Love	Roses (Single Full Bloom)	I love you, I still love you
White Chrysanthemum	Truth	Rosemary	Remembrance
Yellow Chrysanthemum	Slighted love	Sage	Domestic virtue
Cyclamen	Resignation, Goodbye	Smilax	Loveliness
Daffodil	You're the only one, Regard, Unrequited love	Snapdragon	Deception, Gracious Lady
Dahlia	Instability	Statice	Sympathy, remembrance
Daisy	Innocence, Loyal love, I'll never tell, Purity	Stephanotis	Happiness in marriage, Desire to travel
Fern	Fascination, Sincerity, Magic, Confidence, Shelter	Stock	Lasting beauty, Bonds of affection, Promptness
Fern (Maiden Hair)	Secret bond of love	Sunflower	Adoration
Freesia	Innocence	Sweet Pea	Good-bye, Departure, Thank you for a lovely time
Galax	Encouragement	Thyme	Activity
Gardenia	You're lovely, Secret love	General Tulips	Perfect lover, Fame, Flower Emblem of Holland
Geranium	Stupidity, Folly	Red Tulip	Believe me, Declaration of Love
Gladiolus	Strength of character, Give me a break, Really sincere,	Yellow Tulip	Hopeless love, There is sunshine in your smile
Holly	Foresight, Defense, Domestic happiness	Wheat	Friendliness
		Yarrow	Healing

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Flower and Plant Identification
- Care and Handling of Cut Flowers and Foliage
- Themed Retail Arrangements – Seasonal & Holiday Designs
- Retail Pricing of Flower Arrangements
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Arrangements and Corsages
- Personal Flowers – Flowers to Wear & Carry
- Mechanics of Floral Design
- Design Shapes & Styles
- Dried and Silk Floral Designs
- Wedding Flowers - Themes and Floral Accessories
- Basic Horticulture – Skills & Practices
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities in Floral Design & the FFA

Frontier High School
Art of Floral Design
Course Syllabus 2014-2015

I. General Information

Course Title: Floral Design
Grade Level: College Prep
Building: Industrial Arts 1200
Room: 1202
Instructor: Emily Benson

Email: emily_benson@khsd.k12.ca.us
Website: www.frontierffa.org
Phone: # 829-1107ex 68089
Office Hours: 7am-5pm M-F

II. Course Description: Floral Design

As a part of the Fine Art Requirement Floral Design will incorporate all but not limited to the following standard areas; tool & material ID, plant physiology, retail floristry, art definitions, elements of design, art history, principles of design, floral design shapes & styles, seasonal flowers, wedding flowers, permanent botanicals, and the focus & purpose of the color wheel. You will incorporate these principles in the following required labs; bud vase, fresh topiary, circular mass, theme design, horizontal centerpiece, tape/wire corsage, and single rose wraps.

III. Required Items for this Class:

1. Lab fee donation \$20.
2. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
3. One inch spiral binder- must bring each day!

IV. Grading Policies:

All grades will be determined by the instructor of the course. Grades will be percent weighted on the following scales:

ASSIGNMENT	CODE	% WEIGHT
Projects	Projects	25%
Classwork	CLSWRK	30%
Tests/Quizzes	TEST	30%
FFA	FFA	5%
Participation	PAR	10%
	TOTAL	100%

% RANGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

Semester Grading	% Weight
Quarter 1 and 2	80%
Semester Final	20%

V. Absence Policy:

Any absence is still an absence, excused or not. As each weeks in class and homework assignments are on the agenda board each week, it is expected that EVERY student will know the work that is assigned and be prepared to turn in that work regardless of an absence. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

VI. Late Work:

No Late work is accepted.

VII. Binder/Notebooks

Organization is the key to being successful in your education. Your binder/notebook will be checked on a regular basis and graded as part of your participation grade. Binders/ notebooks must contain all agriculture notes in a proper and organized fashion.

VIII. Cheating Policy:

Cheating will not be tolerated in this class or at Frontier High School. Any use of another student's thoughts or answers will be considered cheating. Giving your answers to other students will also be considered cheating on both student's parts and assignments for both students will receive a score of zero. Looking at another student's test, copying homework or labs is cheating and will not be tolerated. A student who is caught cheating will be dealt with by the dean and school officials.

IX. Class Expectations:

1. Students must come to class prepared and ready to learn daily.
2. Text Books must be brought to school each day regardless of its use.
3. Binders, pencils and pens are expected to be out on your desk by the time the tardy bell rings.
4. Students must ask permission to leave their seat at anytime.
5. Students are to remove all hats upon entering the classroom.
6. Restroom visits will not be allowed except in the case of an emergency. You have a 6 minute passing period and you should use the restroom then.
7. No food, drink or chewing gum will be allowed in the classroom.
8. Students will need to have their student ID with them at all times.
9. Borrowing materials from the teacher will require an ID that will be returned when borrowed items are returned.
10. Cell phones are to be off at ALL times.
11. All personal items which become a distraction will be confiscated by the instructor and handed over to the Dean's office where you can deal with their retrieval at the end of the day.
12. All students are expected to be respectful to classmates, guests and the instructor at all times.
13. Students will be asked to participate in a minimum of 3 co-curricular FFA activities per semester.

Course Syllabus Agreement
Floral Design
2014-2015

DUE: FRIDAY August 22nd
ASSIGNMENT VALUE: 25 pts

WE, THE UNDERSIGNED, HAVE READ THE COURSE SYLLABUS FOR AGRICULTURE RESOURCES AND UNDERSTAND THE POLICIES FOR THIS CLASS AS SET FORTH BY THE INSTRUCTOR. WE UNDERSTAND THAT WE ARE TO SUPPLY THE STUDENT WITH THE NECESSARY REQUIRED CLASS ITEMS OF:

STANDARD PENS (BLUE OR BLACK ONLY)

PENCILS AND ERASERS

IF WE CANNOT SUPPLY THESE ITEMS BY FRIDAY, AUGUST 23, 2013 WE WILL MAKE ARRANGEMENTS WITH INSTRUCTOR IN ADVANCE.

STUDENT NAME (PRINTED) _____

STUDENT SIGNATURE _____

PARENT NAME (PRINTED) _____

PARENT SIGNATURE _____

Welcome to Floral Design!

Ms. Benson
Floral 1. Frontier FFA

What will we learn about?

- Safe use of tools & equipment
- How to care for cut flowers and plants
- Art Concepts: Principles & Elements of Design
- Historical Time Periods in Art & Floral Design
- Design Styles & Shapes
- About careers in the floral industry & how to get a job
- About the FFA
- How to grow flowers and plants
- Weddings & other special event work (even Sympathy aka Funerals)
- How to appreciate flowers & arrangements
- About Bouquets & Flowers that we wear
- How to evaluate your own work & write about it!
- And So Much More!

What are some things we will make?

- Lots of flower arrangements!!
 - Monthly designs for the teachers (paying customers!)
 - Monthly designs that you will take home
 - Examples: fall wreath, Halloween pumpkins, spring baskets, potted gardens, Valentine's day bouquets, Thanksgiving centerpieces
- Wedding Project
- Art Time Period project
- Professional Portfolio
- Corsages and Ribbon Bows
- So much more!!!!

What will I need to bring to class?

- Yourself and an attitude for learning and working
- Your creativity!
- Something to write with (pen, pencil, markers)
- Your notebook everyday!

How will I be graded?

- Classwork & Homework – 30%
 - After making an arrangement you will evaluate it
 - Daily assignments and activities
 - In-class book assignments
 - Reading articles & answering questions
 - Video questions
 - Other activities as well!
 - VERY RARELY will you have homework that you don't have class time to complete...

How will I be graded?

- Tests & Quizzes – 30%
 - At the end of each unit we will have a review quiz or test, this might be open note or closed note.
 - The units might last a day, a week, or even longer.
 - You will ALWAYS be warned and have time to prepare

How will I be graded?

- Project & Reports – 25%
 - An Art History report on a time period
 - Making a Professional Portfolio
 - Planning the flowers for a banquet
 - Learning the names of flowers, foliage, and tools
 - Other exciting activities!

How will I be graded?

- Class Notebook or Binder – 5%
 - Keep your notes organized and up to date
 - You will often need these for your quizzes/tests

How will I be graded?

- FFA Participation – 5%
 - You get to be an FFA member!
 - You need to participate in 3 activities this semester.
 - You will hear LOTS more about this soon!
- Record Book & SAE – 5 %
 - We will keep track of your FFA activities and find an SAE that fits you perfectly!
 - It might even be this class and our projects...

What if I'm absent or need to make-up work?

- Whenever you're absent be sure to get your work the next day in class! Ask me!
- You will have a 2 days to make it up.
- I do not accept late work! You can work after school or wait until I offer extra credit to make up assignments.
- Get it turned in before the unit ends!
- If it's a lab, sorry, flowers don't usually last...

Any other questions??

Let's get to know each other!

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Class Guide
- Binder Requirements
- Lab Safety Contract

Once you've reviewed the materials listed above, please complete this form and return it to Ms. Benson by Friday (August 22nd). If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in Classroom & FFA activities, and maintaining a SAE/Record Book will have an effect on my grade.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to have their Floral Notebook Daily. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books & No Late Work Policy). If I have any questions or would like to discuss my child's performance in this class, I will contact Ms. Benson at 829-1107 ex 68089 or email emily_benson@kernhigh.org, or through synergy.

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____

Phone # where you can be reached: _____

Floral Design Identification Project

- 3 Flower ID's are due each Friday, when class begins.
- Write your name on the back and the Flower ID number.
- Each picture should be centered and large enough to see
- All information should be typed (or written VERY neatly).
- Your flower picture must be in color, you can find a picture from the internet or encyclopedia, I prefer drawn or traced and colored in with COLORED PENCILS.
- Be consistent with all your flowers, so they match when you make your book.
- Each ID must include the following information:



Genus: (This name begins with a capital letter!) *use /list*

Common Name: *use /list*

Species: (All lower case and italics!) *use /list*

Availability: (what months of the year)

Cut life: (how long does it last in a vase)

Size: (Refers to the flower or cut item, try to find a measurement in inches – not centimeters!)

Colors Available: (Include all colors available)

Growing Conditions: (What does the plant need to grow? - shade, partial sun, full sun, moist, tropical climate, etc.)

Internet Options: Go to www.google.com and click on Images.

Type in the Genus and species of the flower you are looking for. Choose a picture that is clear!

Make sure you get a picture of the flower or foliage that would be used in the FLORAL INDUSTRY!

43	Gerbera	<i>jamesonii</i>	Gerbera
44	Gladiolus	<i>hybrida</i>	Gladiolus
45	Gypsophila	<i>elegans</i>	Baby's Breath
46	Helianthus	<i>annuus</i>	Sun Flower
47	Helichrysum	<i>bractaetum</i>	Strawflower
48	Iris	<i>xyphium</i>	Dutch Iris
49	Lathyrus	<i>odoratus</i>	Sweet Pea
50	Leptospermum	<i>scoparium</i>	Leptospermum
51	Leucospermum	<i>sp.</i>	Pincushion Protea
52	Liatris	<i>calliepis</i>	Liatris
53	Lilium	<i>sp.</i>	Asiatic Lily
54	Lilium	<i>sp.</i>	Oriental Lilly
55	Limonium	<i>hybrids</i>	'Misty series' Statice
56	Limonium	<i>perezii</i>	Sea Lavender Statice
57	Limonium	<i>sinuatum</i>	Annual Statice
58	Mathiola	<i>incana</i>	Stock
59	Myrtus	<i>communis</i>	Tall Myrtle
60	Narcissus	<i>pseudo-narcissus</i>	Daffodil
61	Narcissus	<i>sp.</i>	Paperwhites
62	Phalaeonopsis	<i>cv.</i>	Phalaeonopsis
63	Phormium	<i>tenax</i>	New Zealand Flax
64	Pittosporum	<i>tenuifolium</i>	Black stemmed Pittosporum
65	Pittosporum	<i>tobria</i>	Pittosporum
66	Polianthes	<i>tuberosa</i>	Tuberose
67	Protea	<i>sp.</i>	Protea
68	Pteris	<i>sp.</i>	Brake Fern
69	Ranunculus	<i>asiaticus</i>	Ranunculus
70	Rosa	<i>hybrida</i>	Rose
71	Rosa	<i>hybrida</i>	Sweetheart of Baby Rose
72	Rumohra	<i>adiantiformis</i>	Leatherleaf Fern
73	Ruscus	<i>aculeatus</i>	Ruscus
74	Salix	<i>discolor</i>	Pussywillow
75	Salix	<i>matsudana</i>	Curly willow
76	Stephanotis	<i>floribunda</i>	Stephanotis
77	Strelitzia	<i>reginae</i>	Bird Of Paradise
78	Syringa	<i>vulgaris</i>	Lilac
79	Tulipa	<i>cv.</i>	Tulip
80	Typha	<i>sp.</i>	Cattails
81	Vaccinium	<i>ovatum</i>	Huckleberry
82	Xerophyllum	<i>tenax</i>	Bear Grass
83	Zantedeschia	<i>aethiopica</i>	Calla

Major and Regional Floral Holidays

There are 33 floral holidays throughout the year. Please list each by the month they occur.

Month	Holiday(s)
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Seasonal Theme Puzzle Assignment

- 1. Complete the opposing holiday table.**
- 2. In a group of four, create a seasonal theme collage: spring, summer, fall and winter.**
- 3. Each person will be responsible for one section of the seasonal puzzle.**
- 4. Take a poster board and divide it into FOUR sections. You can design the order and shape in which you wish to divide the poster.**
- 5. Each of you will do the following: On a piece of paper, make two columns. In column one, list your season and all of the holidays that occur in your season. In column two, list all of the flowers, foliage, colors, accessories, containers, and arrangement styles that match the theme and holiday. (You may have to do some research!!!)**
- 6. After you have finished INVESTIGATING the theme and holidays, make your collage using magazine cutouts to cover your part of the poster. Your two columns will be attached to the back of your poster behind your picture collage. You may use magazine cutouts, fabrics, construction paper, etc. to decorate your collage.**

Safety In Floral

Floral Design Safety Rules

Name:
Date:
Period:

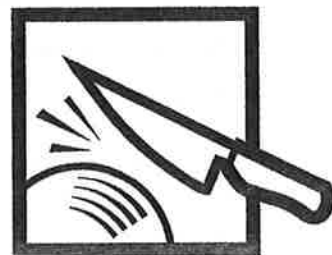
If there's a rule, there's a reason, I don't want you to get hurt.

OVERALL RULES:

1. Return all _____ and _____ to their original location before leaving the class.
2. ALL tools and supplies are to remain in the _____ at ALL times. (_____)
3. _____ poke anyone with anything _____.
4. _____ any supplies or tools.
They can hurt, blow up, or break!
5. Use all tools _____ as directed by the instructor.
6. Be careful and pay attention when using dangerous items.
_____.
7. _____ all tools when finished.
8. If you aren't sure **how** to use something, or if you should use it, then _____!

KNIFE

1. Keep it sharp -- _____ knives are _____ than sharp knives.
2. Keep _____ away from the edge of the _____.
3. Do not _____ a knife unattended on a table.
4. Do not _____ with a knife in your hand.
5. _____ the knife before using... especially any oil.
6. Do not _____ with a knife in your hand.
7. Do not put the knife in your _____ or bag.



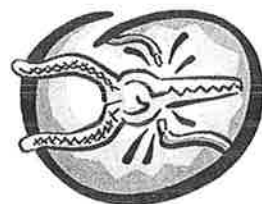
FLORAL SHEARS/SCISSORS

1. Do not _____ other than flowers and supplies
(not hair, not clothes, etc.)
2. Do not use as a _____.
3. Do not put the shears in your _____ or bag.
4. _____ shears and scissors will break ends and
destroy adjustment.
5. _____ with scissors. Use wire-cutters!



WIRE

1. Do not waste it. _____ what you drop on the floor.
2. Do not _____ the different sizes.
You will _____ them if you mix them up.
3. Cut wire has _____ ends.
4. Always use a _____ of wire unless otherwise needed or directed. (Full size wire is 18 inches.)



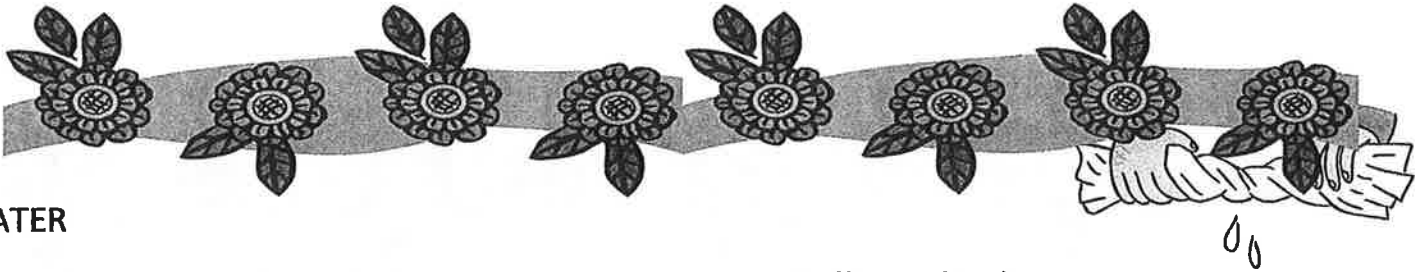
GLUE GUN - PAN GLUE

1. Do not _____ a hot glue gun if it is turned on.
2. Do not _____ glue out of the _____ end of the glue gun.
3. Keep fingers away from the tip of a glue gun. _____!
4. Always _____ at the designated _____ when using glue gun or pan glue.
5. If glue gets on _____, blow to cool it. Do not _____ the glue (or
you will burn both fingers)
6. _____ gun has _____ wrap the cord around the gun.
7. Leave applicator _____ in the _____ when not in use.
8. Remove _____ glue from object _____ it
from the pan. (don't let the glue _____)
9. _____ the glue pan whenever it is low.



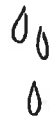
COOLER

1. Do not use the _____ without permission.
2. Do not adjust the _____. It's set there for a reason.
3. _____ any mess or spill in or around the refrigerator. Water, flowers, foliage, and dirt are _____.
4. Make sure all flowers in buckets are still in _____ when you pull some out.
(They tend to cling to each other, check that _____ are underwater!)
5. The cooler is not for _____ use.
6. _____ may be placed in the cooler.



WATER

1. If you get anything, including yourself wet, _____ it off immediately.
2. Do not _____ water across the room when carrying flowers/foliage across the room.
3. Water in buckets could have _____ in them, so _____ the water.

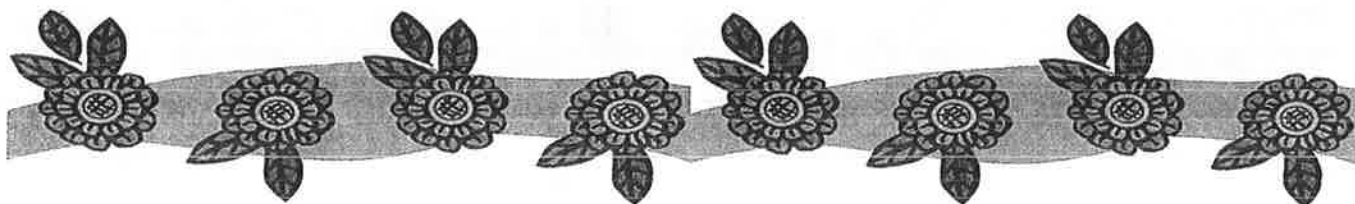


AEROSOL CANS (PAINT, GLUE, CLEANER)

1. Keep away from _____ sources.
2. Spray _____ always unless instructed otherwise.
3. Do not spray towards _____ or someone else.
4. Do not spray _____ a _____, sidewalk, plants, my car, etc.
5. If you paint something that should not have been _____, you will need to _____ the damage.



6. Be aware of the _____. Don't let the wind blow paint in your face.
7. _____ cans before using, _____ the sprayer.
8. _____ cans before use.
9. Do not shake _____ cans.
10. Replace _____ when not in use.
11. Do not _____ cans.
12. Do not throw cans away... Return them to the _____. (they must be _____)
13. Do not _____ fumes – it is against the _____ and cause for immediate suspension.
14. All floral aerosol cans are environmentally safe and have been for over _____.
15. Use only as _____! (This is not _____ design class, don't spray hair, clothes, shoes, etc.)



Common Tools & Materials

Aqua Picks

These water tubes taper to a pointed and barbed end.

Bouquet Holders

Bouquet holders for designing bridal bouquets, flowers are inserted into the foam and may be secured with glue. There are bouquet holders designed for use with fresh, silk, and dried flowers

Boutonniere pin

Used to secure flowers to clothing but can also be used to pin flowers and ribbon to Styrofoam.

Bud Vase

Small vase typically used to hold between 1 and 3 flower

Care tag

Practical, easy-to use tags offer advice on plant and/or flower care

Cardette

are used to hold the delivery / message card in a floral arrangement

Chenille Stem

Chenille stems may also be used to wire some types of flowers. The moistened chenille stem inserted into a flower stem provides a wicking action. They can also be used to secure the stems in a hand tied bouquet.

Clear vinyl liner

Often inserted into baskets to keep water from leaking out.

Compote

Floral design container. Generally filling a compote container, the Biedermeier floral design consists of concentric circles of foliage and flowers.

Corsage Bag

A bag for displaying and protecting a corsage of fresh flowers in handling and transportation.

Corsage Pin

Used to secure flowers to clothing but can also be used to pin flowers and ribbon to Styrofoam.

Crushed Styrofoam

If you cannot see through your container, fill the bottom layer with crushed Styrofoam or Styrofoam peanuts to place the block of florist Styrofoam on top and secure the block on the sides to keep it in place

Curling ribbon

Used for attaching balloons and decorating packages.

Enclosure Card

A final touch for your floral designs, they allow your customers to add a cute message to go with the flowers.

Excelsior

Is a product made of wood slivers, cut from logs, mainly used in packaging

Fabric Scissors

Should be used only for cutting ribbon, fine netting, and fabric in order to maintain their sharpness.

Floral Foam

Is a porous material designed specifically for the arrangement of flowers. A membrane covers the floral foam, helping to hold in the moisture.

Floratape

Is not a regular adhesive tape; however, it will cling to itself as it is stretched. It is paraffin-coated paper available in a rainbow of colors with green tints and shades most common. It is used to wrap wire, bind materials, construct corsages and boutonnieres, and many other floral items including bridal bouquets.

Florist Easel

Often used for displaying a sympathy arrangement.

Florist knife

A knife is perhaps the most important tool to a designer because all flowers must be cut before being inserted into a design.

Florist shears/snips

Foam cage

Glass Gems

Glass Marbles

Glue Gun

Allows glue to be easily applied with control and versatility. However, the glue from glue guns is sensitive to temperature changes.

Glue Sticks

Used in conjunction with glue guns.

Grapevine wreath or garland

Grapevine wreaths offer some of the best bases for wreaths. Since grapevines naturally twist, and turn it is simply a matter of twisting the vines into themselves. Almost anything can be hot glued to them.

Green enameled florist wire #18

Green enameled florist wire #24

Green enameled florist wire #30

Wire has many different uses in floral design work. It is used to make corsages, boutonnieres, hair pieces, bridal bouquets, and many other floral items. It is given a gauge number according to its diameter or thickness. The lower the number, the thicker the wire. As the gauge number increases, the wire becomes thinner or finer. Sold most commonly in 18-inch long pieces.

Greening pins (fern pins)

Are used to secure moss into foam in both fresh and everlasting designs. They can also be used to help anchor other materials into arrangements.

Hot glue pan

Is a small electric frying pan used to heat pan-melt glue to about 275°F

Kenzan (pin holder)

The Kenzan is a flat weighted base of metal with a multitude of short upright pins. Flower stems are pressed into the pins and are held upright in a floral design. The Kenzan is an ancient and excellent method of anchoring flower stems. (I have found a reference to the use of kenzans in floral design dated 831AD.) The Kenzan is used primarily in Asian styled floral designs where a very shallow container is used.

Lace collar

Used with bouquet holders can be used to help hide your mechanics.

Latex balloon

Balloons are often added to floral arrangements, making any floral bouquet more festive and fun.

Metal Pick

Metallic foil

Mylar balloon

Balloons are often added to floral arrangements, making any floral bouquet more festive and fun. Mylar balloons are more expensive.

Net

Orchid tube

Are rounded and commonly used for cut flowers that are wrapped or boxed that would otherwise be without water supply.

Paddle wire

Are continuous wire wound on paddles. They are available in a variety of gauges. This wire is used when pieces longer than 18 inches are needed

Pan glue

Is available in solid pillows, blocks, and chips. Can be used to attach dry foam to plastic containers and liners. Allowing you to prepare containers ahead of time for a busy holiday or large party. Other materials can be dipped into the glue and attached to clean dry surfaces.

Paper mache liner

Paper twist ribbon

Pearl spary/loop

Are decorative items that are added to a floral arrangement to help strengthen or emphasize a certain mood or theme.

Poly foil

Pot cover

Added to potted plants to make them more decorative.

Preserved/dry oak leaves

Used in floral arrangements

Preserved/ dry wheat leaves

Used in floral arrangements.

Raffia

Long, wide, supple fibers from the Madagascar Raffia Palm which can be used as accents or wrapping to tie stems or hide mechanics

Ribbon #1 ½

¼" Used in corsage work

Ribbon #3

3/16" Is commonly used to accent corsages, bridal bouquets, small plants and planters, bud vases, and everyday floral arrangements.

Ribbon #5

7/8"

Ribbon #9

1 3/8" Commonly used to decorate plants in 6-inch pots or larger.

Ribbon #16

2"

Ribbon #40

2.5"

Works well in large designs such as casket sprays and those placed on funeral easels. Adds a decorative touch to floral designs. Bows, loops, and streamers are popular in corsages, bridal bouquets, and floral arrangements. The different widths of ribbon are referred to by number.

Rose Stripper

Are used for removing thorns and leaves from stems. It is important not to strip tender bark from stems as this practice can harm flowers.

Rose Vase

Larger than a bud vase used to hold flowers.

Shredded wax paper

Used in gift baskets

Single design bowl

Accepts 1/3 floral foam brick. Built-in spikes hold foam in place. Is often placed in another floral design container.

Spanish moss

Used to hide mechanics

Sphagnum moss

Used to hide mechanics

Square picks

Stephanotis stems

Specifically made for fresh Stephanotis flowers each measures just less than 6". Bridal bouquets of Stephanotis blooms stay beautiful and fresh longer, and are easier to make with these stems

Steel pick machine

The Steelpix Stemming Machine places a sharp steel pick on the end of an artificial flower stem, a wire or a wood pick. This allows for an easier and more secure insertion of stems into floral foam, dry foam or Styrofoam. For floral designers working with silk and dried materials, the Steelpix machine is an indispensable time saver. When designing with fresh flowers I use the Steelpix Machine to place a pick on the ends of woody stems and vines. I group Beargrass or other grasses, pick them and insert them into floral foam.

Stickum

Floral clay is a putty-like substance. It is available in strips or rolls of green or white with waxed paper between each layer to prevent the layers from sticking to each other. This clay is moisture resistant and can be used to anchor pin holders and other items that will be in water. It is also commonly used to secure Styrofoam into containers.

Styrofoam

Used in dry or artificial floral arrangements.

Tulle

Used often in weddings down the aisles and in bows.

Underwater stem cutter

Allows submerged trimming which prevents air bubbles from choking the bloom

Waterproof tape

If the foam is loose enough to shift at all in the container, flowers can easily become damaged. Waterproof tape can be used to secure foam in the container. Is available in clear, green and white in 1/4 and 1/2 inch widths.

Wire cutters

There are several types and styles of wire cutters. Wire snips that have spring action handle and a short blade can easily cut any thickness of floral wire, corsage stems, and other heavy material

Wire wooden pick

Are available in different sizes one end tapers to a point while the other end has a pliable wire attached to it. These picks are used to help secure and anchor items into a floral design. They are also used to secure bows into potted plants and can be used to lengthen stems and accessories.

Wreath wrap

3" Wide Green Plastic used to wrap around straw wreath forms. Also would be useful for wrapping around floral foam, or to hide mechanics.

Wristlet

Used to attach flowers for a corsage.

Plant & Flower Physiology

Flower Types for Floral Design

Flower Types

- Flowers come in all _____ and _____.
- Flowers and floral products that are used in Floral Designs can be grouped into 4 groups.
 -
 -
 -
 -
 -
- Each type of product has a special _____ & _____ in a flower arrangement.

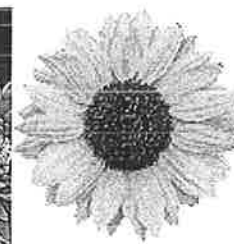
Mass Flowers

- These are the main flowers used to make the _____ (outline) of the floral design.
- These flowers are usually _____ and they can be placed to give the overall design type.

- Examples:

-
-
-
-

Chrysanthemums



Line Flowers

- _____ with _____
(little flower blooms) around the stem.
- These help make the _____ (or skeleton) of the design. They create lines for our eyes to follow.

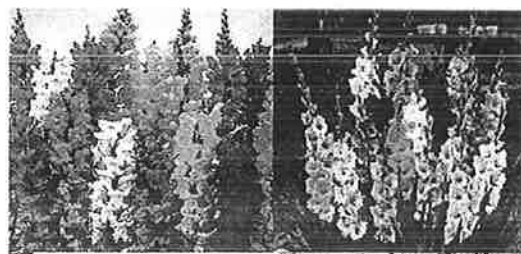
- Examples:

-
-
-

Gladiolas

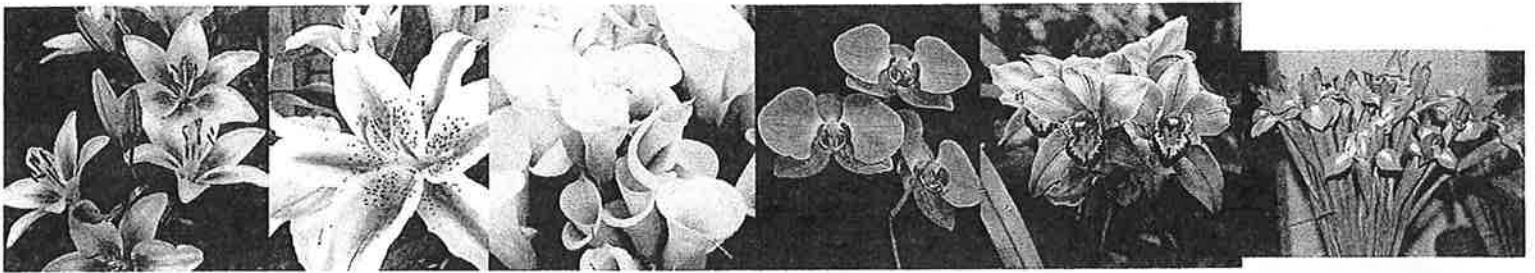
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Dendrobium _____



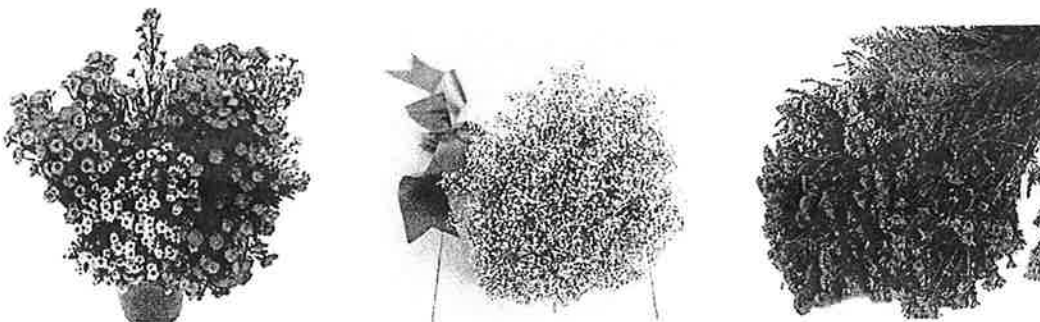
Form Flowers

- Used for a _____ or special _____.
- Usually unique with distinctive, _____ that draw attention.
- Usually _____ in the design, because of _____ and attention.
 - Examples include:
 - _____ (oriental, asiatic, calla)
 - _____ (phaleonopsis, cymbidium)
 - _____ (dutch)



Filler Flowers

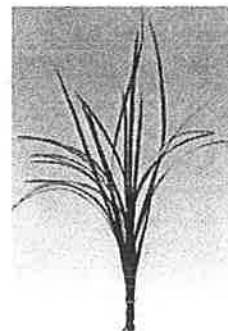
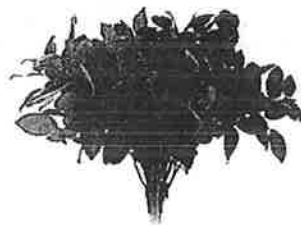
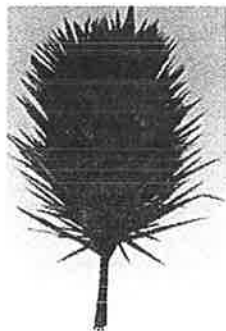
- Groups of _____.
- Used to _____ in a design.
- These are _____, not to draw attention from the other flowers.
- Includes "_____ " stems of flowers:
 - such as _____
 - these have _____
 - Examples:
 - _____
 - _____
 - Solid Aster
 - _____



Foliages

- Foliages are the _____ used to _____ and add a natural effect to the overall design.
- Some _____ can also be used as focal points or add special interest to a design.
- Usually we use greens to _____ or start a vase design.
 - Examples include:

- _____
- _____
- _____ (lemon leaf)
- Lily or Bear _____
- _____

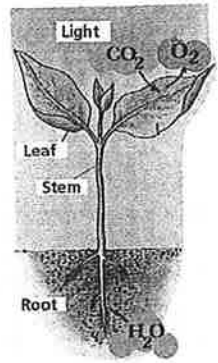


Flower Placement on Stem:

- Solitary
 - These flowers have only _____ on the end of the stem
- Spray
 - _____ Flowers per stem
- Inflorescence
 - These flowers look like 1 large flower head, but are actually _____ arranged in a cluster
- Spike
 - Like a _____ Flower, it has a longer stem with _____ on it

Functions of Plant Parts

Functions of Roots:



1. To take in _____ during _____.
2. To give off _____ during respiration.
3. To store _____ in the form of _____ (like the _____ of a carrot).
4. To _____ the plant and keep it in a _____ position.
5. To _____ and translocate water and _____ to the stem via the root hairs.
6. In legumes, such as alfalfa, the roots play an important role in the nitrogen _____ process.
(Bacteria live in the root nodules and work to "fix" nitrogen for the plant).

Functions of Leaves:

1. Critical for _____
(the process by which plants produce their food).
2. Aid in the process of _____ which is necessary in order for plants to cool themselves.



3. Leaves can store some food which can later be transferred to other areas of the plant.

4. Sometimes, leaves can be used in asexual or vegetative

_____.

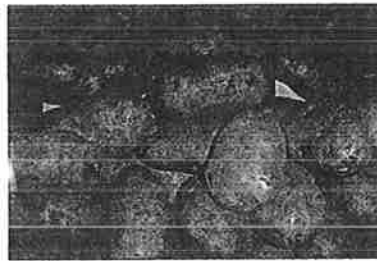
Functions of Stems:

1. Translocate _____ from the roots to the leaves in the vessels of the xylem and phloem.

2. Supports the leaves of the plant as well as the _____ and flowers.



3. In some plants, stems function as a source of food storage for the plant.



4. Primary plant _____ occurs in the tip of the stem (the _____ bud).

5. Stems can often be used for vegetative _____.

Functions of Fruit:

1. Protect the _____ inside the ripened ovule (fruit).
2. Provide _____ to the soil and to a newly _____ seedling.
3. Aid in the dissemination/spreading of seed by providing food for animals.

Animals eat the fruit and seeds. After the fruit is digested, the seeds pass out in the animal's feces at another location.

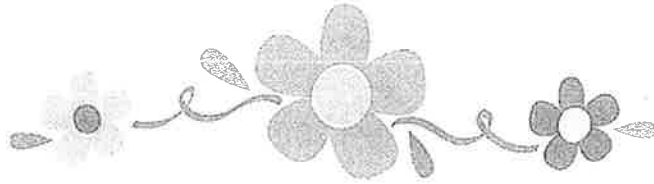
4. Some plants have dry, dehiscent _____ which _____ to disseminate seeds.



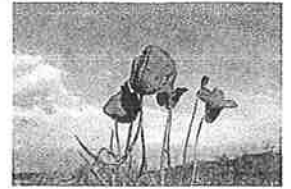
Functions of Flowers:

1. Critical for plant _____ and the continuance of the species.
2. _____ of the flower instigates fertilization of the ovules.
3. The colorful and/or fragrant nature of the flower _____ insects and birds that aid in the _____ process.
4. The flower can also serve as an _____ trap. Once the insect is trapped, it can be _____ by the plant for food.





Name: _____
Date: _____
Period: _____



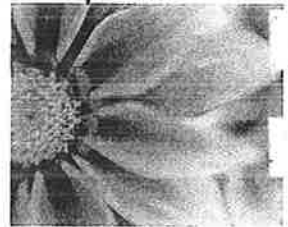
Parts of a Flower

About Flowers...

- Flowers differ in such features as _____, _____, and _____, but all flowers contain the same basic parts.
- These parts are necessary for the _____.
- Seeds are produced by a sexual process called _____, with a _____ parent involved.
- A _____ flower has _____ male and female _____, and only _____ flower is needed. There are also _____ flowers, which have _____ male or female parts on the flower but not both.
- Plants that have incomplete flowers require two parent flowers, _____ sex.
- The complete flower, that we will be working with today, has _____.

Main Parts

- The _____ are small _____ leaf-like parts of a flower that _____ and _____ the flower bud before it opens. They also cover the _____, which contains the _____.
- The receptacle is the base of the flower where all the other sexual parts of the flower attach and join together.
- The _____ are actually _____ but are generally known as the most _____ and striking part of the flower. The bright colors of the petals are present to _____ to the flower.

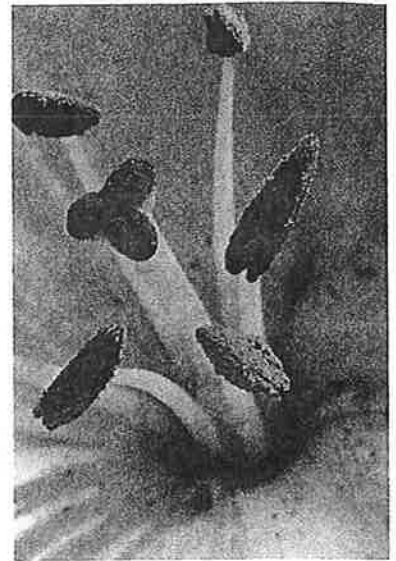


Sexual Parts of the Flower

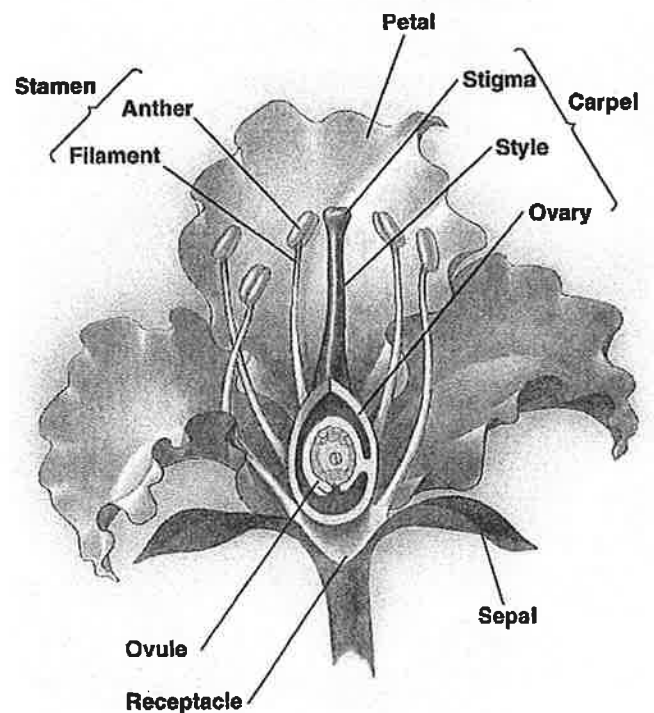
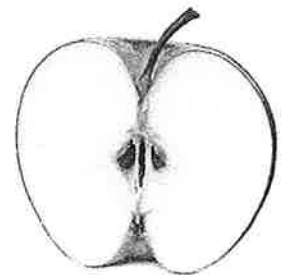
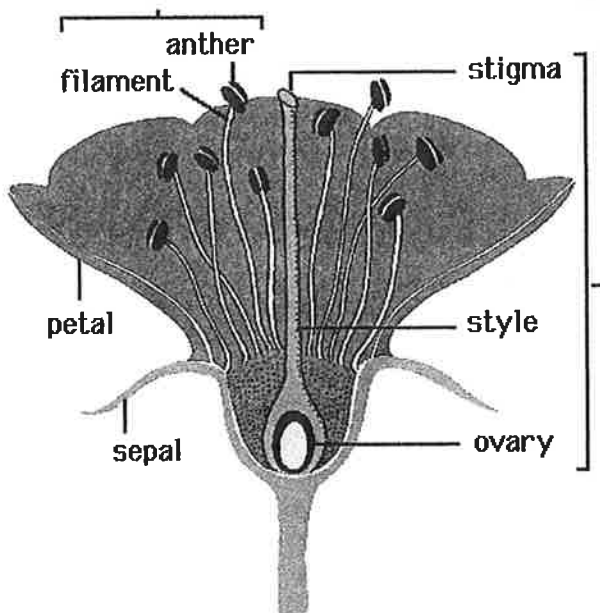
- The _____ is the _____ reproductive part of the flower.
- Each stamen consists of a short stalk called a _____ and a saclike structure on top of the filament called the _____.
- The anther contains _____, which is the male sex cell.
- The _____, located in the exact center of the flower, is the female reproductive part. It produces the female sex cells, the _____ (ovules). These eggs, if fertilized, _____.
- The pistil has three main parts: a _____ on top to catch pollen, a _____, a tube that leads to the third part, the _____.
- The egg cells develop in the ovary. After fertilization, the ovary _____ to become a _____ or a seed coat depending on the type of plant.

Why is a flower pretty?

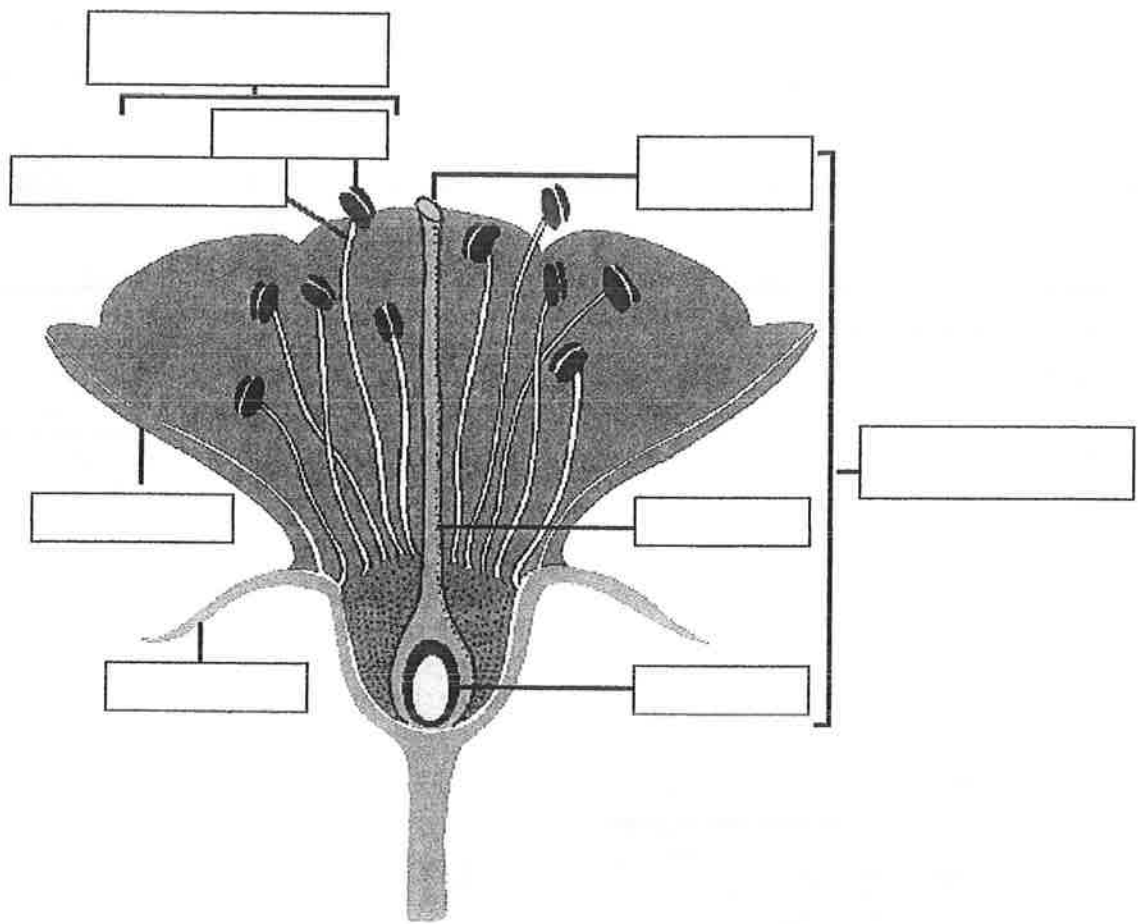
- A flower is constructed so that _____ for _____ they must first climb over the anther and brush the pollen on the _____ of their bodies.
- As they climb onto the center of the flower for nectar, part of the _____ onto the stigma of the pistil. This allows the fertilization process to begin.
- The pollen grain sprouts like a seed and sends a long stalk down the style to the ovary and egg cells. The pollen sperm cell then _____ the egg cells and seeds begin to develop.
- The _____ into a fruit or seed coat.



Please write in the missing labels:



Please fill on the labels missing for the flower parts.



Lab Questions:

What is a complete flower?

What is an incomplete flower?

Explain what happens in fertilization?

Reproductive Parts of a Flower

For each reproductive part of the flower, please label with proper name, place the example from your dissection on the lab sheet, and fill in any terms.

Large and showy – attracts pollinators

Male portion of the flower – releases pollen

– releases pollen from sacs

– connects pollen sac to the receptacle, thin stalk

Female portion of the flower – contains ovary and ovules

– surface for pollen to stick to

– connects sticky top to the ovary, long tube

– contains ovules

Inside the ovary

these are developing eggs

Period _____

Flower Parts Activity

Using two flowers from the samples provided:

- Diagram, label, and color the parts of each flower
- Determine if the flower is **COMPLETE** or **INCOMPLETE**
- Determine if the flower is **PERFECT** or **IMPERFECT**

Define the 5 major parts of the complete flower :

- • • • •

Unit 1 Study Guide

1. How are solitary flowers, spike flowers, and an inflorescence of flowers different from each other?
2. What does nomenclature refer to?
3. Why is "post-harvest physiology" important?
4. What the 3 parts of a leaf?
5. How is a leaf different from leaflets?
6. Do all plants have the same vein patterns on their leaves?
7. Do all plants have the same leaf margins on their leaves?
8. Be able to identify a vein pattern versus a leaf margin.
Where are vein patterns?
Where is the leaf margin?
9. What is the water carrying tissue of a plant?
10. What is the food carrying tissue of a plant?
11. How can a plant avoid transpiration (sweating)?
12. What is ethylene and why is it bad for flowers, and why can it also be good?
13. What is the difference between phototropism and geotropism?
14. Why are flavonoids important in floral design?

Flower Processing:

15. What are the 3 important ingredients in floral food, and why do we need them?
16. How do you condition flowers?
17. How do you harden flowers?
18. In roses, why do we need to be careful when stripping the thorns off (think of the xylem)?
19. What does SAF stand for?
20. When re-cutting stems, how much should be cut off?

Chapter 21:

21. What is the main goal of flower shops?
22. Name 3 different types of flower shops.
 - a.
 - b.
 - c.
23. How can a florist be "professional"?
24. Why are specialty shops located in "affluent locations"? What does affluent mean?
25. Is a shopping mall a smart place to open a flower shop?
26. How is a Flower Merchandiser different from a regular Full Service floral shop?
27. What are the 2 types of floral coolers?
28. What should you consider when planning a window display?
29. Why is marketing important for a flower shop?
30. In most flower shops, how do orders come in?
31. What is the difference between advertising and promotion?
32. What are the jobs of a manager for a floral shop?

"Longevity, do your flowers have it"

33. When we soak floral foam, do we force it underwater (hold it under) or let it float till it soaks?
34. What is the best temperature to keep tropical flowers at?
35. What is the best temperature to keep other types of flowers at?
36. What temperature should our cooler be set at?

Talmage McLaurin's article "Mass Pandemonium"

37. Why are low prices on flowers good?
38. Why are low prices on flowers bad?
39. Explain how a traditional florist can compete with other retailers.
 - a.
 - b.
40. Who do florists need to build relationships with in order to get top quality flowers?
41. Why should a florist develop their own unique image for their business style?
42. How can a florist develop their own unique image for their style of business?

Rene Van Rems' AIFD design show

43. List 3 new ideas you learned on how to add value to a design.
 - a.
 - b.
 - c.
44. Explain the difference between Art and Style.
45. What are 2 reasons we might use fruit or vegetables in a flower bouquet?

Parts of a Flower:

46. What are some features that differ among flowers?
47. How are seeds produced?
48. What is fertilization?
49. What is the male part of a flower called, and what 2 parts does it include?
50. Where is pollen stored?
51. What is the female part of the flower called, and what 3 parts does it include?
52. Where are the eggs stored?
53. How does the pollen get from the stamen onto the pistil?
54. What are the main parts of the flower (other than the reproductive parts)?
55. Why do flowers look so pretty and smell so good?

Introduction to Art Concepts

Introduction to Art Concepts

What is art?

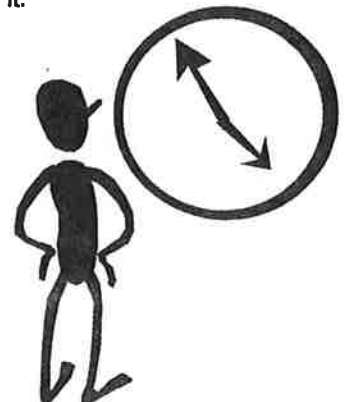
- ☼ A work of art is the _____ of an idea or experience created with _____
- Art is a _____ that artists use to express _____ & _____ that everyday _____
- _____ that go beyond describing and telling
- To view art you must _____ the _____
 - To become deeply aware through the senses of the special nature of a _____ object

The Purposes of Art

- ☼ Art is created to express _____
- ☼ Art is produced to reinforce and enhance the shared _____ of _____ of those in a _____, _____, or _____
- ☼ Art may be created to express _____ beliefs about the destiny of life controlled by the force of a _____
- ☼ Artists and craft-people constantly invent new ways to create _____ art
 - Industrial designers, _____, _____ Makers
- ☼ Art was used as a form of visual _____ (_____) such as _____ painted on signs

Activity

- ☼ Select an everyday object found in the classroom.
- ☼ Closely examine the object. Don't just look at it – walk around it, turn it over, touch it, *perceive* it!
- ☼ Allow yourself 2-3 minutes to perceive the object, then put the object where you can't see it.
- ☼ Make a list of all the attributes of the object that you can think of.
- ☼ Look at the object again, then add 3 more attributes to your list.
- ☼ Prepare to share with the class!



Personal Function

Edvard Munch's mother died when he was very young and one of his sisters died when he was 14. His painting, *The Sick Child*, shocked viewers who were used to seeing happy paintings with bright colors. The work was meant to remind viewers of personal family tragedies. Perhaps the artist wanted to tell them to appreciate what they had in their life.

Another Example: _____



Social Function

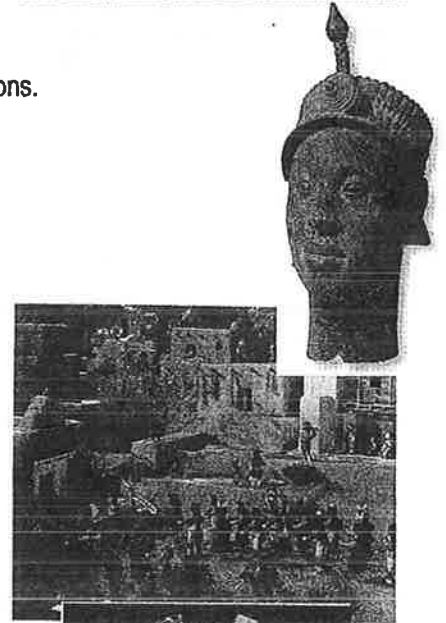
Art produced for civilizations may also be used in celebration and displayed on festive occasions.

Another Example: _____

Spiritual Functions

In *Pueblo Scene: Corn Dancers and Church*, the artists have created a 3-dimensional representation of a religious festival that connects 2 cultures and 2 religions

Another Example: _____



Physical Function

The artist has combined a variety of precious and semi-precious materials to create a unique necklace.

Another Example: _____



Educational Function

Paintings such as *Anne of Cleves*, show us people from the past, what they wore, and how they looked. Art from other cultures help us to understand the beliefs and values of those cultures

Another Example: _____

When is it Art?

● Artists are driven by their _____



- They exhibit courage to _____ and aren't afraid to _____
- They are willing to _____ for long periods of time to achieve their goals
- Some are _____, and some are considered folk artists because they are not educated in _____
- Most artists _____ and techniques from _____
- Eventually, artists develop their own _____

Sources of Inspiration

- Artists are _____ individuals who use _____ and _____ to communicate in visual form
- Artists have many sources of _____
 - _____
 - _____ & Real World _____
 - _____ & _____
 - _____ & _____
 - Creative _____
 - Artists of the _____
 - Ideas Commissioned by _____

Activity

Keeping a sketchbook!

- Artists develop perception and artistic skills by constantly sketching the world around them.
- Begin keeping a floral sketchbook of your own. Collect pictures of your work samples: using our monthly arrangements as your focus.



Nature

Some look to their natural surroundings to produce art, such as this landscape painting.

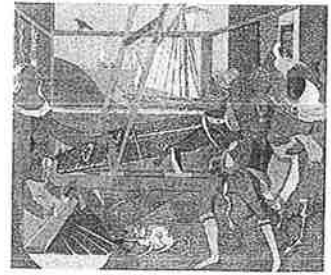
Example: _____



People & Real World Events

Using people and events in artwork can make tremendous impacts on others, such as people's reaction to this painting of a farmer and his wife.

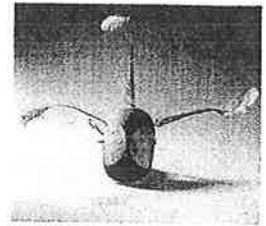
Example: _____



Myths & Legends

Borrowing ideas from famous works of literature can describe adventures and specific scenes, such as *Homer in the Iliad*.

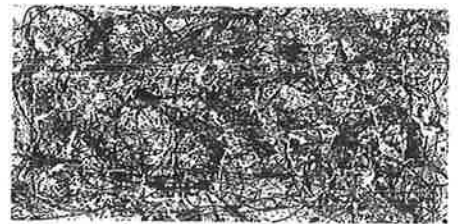
Example: _____



Spiritual & Religion

Creating objects and images can be used to express spiritual beliefs, such as this mask used in religious celebrations in some tribes.

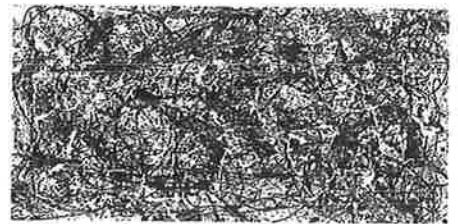
Example: _____



Creative Techniques

Some chose to create new art movements and develop new techniques to create art, such as this painting by Jackson Pollack.

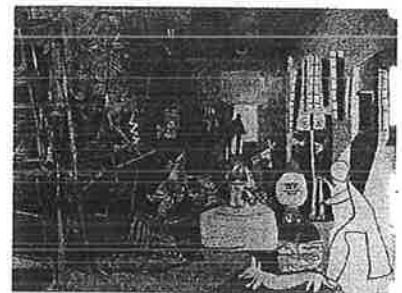
Example: _____



Artists of the Past

Artists of specific time periods can influence each other and future artists will learn from and build on works of past artists, such as this painting *Las Meninas* by Picasso, a replica of Diego Velasquez.

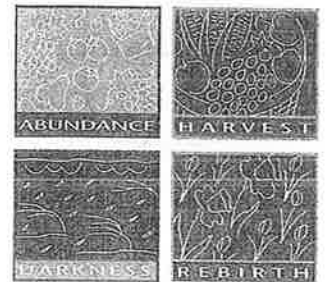
Example: _____



Ideas Commissioned by Employers

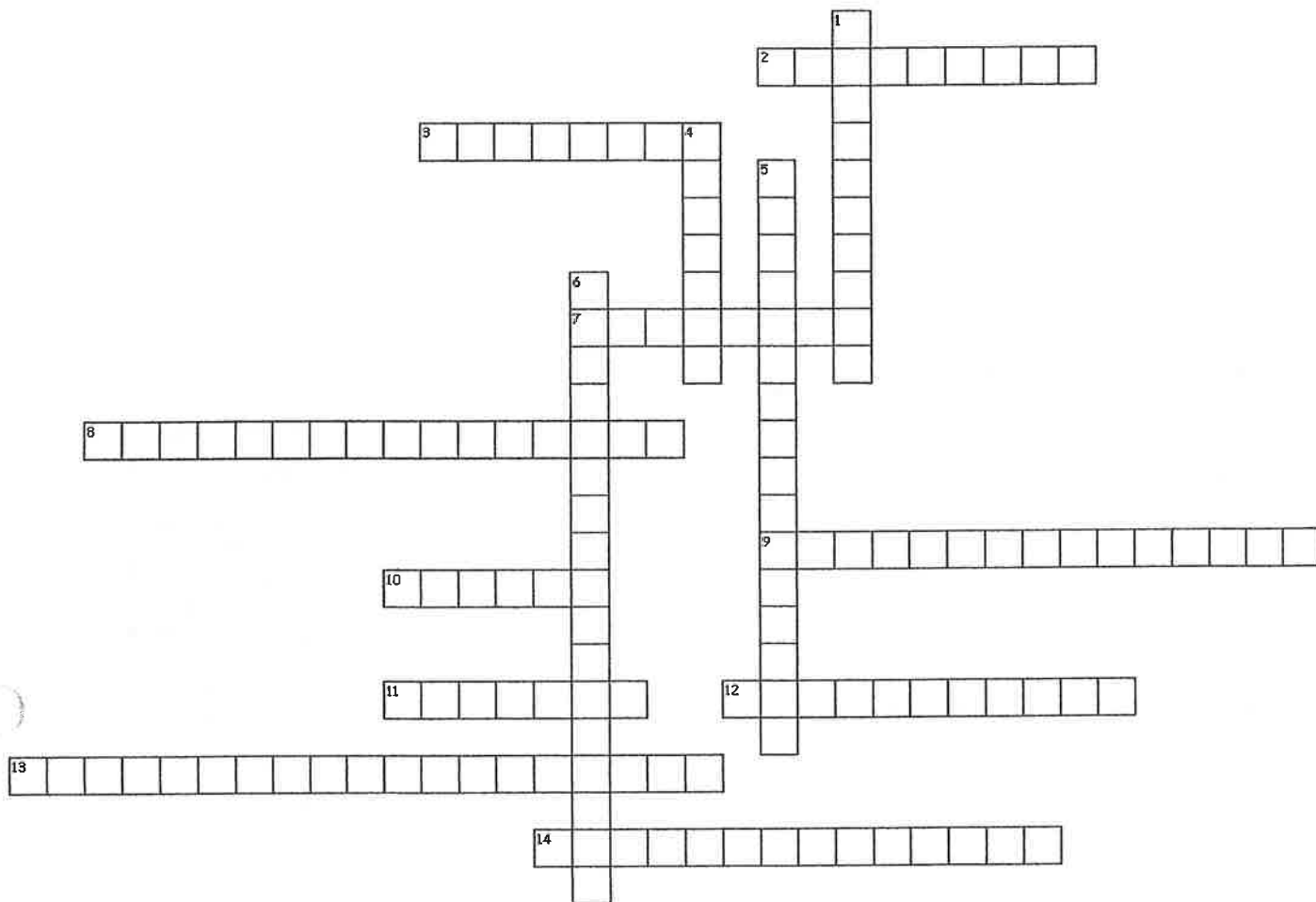
Those workers for companies or individuals who create artwork are influenced by the employer, such as graphic designers.

Example: _____



Introduction to Art Unit
Terms Crossword Puzzle

Introduction to Art Terms



Across

2. The visual expression of an idea or experience created with skill.
3. The basic visual symbols used to create art, each work of art will contain or all of them.
7. To become deeply aware through the senses of the special nature of a visual object.
8. Art created to express personal feelings.
9. Art that has no recognizable subject matter.
10. Something that stands for, or represents something else.
11. The message that the work communicates, and may be an idea, theme, or emotion.
12. The way the principles of design are used to organize the elements of design.
13. Art that can be used as visual instruction or education.
14. Art created for a shared sense of community or a civilization.

Down

1. The rules that govern how artists organize the elements of design.
4. The image viewers can easily identify in a work of art, like a focal point.
5. Art that can be used, such as jewelry or architecture.
6. Art created to express feelings about the afterlife or their religion

The Language of Art

The Elements of Art

- ▲ A symbol is something that stands for, or _____, something else
- ▲ Basic _____ in the language of art are known as the _____ of _____

- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____



- ▲ Each work of art will contain _____ or _____ of these elements

The Principles of Art

- ▲ The rules that govern how artists organize the elements of design are called the _____ of _____

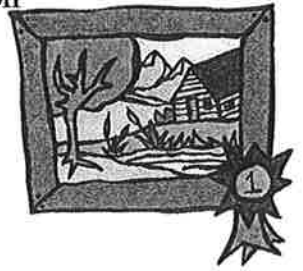
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____



- ▲ These help artists organize the art elements for _____

The Work of Art

- ▲ The _____ is the image viewers can easily identify in a work of art (also called a _____ in a floral design)
 - ▲ Nonobjective art is art that has _____ recognizable _____ matter
- ▲ _____ is the way the _____ of design are used to _____ the _____ of design
- ▲ _____ is the _____ that the work communicates, and may be an idea, _____, or emotion



Activity!

- ▲ Create a Symbol!
- ▲ In visual art, symbols can be concrete representations of _____ ideas, such as a heart standing for love.
- ▲ Create a visual symbol that represents something important to _____, such as an activity you participate in, or an organization you belong to.
- ▲ Share your symbol with a classmate. Can they identify what it represents?

Elements of Design

ELEMENTS AND PRINCIPLES OF DESIGN

Floral Design is the art of organizing the design elements of plant materials and other components according to the principles of design to attain beauty, harmony, distinction and expression. Design principles govern all art forms including floral design. The difference between floral design and the other arts is the medium.

ELEMENTS OF DESIGN

LIGHT - The illumination necessary for vision. There are two types - natural sunlight and artificial manufactured light

SPACE - The open area in and around the design. The three dimensional expanse within which a design is organized. The spacing within the design of the plant materials. The use of voids and solids.

LINE - The primary foundation of the design which creates a visual linear form. Establishes the structural framework.

FORM - Form is three dimensional, more than simple shape or outline which is two dimensional. It applies to both the overall design and individual components. A mass typifies closed form and a line typifies open form.

COLOR - Color refers to visual sensations. The character of the surface is the result of the response of vision to the wave length of light reflected from the surface. Color begins with and is derived from light.

TEXTURE - Texture refers to the surface quality of the materials which appeal to sight touch or the mind.

PATTERN - Pattern is the design formed by solids and spaces. It includes plant materials, container and any other components used. Example; geometric patterns.

PRINCIPLES OF DESIGN

BALANCE - Physical and visual stability. Symmetrical or asymmetrical

PROPORTION - Size relationship of the overall. Design to container - Design to location

SCALE - Size relationship of the individual parts. Flowers to foliage - flowers to ribbon etc.

RHYTHM - The dominant visual path through the design, suggests motion. Achieved by repetition and gradation.

DOMINANCE - The greater force of one kind of element: more of one color, more curved lines.

CONTRAST - Means difference - opposite or unlike elements together to emphasize their difference

Elements: Line

What is Line?

- Line is an element of art that is _____ through space
- Line is used to _____ your _____ through a _____
- A line is _____ due to its length (or height) and small width
 - Dimension means the amount of space an object takes up in _____
 - _____ objects have height and width
 - _____ objects have height and width and depth
- A line that shows or creates the _____ of a shape is an outline
- _____ lines are a _____ that the viewer's eyes automatically connect
 - They are _____ rather than real lines
 - _____ can create an implied line

Activity:

- ✂ Place an assortment of small found objects: jewelry, possessions, or pieces of torn paper on the table. Arrange the items in various ways that create implied lines. Draw your examples in your notes!

Kinds of Lines:

- _____ *lines* move straight up and down, they do not lean
- _____ *lines* are parallel to the horizon and do not slant
- _____ *lines* slant somewhere between a horizontal and vertical
- _____ *lines* change direction gradually forming wiggly, _____,
or circled lines

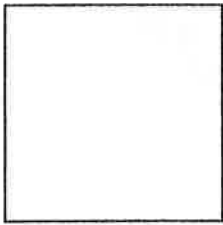
Line Variation

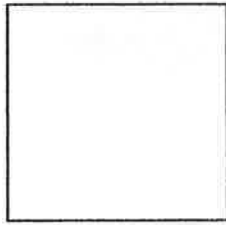
- _____: lines can be _____
- _____: lines can be _____
- _____: lines can be _____
- _____: lines can move in any direction, such as vertical, horizontal, or diagonal
- _____: lines can curve _____ or not at all,
become wavy, or form spirals

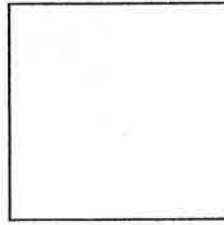
Activity:

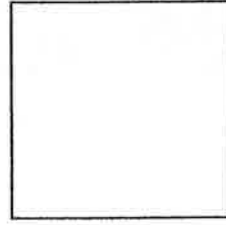
✂ In your notebook, draw and label the various types of lines and the possible variations for those lines.

) Kinds of Lines

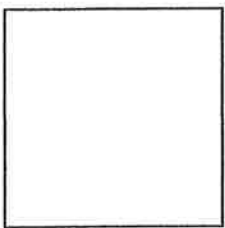


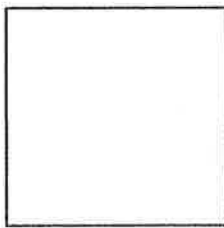


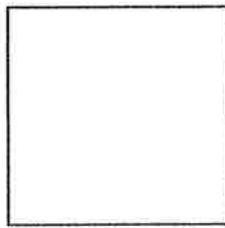


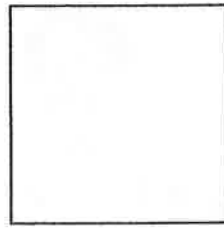


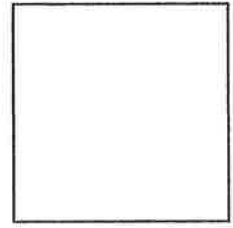
Lines Variations











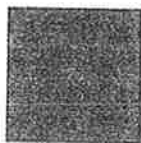
Elements of Design: Shape and Form

What is Shape?

- _____ is a _____ that is defined in some way
- _____ are precise shapes that can be described using _____
 - Basic geometric shapes are the _____, _____, and _____
 - Geometric shapes _____ are the circle, triangle, and _____
- _____ are irregular and uneven shapes



Circle



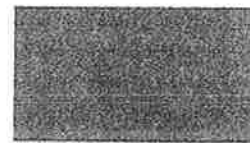
Square



Triangle



Oval



Rectangle



Octagon



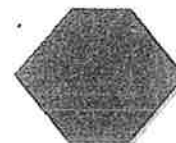
Parallelogram



Trapezoid



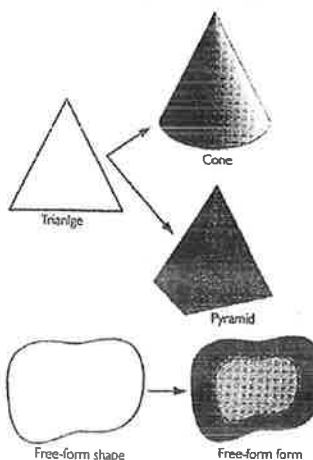
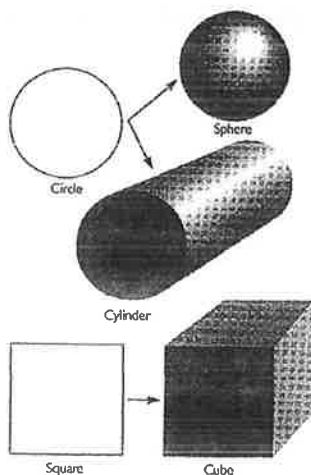
Pentagon



Hexagon

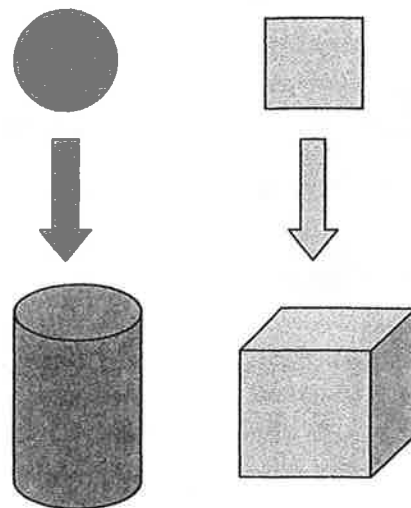
What is Form?

- _____ are objects having 3-dimensions
- _____ forms are used for decoration, _____, and organization
- _____ forms are used to imply a _____ look



Activity:

Using a sheet of construction paper cut out geometric shapes common to floral design and paste them onto your notes here. Then, draw with markers, in the same color as the construction paper you chose, the corresponding geometric forms.



Elements: Color

■ What is color?



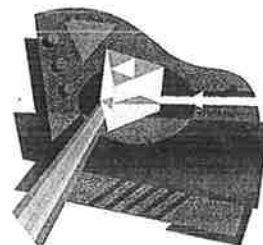
- Color is an element of art that is derived from _____.
- It is the most _____ element of art
- It shares a powerful connection to _____
- Color Spectrum is when light _____ through a wedge shaped _____, called a _____, and the beam of white light is bent and separated into _____.

■ What is hue?

- Hue is the _____ in the color spectrum.
- There are various levels of classifying hues:
 - _____ hues include _____, _____, & _____. They are used (with black and white) to make _____. These primary hues cannot be made by mixing other hues together.
 - _____ hues include _____, _____, & _____. These are made by _____ hues together (red + blue = _____, red + yellow = _____, blue + yellow = _____).
 - _____ (or tertiary) hues are made by mixing _____ hue with its _____ hue. (red + orange = _____).

■ What is a color wheel?

- A color wheel is the _____ of hues bent into a circle.
 - It includes 12 parts:
 - _____ colors
 - _____ colors
 - _____ (tertiary) colors



Activity:

- Design your own color wheel! Use only the primary colors to create all 12 hues.
- Paint on the card stock paper, fill in the color wheel exactly as the example.
- Be sure your hues are in the right place!

Color Perception

Your eye has a memory! When it sees a bold or bright color, it will recall that shape and color. On the next slide you will see a figure, and then when the figure is removed, your eye will still see it. Try it!

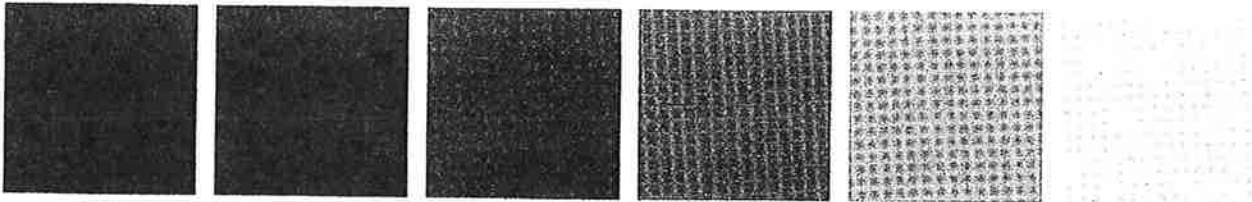
■ What is value?

– Value is the art element that describes the _____ or _____ of a color.

- _____ is the lightest hue because it reflects the _____
- _____ is the darkest hue because it reflects the _____
- Black, White, Grey are _____ colors

■ You can change the value of any hue by adding black or white:

- _____ – a light value of a hue (adding white)
- _____ – a dark value of a hue (adding black)

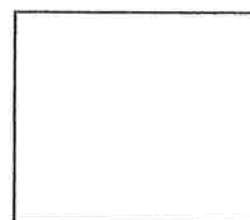
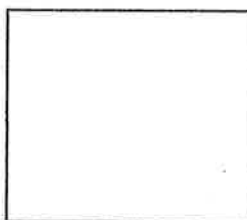
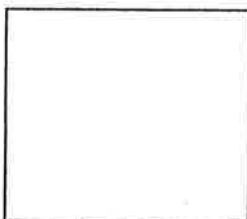


Tint: A hue's lighter value, created by adding _____

Shade: A hue's darker value, created by adding _____

Activity:

- Choose one hue (use a colored pencil) and color in all the boxes with the pure hue.
- Then add white to the first box to create a **tint**.
- Then add black to the third box to create a **shade**.

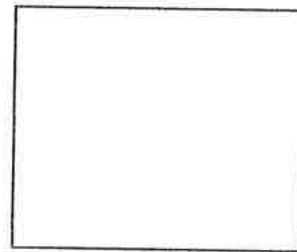
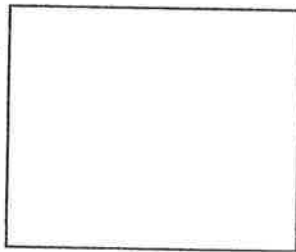
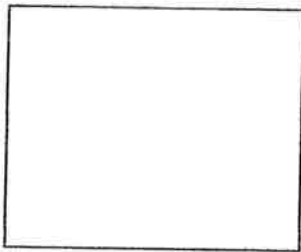


■ What is Intensity?

- Intensity is the _____ or _____ of a hue.
- _____ colors – from pure or bright hues
- _____ colors – from dull hues
- Adding the _____ color to a hue will change its intensity.

Activity:

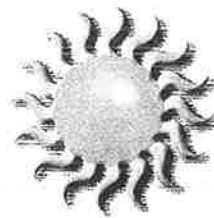
- Choose one hue (use a colored pencil) and color in all the boxes with the pure hue.
- Then add the complementary color to the second box to create a slightly duller color.
- Then add even more of the complementary color to the last box to create a very dingy color.



Warm & Cool Colors

- Warm colors are associated with warm things (sunshine and fire)

-
-
-

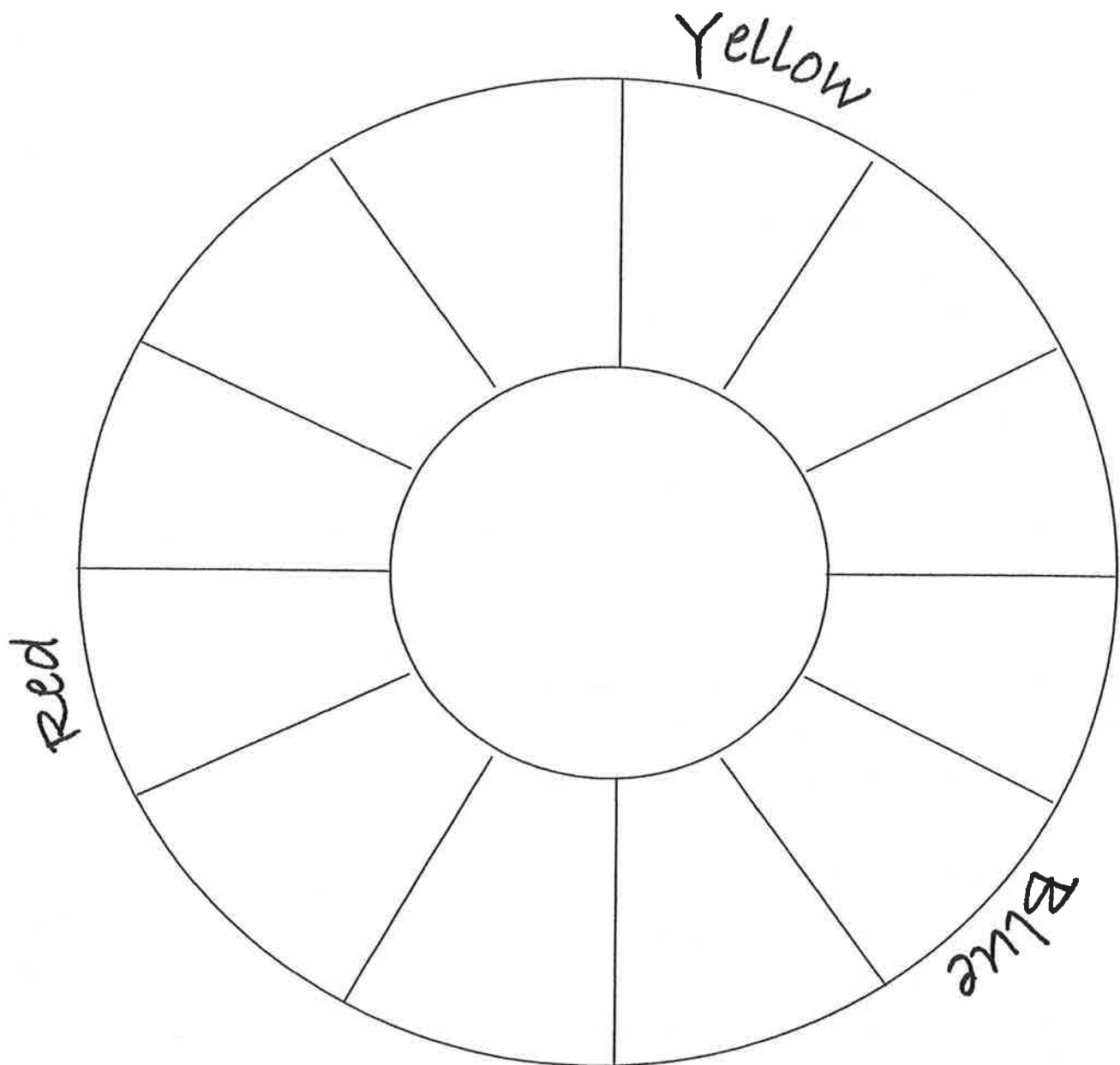


- Cool colors are associated with cool things (water, grass)

-
-
-



The Color Wheel



The Elements of Design: Color Schemes

What is a Color Scheme?

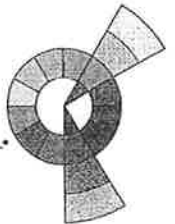
Color Scheme is a plan for _____ colors according to their _____ on the color wheel.

Possible Color Schemes include:

- Monochromatic
- Analogous
- Complementary
- Color _____
- _____ Complements

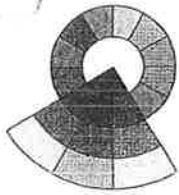
Monochromatic means _____

- Designs use only one hue and the _____ & _____ of that hue.
- This creates a strong _____ effect, but can be _____.



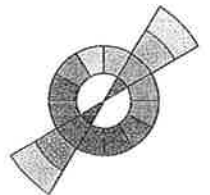
Analogous means _____.

- Designs use colors that sit side by side on the color wheel and have a _____ between them.
- Example: red- violet, violet, and blue-violet.



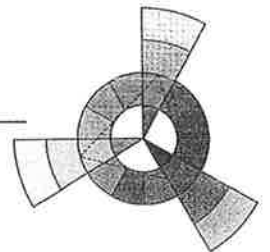
Complementary means _____.

- This combination uses the strongest _____ colors, opposites on the color wheel.
- The combinations are very contrasting and grab your _____.



Color Triads uses 3 colors.

- This design uses _____ spaced _____ around the color wheel.
- A primary color triad would be with blue, red, and yellow.



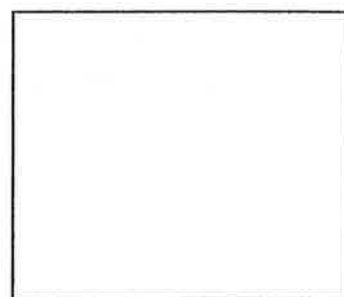
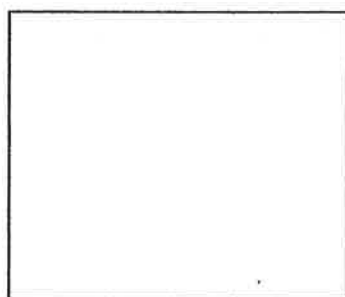
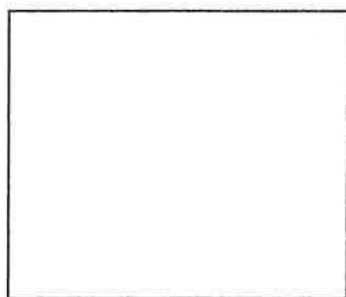
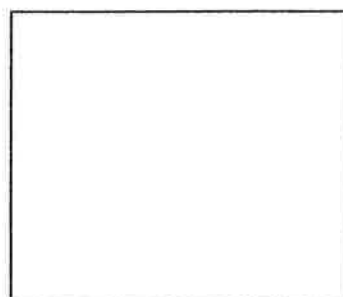
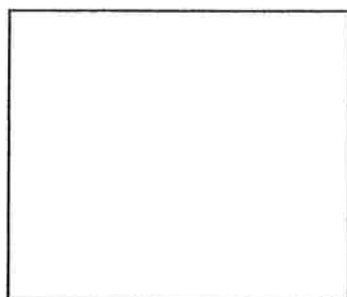
Split complementary means using a _____ of hues.

■ This design uses the combination of _____ with the _____ on each side of its complementary match.

■ Example: Green would be paired with red-violet and red-orange.

Activity:

- Draw 5 “generic” flower outlines, a center circle with 6 petals around it.
- Color the petals on each flower to correspond to each color scheme.
- Example: Color 1 purple petal, then 1 yellow, etc. until the flower is colored in.
- Label each flower with its appropriate color scheme.



The Elements of Design: Space & Depth

What is Space?

- Space is the element of art that refers to the _____, or area _____, or _____ objects.
- _____ is the _____ in a 2 or 3 dimensional piece of art.
- _____ is the _____ between the shapes or forms
 - Large negative spaces around positive spaces may express _____ or _____.
 - Positive spaces crowded together may express _____ or _____.

Activity:

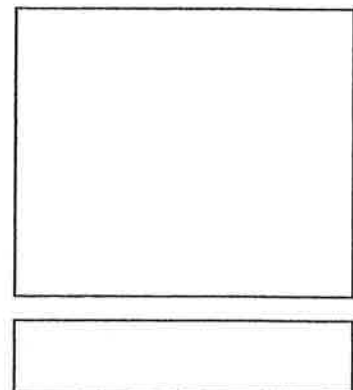
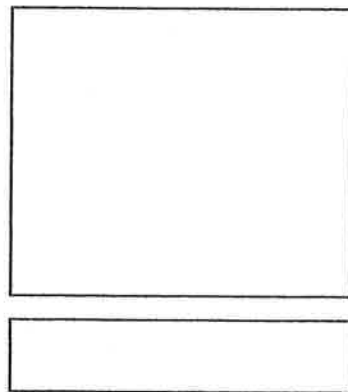
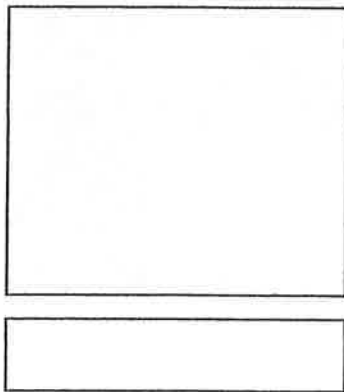
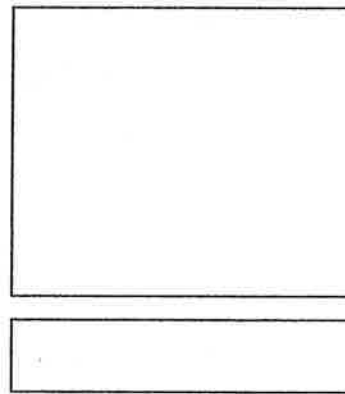
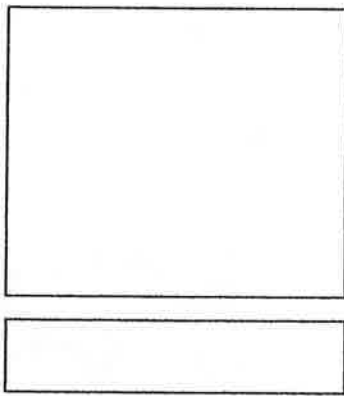
Select a group of objects to draw (at least 3 items). Make an arrangement with a variety of negative spaces between the shapes. Draw the arrangement with lightly colored pencil. Then, color the negative spaces with crayons, or fill the spaces with parallel lines. Leave the positive spaces empty. What shape did the negative space take?

What is Depth?

- Depth is created by the perspective of a _____ on a 2 or 3 dimensional surface.

There are various methods used to create depth.

- Overlapping
- Size
- Placement
- Detail
- Color



The Elements of Design: Texture

What is texture?

- Texture is the element of art that refers to how things _____, or look as if they might feel if you _____ them.

- _____ Texture

- _____

- **Such as plastic tabletops that look like wood**

- _____ Texture

- 2-dimensional patterns created by the repetition of lines and shapes

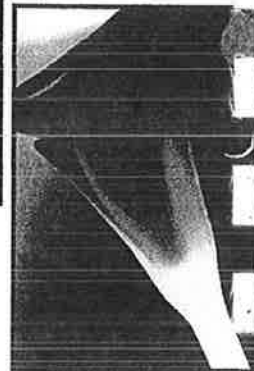
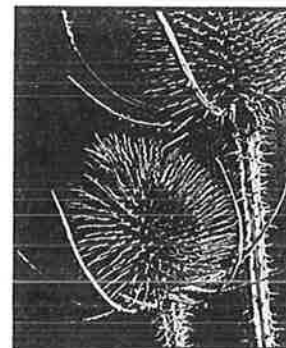
- **Not real surface qualities, but the patterns of light and dark suggest real texture (_____ effects)**

- _____

- Reflects light _____
 - Shows irregular patterns of light and shadow

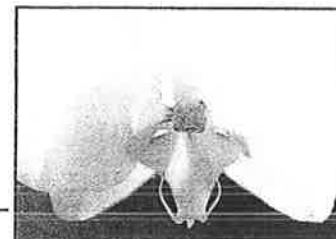
- _____

- Reflects light _____
 - Eyes _____ the surface, uninterrupted by shadows



- _____

- Surface that reflects a _____, _____ light
 - _____ some light and reflects the rest



- _____

- Reflects so much bright light it seems to _____
 - May also have _____



van Gogh "Sunflowers"

- This painting shows the differences between suggested texture and actual texture.
- Van Gogh had thick paint on his canvases, his brushstrokes created a _____ surface.
- The _____ of the thick paint actually make the paint look brighter – they _____ and _____ colors to the viewer.

Activity:

- Make a balloon flower by inserting a wire into a balloon and stretching it into a petal shape. Be sure to follow the color scheme rules with your balloon selection. Tape the stem and form a flower.
- Next, make ribbon petals out of loops then wire and tape together to form a flower.
- Compare your ribbon flower to your balloon flower. Compare the rough and matte texture of the ribbon flower to the smooth and shiny texture of the balloon flower. Discuss with a partner.



Elements and Principles of Design

Relationship Chart

Elements of Design

The components or ingredients
of design:

Elements

Line

Form

Space

Positive Space

Negative Space

Color

Texture

Pattern

Size

Principles of Design

Fundamental guidelines to aesthetic
design that govern the organization of
the elements and materials in accor-
dance with the laws of nature. Some pri-
mary principles of design have related
principles which are called secondary
principles of design.

Primary Principles

Secondary Principles

Balance
Symmetrical
Asymmetrical

Proportion

Dominance

Harmony

Contrast

Rhythm

Unity

Scale

Accent
Emphasis
Focal Area
Focal Point

Depth
Opposition
Tension
Variation

Repetition
Transition

The Language of Art

1. What are the 5 Elements of Design?

- 1.
- 2.
- 3.
- 4.
- 5.

When is it Art?

2. Artists are driven by what?

3. What are the 7 sources of inspiration for artists?

Give one example of each.

-
-
-
-
-
-
-

-
-
-
-
-
-
-

What is Art?

4. What are the 5 functions of art?

Give one example of each.

- ❖
- ❖
- ❖
- ❖
- ❖

-
-
-
-
-

Element of Line

5. What is the definition of line?

6. Is a line 1-D or 2-D or 3-D? (Describe why).

7. What is the difference between an implied line and an actual line? Give an example.

8. What are the main 4 line types?

- 1.
- 2.
- 3.
- 4.

9. What are the 5 variations of line?



10. What are 5 other types of lines? Draw an example of each.



Element of Shape & Form

11. What is a shape?

Give 5 examples.

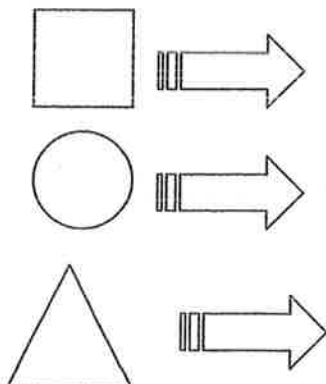


12. What is a form?

Give 5 examples.



13. Be able to draw the 3 basic shapes and their correlating forms.
Which are 2-D and which are 3-D?



Element of Space and Depth

14. What is space?

15. Draw an example of positive and negative space.

+

-

16. What do large negative spaces imply?

17. What is depth?

18. List the 5 examples of how to create depth.

➤

➤

➤

➤

➤

Element of Color

19. Color is actually derived from _____?

20. To get a Color Spectrum what do you pass light through?

21. What is a color wheel?

22. What is a hue?

23. How many hues are on the color wheel?

24. What are the 3 groups of colors?

1.

2.

3.

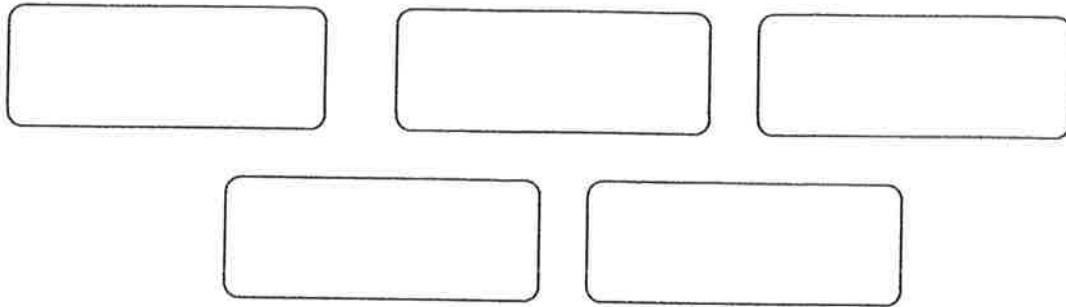
25. What are the recipes for the 3 secondary colors?

Orange =

Green =

Violet =

26. Label and Color an example of the color combinations for each color scheme.



Five empty rounded rectangular boxes arranged in two rows: three in the top row and two in the bottom row.

27. What is the definition of Value?

28. How do you change value? Give an example of both ways.

Tint =

Shade =

29. What is intensity?

30. Give examples of 3 warm colors.

-
-
-

31. Give examples of 3 cool colors.

-
-
-

Element of Texture

32. What is texture?

33. What is the difference of rough vs. smooth?

34. What is the difference of matte vs. shiny?

35. Name one shiny and one rough example of a flower. You will need to be able to identify pictures of smooth and rough and matte and shiny flowers.

Personal Flowers

Personal Flowers

Personal Flowers include:

Flowers _____

Flowers _____

Flowers to Wear:



Hair Pieces



Corsages



Accessories



Botanical Jewelry





Flowers to Carry:

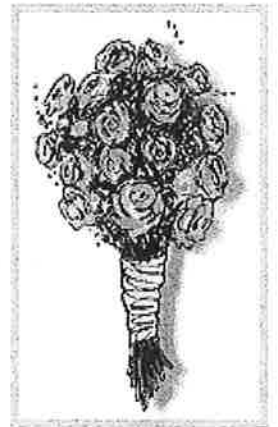
Bouquets

-
-
-
-
-



Hand-Tied

- Flowers chosen to _____ style and color of _____
- Usually a _____
- Arranged as if '_____ ' from garden
- _____ or lace
- _____ out of base



Cascade

- Flows _____ like a _____
- Traditional style, best used with _____
with _____
- _____ can vary greatly



Presentation Bouquet

- Usually _____ flowers
- Held in the _____
where your elbow bends
- Can be simple or elaborate, should fit the _____
- Should be of adequate size to _____ with
some spillover, along the length of your lower arm
- Similar to _____ or Homecoming Queen bouquets



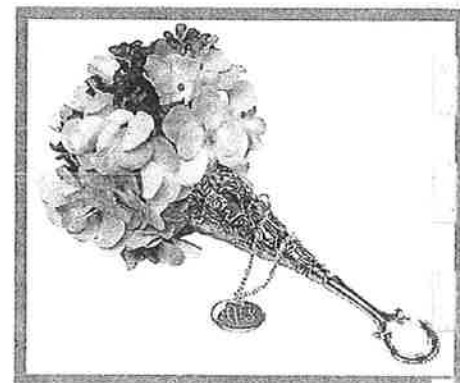
Round Cluster

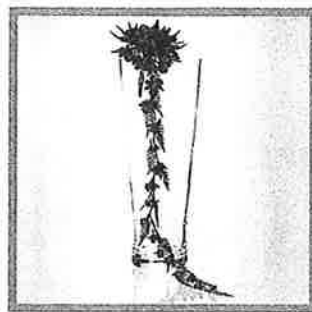
- _____, round, grouping (_____)
- _____ of foliage or leaves
- Can be mixed bouquet or _____ of flower
- May have a _____ the cluster



Tussy Mussy

- _____
- Arranged in a _____
 - Metal, fabric, _____ - shaped
- Made to bring attention to the _____





Mini – Presentation Bouquets

PERSONAL FLOWERS UNIT



Purpose:



- To design a miniature presentation bouquet. This activity improves taping & flower placement skills (space & depth).
- This activity also shows a cute way to use up old roses and materials, so we don't waste anything in the shop!

Materials:

- 6 -12 rose petals
- 1 piece of leather
- 1 sprig of baby's breath (or other filler)



Procedure:



- Roll rose petal (velvet side out) into a mini rosette.
- Tape to make a stem.
- Repeat for all petals.
- Place leather leaf on table and add baby's breath bits for depth.
- Place rosettes in baby's breath to space out to look like a miniature rose bouquet.
- Place piece of cellophane behind, roll like a burrito and tie with a bow.

Personal Flowers Collages

Materials:

- 1 pair of scissors per group
- 1 glue-stick per group
- 3 magazines to start (you will trade later on)
- 1 piece of cardstock or construction paper

Step 1:

- Choose one type of Personal Flowers (from our notes).

Options Include:

- ◆ Hair Pieces
- ◆ Corsages
- ◆ Accessories
- ◆ Botanical Jewelry
- ◆ Hand Tie Bouquets
- ◆ Cascading Bouquets
- ◆ Presentation Bouquets
- ◆ Round Cluster Bouquets
- ◆ Tussy Mussy Bouquets

- Your group will create a collage of pictures, from the magazines, of real examples of that particular flower style.



Step 2:

- Find pictures of your style of personal flowers in the Floral magazines.
- Use only the magazines set out (some of my magazines are off limits.)
 - Do not destroy the magazines, we will continue to use them in the future for more collages and examples.
 - Simply look through the magazines and cut out the pictures that are useful to your group.
- Create a collage.
 - A collage is a collection of pictures, covering the entire piece of construction paper, with no paper showing between pictures.
- Place your large pictures first then fill in with smaller examples, until your collage is complete.
- Remember to trade your magazines if you are done looking through them.
 - Others might find useful pictures that you don't need.

Step 3:

- Post your work of art on the wall, so all can see!
- Check out everyone else's examples.
- Clean up your mess and put the magazines back neatly.
- Return all scissors and glue-sticks to the boxes.



Floral Design
Flowers to Wear/Carry & Floral Shapes/Styles

Name:

Date:

Period:

Unit Study Guide

1. Draw an example of the following shapes and styles of designs or arrangements:

a. Line Mass –

b. Oval / Pointed Oval –

c. Botanical –

d. New Convention / Parallel –

e. Waterfall –

f. Circular Mass –

g. Triangular –

h. Fan Shaped Mass –

2. Describe the important features of a Formal Linear design:

3. What are the 2 styles that are blended for the Formal Linear designs?

4. Draw or list an example of the following Flowers to Wear:

a. Hair Pieces –

b. Corsages –

c. Accessories –

d. Botanical Jewelry –

5. Draw an example of the following types of Flowers to Carry:

a. Hand Tied –

b. Cascade –

c. Presentation –

d. Round Cluster –

e. Tussy Mussy –

6. What is the general ground rule for boutonnieres?
7. What do boutonnieres add to the groom's party in a wedding?
8. Which style of bouquet has cascading or trailing flowers or greenery?
9. What type of bouquet is given as a congratulatory gift?
10. Which bouquet is wrapped with ribbon and tied with the stems showing at the base?
11. Which type of bouquet would be best for a full gown with a long train?
12. Which bouquet is usually made with a single type of flower and little greenery, except maybe a collar around the edge?
13. What category of 'flowers to wear' would include hair clips and a head wreath?
14. Which category of 'flowers to wear' would include wearing flowers on the shoulder or wrist?

History of Floral Design

Unit 2

The History of Floral Design

OBJECTIVE

To relate how designs from historical periods influence contemporary designs.

Competencies to Be Developed

After completing this unit, you should be able to:

- identify the origins of many of the floral design that are popular today.
- identify the characteristics of mass, line-mass, and line designs.

Introduction

Flower arrangement is considered an art. How do we arrange flowers so that they become a work of art? In Unit 3 we learn that there are design principles that guide us in creating arrangements that are works of art. What are these principles and where did they originate? They are fundamental truths proved by master artists over the centuries. In order to understand the principles of design and how they originated, we need to look at the history of the art of flower arranging.

Terms to Know

American federal period
baroque period
Byzantine period
chaplets
Colonial Williamsburg period
cornucopia
Dutch-Flemish period
Early American period
Egyptian period
Empire period
English-Georgian period
faience
French baroque period
French period
French rococo period
gothic period
Greek period
line designs

(continued)

line-mass designs

Louis XVI period

mass designs

Middle Ages

nosegay

occidental design

oriental design

Renaissance period

Roman period

Victorian period

A knowledge of the floral arts of earlier cultures is important to better understand the flower arrangement styles used today. Also designers are sometimes required to create flower arrangements that depict a specific period or style of design. For example, a customer with a Victorian home would want arrangements that complement the Victorian period in history.

A study of the history of floral design reveals that two different concepts of floral design developed independently of each other. Our sources of inspiration have been the **occidental style**, which evolved in Egypt and was further developed by the Europeans, and the **oriental style**, which began in China and was later developed by the Japanese.

CLASSICAL PERIOD

The remains of many ancient cultures provide us with ample proof that people have always appreciated the beauties of flowers. They show that flowers were a source of inspiration for decorating the home or were presented as offerings.

Egyptian Period (2800–28 B.C.)

Ample evidence exists to show that the ancient Egyptians decorated with cut flowers placed in vases. The usual Egyptian container was a basin or a wide-mouth bowl that tapered to a narrow base. Such bowls of gold, silver, pottery, and **faience** (a ware made of finely ground silicate) were fitted with devices for holding flowers and fruit.

Floral arrangements of Egypt were simplistic, repetitious, and highly stylized. Flowers were set in regimented rows around the edge of the vase, an ample 2 inches above the rim. These blossoms were flanked by leaves or buds on slightly lower stems. There was no bunching or overlapping of material.

Faience bowls for flowers had holes around the rim through which flowers were inserted. Blossoms in tall spout vases came straight from the opening with no stems visible.

The primary colors of red, yellow, and blue as well as other vibrant color combinations were used predominately in floral designs. Because the lotus, or water lily, was the flower of the goddess Isis, and therefore considered sacred, it

was used often. Bowls of fruit and flowers were also used but always in orderly sequence of color and shape.

The Egyptians liked to wear wreaths of flowers as well as flower collars and made chaplets for their hair. They liked to carry bouquets of flowers made of lotuses with buds and blossoms of other flowers threaded into them.

Clarity and simplicity were characteristic of Egyptian floral designs. The Egyptians did not care for confusion or complexity. Two artistic functions prevailed in these designs: repetition and alternation—one flower around the rim of a vase and alternation of color, blue followed by green, then by blue again.

Greek Period (600–46 B.C.)

The ancient Greeks were so dedicated to beauty that their art heritage has lived through the ages and influences today's art. However the Greeks did not arrange their flowers in vases or bouquets. Figure 2-1 has been reproduced from a



FIGURE 2-1
The Greeks placed branches of foliage into vases but did not include flowers.

very rare Grecian example of decorated terracotta showing plant material in vases. Yet flowers are lacking here as in all Greek examples. The leafy branches are probably of olive for this is part of a bridal scene and the olive was associated with weddings.

Flowers were commonly scattered on the ground during festivals and used to make garlands worn around the neck and wreaths, or **chaplets** worn on the head. Because the wreath was the symbol of allegiance and dedication, it was awarded in honor to athletes, poets, civic leaders, soldiers, and heroes.

Funeral graves were decorated with garlands of flowers as were banquet tables. Wreaths were so much a part of the Greek way of life that books were written to describe the appropriate flowers, forms, and etiquette for wearing them.

Greek designs expressed grace and simplicity. Color was not important. Instead, the flowers, fragrance, and symbolism associated with each flower were foremost importance. Flowers were often symbolic of a god or hero.

The **cornucopia** or horn of plenty was first introduced by the Greeks (Figure 2-2). Originally it was placed in an up-



FIGURE 2-2
The Cornucopia.

right position whereas today it is laid on its side with contents overflowing and spilling out. As the symbol for abundance, we often associate it with our Thanksgiving celebrations.

Roman Period (28 B.C.–A.D. 325)

The Romans contributed little that was new in the use of flowers but continued the customs of the Greeks. Wealth and power, however, led the Romans to greater luxury in the use of flowers and they were used in abundance at religious rites and banquets. At banquets roses were strewn on the floor to a depth of 2 feet, and flowers "rained" from the ceiling. The fragrance of so many flowers was said to be suffocating. So customary was the use of roses at the evening meal that it was called "the hour of the rose."

One custom that appears in Roman art is the use of scarves for carrying flowers. Flowers were carried on a scarf and offered at an altar as a part of Roman religious ceremonies. The use of wreaths and garlands was continued from the Greeks. However, the Roman wreaths and garlands were heavy and elaborate. Wreaths, like high crowns, came to a point over the forehead. Garlands were even more elaborate, being wide in the center and tapering toward the ends.

There is evidence that the Romans actually arranged flowers in baskets. These baskets were high at the back and flattened in front. The flowers were placed low between feathery branches so that the flowers were clearly visible. This required adequate spacing of the branches. The flowers used in these arrangements were highly fragrant and bright in color.

Byzantine Period (A.D. 320–600)

In the fourth century, Byzantium was chosen by the first Christian emperor, Constantine, as the Eastern capital of the Roman Empire. Soon afterward the Western Roman Empire was overrun by barbaric tribes and entered that period of turmoil that we call the Dark Ages. Byzantium was able to protect itself from foreign conquest until 1453 when it was captured by the Ottoman empire of the Turks.

Greek and Roman flower usage styles were continued, but the garland was constructed differently. The background was of foliage into which tiny flowers were set in arching lines to give a twisted effect.

Byzantine flower compositions were distinguished by height and symmetry. Containers were filled with foliage to resemble symmetrical, conical trees. These were decorated at regular intervals with clusters of flowers or fruit (Figure 2-3).



FIGURE 2-3

This conical tree design as inspired by the conical designs of the Byzantine period.

EUROPEAN PERIODS OF FLORAL DESIGN

Several important periods of floral history have influenced European floral art. As you study these periods, you will begin to see floral styles that have influenced the styles popular today.

Middle Ages (A.D. 476–1400)

The centuries between the fall of Rome in 476 and the dawn of the Renaissance in the fifteenth century are called the **Middle Ages**. These were years of unrest and confusion in Europe. Order and security were slow to emerge.

We know little of the uses of flowers in Europe from the seventh century to the thirteenth. Monks grew herbs for medicine and fruits and vegetables for eating. Flower gardening as such did not exist. We know, however, that monks were familiar with many wildflowers for glimpses of them appear in the manuscripts over which they worked.

During the later part of the Middle Ages, known as the gothic period, flowers began to take a more important role in daily life. Borders of manuscripts and altar pictures and their frames blossomed with painted plants and flowers.

Renaissance (A.D. 1400–1600)

Renaissance period saw a rebirth of many interests, particularly in the arts. The Renaissance began in Italy but quickly spread to all of Europe. The Renaissance style was greatly influenced by the Byzantine, Greek, and Roman periods. Flowers in vases are often shown in paintings from this period as great emphasis was placed on flower symbolism.

Characteristic floral arrangements of the Renaissance were flowers arranged in vases so that only the blossoms were visible. Stems were covered creating a massed, symmetrically stiff arrangement. Even though the flowers were compactly arranged, each flower stood out because of the variety of bright colors and forms of flowers that were used.

The Renaissance was given to pageants and festivals and artists were commissioned to design floral pieces for them. Fruits, blossoms and leaves were woven into garlands to decorate walls and vaulted ceilings. Petals were piled into

baskets to strew on floors and streets or to float down from balconies into rooms below.

Many traditional floral designs created today are styled from the Renaissance arrangements such as the Christmas wreath of fruit, cones, and flowers.

Baroque Period (A.D. 1600–1775)

The baroque style, like that of the Renaissance, originated in Italy and spread to the rest of Europe. In the works of Michelangelo and Tintoretto we see examples of this new style emerging. By 1650 baroque arrangements could be seen in paintings and tapestries of the period.

Early in the **baroque period**, arrangements were typically massed and overflowing. They were often created as symmetrical, oval-shaped designs. Later in the period, asymmetrical curves in the shape of an S or a crescent became popular. The S curve (Figure 2-4) was created by an English



FIGURE 2-4

The S curve design became popular during the Baroque period.

painter named William Hogarth. The Hogarthian curve is still quite popular in modern floral designs.

Dutch-Flemish Period (A.D. 1600–1750)

We also gain insight into the baroque style of arrangement through flower paintings by the Dutch and Flemish artists. Traditional baroque styles were refined as they created floral designs for their paintings. These arrangements were not as loose and open as in the contemporary baroque style, but they were better proportioned and more compact. A major distinguishing characteristic of this period is the great variety of flowers within one bouquet.

It is important to understand that many of these early artists never actually arranged the flower bouquets or painted their pictures using an actual arrangement. This explains why short-stemmed flowers are often positioned high and flowers from all seasons are placed side by side.

French Period (A.D. 1600–1814)

The French styles for decorating changed often during this period of history. Four basic periods are discussed here.

The first period is called **French Baroque**. This period occurred during the seventeenth century during the reign of King Louis XIV. The French Baroque style was directly influenced by traditional Baroque art. However, certain features made it purely French in origin. The court society during the reign of Louis XIV had become idle and effeminate with extravagant tastes for luxury. Feminine appeal became an important characteristic of the floral designs of this period in France. The emphasis in flower arrangements was on refinement and elegance as compared to the flamboyance of the Dutch-Flemish period.

The second artistic period in France is known as the **French Rococo**. This style began in France but quickly spread throughout Europe and the European colonies. This change in style occurred during the reign of King Louis XV. The informal designs of the French Baroque gave way to the more formal, feminine designs that are characteristic of the French Rococo period. These floral arrangements were predominantly asymmetrical and curvilinear in form with the

The History of Floral Design



Basic History

- Flowers have long been used for _____ and _____
- Arranging flowers dates back to _____
- Awareness and appreciation for floral arrangements is increased by looking at historical _____, engravings, _____, or other works of art
- Kinds of _____, foliage used, arrangement design, and _____ all influence the various floral arrangements _____

Period Style

- This term is used to designate a _____ or a complete arrangement style _____ at a particular time in history
- Gaining knowledge of floral styles and traditions of past eras helps to create compositions that express a _____
- Some floral compositions must _____ room, or perhaps an ancient history museum, or a hotel lobby style

Flower Art in Ancient Civilizations

Egyptian Period

- _____ were used as decorations
- Flowers were _____ such as religious ceremonies, decorative purposes, and personal adornment
- Favored _____ made of molded glass, pottery, metals, and stones
- Floral art was _____
- _____ (red, blue, yellow) were common
- Floral decorations include _____, and flower collars



Greek Period

during

festivals and used to make wreaths and garlands

Flowers to wear were important, such as:

and were so important that books were written about the proper etiquette for wearing them

The _____ in this period (also called the _____) and was upright with flowers, fruits, and vegetables, to associate a bountiful autumn harvest

Roman Period

_____ were favored including _____

banquet tables, streets, and lakes during festivals and ceremonies

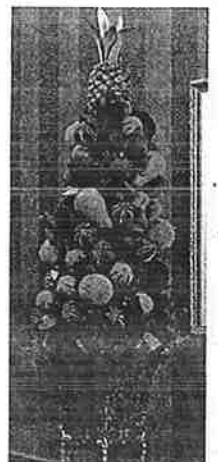
_____ with roses, anemones, tulips, dianthus, and other flowers in combinations of and forms – this is the _____



Byzantine Period

Symmetrical, _____ and containers filled with foliage to represent _____

Garlands were constructed with narrow bands of _____



Ancient Garlands

Purpose:

To demonstrate an example of a floral design piece from another time period. Wreaths and Garlands were the most common floral designs from ancient art periods.

Materials:

2 Spray Roses
2 piece filler flower: Baby's Breath
2 stems of foliage: Leather Leaf
2 stems of foliage: Tree Fern
1 wire frame
Floral Tape

Procedure:

1. Break your Leather leaf into tiny leaflets.
2. Cut side shoots off the main stem of roses, so you many small flowers.
3. Prepare little boutonnieres (10-15) with one piece of leather leaf, one small rose, one sprig of baby's breath, and tree fern if needed.
4. Tape each boutonniere so it is ready to be taped to the frame.
5. Once all your flowers have been made into little boutonnieres, lay them all out on the frame to set out the spacing.
6. Be sure to space flowers so that they cover your entire frame.
7. Tape 2 boutonnieres so the fern is pointing down from both directions.
8. Layer each boutonniere so that the fern point covers the previous one on the frame, so that the entire frame is covered in a flower garland.
9. Once your frame is covered, bend and tweak flowers so that all you see is the garland, no wire or tape.
10. Hang the garland on a wall, or wear as a head wreath.



The History of Floral Design: European Periods

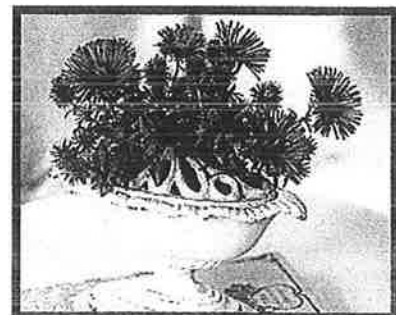
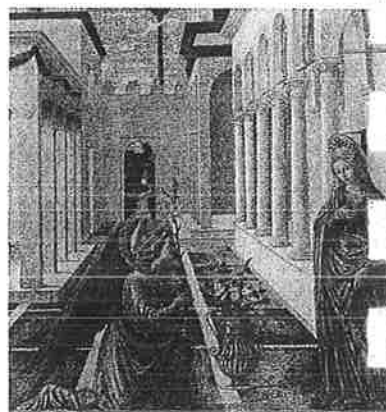
Middle Ages

- Flowers (both _____) were an important part of _____ life
- Used in _____
- _____ were favored for the ground, _____, and making wreaths and garlands for personal adornment and decoration



Renaissance

- Art represented *religious history* – flowers in vases were shown in paintings for _____
- A _____ represented sacred or profane _____
- A white lily was the symbol for chastity and fertility
- Single stems of white lilies in a humble jug was popular
- Flowers were arranged in vases so _____ and the stems were covered, creating massed, symmetrically stiff, conical arrangements
- Varieties of _____ and forms were used
- Wreaths & garlands were still common
- Containers were patterned after _____, using elaborate metal containers with well-formed bases, stems, necks, and handles
- Many _____ with holes in them _____



Baroque & Dutch-Flemish Styles

- Art became _____ instead of just church and nobility
 - Flower arrangements were sent in _____
- Elaborate ornamentation and curved lines were used
 - Oval shape, asymmetrical balance, and S-curve designs were all used in arrangements
- _____ and gaudy interiors were common
 - Flower paintings showed creative expression in _____
- Containers included glassware, terra cotta, and porcelain



French Period

- Emphasis was on _____
- Arrangements were commonly _____ or triangle and massed, used as decorative accents in interiors
- _____ (decorated), portraying elegance, and _____



English - Georgian Period

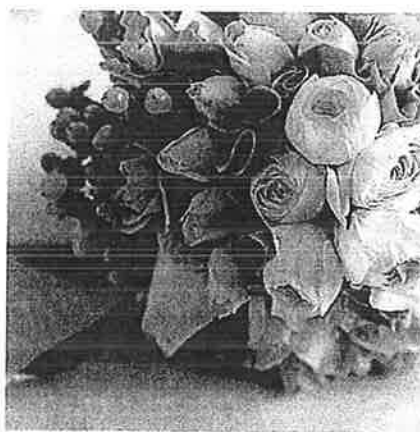
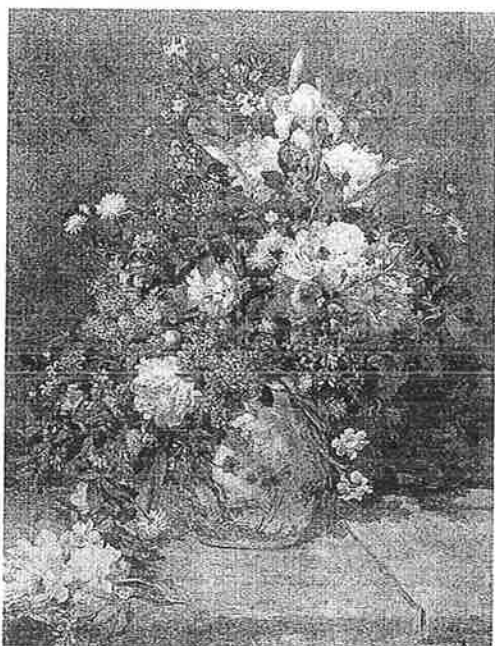
- _____ part of a bouquet, believing that _____ the air of contagious and infectious _____
- _____ were created to keep flowers close by and _____ of unsanitary surroundings
 - Cleanliness was not a high standard in their living
- _____ in hair and around necks or on gowns, either _____
- Arrangements were _____, arranged with a variety of flowers
- Flower-filled containers were set by fireplaces when heat wasn't necessary
- _____ and _____ were used for expensive arrangements
- Miniature arrangements in _____ were introduced



Victorian Era

- _____ and recognized as an art
 - _____ to arrange, grow, preserve, press, draw, and paint flowers, including making artificial flowers
- Arrangements _____
_____ for compact designs without voids
 - Design shapes were _____
- Nosegays and hand bouquets were popular, _____

- _____ and showy, using all materials and shapes for holding abundant masses of flowers
 - _____ using various materials
- _____ (_____ with a symbolic flower in the center) and _____ (casual mixing of fragrant blossoms) nosegay designs were used
- _____ (aqua-picks) were formed to keep flowers fresh and from withering, when they were worn



Victorian Nosegay



Purpose:

To demonstrate an example of a floral design piece from another time period.
Victorian nosegays are little hand-held mini bouquets of concentric circles of flowers.

Materials:

- 1 Rose
- 3 stems of Statice or Misty
- 2 piece filler flower: Baby's Breath
- 4 stems of foliage: Plumosa
- 1 piece of ribbon for tying

Procedure:

1. You will design this bouquet in your hand.
2. Place the rose in the center of the mini bouquet.
3. Around the roses arrange the baby's breath so it forms a collar (a ring).
4. Next form a ring around the arrangement with purple statice or pink misty.
5. Add the tree fern so it forms a collar around the entire mini bouquet.
6. Secure with a rubber band.
7. Tie a bow around the stems, to hold the arrangement tight together.
8. Cut all stems the same length.
9. Tweek any flowers that are out of place, so that all flowers are the same height, and form a slight dome.
10. Clean up your area!

The History of Floral Design: American Style

Colonial Period

_____ bouquets that are _____ in style

_____ were included with fresh flowers

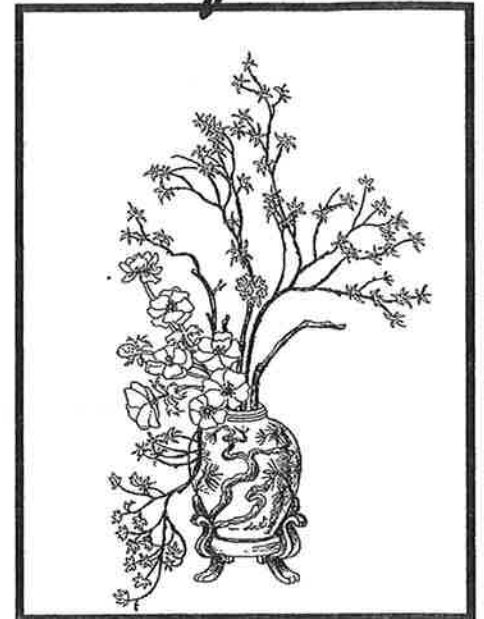
_____ were placed _____



The History of Floral Design Oriental Influence

Chinese Style

- ▲ _____
tell us how cut flowers were used in art
- ▲ Arrangements were _____,
- ▲ but required *careful thought and planning*



Japanese Style

- ▲ Highly _____ and follows

- ▲ This style reflects much _____
- ▲ Cut flowers and accessory materials _____
in arrangements _____

In chapter 16 of your textbook answer the following questions:

- How is *Chinese Style* defined?
- How is *Japanese Style* defined?
- What type of plant material is usually used in Chinese designs?
- What is the difference in the way that Chinese and Japanese arrangements appear?
- What does *ikebana* mean?
- In Japanese Style, how many main lines or elements are there?
- What shape do the points of these three lines make?



The History of Floral Design: Modern Periods

Art Nouveau

Defining style of art that had its main theme as

_____,
similar to _____, in the shapes of

Containers were all inspired and patterned after
_____ using various
materials and shapes

Floral bouquets were also curving and
asymmetrical, displaying _____,
_____ appearances

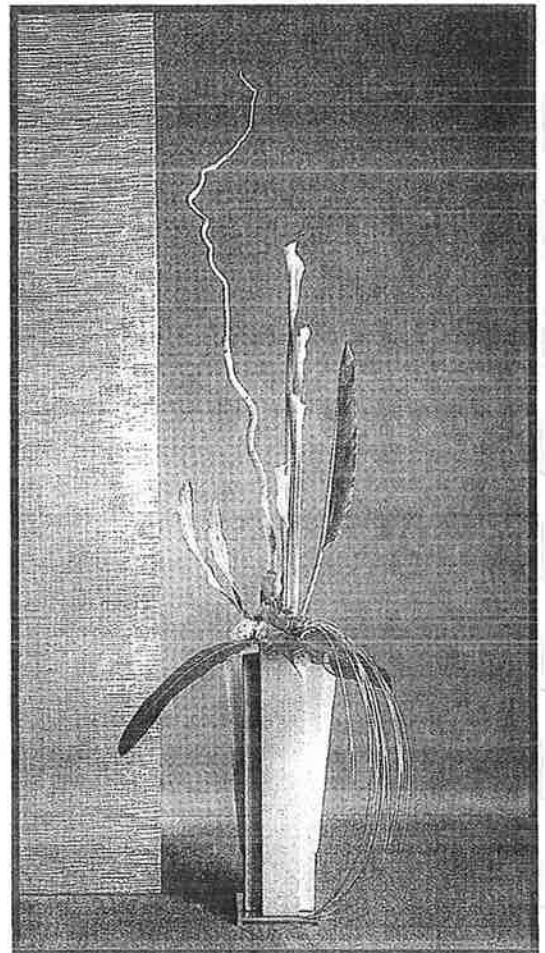


Art Deco

_____ including ancient
_____ cultures,
_____, new industrial
age and other aspects of society & culture
Arrangements were characterized by _____,

including _____

Containers show _____
and _____



History of Floral Art

Name:

Date:

Goal: To explore the role of visual arts using flowers in culture and history.

Objective: To describe and distinguish characteristics and identify elements and styles of a particular historical time period.

Project Procedure:

1. You will be assigned one of the following historical time periods:
 - a. Egyptian Period
 - b. Greek Period
 - c. Roman Period
 - d. Byzantine Period
 - e. Middle Ages
 - f. Renaissance
 - g. Baroque and Dutch-Flemish
 - h. French Period
 - i. English-Georgian Period
 - j. Victorian Era
 - k. Chinese Style
 - l. Japanese Style
 - m. Colonial Style
 - n. Art Nouveau Period
 - o. Art Deco Style
2. The following items must be included in your essay and displayed in your presentation in both written and visual form:
 - a. Period Name, Dates, and Time Line in History
 - b. Names of 2 styles and common artwork during the period
 - c. List 2 paintings/artists/artwork that were popular
 - d. Name and interpret the themes that correlate with the artwork during this period
 - e. Explain the significance of the cultures, ethnicity, and media used.
3. Design a PowerPoint Presentation including short, concise information from your essay that is easy to read for the class. Include pictures and examples of styles – including flowers, arrangements, types, containers, etc. Presentation should be 10 – 15 slides, including bulleted information with pictures.
4. Plan for a class presentation, if you have hand-outs, notes, or pictures you must turn in your work in advance so that copies can be made if necessary.
5. Please remember that you are going to become the expert in this time period, so it is crucial that you complete this assignment thoroughly and in the time allowed. If you choose to work with a partner, be sure to get their phone #!
6. Your grade will be based on the following possible points:
 - a. Written elements- 50 points
 - b. Visual examples- 50 points
 - c. Presentation- 50 points
7. Project Due Dates:
 - a. Written elements: _____
 - b. Visual Aid: _____
 - c. Class Presentation: _____

Periods of Design

Art and design have always evolved in response to the ideologies, the cultural realities and the available technologies of the day. Floral design is no exception.

The following list catalogs the design periods that have emerged throughout history and that have influenced the development of many well-known floral design styles. The glossary that follows describes some of the flowers and the arrangements that were popular during each era.

Egyptian Period	(2800–28 BC)
Greek Period	(600–146 BC)
Classical Period	(600–150 BC)
Roman Period	(28 BC–325 AD)
Byzantine Period	(325–660 AD)
Middle Ages	(476–1450 AD)
Gothic Period	(1200–1425 AD)
Persian Period	(1300–1700 AD)
Renaissance Period	(1400–1600 AD)
Flemish Period	(1550–1700 AD)
Baroque Period	(1600–1700 AD)
French Period	(1643–1715 AD)
Rococo Period	(1715–1744 AD)
Early American Period	(1620–1720 AD)
Colonial Period	(1620–1780 AD)
Georgian Period	(1714–1810 AD)
English-Early Georgian Period	(1714–1758 AD)
Classical Revival (Neoclassic Period)	(1762–1830 AD)
England: Late Georgian Period	(1759–1810 AD)
Regency Period	(1811–1830 AD)
France: Louis XVI Period	(1774–1792 AD)
Directoire Period	(1795–1799 AD)
Empire Period	(1804–1814 AD)
Germany: Biedermeier Period	(1815–1848 AD)
Russia: Period of Catherine the Great	(1762–1796 AD)
America: Federal Period	(1789–1801 AD)
Early Republic Period	(1801–1830 AD)
Romantic Period	(1830–1890 AD)
Victorian Period	(1830–1901 AD)
Art Nouveau	(1880–1925 AD)
Art Deco	(1925–1930 AD)
Modern / Modernistic Period	(1930–1960 AD)

Glossary

EGYPTIAN PERIOD: (2800–28 bc) Floral design styles were taken from surviving art, which was simplistic, repetitious, and highly stylized. Flowers and fruits were placed in carefully alternating patterns. Chaplets, wreaths, garlands, and flower collars were portrayed along with bowls of flowers carried or held aloft. Interpretive Design Applications: Egyptian Design is typified by geometric shapes, particularly the SYMMETRICAL TRIANGLE and fan, created with materials representing the region. Designs usually lack depth and make use of the colors of the period—particularly those of sky, water, sand, sun, and vegetation.

GREEK PERIOD: (600–146 bc) Design styles of this time were garlands and wreaths made predominantly of foliage. Fragrance and symbolism were important. The Greek Period is sometimes called Classical Period. Interpretive Design Applications: There is no record of the Greeks arranging cut flowers in vases. Greek style is determined by ritual and tradition, as foliage and flowers were woven into wreaths and garlands and were presented and worn about the head and shoulders as expressions of allegiance, honor, and love. Greek Style may also be characterized by fruits and vegetables arranged in containers of symbolic shapes, such as CORNUCOPIAS and flat trays and baskets or LIKNONS, emulating ancient offerings to the gods.

CLASSICAL PERIOD: (600–150 BC) The art and architecture of Greek and Roman antiquity, always a key element in Western designs, is characterized by symmetrical forms, the GOLDEN MEAN, and idealization of the human form. Plant materials were used to create wreaths and garlands to decorate both the human and architectural forms. See GREEK PERIOD, ROMAN PERIOD.

ROMAN PERIOD: (28 BC–325 AD) During this time, flowers were used to make garlands and wreaths. Plant material was used more elaborately than in the previous Greek and Egyptian periods. Fragrance and bright colors were important considerations for flowers. Interpretive Design Applications: Arrangements make use of heavy-headed flowers in rich and brilliant colors in baskets, formal garlands, or strewn over banquet tables laden with flowers and fruit.

BYZANTINE PERIOD: (325–660 AD) Referring to the Byzantine Empire, in the eastern Roman Empire and Southwest Asia. Architecture was characterized by massive domes, spires, minarets, and the use of mosaic tiles. Interpretive Design Applications: Stylized designs that make use of SPIRAL and CONE forms, with pavé or tightly placed blossoms in jewel tones, reflecting the architecture, mosaics and formality of the period.

MIDDLE AGES: (476–1450 AD) The period of European history between ancient and modern times; also known as the Medieval Period and Dark Ages. The monastic environment harbored garden herbs, fragrant flowers and medicinal plants. Their illuminated manuscripts contained illustrations of the cultivated plants of the period. Little is known of floral art during this time as most flowers and foliage were grown for edible or medicinal purposes; however, fragrant flowers were highly favored for strewing on the ground, for freshening the air, and for making wreaths and garlands.

GOTHIC PERIOD: (1200–1425 AD) The late Middle Ages, a time of feudalism, wars, and unrest, with little attention paid to the cultivation of flowers. HERB gardens were cultivated inside monastery walls. Floral motifs appeared in ornate manuscripts. Interpretive Design Applications: Tall, soaring arrangements to suggest dignity, repose, and reaching toward heaven. Minimal flower use: few stems with few blossoms to emphasize their preciousness. See MIDDLE AGES.

throughout all Persian art: weavings, paintings and MOSAICS. Cut flower arrangements are depicted in rugs and textiles of the time. Persia is the origin of the tulip, mistakenly called 'tulipan' by the French after the Persian word *dulband* ('turban') because it looked like a turban. Interpretive Design Applications: Floral arrangements were characterized by simple compositions in delicate flasks against harmonious hues. Arrangements with graceful flame-like contours made in FOOTED containers of brass or ceramic, express the spirit of this period.

RENAISSANCE PERIOD: (1400–1600 AD) The period in Europe after the Dark Ages, beginning in Italy in the 14th century, marked by increased interest in knowledge and beauty and a new interest in classical art forms. An unprecedented flourishing of the arts occurred during this time. Interpretive Design Applications: Floral arrangements characteristic of the Renaissance period were massed in tight symmetrical shapes. Colorful flowers were often combined with fruits and vegetables. Many types of containers were used, including urns, jugs, and bowls. Another popular design was a single stem of white lily (Madonna lily) in a simple container. To achieve the grace and dignity characteristic of the Renaissance Period, long-stemmed flowers were placed high, or in contrast, short-stemmed flowers such as spray roses and pansies may be grouped at the rim of the container. Flowers associated with Christian virtues (lily-of-the-valley, irises, Madonna lilies, violets, primulas, roses with dark foliage and ivy) were arranged in a casual graceful manner as if reaching for heaven.

FLEMISH PERIOD: (1550–1700 AD) During this period, Holland's upper-class merchants were interested in growing new varieties of flowers from around the world. They often commissioned Dutch and Flemish artists to paint pictures of elaborate bouquets featuring these new, EXOTIC varieties. This painting style was characterized by disregard for compatibility (for example, bulb flowers might be paired with tropical fruits and other materials). Many types and varieties of flowers and foliage comprised these massive, symmetrical designs. Often, large flowers (lilies, tulips, crown imperials, etc.) were placed at the top of the arrangement. Interpretive Design Applications: Bouquets in Flemish Style emulate paintings of the period. They are characterized by massing together one or two stems each of a wide variety of flowers. Rich colors, varied textures, and natural accessories (e.g., bird's nests with eggs, insects, fruits) completed the lavish designs that were staged in simple or classic containers, frequently draped with fabric.

BAROQUE PERIOD: (1600–1700 AD) A decorative style of art and architecture of mid-16th to early 18th century Europe. It is characterized by florid, heavy ornamentation, curvilinear (S-curve) lines, and embellished scrolls. Decorative motifs include ACANTHUS leaves and CHERUBS. Interpretive Design Applications: Urns, tall vases and low baskets may be filled with massive and conspicuous flowers of vivid and dark colors. Fruit, figures, jewelry, and shells were popular accessories.

FRENCH PERIOD: (1643–1715 AD) Also known as the Grand Era, the 17th and 18th centuries in France during the reign of Louis XIV. This style was influenced by the Dutch Flemish style, with emphasis on classic form, refinement, and elegance. Often termed French Rococo, the look was extravagant, using symmetry, and all manner of elaborate decoration. Interpretive Design Applications: Ornamented vases were used to hold tall, fan-shaped, rounded, and triangular bouquets.

ROCOCO PERIOD: (1715–1744 AD) French in origin and popularized during the reign of Louis XV, Rococo style is a lighter, more playful version of the Baroque. The style is typified by asymmetry, the use of florid "S" curves and "C" scrolls, and naturalistic motifs derived from rocks, shells, and plants. Interpretive Design Applications: Arrangements typically express gaiety, youth, and vigor through the use of delicate materials and colors, flowing lines, reverse

Floral elements. Containers are delicate glass or hand-painted porcelain.

EARLY AMERICAN PERIOD: (1620–1720 AD) COLONIAL PERIOD.

COLONIAL PERIOD: (1620–1780 AD) The period that includes the settlement of the early colonies in America up to the Federal Period (1789–1801 AD). Interpretive Design Applications: Early colonists' simple and primitive bouquets consisted of backyard flowers, herbs, grasses and geraniums in everyday functional containers such as jugs and GOURDS. Later, as the colonists acquired finer things, simple uncrowded bouquets were placed in blue and white DELFTWARE and Chinaware, FAIENCE from Italy and France, or PORCELAIN and silver vases from England.

GEORGIAN PERIOD: (1714–1810 AD) An era that was typified by stately homes and lavish gardens. Foreign influences were abundant (Dutch, French, Greek, and Roman antiquity). William Hogarth wrote the treatise *Analogy of Beauty* in 1753, describing the so-called 'line of beauty' (lazy S) known now as the HOGARTH CURVE. Furnishings and architecture (George Adam, CHIPPENDALE, Hepplewhite, Sheraton, WEDGWOOD) all influenced floral design and presentation. Interpretive Design Applications: Floral arrangements are formal and elaborate. Styles vary from dense mixed bouquets to open, lighter groupings, depending on container and furnishings.

ENGLISH—EARLY GEORGIAN PERIOD: (1714–1758 AD) In 18th century England, culture was stately and formal. Interpretive Design Applications: Georgian flower arrangements were symmetrical in form, usually triangular, and designed in a rich, dignified, and restrained style. Often, one kind of flower or variations of one color were used. Early Georgian containers were heavy; later period containers were more delicate, including baskets, CHALICES, and EPERGNES.

CLASSICAL REVIVAL: (1762–1830 AD) Also called Neoclassic. Europeans and Americans were influenced by the discovery of the buried cities of Herculaneum and Pompeii. This gave rise to the rediscovery of rigorous SYMMETRY and STRAIGHT LINES of the Classical Period in architecture and furnishings (which replaced the curves found in Baroque and Rococo works). Flower containers were put on metal or marble mounts and placed on pedestals or columns. Each country gave its own name and interpretation to the Classical Revival:

ENGLAND:	Late Georgian (1759–1810)
	Regency (1811–1830)
FRANCE:	Louis XVI (1774–1792)
	Directoire (1795–1799)
	Empire (1804–1814)
GERMANY:	Biedermeier (1815–1848)
RUSSIA:	Catherine the Great (1762–1796)
AMERICA:	Federal (1789–1801)
	Early Republic (1801–1830)

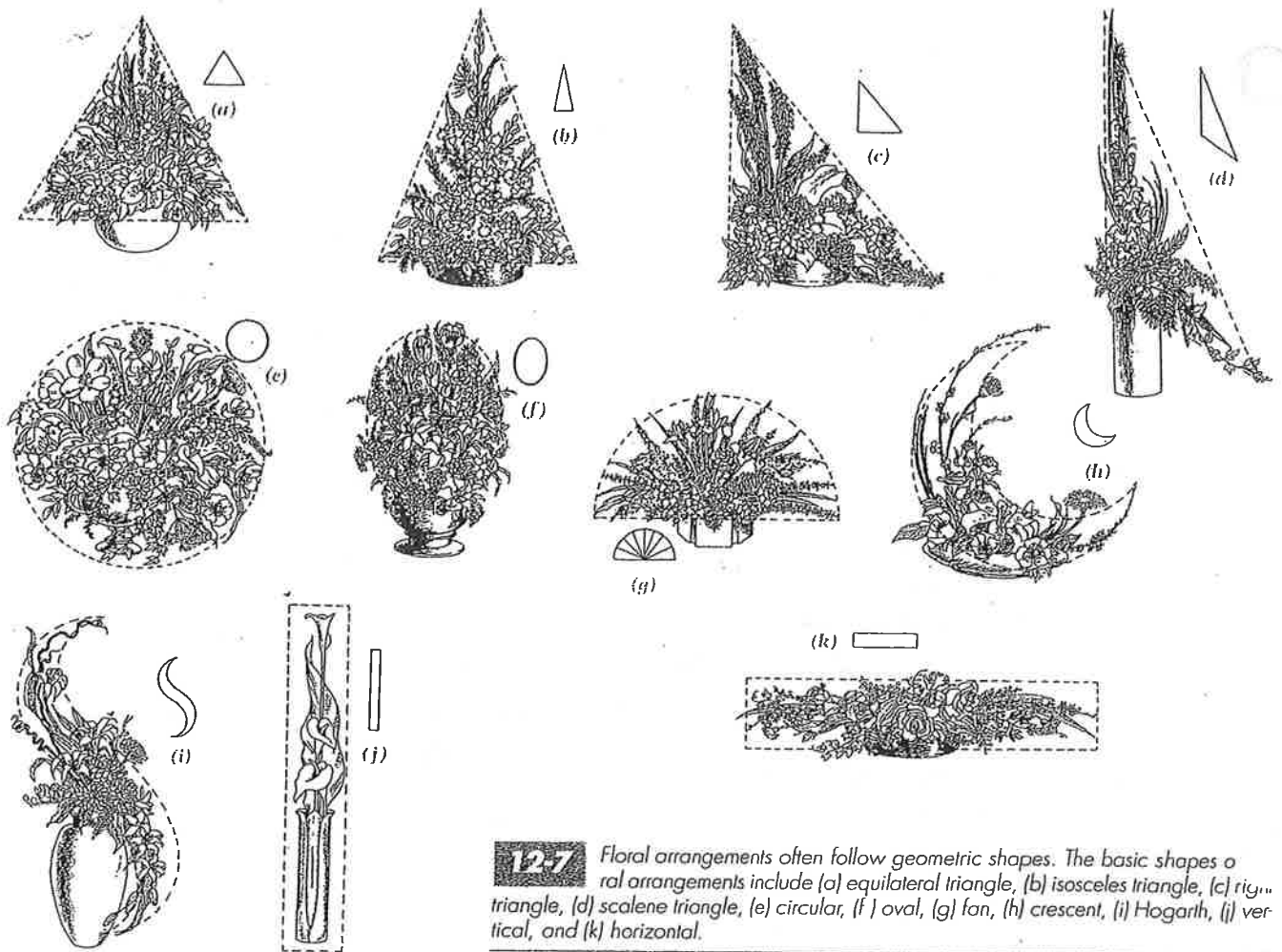
Interpretive Design Applications: Arrangements are symmetrical and may include flowers in baskets and plant materials in basins, TRUMPET VASES, and boat-shaped bowls. Designs are characterized by grace of line and delicacy. For Empire settings, bouquets with pointed tips are distinctive. Blossoms may be floated on plates. Wreaths, garlands, overflowing CORNUCOPIAS, and fruit-filled EPERGNES also typify Classical Revival designs.

VICTORIAN PERIOD: (1830-1901 AD) Named for Queen Victoria, who reigned in England from 1837 to 1901. Clipper ships were bringing new plants from all over the world, making an enormous variety of plant material available. Due to the rise of commercial horticulture, flowers and plants were used anywhere and everywhere. They were extensively used as fashion accessories, both worn and carried, and they often conveyed personal messages as prescribed by the "LANGUAGE OF FLOWERS." Containers were highly decorative and ornate. The Victorian Period is also known as the Romantic Period or Romantic Era. Interpretive Design Applications: Containers of silver, silver PLATE, porcelain and glass such as epergnes, trumpet vases, CACHEPOTS, shells and TUSSIE-MUSSIE holders were popular.

ART DECO: (1925-1930's AD) A term derived from the 1925 Paris exhibition *Les Expositions des Arts Decoratifs* to signify a style of decorative art, known during the 1920s and 1930s as Modernistic, which is characterized by geometric MOTIFS and stylized natural forms; also referred to as International style. Interpretive Design Applications: Stylized designs featuring a limited number of flowers, with emphasis on their geometric forms, were most often used in containers with prominent deco motifs.

ART NOUVEAU: (1880-1925 AD) A sinuous, naturalistic style known for its asymmetry and whiplash line which flourished mainly in Europe and the United States around the turn of the century. This style reflected interest in nature—plant and human forms. Interpretive Design Applications: Naturalistic, stylized designs composed of sinuous linear materials with whiplash curves, arranged in containers of contrived, willful asymmetry.

MODERN / MODERNISTIC PERIOD: (1930-1960 AD) A term used to describe architecture and designs which created a new aesthetic through the use of clean sleek lines, minimal ornamentation, bright colors and industrial materials for the 20th century. This spirit of change took hold in the 1930s and lasted through the 1960s. Art Deco introduced ornamental geometric motifs, which evolved into modern, stripped down GEOMETRIC FORMS. Interpretive Design Applications: Minimal use of flowers, particularly the newly introduced tropical forms, in clean-lined containers carried the geometric theme into everyday life.



12-7 Floral arrangements often follow geometric shapes. The basic shapes of floral arrangements include (a) equilateral triangle, (b) isosceles triangle, (c) right triangle, (d) scalene triangle, (e) circular, (f) oval, (g) fan, (h) crescent, (i) Hogarth, (j) vertical, and (k) horizontal.

this historical Virginia design style. Ironically, the abundantly fruited designs that have come to be known as the Williamsburg style never really existed during Colonial times, when fresh and/or exotic fruits were so hard to come by. They are actually an invention of the mid-1900s, apparently inspired by the DELLA ROBBIA style, dating from the 15th century.

GEOMETRIC DESIGN CHART

- ASYMMETRICAL TRIANGLE DESIGN:** a three-sided COMPOSITION having the FORM of a TRIANGLE with unequal sides. Asymmetrical triangle designs are generally considered to be less formal than SYMMETRICAL TRIANGLE designs. See RIGHT TRIANGLE, SCALENE TRIANGLE.
- CONE DESIGN:** an all-around COMPOSITION, TRIANGULAR in silhouette, having a CIRCULAR BASE and sides that taper evenly to an APEX.
- CRESCENT DESIGN:** a three-sided, typically ASYMMETRICAL COMPOSITION having the FORM of a quarter moon, tapering at each end from a well-emphasized FOCAL AREA at the center. Sometimes referred to as a 'C'-shaped arrangement. See HOGARTH CURVE DESIGN.
- DIAGONAL DESIGN:** a three-sided COMPOSITION in which the primary AXIS lies on a slant of approximately 45-degrees.
- EQUILATERAL TRIANGLE DESIGN:** a SYMMETRICAL, three-sided COMPOSITION having the FORM of a TRIANGLE with all three sides being equal in length.
- FAN DESIGN:** a three-sided, semi-circular, RADIATING COMPOSITION in which LINES emerge from a central FOCAL POINT, like spokes from the hub of a wheel.
- HORIZONTAL DESIGN:** a COMPOSITION in which the predominant LINE(S) are low and PARALLEL to the PLANE of the horizon or the surface upon which the arrangement is placed.
- INVERTED-T DESIGN:** a SYMMETRICALLY BALANCED, three-sided COMPOSITION having the FORM of an upside-down 'T', with a dominant VERTICAL LINE of materials intersecting the HORIZONTAL PLANE at the FOCAL AREA.
- ISOSCELES TRIANGLE DESIGN:** a three-sided COMPOSITION having the FORM of a SYMMETRICAL TRIANGLE with two sides of equal length and a third side with a different length.
- MOUND ARRANGEMENT:** ROUND DESIGN.
- OVAL DESIGN:** a three-sided or all-around, SYMMETRICALLY BALANCED COMPOSITION having a broadly elliptical or egg-shaped FORM which may be either VERTICAL or HORIZONTAL in expression.
- POINTED OVAL:** an OVAL DESIGN created in a VERTICAL style which is less rounded at the top, tapering to an APEX.
- RECTANGULAR DESIGN:** a SYMMETRICALLY BALANCED COMPOSITION having the FORM of a RECTANGLE.
- RIGHT TRIANGLE DESIGN:** an ASYMMETRICALLY BALANCED, three-sided COMPOSITION in the shape of a TRIANGLE, and having a VERTICAL AXIS which is PERPENDICULAR to the horizon LINE, forming a 90-degree angle. Sometimes referred to as an 'L'-shaped arrangement, the right triangle is a classic example of WESTERN LINE DESIGN.
- ROUND DESIGN:** an all-around, SYMMETRICALLY BALANCED, RADIAL COMPOSITION having a hemispherical FORM. Also known as a mound arrangement.
- SCALENE TRIANGLE DESIGN:** a three-sided COMPOSITION having the FORM of a TRIANGLE with all three sides being unequal in length.

Principles of Art

Principles of Design

- The principles of design are the "_____ " of design.
- These six qualities either _____ or displease the _____ of the viewer.



Harmony

- The effect of _____ and _____ materials together
- The _____ of _____, _____, and _____ that create a composition that is pleasing to the eye.
- Accomplished by arranging appropriate _____ and _____ to fit a container within its _____.

Activity:

- *Draw an example of a harmonious flower arrangement.*
- *Be sure to match the colors, textures, and styles within the arrangement.*



Unity

- A blending together of all parts when _____.
 - Think of a wedding "_____ " candle.
 - This represents 2 people _____, being united.
- A "_____ " of purpose, of all parts in the design.
 - This includes:
 - _____
 - _____
 - _____
 - _____
 - _____
 - Achieved by combining all of the materials for a _____.
 - _____ with bold colors (drapes, wallpaper, furniture) will need a floral arrangement fitted for that setting. This could be done using flowers with bold colors and _____.
- In a _____ setting, _____ would be appropriate.
- If using one color in the design, be sure to blend (_____) the entire design together by bringing touches of the _____ the whole design.

Activity:

- *Find an example of an arrangement with candles and ribbon that demonstrates unity.*

Balance

- The actual () and stability in a design.

Actual Balance

- Physically , so the design won't or tip forward
- Think of a teeter-totter ()

Visual Balance

- So the viewer sees the design as being
- Where the plant material is of an imaginary line
- Imagine a line down the middle of the design (line can be or), plant material should be the
- Can be achieved with balance or balance

■ Symmetrical balance

- Uses amounts of on either side of the central axis

■ Asymmetrical balance

- Uses dissimilar () amounts and placements to achieve visual balance

Activity:

Find a picture of a symmetrical design.

Find a picture of an asymmetrical design.

Find an example of a cascading bouquet or arrangement that is balanced.

Proportion

- The _____ of one portion to another or one area to the whole, and the _____ of plant _____ in relation to _____ and _____.
- How much you use of anything in _____ to the other parts of the design
- In floral design, the appropriate proportion is:
 - _____ container
 - _____ floral design



The Golden Mean = _____

- In _____ there is a _____ called the Golden Section or Mean
- Considered the _____ proportion, it is also called the Divine Proportion
- It is used in the great paintings of the Renaissance, and in _____ and _____
- Often _____, such as the spiral of a shell
- Adds _____ to buildings and structures
- It is proven that the human _____ for proportions using the Golden Mean

Activity:

- *Add an example of a flower arrangement with the appropriate relation of size of container to design and the wrong proportion.*

Scale

- The _____ of the individual parts to _____, to the _____, and the _____.
- Includes all the parts of the arrangement:



Activity:

- Describe an example of a **small** floral design piece that is appropriate in size.
- Describe an example of a **large** floral design piece that is appropriate in size.
- Now, find or draw a centerpiece that is appropriate for a wedding table.
- Consider the guests:
 - do they want to see across the table?
 - through the arrangement?
 - over the arrangement?
 - under the arrangement?
 - does everyone have a nice view of the arrangement?



Focal Area & Accent

- The _____
- _____ of the design
- Area of most importance or _____
- Area of _____ to which the _____
- Usually the point from which the design originates – _____ of the design

Creating a Focal Point:

- Bright Bold _____
- Size of _____
- _____ of Flowers
- Adds emphasis or _____ to the design
- Draw an example, or make a list from the pictures.

Creating an Accent:

- Used to _____ something in one area
- Rather than the dominate feature, it is an _____ to the focal area
- A single or recurring detail that adds to the _____ of the overall design
 - Examples include a _____, glittery or sparkly item, accessory, etc.
 - Name at least 3 examples from the pictures.

Activity:

- *Draw an example. You can choose your own colors or flower types, but be sure to emphasize one place in the arrangement with a focal point and accent.*



Rhythm

- The _____ achieved in design by _____, _____, variation, or radiation
- Implies _____ and _____ in a design
- Used to _____ the viewers _____ from one point to another
- Line materials used for rhythm:
 - _____
 - _____
 - _____
 - _____

- Usually achieved by _____ or _____



Graduation

- Done by grading flowers:
 - Place the _____ at the _____ of the arrangement
 - Place the _____ at the _____ or in the area of prominence
- Done by grading colors:
 - _____ at the _____
 - _____ should be placed _____
 - This _____ from the stronger colors to the weaker ones

Activity:

Draw an example of graduation (using color or size).

Contrast

- Used because the eye needs to _____ for a moment on a design, before it _____ to another pathway
- _____ and _____ in a design
 - Created by using _____ or _____ leaves
- To create movement:
 - Repeating several _____ with _____ can create a strong visual movement

Activity:

- *Draw a wreath with visual movement and calm spots.*



PRINCIPLES OF DESIGN ACTIVITY

To design a floral arrangement that is unique and pleasing to the customer, a designer must have an understanding of the basic principles and elements of design as well as the use of different floral materials. The Elements of Design are the following: Line, Form & Shape, Space & Depth, Texture, and Color. The Principles of Design are the following: Harmony & Unity, Balance, Scale & Proportion, Focal Point, and Rhythm. In addition to the classification of flowers and foliage, these rules will help to produce an acceptable and saleable arrangement.

GROUP ACTIVITY

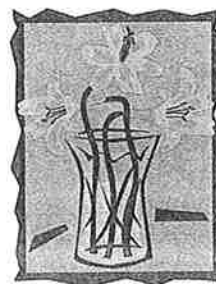
The class will be divided into groups and assigned an element or principle. The group will research their topic and teach it to the rest of the class. Each group is responsible for developing a visual aide, a worksheet, an outline, and a presentation to teach their concept. Below is the timeline for this activity.

TIMELINE

<i>Monday</i>	Assign groups, plan strategy, review necessary materials, & make a materials list.
<i>Tuesday</i>	Make up the worksheet and visual aide for concept.
<i>Wednesday</i>	Type up worksheets, finish visuals, & work on presentation.
<i>Thursday</i>	In-class preparation
<i>Friday</i>	In-class preparation
<i>Monday</i>	Begin Presentations: Group 1-5
<i>Tuesday</i>	Finish Presentations: Group 6-9

PRINCIPLES & ELEMENTS OF DESIGN

Elements:	Line Form & Shape Space & Depth Texture
Principles:	Harmony & Unity Balance Scale & Proportion Focal Point Rhythm

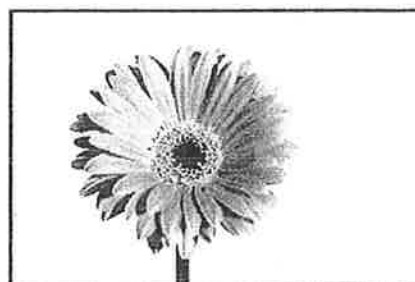




Principles of Floral Design

1. Label the following as either a Principle or Element of Design.

Line	_____
Harmony	_____
Form	_____
Balance	_____
Depth	_____
Rhythm	_____
Unity	_____
Space	_____
Scale	_____
Proportion	_____
Texture	_____
Focal Point	_____
Color	_____



Harmony

2. Define 'harmony'.

3. What parts of a floral design can you change to make it harmonious?

Unity

4. Define 'unity'.

5. How can you create unity in a design?

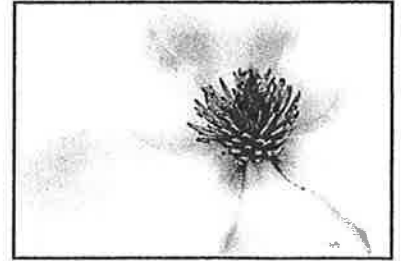
6. What parts do you need to consider when making a design unified?



7. How can you make a design appropriate and unify it with a fancy room?

Balance

8. Define 'balance'.
9. What are the four (4) types of balance?
10. What is the difference between visual and physical balance?
11. Draw an example of Symmetrical and Asymmetrical Balance.

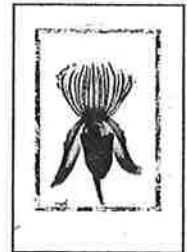


Symmetrical:

Asymmetrical:

Scale / Proportion

12. Describe *Scale* in one sentence.
13. What parts of a floral design should you consider with size and scale?
14. Describe *Proportion* in one sentence.
15. What is the appropriate ratio for proportion in floral design (so it appeals to the eye)?
16. Why is Scale and Proportion important?
17. Give an example of a small floral design that would be appropriate.
(sketch it out and explain why this size is appropriate?)
18. Give an example of a large floral design that would be appropriate.
(sketch it out and explain why this size is appropriate?)



Focal Area / Accent

19. Describe *Focal Area* in one sentence.

20. Describe the different ways that you can create a focal area.



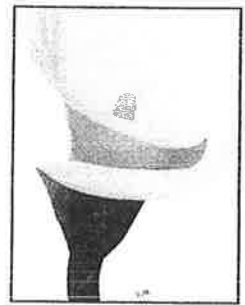
21. What is the difference between a focal area and an accent?

22. What would be the purpose of a focal point or accent?

Rhythm

23. Describe *Rhythm* in one sentence.

24. What are 4 ways of creating rhythm? Give an example of each.



25. Explain Graduation. How is graduation used?

26. Explain Contrast. How can it be used in a design?

Weddings

Weddings

What is a wedding for anyway?

- A _____ between bride and groom
- _____ between the couple and honored guests
 - usually _____ to act as witnesses
- Most have _____
- Because people want to throw a _____!



What role do flowers have in a wedding?

- Flowers help set the _____ of a wedding – the _____
- Develop the _____
- Compliment the _____ of the wedding
- Adds a _____
- _____ & _____



Where do you start when planning a wedding?

- This is the _____ – so you have make it perfect! There are many factors to consider:
 - _____ (season)
 - _____ of _____ & _____
 - _____ & _____
 - _____ (religious, _____, relationships)
 - _____ (destination, time of year, length)
 - Your _____
 - _____ Party & _____ Party (shower & bachelor/ette)
 - _____
 - _____

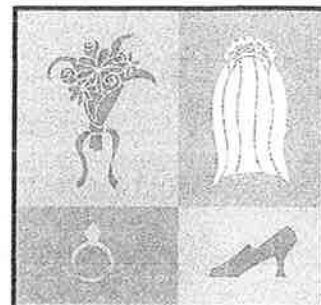
This all depends on your: _____ \$\$\$\$

For your wedding project:

- Focus on _____



- _____
- Decide on a _____
- Decide on a _____ that fits your _____
 - _____
 - _____
 - _____
 - _____
 - (there a million choices!)
- Develop a _____ for the _____



Deciding on a color scheme

- Choose a color that you _____
- Choose a color that fits your _____
- Choose a color that can be _____

Examples:

-
-
-
-
-
-
-



Bridal Bouquets

- Usually the _____ by the bride
- Helps _____
- Seen the most in _____

Examples:

-
-



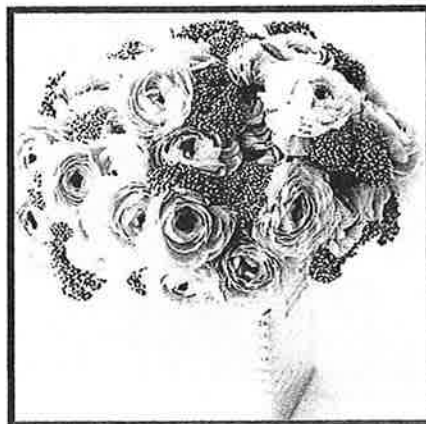
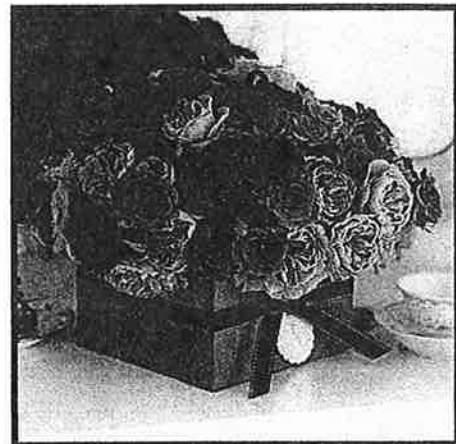
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Centerpieces

- Chance to really show your _____
- Should _____ with _____
- Should coordinate with _____
- Consider _____ verses _____
- _____ or _____ or _____ centerpieces

Ideas:

-
-
-
-
-
-
-
-
-
-



Cakes

- Use Flowers as _____
- Place Flowers _____



- _____ the _____ with Flowers
- Floral _____ on _____
- _____ with _____

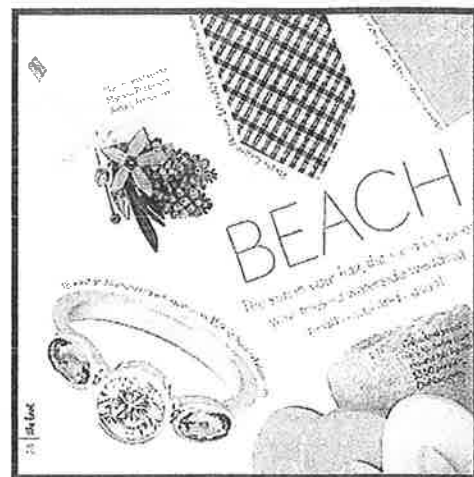
An Overall Theme...

Reception

-
-
-

Focus on Details

- _____ with namecards
- _____ floral _____
- _____ setting



Have some fun planning!



Wedding Project

Theme Wedding Party Project



Possible Wedding Themes Include:

Traditional All White
Winter
Vineyard
Hawaiian—Tropical
Beach
Renaissance
Feathers
Forest
Garden

Floral Presentation Project:

Design Board showing Theme

Fresh Design Piece

You will be provided many options for containers, materials, backdrops, and other decorations, but you can also provide your own.

You will design, plan, and estimate the costs involved in a themed wedding. You will also need to include a 1 page summary of wedding traditions (we will review this more later). You will need to:



1. Decide on a theme with your partner and coordinate colors and location, etc to this theme.
2. Decide on main floral design pieces needed, make a list.
Consider Personal Flowers: Bride Bouquet, Boutonnieres, Flower-girl, Bridesmaids, Corsages.
Consider Ceremony: church: alter, pews, arch, doors.
Consider Reception: tables, banquet tables, head table.
3. Sketch each design piece (or find a picture) and outline all materials needed to construct that piece.
4. Compile a list of all needed materials to estimate your whole-sale cost of flowers.
5. Estimate the retail cost for each item to give to bride.
6. Create a showcase binder for class, containing a depiction of each design and overall theme.
7. Choose one piece to design in class (within budget).
Flower order Due: _____
8. Design piece with fresh materials and present to class with Design Board.

DUE _____ :

1 PAGE TYPED WEDDING REPORT:

HISTORY & CULTURAL ASPECTS OF WEDDINGS

PROJECT PRESENTATION

ACCURATE & REALISTIC DESIGN PIECES FOR

CEREMONY, RECEPTION, AND PERSONAL ORDERS

VISUAL DEPICTION OF EACH PIECE

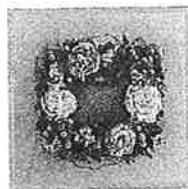
ACCURATE WHOLESALE & RETAIL COST ESTIMATES

FOLLOWED THEME & COLORS

Seasonal Flowers



Wreaths



A Wreath is...

- a _____ (or other shape)
 - made of flowers (dried, silk, or fresh), leaves, ribbon, herbs, etc.
- used as an _____, hanging on a wall or door

Wreaths can be:

- A garment, like in _____
- Worn around the head, called a diadem
- A necklace, like a _____



History of the Wreath

- The making of wreaths is an _____ and _____ art that began about 1000 years B.C.
- In ancient Rome, people used decorative wreaths as a sign of victory and celebration
- In Greek mythology:
 - _____ is shown wearing a _____ wreath
 - _____ wreaths were presented to Aphrodite, symbolizing _____

Origins

- _____ Wreaths were a _____ custom, they appear carved on the sarcophagus'.
- The use of _____ and wreaths as symbols of _____ was also an ancient custom of the _____, _____, and _____.



- In the early days in Europe, people would put wreaths on their _____ to identify their home similar to _____ today.

Each house had a different wreath of flowers, sometimes grown by the home owner.

Wreaths Today

- Today, wreaths are a common custom in _____, with a different wreath for each _____.
- Evergreen wreaths are a common _____ decoration, sometimes with winter accents like pinecones or colored bows.
- Christian households and churches often use an _____ wreath to celebrate Christmas

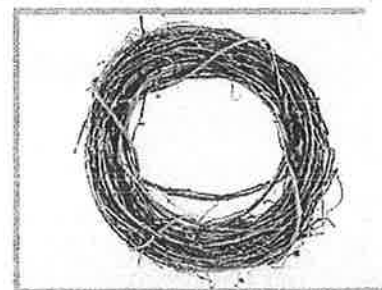


Types & Styles of Wreaths:

- Particular _____ (roses, hydrangeas, wheat)
- _____ (cooking ingredients, lavender) ~ aromatic ~
- _____ (to match décor) or _____
- Special _____ ~ Seasonal sentiments ~

Round Wreath

- Most _____ form
- The circle and the sphere are symbols of _____
- Strong identity and _____ in Christian churches
- Still a common tradition today
- Can be _____ or decorated



Fresh Wreaths

- Can "dry in place"
- Good option is to "_____ " flowers
 - Flowers and foliage can be freeze dried to keep their _____ and _____

- Lasts 2 weeks if kept moist
- Common form is live or growing, such as _____

- Possible to simply attach _____ flowers/plants to a wreath form or garland

Dried/Silk Wreaths

- Made of dried or silk materials ~ (permanent florals) ~
- Lasts many _____ if routinely cleaned
- Does not rot or fade
- Can be a _____ decoration in home

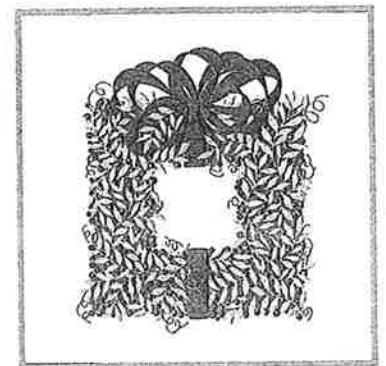


Square Wreaths

- _____
- Constructed in same manner as round wreath, with a different frame shape
- Style began in _____

Wreaths as Frames

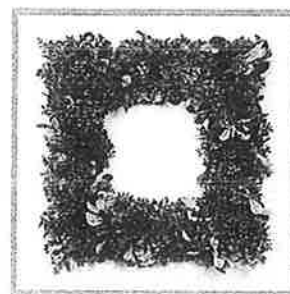
- Good option for permanent florals and silks
- Easy to construct, and alter
- Can be decorated with almost any material
- Great _____ craft



- Can be _____ in tinfoil, fabric, ribbon, etc.
- Desktop or Wall Frame

Added Touches

- Hanging from a _____ (or a dog)
- _____ multiple wreaths together
 - Like a chain, hanging
- Holds photos/address behind wreath frame
 - Includes _____
- _____ Only



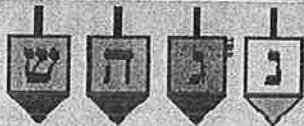
Essay: Remembering a person that you loved and now miss.

The essay will be typed, double spaced, Times New Roman 12 Point Font, and 5 pages long.

In the essay you will include details about the person's life, their history and type of person that they were. How old were they when they passed away? What is that person's greatest accomplishment and how they had an impact on the people around them? Why was this person so influential on you in your life? What are your favorite memories? Include a short poem about the person (It may not take up more than half a page) in your essay. Make sure to express that importance of him or her in this essay. You may include any information that is important and will make this paper meaningful.

Holiday Theme Piece

Fall & Winter Holiday Party Project



Holidays Include:

Halloween
Veteran's Day
Thanksgiving
Christmas
Kwanzaa
Hanukkah (Chanukah)
New Year's
Festivus (for the rest of us)
Superbowl Sunday

Presentation Project:

Table Setting for Party

Centerpiece for Table (max \$8)

Invitation

Decorations in Theme Colors

Note** You will be provided many options for containers, materials, backdrops, and other decorations, but you can also provide your own.



You will research a fall holiday that is important to the Horticulture & Floriculture Industry . You will plan a holiday party and design a centerpiece for that holiday that would correlate to the setting. You will need to:

Research the given holiday as to its origins, traditions, colors, and themes that correspond. Prepare a two-page written report, including anything that is important to know about the holiday , and also how it pertains to the floral industry. Then plan a party for the holiday. In the written report you will need to describe the party you have planned, (setting, location, time, etc.) or make an invitation You will need to make a display with an example place setting and centerpiece for the holiday party.



DUE _____ :

2 PAGE TYPED SUMMARY INCLUDING:

HISTORY OF HOLIDAY

CULTURAL TRADITIONS & ORIGIN OF HOLIDAY

DESCRIPTION OF THEMES & DECORATIONS FOR PARTY

POSSIBLE FLORAL CRAFTS & DESIGN COLORS

PROPER SETTING AND PARTY PLANNING FOR HOLIDAY

PROJECT PRESENTATION (DUE _____)

PLACE SETTING FOR PARTY (PLATE/UTENSILS/INVITATION)

WITHIN PRICE BUDGET RANGE (\$8 FOR FLOWERS)

APPROPRIATE FOR SETTING AND HOLIDAY

PROPER DESIGN TECHNIQUES & CONSTRUCTION

WRITTEN FORMAT:

TYPED

DOUBLE SPACED

12 PT. FONT, EASY TO READ

COVER PAGE



Theme Piece

Spring & Summer Holiday Party Project



Holidays Include:

Valentine's Day
Mardi Gras
Easter
Passover
Groundhog Day
Mother's Day
Father's Day
Secretary's Day
Graduation
4th of July
Memorial Day

Presentation Project:

Table Setting for Party

Centerpiece for Table (max \$8)

Invitation

Decorations in Theme Colors

Note** You will be provided many options for containers, materials, backdrops, and other decorations, but you can also provide your own.

You will research a Spring holiday that is important to the Horticulture & Floriculture Industry . You will plan a holiday party and design a centerpiece for that holiday that would correlate to the setting. You will need to:

Research the given holiday as to its origins, traditions, colors, and themes that correspond. Prepare a two-page written report, including anything that is important to know about the holiday , and also how it pertains to the floral industry. Then plan a party for the holiday. In the written report you will need to describe the party you have planned, (setting, location, time, etc.) You will need to make a display with an example place setting and centerpiece for the holiday party.



DUE

2 PAGE TYPED SUMMARY INCLUDING:

HISTORY OF HOLIDAY

CULTURAL TRADITIONS & ORIGIN OF HOLIDAY

DESCRIPTION OF THEMES & DECORATIONS FOR PARTY

POSSIBLE FLORAL CRAFTS & DESIGN COLORS

PROPER SETTING AND PARTY PLANNING FOR HOLIDAY

PROJECT PRESENTATION (DUE ON FINAL DAY)

PLACE SETTING FOR PARTY (PLATE/UTENSILS/INVITATION)

WITHIN PRICE BUDGET RANGE (\$8 FOR FLOWERS)

APPROPRIATE FOR SETTING AND HOLIDAY

PROPER DESIGN TECHNIQUES & CONSTRUCTION

WRITTEN FORMAT:

TYPED

DOUBLE SPACED

12 PT. FONT, EASY TO READ

COVER PAGE

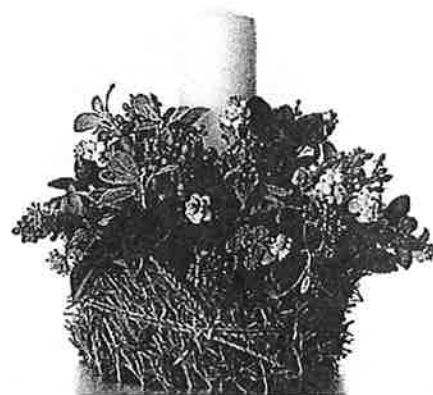


Shapes & Styles

Floral Shapes & Styles

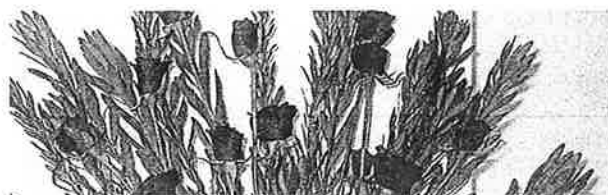
Botanical Designs

- Represents entire _____
- _____
- Materials should be arranged in _____
- Natural _____ is a feature
- _____



Circular Mass

- Spherical arrangements where flowers _____
- Typical _____
- Looks same from all sides, but does not have to be symmetrical
- Examples include:
 - Biedermeier – rows of varying plant materials/flowers
 - _____ – tightly masses, lush, mixed materials
 - _____ – compact, mass designs, round edges, evenly spaced
 - _____ – posy, flowers chosen for meaning, fragrant



Fan Shaped Mass

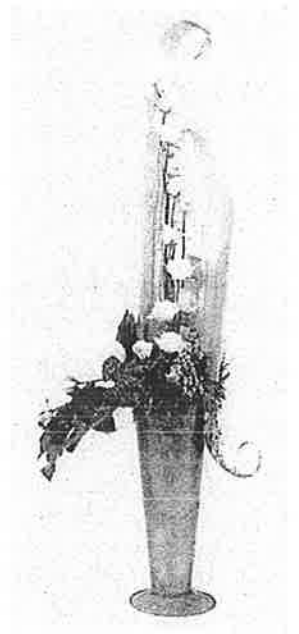
- _____ arrangements
- Half circles, usually _____
- _____
 - visually & physically
- _____, man-made appearance
- Back skeleton of _____, then filled in

Formal Linear

- _____ with _____
- Obvious _____ with unusual line materials
- Showcases _____
- Can be _____ lines
- _____ is important
- “_____”
- Usually _____
- “_____” is important – Heavy materials at base of arrangement

Landscape

- Depict a _____
 - wilderness panorama, _____, gardens



- Flowers, foliage, and branches _____ larger elements of a landscape

— _____

- Taller materials in back, lower in front

— somewhat _____

- Use of rocks, bark, sand, moss, twigs

- Selected materials _____



Line Mass

- Blending of 3 lines — _____

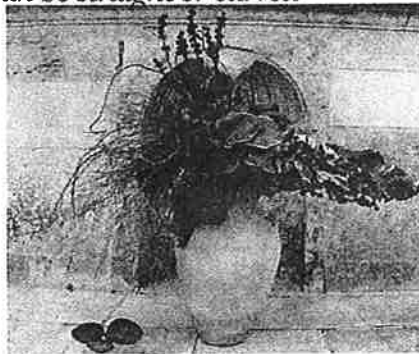
- Strong, definitive lines, Can be straight or curved

- Geometric shapes:

○

○

- Diagonal



- “__” Crescent

- __-Shaped

- Hogarth Curve “__”

- Inverted “__”

Oval & Pointed Oval

○ _____

- _____ balanced

- _____ are “stretched circles”

- Completely _____ or slightly pointed

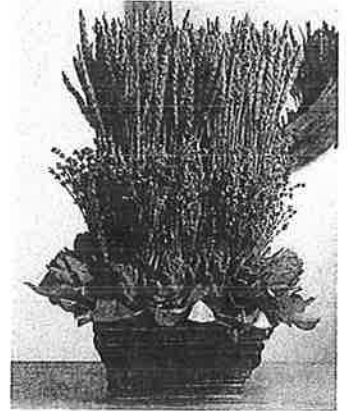
- Inverted _____ or ____ shaped



- All sided arrangements

Parallel Systems & New Convention

- _____ placements and _____ between groups
- Parallel systems have only _____
 - Features groups or clusters of flowers
 - all _____ flowers and foliage have long, straight, single stems
- New Convention designs have vertical & horizontal planes
 - horizontally placed materials are at _____° angles
 - heavy "basing" is needed between _____



Triangular

- Geometric-Mass design, little or _____
- Framework is made with first _____, and then filled in
- May be symmetrical or asymmetrical
- Usually _____
- _____ Triangles:
 - Equilateral or isosceles
- _____ Triangles:
 - Scalene (3 unequal sides)



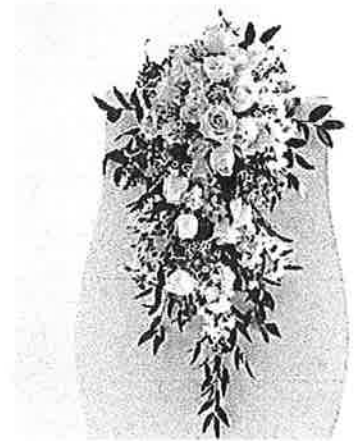
Vegetative

- Designs show floral materials as they _____
- Copies _____
- Materials arranged in groupings, they may overlap or mingle together
- All flowers, buds, stems, and leaves remain
- Everything must be placed as they are _____



Waterfall

- _____ arrangements, heavy with foliage
- Many _____ are placed in a steep downward flow
- Popular as container arrangements and _____
- Wide variety of materials and _____
- Non-botanical elements are important as well
- Flowers with _____ are preferred
- All materials should _____ of container



Dried / Preserved Design

To learn a basic design skill, using dried and preserved materials.

Dried/Preserved materials are fragile and must be handled delicately.

The design shape will be a line-mass design. 2 times the height of your container – and 1-2 times the width.

This design should have a long lasting quality if cared for well.



Materials

- Choose your base
 - wreath or container or basket
- Choose your line flowers
 - 3 stems
- Choose your mass or filler flower
 - 3 stems
- Choose your greenery
 - 3 stems



Steps to Design

- Add 'Sahara' or dry foam to base.
- Place line flowers in center of base.
- Add filler or mass flowers around line flowers, slightly lower.
- Add greenery around edges.
- Add bits to fill in.
- Clean up!



Famous Artists of History

Time Periods

Egyptian Period

- Although no known artists are _____, it is apparent that Egyptian art has had an _____ on artists over time
- Instead of artists _____, pieces of artwork are identified by the _____ (or _____) of the time it was created

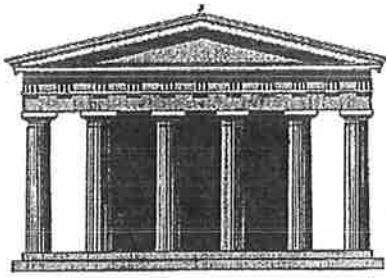
Examples:

Activity

Greek Art

- Known as _____ art
- Greeks are known for three main items:
 - _____, _____, and _____ paintings
- In Greek city-states _____, _____, and _____ where strongly held _____ as seen in their artwork
- The Greeks idealized _____, showing the strong and _____ depiction of _____ and _____
- Their _____ reflected their religious beliefs in the _____





Examples:

Parthenon, 500 BC

- Regarded as one of the world's greatest _____ monuments
- Built for the Greek goddess _____, for saving Athens and Greece in the Persian Wars
- The temple is also known as a _____ statement showing the richness and _____ of the city



Vases & Pottery, 500 BC

- _____ pottery is a where the design details and the _____ are painted _____, while the figure itself is _____ painted
- This way, the figures take on the reddish tone of Athenian _____ after it is burned (rusting the _____ in the clay)



Venus de Milo, 130 BC

- Famous statue believed to depict _____ (called Venus by the Romans, the Greek goddess of _____ and _____)

- It is a _____ sculpture, slightly _____ than _____ size
- Praised by artists and critics, who regard it as the epitome of graceful _____

Winged Victory of Samothrace, 200 BC

- Marble Sculpture of the Greek goddess _____ (Victory)
- Shows a mastery of _____ and _____ which has impressed critics and artists
- Admired for its naturalistic pose and _____
- A _____ icon which strongly influenced artists



Activity

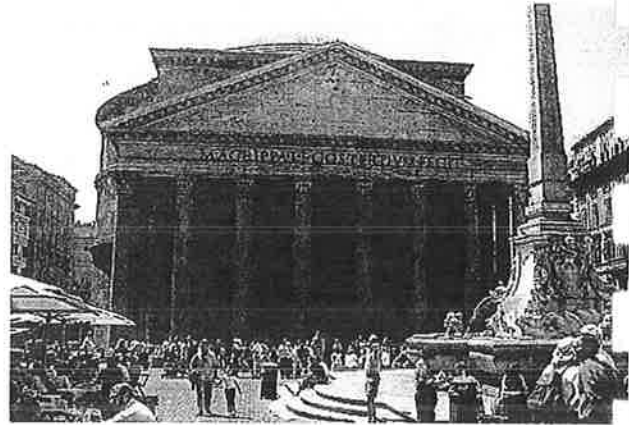
Roman Art

- Roman art became secular and _____, and achieved grandness in scale, as seen in the _____
- Romans developed the use of the _____, _____, and _____

- They also discovered _____
- All this allowed for grand architecture, as found in religious buildings such as the _____
- These buildings had important influence _____ the Roman Period

The Pantheon, built in 25 BC

- Name means "Shrine of _____ the Gods", built as a temple to the _____ gods in the Romans state religion
- _____ church since the 7th century



The Colosseum, 70 AD

- Also known as the _____
- Originally capable of seating _____ spectators, it was once used for _____ combat



Activity

Byzantine Period

- Focuses mainly on _____ subjects with little room for artists' personal expression
- Domed churches and decorative _____ were characteristic
- In place of the nude, the figures of _____, Jesus Christ, the Virgin Mary, as well as _____ and martyrs of _____ tradition were the entire focus of art

Examples:

Pietro Cavallini

- Italian _____ and mosaic designer, the leading artist of his day
- His two major surviving works are mosaics of the _____, 1291; and a sectioned fresco, the most important part of which is a _____
- He was the first artist to make a significant break with the stylizations of _____ art
- His work undoubtedly influenced _____, whose _____ features Apostles enthroned exactly as in Cavallini's fresco



Pietro Lorenzetti

- He and his brother, helped introduce _____ and foreshadowed the art of the Renaissance
- He was responsible for an _____ series of large _____ depicting "Deposition from the Cross, and Entombment" as seen here
- The _____ expressions are very geometric, as if _____ were just _____ on to a face, with no relationship to each other

Activity



Floral Artist Report: Choose a famous floral design and complete a research project on their careers. Explain their background, education, work experience, and design styles. Focus on their impact on the floral design industry.

**Els Tuinessen
Gregor Lersch
Phil Rulloda
Life 3
Paula Pryke
Rebecca Cole
Jeff Leatham
J M.H. Schwanke
Frankie Shelton
Bobby Ecker
Bill Harper
Gerry Toh
Rene Van Rems
Carol Caggiano
Preston Bailey
Jane Packer
Hitomi Gilliam
Matt Wood
Buddy Benz
Talmage McLaurin
John Haines
Martha Stewart
James Johnson
Damien Koh**

**Name of Artist:
Country of Origin:
Birth-Death:
Style of Design:
Background/Education:
Major Impacts:**

Complete the activity by having students create an arrangement representing the designs of their florist. Also, have a PP presentation of the works of art. Present to class.

Famous Artists of Art History

Renaissance

- From the _____ word, "_____"
- Began in _____ and spread throughout Europe from _____'s until _____'s
- Huge breakthroughs in depicting nature, _____, and _____
- The artists were fascinated with _____ and _____, but also very Christian in their subjects and themes
- Many _____ issues, European countries were fighting over control of _____, the country wasn't _____, so each individual province tried to _____ their _____ through art

Common Art Technique:

- _____ – from Italian word "_____", a technique of _____ in which pigments are mixed with water, and applied to _____, leaving a permanent design.

Primary Artists include:

-
-
-
-
-
-

Giotto di Bondone

- An Italian _____
- Generally considered the first in a line of great artists who contributed to a _____ developed the _____
- Connects the _____ and Renaissance periods
- His figures were more _____ and his color palette more realistic; he was able to show _____
- Examples:
 -
 -



Jan Van Eyck

- From the _____, one of the few Renaissance artists not from Italy
- He created the technique of _____, which allowed for slow drying, subtle _____, and made _____ almost _____

Examples:



Sandro Botticelli

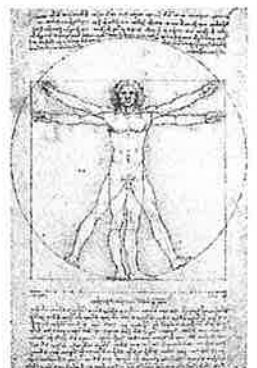
- Worked in _____, Italy
- The Birth of Venus – (Goddess of Love) might symbolize the _____
- Primavera – shows _____ and _____ figures
- At this time, Florence was basically ruled by a rich and powerful family, the _____
- This family admired Botticelli's work, so he was _____
- Then a preacher (the new rich power) kicked out the Medici family which influenced Botticelli's style to depict more _____ and strict _____ scenes

Examples:



Leonardo Da Vinci

- _____, _____, _____, philosopher, mathematician, musician, _____ – master of all trades
- Only painted a few _____, fewer survive
- Most famous painting in the world: _____
- Also was commissioned to paint the _____
- Painted with _____, because the thin layers allowed his subjects to emerge “without _____ and _____, in _____



the manner of _____", which created the technique
_____, (Italian for smoke) like a misty background

Examples:

Michelangelo

- Italian _____, _____, painter, and poet
- Had family ties to the _____ family, which helped educate him and make him _____
- Crowning achievements include _____ of _____, which includes the _____ ceiling fresco and the _____ sculpture
- His art marked the beginning of the _____ and the end of purely _____ architecture

Examples:



Raphael Raffaello Sanzio

- Father was a painter and he studied _____ and _____
- He was hired to complete many _____ in the _____ and was well loved by many there, known as their _____
- He died at the base of his last painting, _____ and was honored with a _____
- Buried at the _____
- Examples:





Activity Time!

Outline a sectioned panel here, showing your family on flaps.

Famous Artists of Art History

Baroque - Dutch Flemish

- The popularity and success of the "Baroque" was encouraged by the _____ . They realized that artists' _____ style could show _____ themes with elaborate artistic styles
- The secular (_____) aristocracy also saw the dramatic style of architecture and art as a means of _____ visitors and competitors
- This period used _____ motion and clear, easily interpreted detail to produce _____ such as drama, tension, exuberance, and excellence in _____ , painting, literature, and music
- The style started around _____ in Rome, and spread to most of Europe
- For the first time, Baroque sculpture often had multiple ideal _____ angles

Primary Artists

-
-
-
-
-
-

Caravaggio

- Michelangelo Merisi - successful artist but his turbulent lifestyle led to _____, drunkenness, _____ and he spent years fleeing Rome and the police

- He used live models such as _____
- Claimed he didn't need to study past masters
- He created _____ and "lived in" _____ emotions
- His use of _____, _____ sources cast extreme contrasts of light and dark on the scene, called _____ influenced generations to come

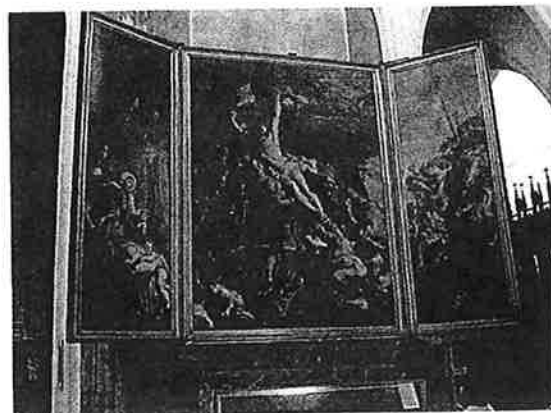
Examples:



Peter Paul Rubens

- A famous _____ artist
- His work is in France, Italy, and the _____, very famous throughout all of Europe
- At an auction in 2002, Rubens' painting *Massacre of the Innocents* sold for \$ _____

Examples:



Diego Velasquez

- The crown jewel of _____ golden age of painting
- Inspired by _____, with a naturalistic style; everyday activities and _____ people as models
- Many paintings include _____ of Spain, who was his primary commissioner
- His masterpiece, _____ is a play: is the family _____? (the king and queen entering) or is it _____ of the royal family on a _____ wall?
- His paintings have been recreated by Pablo _____ and Salvador _____
- Friend of Peter Paul Rubens, who convinced him to use _____

Examples:



Bernini

- o Gian Lorenzo Bernini was undoubtedly the most important _____ of the Baroque period
- o He excelled in _____ sculptures and _____, with overly dramatic _____ and _____
- o Inspired by _____ sculpture and form
- o Believed _____ art was better than any other, which offended the _____
- o Designed the _____ and colonnades of _____ (Vatican City)

Examples:

-
-
-



Rembrandt

- Rembrandt Harmenszoon van Rijn - The greatest artist of the _____ school, lived primarily in _____
- His paintings are characterized by luxuriant _____, _____ color, and a mastery of _____
- He was a master of _____ and _____; his paintings, drawings, and _____ made him a master
- He was successful, but died _____, he couldn't afford his living style
- He produced approximately _____ paintings, 300 etchings, and _____ drawings. (____ self-portraits)

Examples:



Vermeer

- o Johannes Vermeer was a _____ painter
- o He completed _____ works of art
- o He produced carefully detailed _____ with just one or two figures - usually _____ - bringing beauty to _____
- o His style used _____ softly and subtly, like natural _____, with _____ to focus
- o His paintings were full of _____, as if they were like poetry

Examples:



French Impressionism Period

- ❖ Started by a group of _____-based artists who exhibited their art in the _____.
- ❖ The name of the movement is derived from _____ painting.
- ❖ Characteristics of Impressionist painting include _____, _____ colors, open composition, and _____ on _____ in its changing qualities.
- ❖ _____ in their time, this group broke the picture-making rules of painting. They allowed _____.

Primary Artists:

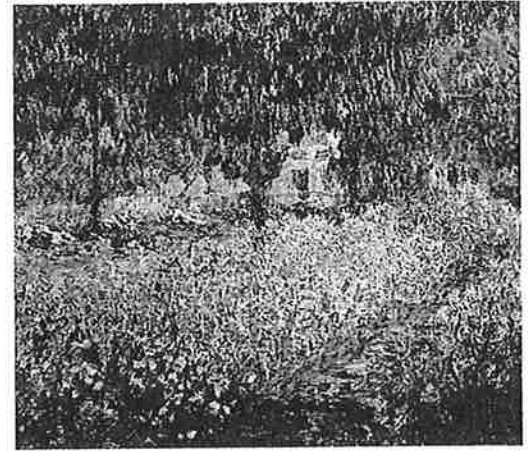
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Monet

❖ Claude Monet – French painter, initiator, _____, and unswerving advocate of the Impressionist style

❖ Later, his attention was focused on the gardens at _____, which was the theme for the series of paintings on _____

Examples:



Renoir

❖ Pierre-Auguste Renoir

❖ Renoir painted _____ as well as _____ in intimate and candid compositions

❖ He sometimes applied paint with a palette _____ rather than a brush.

❖ Characteristic of impressionism style, Renoir painted _____ of a scene, but instead his figures softly fuse with one another and the _____

Examples:



Degas

❖ Edgar Degas

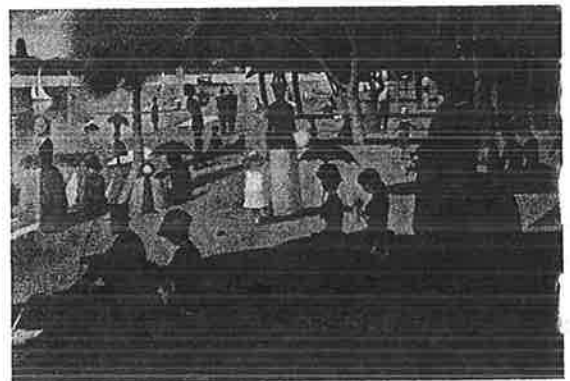
- ❖ Best known for his _____ dancers and _____, because he was able to perfect _____ in them
- ❖ He later became a _____ to capture movement accurately
- ❖ His paintings were like _____, freezing a moment in time
- ❖ He did not have dissolving lines
- ❖ His primary influence were Japanese prints (_____)

Examples:

Seurat

- ❖ Georges Seurat
- ❖ The ultimate example of the artist as _____
- ❖ Known for his technique called _____, or divisionism, which uses _____ or strokes of contrasting color to create subtle changes in form
- ❖ Later in his life he created _____, all dots

Examples:



Van Gogh

- ❖ Vincent Van Gogh, _____
- ❖ His work shows the objects, people, and places in his life with bold, usually _____, draughtsmanship and visible _____ or _____ brushmarks
- ❖ He only cut off his _____



- ❖ He didn't want to be _____
- ❖ He did have _____, but he painted when he was sane
- ❖ He is VERY popular, but also great
- ❖ He committed _____ (but it took 2 days)

Examples:

Cezanne

- ❖ Paul Cezanne
- ❖ Known as the "_____"
- ❖ Lived as an outsider, very _____
- ❖ He tried to bring back _____ and _____ to painting
- ❖ He focused on still lifes, bathers, and landscapes
- ❖ He made _____, without _____



Examples:

Modern Art

- Includes art from _____ – until about _____
- Art did not have to represent a subject _____
- _____ made replication pointless, and so artists interpreted their impression of _____
- Includes many movements

Examples:

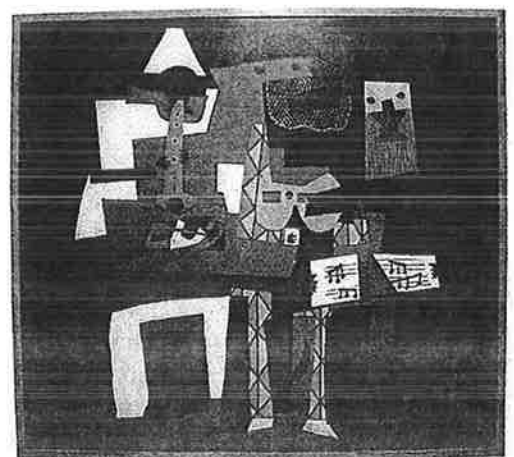
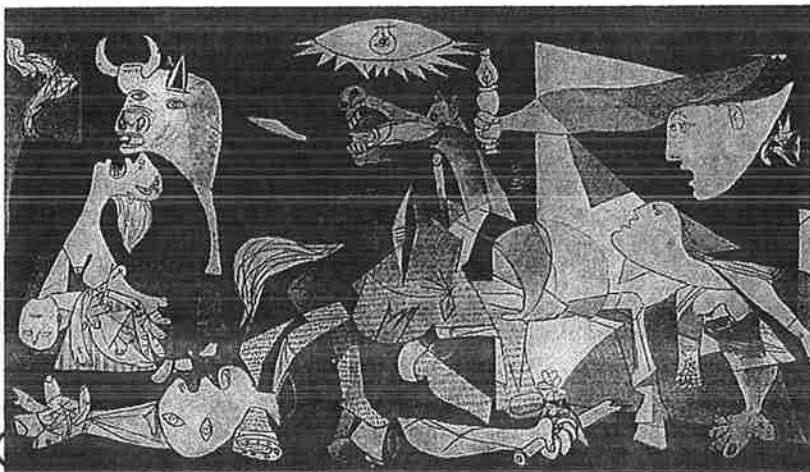
PRIMARY ARTISTS:

-
-
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-

Picasso

- Pablo Picasso – _____ painter and sculptor
- Founder of "_____ " period
- Created versions of past masters (like Velasquez) _____
- Often created _____ art and mixed other styles
- Very successful in his lifetime: one painting sold for _____ and another for _____ million

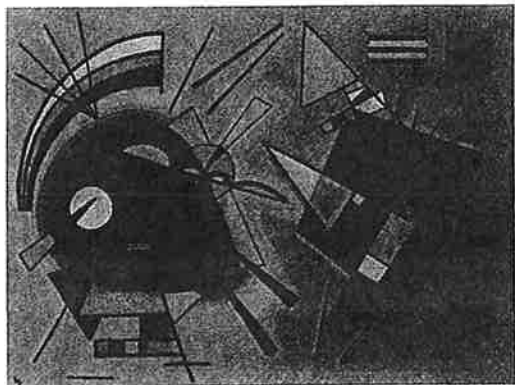
Examples:



- Vasily Kandinsky - _____

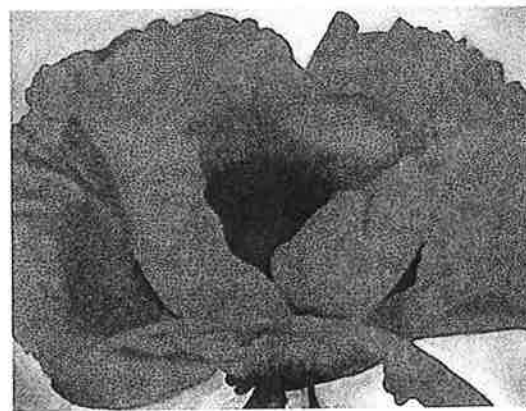
- Lived in _____ later, and then _____ for most of his life
- He was originally a _____ and law teacher
- He slowly transformed his paintings into the first abstract art – which shows the _____
_____ of the human _____, not the _____
- Extremes of _____

Examples:



O'Keeffe

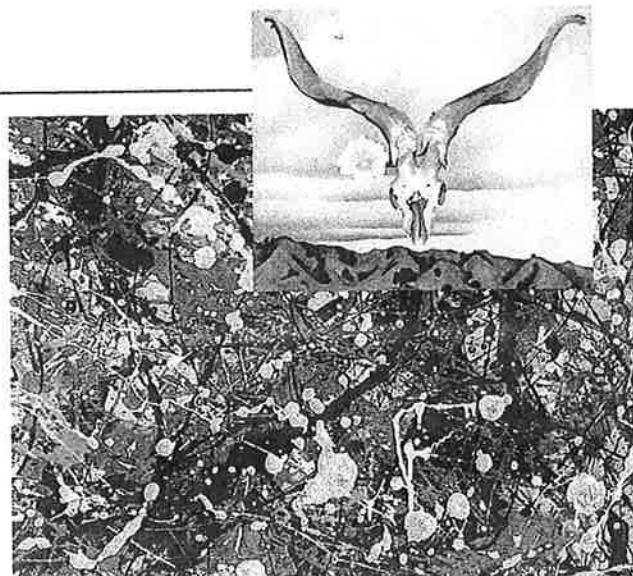
- Georgia O'Keeffe
- American, many paintings from _____, an active artist and art teacher
- Motifs include _____, animal _____, _____ landscapes, and _____ forms in _____ colors
- Characteristic style was _____ and _____, very earthy and natural
- Extremely successful in lifetime, in National Women's _____



Examples:

Jackson Pollock

- American from Western U.S.



- _____: placed canvas on the floor or the wall and _____ and _____ paint from a can
- Instead of using _____ he used 'sticks, trowels or knives', sometimes making a _____ of 'sand, broken glass or other foreign matter'
- All-over style of painting with _____ or _____, so it doesn't have any composition in terms of relations among parts
- Influenced by _____

Examples:

Andy Warhol

- American _____, filmmaker, publisher, actor, and _____
- In the 1960's he made paintings of _____
_____ (soup cans, coca-cola)
- He wanted to mass-produce art, like America mass-produced _____
- Worked out of "_____ " in New York and LA, known for its wild parties and interesting workers
- Well known for his _____ and his _____

Examples:



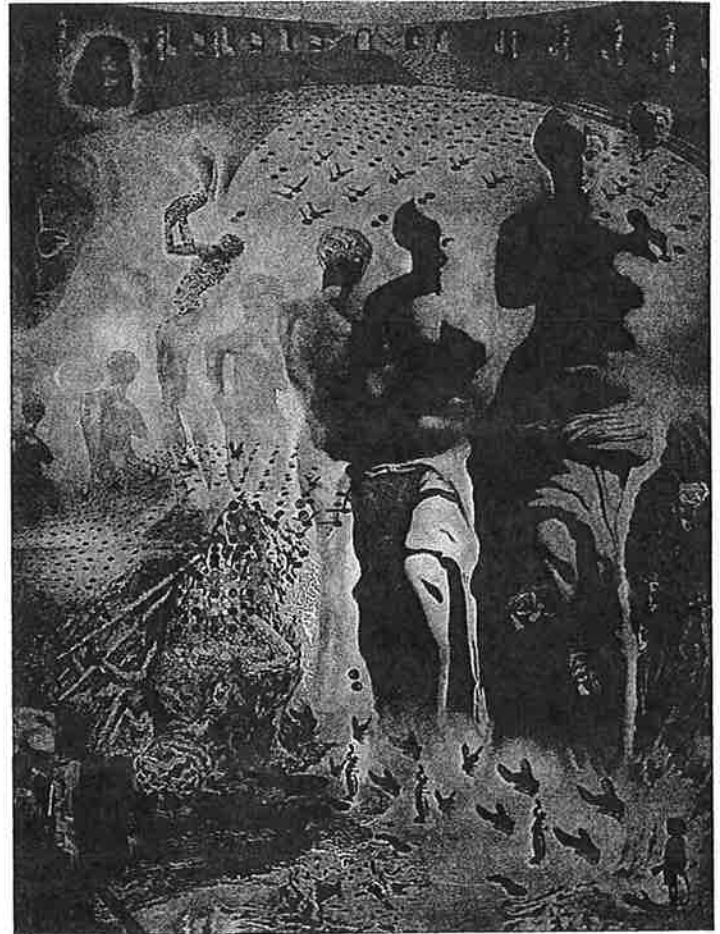
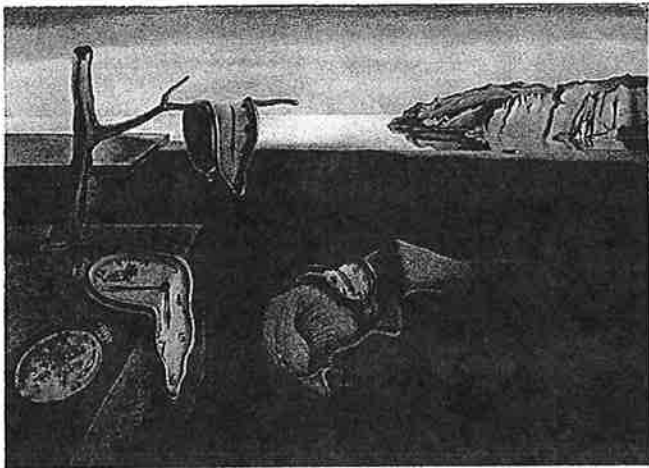
Dali

- Salvador Dali – _____ painter, from _____ near France
- Master of "_____ " style and follower of the _____ movement
- Bizarre, very imaginative, _____ images, painted with excellent skill, similar to great _____ (who influenced him)
- Very _____ personality, did _____ things to draw attention

■ Famous Quote: _____ 19

Examples:

Dream Caused by the Flight of a Bumblebee around a Pomegranate a Second Before Awakening, 1944



Professional Portfolio

Floral Design Portfolio Development

Portfolios will be created to display your work on floral designs, competencies in the field, creative skills in communication, writing skills, and career skills. Each portfolio needs to be created to display your personal style and interests.

Your assignment is to complete all sections of your portfolio. Each item will be written in rough draft form in class, then you type it up. You will need a ½" or 1" binder with a clear cover and protector sheets for the pages. Once you complete all sections then we will put our portfolios together on the due date and present them to the class. Be sure to protect your papers until they can be put in protector sheets. I recommend bringing the binder to class, then adding each page.

Portfolio Contents

Cover: Include the title of the course (Floral Design), your name, and Professional Portfolio. If you want to use a picture or other decorations for personal flare, that is great!

Description of Floral Industry: Write a ½ page or 1 page summary that describes the Floral Design Industry and how it has progressed to the present day. We will discuss some information to include but you may also need to do research. (Optional - EXTRA CREDIT)

Career Preparation:

- Letter of Introduction (AKA Cover Letter)
- Resume
- Job Application
- Letters of Recommendation

Work Samples: You will be instructed on how to create a work sample write-up. It will consist of an introduction, your arrangement evaluation (write-up) and a picture of what it looked like. You should include as many work samples as you can. You also can include an example of a floral ID or any other work samples that you have done in class and want to include in your portfolio. Be sure all work samples demonstrate a skill/quality to the reader: knowledge of the Horticulture/Floriculture industry, talent in design, professional development, organization skills, etc. and how they relate to a possible job in the Floral Industry. Include at least 2 work samples.

Reflection: Please type a short essay (at least ½ page) that is a reflection of your portfolio. You can discuss why it is important to have a showcase portfolio and how you plan to use it in the future. State how it is related to you, how it reflects your personal style, and in what ways it is good preparation for the future. You can also discuss the importance of each section included in your portfolio.

Awards: Include at the end of your portfolio any awards, certificates, or other papers that show your success in education and other areas. (Use copies if you don't want to lose the originals). (Optional - EXTRA CREDIT)

- If you need any materials from the classroom, please see me!

Your Current Address Your phone # & email
(include city, state
and zip.)

Your Name

Objective

Write what position you would like to obtain and a short statement as to why. This should only be one sentence and starts with "To obtain..."

Experience

Years of job Company you work for... City & State

Job #1 (The most current job...)

- Write one responsibility that you complete during this job starting with a verb.
- Write a second responsibility starting with a verb.
- A third job responsibility goes here... (a verb is an action)

August 2014 - present Ag Department Bakersfield, CA

Job # 2 (if you have none, you can use Floral Design

- One skill used during our class.
- Make sure these skills start with verbs... things you do!!
- Write a third responsibility or action during our course.

Education

2014 - current Frontier High School Bakersfield, CA

- Diploma received... write the month, day, and year.
- Focus in Agriculture Education (or another area)

Activities & Awards

- List any activities or clubs that you participate in... or awards that you've received during high school. Be sure to include the year. You can include FFA, sports, leadership, clubs, church, etc.

Skills

List skills that you have that would be helpful to the job for which you are applying. They need to be one-word skills or qualities. (See your examples you highlighted!)

References

Available upon request. (Type this exactly like this!!)

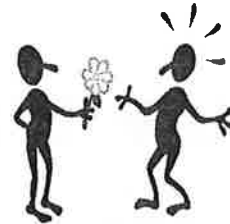
**** To use this format, go to File, New. Click on Other Documents, and then choose the Professional Resume. You will have to change the headings so that they match and add one for the references. Make sure to use 12 pt font!**

Letter of Recommendation Request

FontierFloral Design

Name: _____

Date: _____



Dear _____:

This letter is to ask your support in writing me a letter of recommendation for my Professional Portfolio that I am completing in my Floral Design class at Frontier High School. It is an important part to my portfolio, used to show my skills and strengths as an individual. Below are listed some of the strengths or skills that I believe I can contribute at a jobsite. Please feel free to use these attributes or any other that I may have overlooked.

Please address your letter as "To Whom It May Concern", since this is a general letter of recommendation that I could attribute to any position for which I apply. Also, if you could use letterhead from your business or position to make the letter formally presented, it would be appreciated. My portfolio will be used in job interviews for practice before I graduate, and also for real job interviews at a possible work site.

Thank you so much for your support and time in writing this letter of recommendation. I would like to retrieve the letter from you on or before _____. If this is not possible, please let me know a date that would be a better convenience for you. Thank you again for your support of the Agriculture Education Program.

Skills I possess: _____

Positive Qualities: _____

Activities/Clubs: _____

Personal Qualities

Column 1	Column 2	Column 3	Column 4	Column 5
Accurate	Active	Adaptable	Adept	Adroit
Adventuresome	Affable	Alert	Altruistic	Ambitious
Amenable	Amicable	Animated	Assertive	Astute
Audacious	Authentic	Aware	Benevolent	Bold
Business-like	Calm	Candid	Candor	Capable
Careful	Challenged	Committed	Competent	Competitive
Concerned	Confident	Congenial	Conscientious	Considerate
Consistent	Cooperative	Cordial	Courageous	Creative
Curious	Dependable	Diligent	Diplomatic	Discreet
Dynamic	Easygoing	Ebullient	Effective	Effervescent
Efficient	Eloquent	Empathetic	Energetic	Enterprising
Entrepreneur	Exceptional	Exemplary	Experienced	Expert
Expressive	Exuberant	Fair-minded	Firm	Flexible
Friendly	Generous	Gregarious	Hardworking	Healthy
Helpful	Honest	Imaginative	Impeccable	Independent
Ingenuous	Innovative	Insightful	Integrity	Intelligent
Jovial	Judicious	Knowledgeable	Loquacious	Loyal
Mature	Meticulous	Natural	Neat	Objective
Open-minded	Optimistic	Orderly	Organized	Outgoing
Outstanding	Patient	Penetrating	Perceptive	Perseverance
Persistent	Personable	Pioneering	Playful	Poised
Polite	Positive	Practical	Precise	Punctilious
Punctual	Quick	Reliable	Resilient	Resourceful
Responsible	Responsive	Rhetorical	Risk-taker	Self-confident
Self-control	Self-motivated	Self-reliant	Self-respect	Sense of humor
Sensitive	Sincere	Sophisticated	Spirited	Spontaneous
Stable	Steady	Strong	Successful	Succinct
Sympathetic	Tactful	Teachable	Team player	Thorough
Thoughtful	Tidy	Tolerant	Uncommon	Unique
Unusual	Versatile	Vigorous	Vivacious	Warm

Skills

Some basic skills are listed below, but you need to think about the skills you have attained in your classes, such as in agriculture, art, business, computers, foods, foreign language, health, industry and technology, music, and science.

Column 1	Column 2	Column 3	Column 4
Accept criticism	Ask for help	Ask questions	Bilingual
Calculate	Cooperative	Follow directions	Follow safety rules
Follow through	Give directions	Handle complaints	Handle money
Help people	Keyboarding	Learn from mistakes	Learn quickly
Meet deadlines	Meet the public	Organize information	Organize materials
Organize people	Organize tasks	Organize time	Persuade
Plan ahead	Read	Report information	Solve problems
Speak clearly	Take responsibility	Telephone etiquette	Train others
Understand	Work independently	Work with a team	Write clearly

"Letter of Application" (aka Cover

Your Name

Your Present Street Address

City, CA Zip Code

Month Day, Year (Current date in this format)

(press Enter 3 times)

Company name

Address

City, CA 93618

(press Enter 2 times)

To (put Mr. or Ms. and the person's last name):

(press Enter 2 times)

First Paragraph: Tell why you are writing the letter, what position you are applying for, and how you heard of the position. Do **not** begin with "Hi! My name is . . ." If you heard about this position from the newspaper, give the specific newspaper name (underlined) and the date of the issue. If you heard about this position from a person, give the name of the person. This information can be expressed in two or three lines.

(press Enter 2 times)

Second Paragraph: This is the most important paragraph. Explain why you are interested in this position. Inform them of your qualifications and how they relate to the requirements of the position. Be sure to indicate any related experience, educational background or specialized training that might increase your employability. Keep in mind that if you have prior work experience (even babysitting or lawn maintenance), you can relate it to this position by explaining the importance of responsibility, attendance, etc.

(press Enter 2 times)

Third Paragraph: Make a specific request for an interview, and give your phone number so they can reach you to set up the interview. (Make reaching you simple. Don't leave numerous numbers.) Tell them a resume is enclosed. *(press Enter 2 times)*

Sincerely,

(press Enter 4 times)

(Your actual signature here—use blue or black ink)

Your typed name (write below your signature)

Enclosure: Resume

RESUME WORKSHEET

Your Information

Name _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Message (____) _____

Career or Employment Objective

Education

Name of School _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Degree _____ Grad Date _____

Major/Subjects _____

Awards and Activities

Employment History

Employer _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Position Title _____

Dates of Employment (month/year) _____ to (month/year) _____

Duties or Responsibilities:

RESUME WORKSHEET

Employer _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Position Title _____

Dates of Employment (month/year) _____ to (month/year) _____

Duties or Responsibilities:

Special Skills and Qualifications

References

Name _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Message (____) _____

Occupation _____

Name _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Message (____) _____

Occupation _____

Name _____

Street or P.O. Box _____

City _____ State _____ Zip Code _____

Telephone (____) _____ Message (____) _____

Occupation _____